

AZUSA PACIFIC UNIVERSITY FACULTY HANDBOOK

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Azusa Pacific University Faculty Handbook

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Section 1 - Introduction

- Section 1.1 - Purpose of the Handbook

Section 1.1 - Purpose of the Handbook

Revised March 2020

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 Faculty 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 and the Board of Trustees, and a summary of major changes is made available to faculty annually. All proposed changes to the *Faculty Handbook* must be submitted to the Academic Affairs Committee of the Board of Trustees for review and approval at the January board meeting or at such other time as to permit review and approval by the Board of Trustees before the annual April 1 date for issuance of notices of appointment. Changes to the *Faculty Handbook* made after the annual publication date will be considered in effect if approved by the Academic Affairs Committee of the Board of Trustees, 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.

Section 2 - Administrative and Academic Organization

- Section 2.1 - Board of Trustees and University Administration
- Section 2.2 - Academic Structure
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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 current and future direction of the university.

The Role of the President's Cabinet

The President's Cabinet is accountable for the leadership and management of the university. The group meets regularly and comprises the president, provost, and vice presidents. The President's Cabinet establishes other committees and task forces to guide and support university operations. Academic and non-academic initiatives are brought forward via the Staff Council, Faculty Senate, Academic Cabinet and by Vice Presidents to the President's Cabinet for review and decision.

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

1. interaction with (and periodic review of) the deans of each college or school;
2. working with faculty directly through various committees and groups; and
3. 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 and 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 composed of the deans of the schools and colleges and the provost's administrative staff. 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, developing new dual or joint degree programs, and sunsetting academic programs or initiatives.

Section 2.2 - Academic Structure

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1. [College of Liberal Arts and Sciences \(CLAS\)](#)
 - a. Department of Biology and Chemistry
 - b. Department of Engineering and Computer Science
 - c. Department of English and Modern Languages
 - d. Department of Global Studies/Sociology/and TESOL
 - e. Department of History and Political Science
 - f. Department of Mathematics and Physics
 - g. American Language and Culture Institute
 - h. Ethnic Studies Program
 - i. Humanities Program
2. [College of the Arts \(COTA\)](#)
 - a. School of Music
 - i. Department of Commercial Music
 - ii. Department of Musical Studies
 - iii. Department of Performing Arts
 - b. School of Visual and Performing Arts
 - i. Department of Art and Design
 - ii. Department of Cinematic Arts
 - iii. Department of Theater Arts
 - c. Department of Communication Studies
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
 - d. Liberal Studies/Undergraduate Education K-8 Program
7. [School of Nursing \(SON\)](#)
 - a. Department of Undergraduate Baccalaureate Program
 - b. Department of Doctoral Programs
 - c. Department of Entry-Level Master of Science in Nursing

- d. Department of Healthcare Administration and Leadership
- e. Department of Masters of Science in Nursing Advanced Practice
- f. Department of Nursing Education
- g. Department of Public Health
- h. Department of RN to BSN
- i. Department of Upper-Division Transfer (2+2/LVN to BSN)
- 8. [School of Theology \(SOT\)](#)
 - a. Undergraduate Departments
 - i. Department of Biblical and Religious Studies
 - ii. Department of Practical Theology
 - iii. Department of Theology
 - iv. Department of Philosophy
 - b. Azusa Pacific Seminary
 - i. Department of Biblical Studies
 - ii. Department of Ministry
 - iii. Department of Theology and Ethics
- 9. [University Libraries](#)
 - a. Department of Library and Information Studies

Section 2.2.1 - Program Viability List

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Program Viability List

All academic programs are reviewed periodically by the Academic Cabinet for fiscal viability, using a fiscal viability worksheet. The fiscal viability worksheet shall be submitted to the Academic Cabinet and Board of Trustees on a quarterly basis. Programs that are determined to evidence questionable fiscal viability may be placed on a fiscal viability list by the Academic Cabinet or the Financial Affairs Committee of the Board of Trustees. The list is comprised of two categories:

1. Programs that are deemed to require downsizing (reduction in expenses), and
2. Programs that are at risk for closure.

The dean overseeing a program that has been added to the list will:

1. Notify the department chair, program director, faculty, and staff associated with the program that it is deemed of questionable fiscal viability and may be subject to downsizing or closure. In addition, the dean overseeing the program in question will provide notification of the program's questionable fiscal viability to the Faculty Senate via the Faculty Moderator. Each notice will include the date the program was added to the list and the fiscal viability worksheet for the affected program.
2. Ask the program faculty to identify options to reduce expenses and/or increase revenue in order to restore financial viability.
3. Notify the faculty in the program in writing that they will be ineligible to apply for an initial extended or term tenure contract or renewal of an extended or term tenure contract until the program is removed from the fiscal viability list. Notification of the affected programs will also be given to the Faculty Evaluation Council, the Faculty Senate via the Faculty Moderator, and the Office of Faculty Evaluation.

A program is reconsidered to be fiscally viable when viability requirements are met it is determined that it is fiscally viable using the fiscal viability worksheet and so approved by the Board of Trustees.

For purposes of this section of the *Faculty Handbook*, the term "academic program" refers to courses of study that lead to degrees and majors, and it does not include minors, concentrations, emphases, certificate programs, or credential programs, each of which may be downsized or closed by the university without following the program viability process.

Section 2.2.2 - Closure or Downsizing of a Program Process

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Closure or Downsizing of a Program Process

The financial justification for a program closure or downsize will be determined by the Board of Trustees as well as any decisions regarding reduction of expenses connected to such program, including, but not limited to the termination of faculty contracts.

The Board of Trustees intends to honor any extended or term tenure contracts for faculty in such programs subject to closure or downsizing (but not other faculty benefits including sabbaticals and scholarship unit release) if the faculty member is qualified, capable, and willing to assume an alternative temporary teaching assignment (e.g., general education courses, first-year seminar, writing courses) to satisfy the workload agreement. In the final year of the extended or term contract period, the matter will be handled according to Section 4.4 of the *Faculty Handbook*, the position will be eliminated and no further contract will be issued for that position.

At any point before the end of the honored contract period, the faculty member may apply for any open position at the university for which s/he is qualified. If the faculty member secures the open position, it will be on the terms of the relevant department's needs—as may be described in the position's job description—and may not necessarily result in an extended or term tenure contract. Notwithstanding, the contract period honored by the university will count toward the faculty member's service time for purposes of faculty eligibility for sabbatical in any new position.

Section 2.3 - Dean Duties and Responsibilities

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Definition

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

Appointment

1. Deans shall be appointed by the provost after consultation with the president of the university.
2. A dean's appointment may be ended per the contracted agreement.
3. The appointment and contract renewal of a dean is subject to the following:
 - a. 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 (see also Sections 3.3 and 4.5). Deans who no longer subscribe to the [Statement of Faith](#) are expected to resign from the university;
 - b. Compliance with all policies and regulations of the university and/or the Board of Trustees;
 - c. 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;
 - d. Support for the university and its policies and programs;
 - e. Conduct that exemplifies the university's Christian Mission Statement, the [Statement of Faith](#), and the [Daily Living Expectations](#).

Professional Expectations and Responsibilities

1. Report to the provost—fulfilling assignments, providing reports and documents upon request, and participating in one-on-one meetings.
2. Responsible for the functioning of all aspects of the college or school.
3. 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.

4. Responsible for developing a strategic plan and annual goals consistent with the university strategic process:
 - a. 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;
 - b. Identify opportunities and threats related to majors or programs;
 - c. Create a summary of implications for the college or school;
 - d. Build analyses into a strategic plan and annual goals that integrate with university plans and goals.
5. Supervise associate deans, department chairs, and program directors:
 - a. Appoint associate deans, department chairs, and program directors after consultation with department faculty and approval from the provost;
 - b. 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;
 - c. Conduct annual evaluations of department chairs and program directors.
6. Responsible for overall quality of all academic programs:
 - a. Contribute to the development and/or refinement of new or existing curriculum;
 - b. Oversee program review and program self-study processes;
 - c. Oversee the initiation of new undergraduate majors or minors and graduate programs through the Academic Cabinet strategic process and/or sunseting of an academic program;
 - d. Oversee regional and professional accreditation relevant to any or all programs in the college or school.
7. Provide fiscal stewardship of college or school:
 - a. Oversee program, department, and college or school budget planning, preparation, and budget management to ensure adherence to established budgets;
 - b. Conduct periodic fiscal review of all college or school program budgets to ensure fiscal responsibility;
 - c. Collaborate with undergraduate enrollment management to fulfill the undergraduate course needs of the university, and prepare proposals for additional faculty and resources needed to meet projected enrollment;
 - d. Prepare graduate enrollment projections for all graduate programs in the college or school in conjunction with enrollment management, and prepare proposals for additional resources needed to meet projected enrollment;
 - e. Responsible for managing the fulfillment of graduate enrollment projections.

8. Provide leadership to college or school faculty:

- a. Create an atmosphere conducive to positive faculty morale;
- b. Oversee creation of annual workload assignments in conjunction with department chairs and submit to the Office of the Provost by established deadlines via faculty reporting software;
- c. Oversee faculty development in conjunction with the Office of Faculty Development in the Center for Teaching, Learning and Assessment;
- d. Conduct or oversee annual meetings with individual faculty members as specified in the Faculty Evaluation System in conjunction with department chairs;
- e. Complete evaluation documents as specified in the Faculty Evaluation System and make recommendations to the provost for retention, promotion, and extended contracts;
- f. Chair meetings of the college or school faculty;
- g. Review and approve faculty sabbatical applications and replacement plans;
- h. 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;
- i. Oversee the hiring of adjunct faculty in accordance with university policy;
- j. 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 in consultation with the instructor and/or department chair or program director where feasible at the discretion of the dean.

9. Contribute to university leadership:

- a. Demonstrate effective working relations with the president, provost, and the Office of the President;
- b. Participate actively and effectively in the Academic Cabinet and President's Council;
- c. Represent the college or school and the university to internal and external groups or organizations;
- d. Collaborate with University Advancement in engaging donors and fundraising.

10. Miscellaneous:

- a. Oversee staff recruitment, retention, performance, and morale;
- b. Oversee equipment and space in interaction with appropriate university committees and designated personnel;
- c. Assist in student recruitment;

- d. Assist in alumni activities and relations;
 - e. Develop academic publicity in collaboration with the Office of University Relations;
 - f. Serve as adjudicator in Title IX cases, as appropriate, and 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;
 - g. Fulfill other duties and responsibilities as assigned;
 - h. Maintain currency in one's discipline;
 - i. Attend professional meetings associated with the discipline;
 - j. Attend the annual Fall Faculty Workshop and commencement ceremonies;
 - k. Attend community meetings as schedule permits;
 - l. Complete required FERPA, Respect and Esteem, and Diversity training;
 - m. Fulfill other duties and responsibilities as assigned.
11. 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.
- a. Deans adhere to the Academic Freedom policy (see Section 5.7);
 - 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 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);
 - d. Care should be exercised to respect the privacy of faculty and students;
 - e. Deans must refrain from disseminating information that the speaker knows to be false or with reckless disregard to the truth of the information disseminated.

Spiritual Life

1. 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.

2. Deans are expected to attend the annual Spiritual Refocus Day as their schedule permits.
3. Deans are expected to be actively involved in a church community.

Evaluation

1. 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.

Section 2.4 - Associate Dean Duties and Responsibilities

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Definition

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

Appointment

1. 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.
2. 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.
3. An associate dean may or may not be reappointed, and any associate dean's administrative appointment may be discontinued at any time.
4. The appointment and contract renewal of an associate dean is subject to the following:
 - a. 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 (see also Section 3.3 and 4.5). Associate deans who no longer subscribe to the [Statement of Faith](#) are expected to resign from the university;
 - b. Compliance with all policies and regulations of the university and/or the Board of Trustees;
 - c. 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;
 - d. Support for the university and its policies and programs;
 - e. Conduct that exemplifies the university's Christian [Mission Statement](#), the [Statement of Faith](#), and the [Daily Living Expectations](#).
5. 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.

Professional Expectations and Responsibilities

1. Report to, and be accountable to, the dean of the college or school in which the associate dean resides.
2. Provide leadership to foster effective teaching, scholarship, and service within the college or school.
3. Assist the dean in fulfillment of his/her duties as described in the *Faculty Handbook*.
4. 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.
5. Participate in ongoing training and development related to the role of associate dean.
6. Meet professional expectations and responsibilities and spiritual life expectations as identified in Section 2.7.
7. Perform other duties as assigned by the dean.

Evaluation

1. 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.

Section 2.5 - Department Chair Duties and Responsibilities

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Definition

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.

Appointment

1. 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.
2. 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.
3. The appointment and contract renewal of a department chair is subject to the following:
 - a. 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 (see also Sections 3.3 and 4.5). Chairs who no longer subscribe to the [Statement of Faith](#) are expected to resign from the university;
 - b. Compliance with all policies and regulations of the university and/or the Board of Trustees;
 - c. 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;
 - d. Support for the university and its policies and programs;
 - e. Conduct that exemplifies the university's Christian [Mission Statement](#), the [Statement of Faith](#), and the [Daily Living Expectations](#).

Professional Expectations and Responsibilities

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

2. Serve as a collaborative member of the dean's leadership group within the particular college or school. Model and encourage mutual respect and collegiality.
3. 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.
4. Lead the collaborative department process to determine, propose, implement, evaluate, and revise acceptable scholarship standards for the program or department.
5. Participate in ongoing training and development related to the role of chair.
6. Perform administrative duties:
 - a. Assist in budget preparation and management for the department, ensuring programs operate within the departmental budget(s);
 - b. Conduct regular meetings of the department;
 - c. Facilitate staff recruitment, staff evaluation, and staff professional growth;
 - d. 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;
 - e. Facilitate resolution of disputes between faculty, staff, administration, students, and parents;
 - f. 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;
 - g. In consultation with the dean, collaborate with university departments.
7. Supervise faculty:
 - a. Maintain responsibility for faculty recruitment and development, including adjunct faculty, and managing employment needs in relation to teaching needs;
 - b. 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;

- c. Develop workloads, course schedules and offerings, and 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;
 - d. 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;
 - e. Ensure syllabi for programs are current and follow university guidelines (see Section 5.2) and that appropriate curricular process is followed for all curricular proposals, delegating as appropriate to program directors in departments with multiple, distinct professional programs.
8. Promote student success:
- a. Foster effective student advising and the maintenance of advisement files;
 - b. Assist, as appropriate, in student recruitment and retention;
 - c. Implement department and university policies with regard to students including managing prerequisites, permissions, petitions, and transfer inquiries.
9. Meet professional expectations and responsibilities and spiritual life expectations as identified in Section 2.7.
10. Perform other duties as assigned by the dean.

Evaluation

1. 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.
2. In addition, department chairs participate in the Faculty Evaluation System (FES) as defined in Section 7 of this handbook.

Section 2.6 - Faculty Member Duties and Responsibilities

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Definition

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

Appointment

1. Faculty are appointed as full-time or half-time.
2. 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.
3. 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.
4. The appointment and contract renewal of a faculty member is subject to the following:
 - a. 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 (see also Sections 3.3 and 4.5). Faculty members who no longer subscribe to the [Statement of Faith](#) are expected to resign from the university;
 - b. Compliance with all policies and regulations of the university and/or the Board of Trustees;
 - c. 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;
 - d. Support for the university and its policies and programs;
 - e. 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);
 - f. 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.

Professional Expectations and Responsibilities

1. Faculty are expected to adhere to the appointment expectations as stated in their annual contract, the *Faculty Handbook*, and the [Employee Handbook](#).
2. 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, and faculty members who fail to meet these obligations will be subject to employee discipline up to and including termination:
 - a. 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;
 - b. 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;
 - c. Engage in scholarship that, at a minimum, meets rank and contract requirements as described in this handbook;
 - d. Maintain a minimum of three (3) hours of weekly (on at least two (2) days), regularly scheduled, posted office and advising hours;
 - e. Select and provide timely requests for course texts/materials following university timelines for this activity;
 - f. Fairly evaluate students' learning and provide timely feedback to students about their coursework;
 - g. Participate in academic advising, student recruitment, and retention efforts as assigned to foster student success and promote enrollment in the major/program;
 - h. Participate in activities that foster alumni engagement and promote ongoing affinity of alumni to the school/department/university;
 - i. Maintain currency in one's discipline;
 - j. Attend all required university, school, college, and departmental meetings and activities;
 - k. Participate in faculty governance and/or college or school/department based council/committee work;
 - l. Attend professional meetings associated with the discipline;
 - m. Attend the annual Fall Faculty Workshop and two (2) commencement ceremonies per year;
 - n. Attend community meetings as the faculty member's schedule permits;

- o. 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;
 - p. Complete required FERPA, Respect and Esteem, and Diversity training;
 - q. Engage in service to the university and community;
 - r. Assume other responsibilities as determined by the chair or dean.
- 3. 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, and 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.
 - a. Faculty adhere to the Academic Freedom policy (see Section 5.7);
 - 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 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);
 - 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.

Spiritual Life

- 1. 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.
- 2. Faculty members are expected to attend the annual Spiritual Refocus Day as their schedule permits.
- 3. Faculty members are expected to be actively involved in a church community

Evaluation

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

Section 2.7 - Clinical or Professional Faculty Duties and Responsibilities

Revised March 2020

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.

Appointment

1. 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.
2. Clinical or professional faculty are appointed as part-time or full-time.
 - a. Part-time clinical/professional faculty are individuals employed by the university at a less than a 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.
 - b. Full-time clinical or professional faculty typically work forty (40) hours per week, or more as needed.
 - i. 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;
 - ii. Rank is determined at time of hire based on definitions in Section 7.4, 5. – Requirements for Assigning Rank and Attaining Rank Promotions;
 - iii. 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.
3. Clinical or professional faculty who desire to transition from clinical to general faculty status may apply for open positions for which they qualify.
4. Clinical or professional faculty are required to have credentials as appropriate to the field (e.g. licensure, certification, post-doctoral specialty board certification).

5. 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).
6. The appointment of a clinical or professional faculty member is subject to the following:
 - a. 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 (see also Sections 3.3 and 4.5). Clinical or professional faculty members who no longer subscribe to the [Statement of Faith](#) are expected to resign from the university;
 - b. Compliance with all policies and regulations of the university and/or the Board of Trustees;
 - c. 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;
 - d. Support for the university and its policies and programs;
 - e. 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);
 - f. 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.
7. 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.

Professional Expectations and Responsibilities

1. 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](#).
2. 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.
 - a. 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;

- b. 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;
 - c. Engage in scholarship that, at minimum, meets rank and contract requirements as described in this handbook;
 - d. Maintain a minimum of three (3) hours of weekly (on at least two (2) days), regularly scheduled, posted office and advising hours;
 - e. Select and provide timely requests for course texts/materials following university timelines for this activity;
 - f. Fairly evaluate students' learning and provide timely feedback to students about their coursework;
 - g. Participate in academic advising, student recruitment and retention efforts as assigned to foster student success and promote enrollment in the major/program;
 - h. Participate in activities that foster alumni engagement and promote ongoing affinity of alumni to the school/department/university;
 - i. Maintain currency in one's discipline;
 - j. Attend all required university, school, college, and departmental meetings and activities;
 - k. Participate in faculty governance and/or college or school/department based council/committee work;
 - l. Attend professional meetings associated with the discipline;
 - m. Attend the annual Fall Faculty Workshop and two (2) commencement ceremonies per year;
 - n. Attend community meetings as the faculty member's schedule permits;
 - o. 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;
 - p. Complete required FERPA, Respect and Esteem, and Diversity training;
 - q. Engage in service to the university and community;
 - r. Assume other responsibilities as determined by the chair or dean.
3. 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.

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

Spiritual Life

1. 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.
2. Clinical and professional faculty members are expected to attend the annual Spiritual Refocus Day as their schedule permits.
3. Clinical and professional faculty members are expected to be actively involved in a church community.

Evaluation

1. Clinical and professional faculty will be evaluated annually by their direct supervisor.
2. 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.
3. 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).

Section 2.8 - Library Faculty Duties and Responsibilities

Revised March 2020

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.

Appointment

1. 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.
2. The appointment of a library faculty member is subject to the following:
 - a. 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 (see also Sections 3.3 and 4.5). Faculty members who no longer subscribe to the [Statement of Faith](#) are expected to resign from the university;
 - b. Compliance with all policies and regulations of the university and/or the Board of Trustees;
 - c. 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;
 - d. Loyalty to the university and its mission and support for the university and its policies and programs;
 - e. Exhibit efficient performance of duties;
 - f. Worthy and exemplary conduct. 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;
 - g. Verification of no conflict of interest between academic responsibilities and other professional roles and responsibilities outside of APU.

3. 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.
4. Library faculty are on faculty contracts and are guided by the policies included in the *Faculty Handbook*.
5. 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.
6. Library faculty are eligible for sabbaticals, the faculty education assistance program, and use of faculty research funds if they meet university criteria.

Mutual Respect and Collegiality

1. 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.
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 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).
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.

Duties and Responsibilities

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

1. Report to the university librarian or designee—fulfilling assignments, providing reports and documents upon request, and participating in meetings;
2. 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;
3. Develop policies and procedures that advance the effectiveness of the library and the university at large;

4. 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;
5. Serve as a liaison to specific academic department(s), including for collection development; curate and preserve collections of scholarly, scientific, cultural, or institutional significance;
6. Work with faculty to integrate information literacy into the curriculum;
7. Supervise direct reports and manage employees effectively;
8. Uphold and maintain the institutional values of the university;
9. When appropriate, oversee budget planning, preparation, and management to ensure adherence to established policies and fiscal expectations;
10. Demonstrate effective working relations with teaching faculty, library patrons, students, donors, and the academic administration;
11. Attend the annual Fall Faculty Workshop and two (2) commencement ceremonies per year;
12. Attend community meetings as the faculty member's schedule permits;
13. Engage in service to the university and the community;
14. Assume other responsibilities as determined by supervisor.

Spiritual Life

1. 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.
2. Library faculty members are expected to attend the annual Spiritual Refocus Day as their schedule permits.
3. Library faculty members are expected to be actively involved in a church community.

Evaluation

1. Library faculty are evaluated by a library faculty evaluation system (FES). The Faculty Evaluation System (FES) set forth in Section 7 of this handbook shall not apply except as otherwise noted in the FES Section 7.5 of this handbook.
2. 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.

Section 3 - Faculty Appointments and Contracts

- Section 3.1 - Full-Time Faculty Recruitment and Appointment
- Section 3.2 - Faculty Moving
- Section 3.3 - Faculty Contract Information
- Section 3.4 - Faculty Workload
- Section 3.5 - Leaves of Absence Without Pay
- Section 3.6 - Retirement Policies and Procedures
- Section 3.7 - Visiting Professor Appointment
- Section 3.8 - Faculty Salary Bands
- Section 3.9 - Adjunct and Overload Salary Scale

Section 3.1 - Full-Time Faculty Recruitment and Appointment

Revised March 2020

Recruitment

1. Position Approval
 - a. When a department would like to post a job online (new or replacement), the department chair and/or designee will submit a Position Request Questionnaire (PRQ) located on HR Total Access, and include a job description. The PRQ provides context and data for the position request, and helps the HR Business Partner (HRBP) better understand the role this position plays in the department's organizational structure.
 - b. If the position is supported by the HRBP, the department chair and/or designee will be directed to complete an electronic SilkRoad requisition.
2. Recruitment Process
 - a. When approvals are granted to conduct searches, the recruitment shall be a cooperative effort by the faculty, chairs, and deans of the respective departments along with Faculty Affairs in the Office of Human Resources. 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.
 - b. The search committee will be responsible to prepare a job description, based upon the template provided by Faculty Affairs 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 Faculty Affairs to create a unique recruiting strategy to advertise the position appropriately and will follow guidelines developed by the Office of Human Resources. (Please refer to the Faculty [Hiring Toolkit](#), located on Google Drive in the Community Folders).

Interview Process

1. 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.

2. 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, and three copies of the interview file (along with original transcripts) and the final candidate's other application materials, are to be submitted to the Office of the Provost.

Appointment

1. 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.
2. After a position is filled, all applicants will be notified by the Office of Human Resources.

Section 3.2 - Faculty Moving

Revised March 2020

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. Further, the employee's first or subsequent paychecks could be affected depending on whether the moving company is paid directly by APU or the faculty member is reimbursed. It is suggested that the faculty member seek the advice of a tax professional to determine the actual tax implications with regard to moving expenses and reimbursements.

Section 3.3 - Faculty Contract Information

Revised March 2020

The Faculty Contract System

1. Description

- a. 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.”
- b. 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.
- c. Persons approved for extended contracts will receive a “Notice of Appointment” yearly for the approved term.
- d. The terms of an extended/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). Without limiting the foregoing, in the event of financial exigency where a major or program is downsized or discontinued, an extended/ term tenure contract is also subject to non-renewal under Section 4.4. Faculty members, however, retain a yearly option to discontinue their service to the university by giving timely notice.
- e. Renewal of a yearly or an extended or term tenure contract is both subject to the independent review and approval of the Board of Trustees (which may factor in such criteria as the administration’s recommendations, mission fidelity, program viability, institutional budget, and operational needs) and 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.

Salary Information

1. Payroll

- a. 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](#).

2. Contract Periods

- a. 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.
3. Issuance of Contracts
 - a. 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.
 - b. 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.
4. Salary Schedule
 - a. All faculty salaries are determined by the university's salary schedule. (Please refer to Section 3.8 and Section 3.9).

Faculty Contract Language and Approval of Faculty Notices

1. Reflecting APU's pervasive Christian identity as an organization and the role of faculty as ministers, messengers, and integrators of the Christian faith at APU, the following statement shall be included in all faculty contracts:
 - a. I acknowledge that I have received, read, and understand the university's statement called What We Believe: Our Identity and Values in Community. I further acknowledge that (a) I agree with and will adhere to the university's Statement of Faith without reservation, (b) I affirm, support, and sustain, and I will not advocate positions that are incompatible with, the university's identity, values and essence statements throughout What We Believe, and (c) I will exhibit conduct that exemplifies the university's Christian Mission Statement, the Statement of Faith and the Daily Living Expectations. For additional information, refer to What We Believe and also to *Faculty Handbook* sections 2.7 and 5.7.
2. Each January the administration will bring to the board a resolution for the approval of faculty notices and appointment and promotion. The resolution shall read:
 - a. **RESOLVED** that the Board of Trustees authorizes the President and the Provost to offer on its behalf Notices of Appointment and/or promotions for the _____ academic year to qualified faculty (1) who attain all endorsements and _____ recommendations as required by the applicable provisions of section 7.4 of the *Faculty Handbook*, and (2) who sign the acknowledgement provided in section 3.3 "Faculty Contract Language and Approval of Faculty Notices" of the *Faculty Handbook* as part of the Notice of Appointment.

Section 3.4 - Faculty Workload

Revised March 2021

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 for 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 handbook, 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.

Workload Units

The number of workload units are specified in the faculty member's 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 is equivalent to approximately 45 hours of labor.

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 *Faculty 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 *Faculty 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 *Faculty 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 *Faculty 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, item 3 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 no later than the 26th day of the month following the month in which the work is performed.

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*.

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 entitled to paid time off under the Flexible Time Off Benefit policy in section 5.8 of the *Employee Handbook*. Flexible time off for faculty members must not interfere with faculty members' 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.

Employment Outside the University

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.

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.

Section 3.5 - Leaves of Absence Without Pay

Revised March 2018

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.

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.

Other Leaves of Absence

For all other leaves of absence, please see the [Employee Handbook](#).

Section 3.6 - Retirement Policies and Procedures

Revised March 2022

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 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.

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, the 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.

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.

Details Regarding Benefits

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. This benefit applies only for the single dependent child(ren) who were attending APU at the time of retirement, or who had been accepted to attend APU in the academic year beginning in the fall of the year of the faculty member's retirement effective date. This benefit is subject to all other limitations of the benefit for current faculty.

Other Benefits

For details regarding other retirement benefits, see the section on Retirement Benefits in the [Employee Handbook](#).

Section 3.7 - Visiting Professor Appointment

Revised March 2016

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.

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.

Responsibilities

Responsibilities may include:

1. Consultation services with faculty or students on research and curricular issues;
2. Supervision, precepting, or orientation of students within their place of employment;
3. Teaching and/or assistance with classroom instruction;
4. Participation as committee members or assistance with other faculty or student research projects;
5. Participation in student or faculty seminars and conferences;
6. Participation as a liaison between community and academic resources;
7. Collaboration with APU faculty on research initiatives.

Benefits

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

1. Invitation to participate with non-voting status in departmental or university meetings and conferences;
2. Acknowledgement of appointment in relevant departmental or university publications;
3. Office space, if available;
4. Opportunity to present scholarly work at an on-campus event, if appropriate, as arranged the dean's office;
5. Opportunity for inclusion of appointment in personal vitae or resume.

Procedure for Appointment

1. Nomination for a visiting professor appointment may be initiated by the candidate, a professional colleague, or a faculty member;
2. 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;
3. 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;
4. Appointments are reviewed by the dean and the provost for possible renewal. A reappointment letter will delineate responsibilities and commitments for the coming term.

Section 3.8 - Faculty Salary Bands

Effective Academic Year 2023-24

Part A	1-Month	9-Month (24 Unit Equivalent)	10-Month (27 Unit Equivalent)
INSTRUCTOR			
Minimum	5,436.60	48,929.40	54,366.00
Maximum	7,318.50	65,866.50	73,185.00
ASSISTANT PROFESSOR			
Minimum	5,750.25	51,752.25	57,502.50
Maximum	9,932.25	89,390.25	99,322.50
ASSOCIATE PROFESSOR			
Minimum	6,586.65	59,279.85	65,866.50
Maximum	12,546.00	112,914.00	125,460.00
PROFESSOR			
Minimum	7,527.60	67,748.40	75,276.00
Maximum	15,461.06	139,149.54	154,610.60

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.

Section 3.9 - Adjunct and Overload Salary Scale

Effective January 1, 2020

Full-Time Faculty Overload Rates Beginning January 1, 2020

Staff Adjuncts with Exempt Status Only

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	\$1,229	\$983	\$737
Masters/Bachelors	\$1,139	\$911	\$683

*It is at the dean's and chair's discretion if a course will be offered based on number of course participants.

Adjunct (Non-Exempt) Hourly Rates Beginning January 1, 2020

Senior Doctoral/Terminal	\$28.69/hour
Doctoral/Terminal	\$27.32/hour
Senior Masters/Bachelors	\$26.58/hour
Masters/Bachelors	\$25.32/hour

Section 4 - Academic Due Process and Grievances

- Section 4.1 - Employee Relations and Grievances
- Section 4.2 - Academic Due Process and Grievances Policies
- Section 4.3 - Termination of Appointment
- Section 4.4 - Non-Renewal of Faculty Appointment
- Section 4.5 - Procedure for Addressing Complaints Concerning Fidelity to Statements in "What We Believe"

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

Section 4.2 - Academic Due Process and Grievances Policies

Revised March 2021

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) business 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:
 - i. The grievance is timely under Sections 4.3(2), 4.4(2), 4.4(4), 4.4(6), and 8.23(3)(d) of this *Faculty Handbook*;

- ii. 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
 - iii. The grievance is a proper subject matter for PARB review under Sections 4.1, 4.2,(2)(3), and 8.23 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, the faculty moderator will convene a Professional Affairs Review Board (PARB) panel. The panel will consist of five (5) faculty members.
- e. 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) business 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 confidential written report of its hearing including its finding(s) and recommendation(s) which will be submitted to the provost. The provost shall make the decision regarding the matter and notify the person(s) filing the grievance, the person(s) named in the grievance, the convened PARB panel chair, and the faculty moderator of the findings and the actions taken. The provost shall render its decision within ten (10) business days of receipt of PARB's recommendation.
- e. Any party not satisfied with the provost's decision may, within five (5) business days of issuance of the provost's decision, appeal the decision to the president. The president shall make the final decision regarding the matter and notify the persons identified in part (d) above within ten (10) business days of receipt of the appeal.

Section 4.3 - Termination of Appointment

Revised March 2020

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 via a written request for a hearing by the Professional Affairs Review Board (PARB) filed within ten (10) business 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) business days after receipt of the request, the moderator (or moderator designee) will convene the hearing panel. The 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.¹ The PARB shall also set a date for a hearing, which will be scheduled within twenty (20) business 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.
3. Prior to the hearing, on a date specified by the PARB chair, the parties shall provide the PARB with witness lists and relevant documents, along with a summary of testimony expected from each witness. The PARB chair shall provide all this information to the other party.

At the hearing, 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. The PARB shall determine which questions are appropriate to ask. An audio recording of the hearing will be made and maintained by the chair; 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 from the parties or the provost. 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 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) business 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, shall deliver this confidential decision to the provost.

4. The 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.
5. The PARB shall deliver its written recommendation to the provost, who shall have discretion to accept, reject, or accept with modifications the PARB's decision. Before rendering a decision, the provost may, but shall be under no obligation to, seek additional statements from the parties or witnesses. The provost may also ask the PARB for clarification or for reconsideration and may call a meeting with the PARB to that end. In the event that the provost determines to reject the PARB's recommendation, the provost shall have discretion to impose a lesser sanction, or no sanction. The provost's decision shall be transmitted as provided in Section 4.2 item 4 of this handbook. The decision may be appealed as provided in Section 4.2 item 4 of this handbook.
6. 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 an event, and if the faculty member seeks administrative mandamus under section 1094.5 of the California Code of Civil Procedure, any documents filed with the court that constitute or refer to the hearing board's decision shall be filed under seal.

¹ **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. 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.*

Section 4.4 - Non-Renewal of Faculty Appointment

Revised March 2020

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.

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) business 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) business 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, past moderator, or vice moderator) a hearing before the Professional Affairs Review Board (PARB) within ten (10) business days of the dean's response. Within ten (10) business days after the receipt of the request, the moderator (or moderator designee) will convene the hearing panel, in consultation with the Office of the Provost, having no conflict of interest¹, and shall set a date for a hearing which will be scheduled within twenty (20) business 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.
5. 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 and maintained by the chair; 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. Before rendering a decision, the provost may, but is under no obligation to, seek additional statements from the parties. The provost shall make the decision regarding the matter and transmit it as provided in Section 4.2 item 4 of this handbook. The decision may be appealed as provided in Section 4.2 item 4 of this handbook.
6. Timeline for grieving non-renewal of an appointment:
 - a. Date of Notice – the letter of non-renewal no later than February 1;

- b. The faculty member may request a statement of reasons for non-renewal from the dean no later than ten (10) business days of the date of the letter of non-renewal;
- c. The dean responds to the faculty member's request for a statement of reason(s) no later than ten (10) business days after receiving the request;
- d. The faculty member requests a hearing before the PARB no later than ten (10) business days following the dean's response.

1 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. 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.

Section 4.5 - Procedure for Addressing Complaints Concerning Fidelity to Statements in "What We Believe"

New March 2020

Introduction

Azusa Pacific University's community identity and values, grounded in its Wesleyan heritage, [Statement of Faith](#) and [What We Believe](#) documents, are affirmed each year by the board, faculty, and staff as part of a collective commitment to APU's mission as an evangelical Christian university.

The commitments to APU's mission are:

I acknowledge that I have received, read, and understand the university's statement called [What We Believe](#): Our Identity and Values in Community. I further acknowledge that (a) I agree with and will adhere to the university's [Statement of Faith](#) without reservation, (b) I affirm, support, and sustain, and I will not advocate positions that are incompatible with, the university's identity, values and essence statements throughout [What We Believe](#), and (c) I will exhibit conduct that exemplifies the university's Christian [Mission Statement](#), the [Statement of Faith](#) and the [Daily Living Expectations](#).

Complaints received that allege an APU employee is in violation of the foregoing commitments shall be handled according to the processes stated in this document.

Grievance and Complaints Process:

1. If an individual has a complaint regarding Azusa Pacific University, the university has established a grievance process for graduate and professional students ("Graduate and Professional Student Grievance and Appeal Procedures") and a grievance process for undergraduate students ("Undergraduate Grievance Policy"). The grievance processes, along with a specific grievance process for disability-related complaints, can be found in the Graduate and Professional and Undergraduate Catalogs. Various student handbooks issued by schools or departments and various other policies (e.g., Academic Integrity; Grade Change) may also define the steps you can take to grieve or appeal decisions made by university officials.

Other resources for student complaints include APU's [Title IX website](#) and the [bias incident reporting system](#).

2. Specific complaints received that allege an APU employee is in violation of the above stated missional commitments should be handled according to the following process:

- a. Complaints against faculty should be filed with the Office of the Provost and complaints against staff should be filed with the Vice President for Human Resources (VPHR). If the complaint is first brought to the attention of other university offices or officials, including trustees, those individuals or offices should refer the matter to the Office of the Provost or the VPHR for handling in accordance with these procedures. If the complaint is against the provost or the VPHR or the provost or the VPHR otherwise have a conflict of interest, the complaint will be referred to the other of the provost or the VPHR.
 - b. The provost/VPHR will investigate and determine if the complaint alleges sufficient information to identify the employee who is the subject of the complaint and determine if the complaint is based on evidence that is more substantial than rumor, inference, or hearsay.
 - c. The provost/VPHR will review the complaint with the dean/President's Cabinet member who oversees the employee against whom the complaint is made and delegate the investigation of the complaint to that individual.
 - d. In the case of faculty, the dean and the department chair overseeing the faculty member (unless the subject of the inquiry is a chair) will meet to review the complaint, determine the steps in the investigation, and conduct the investigation. In the case of staff, the President's Cabinet member and the staff member's senior supervisor will review the complaint, determine the steps in the investigation, and conduct the investigation.
3. During the investigation, the dean/President's Cabinet member will keep the following principles in mind:
- a. The APU Academic Freedom Policy (located in What We Believe and in Section 5.7 of the *Faculty Handbook*) provides the context and rationale for the investigation.
 - i. The test of all other statements in What We Believe is whether the employee has advocated positions incompatible with one or more of them through statements or conduct.
 - ii. The test for the Statement of Faith is whether the employee agrees with and adheres to it without reservation.
 - iii. The evidence supporting the allegation must be more substantial than rumor, inference, or hearsay.
 - b. The facts will be found based on the preponderance of the evidence (more likely than not) standard.
 - c. The dean/President's Cabinet member may meet with the person who filed the complaint for additional information or clarification.
 - d. The subject of the complaint is entitled to know what the allegations are and who brought them, and must be given a meaningful opportunity to be heard before a decision is rendered. The dean/President's Cabinet member will meet with the

employee against whom the complaint was filed to review the complaint and hear the employee's explanation or response.

- e. The dean/President's Cabinet member may interview anyone else who can provide direct evidence related to the complaint.

4. Resolution or Sanction

- a. It is possible that the investigation will resolve the complaint by clarifying misinformation or misunderstanding. Informal resolutions may be achieved that clarify or reinforce the employee's commitment to APU's mission and supporting statements in What We Believe.
- b. If the evidence so warrants, the dean/President's Cabinet member may recommend to the provost/VPHR a sanction appropriate to the case at hand, including counseling, disciplinary action, or termination of employment. In cases where the evidence includes public conduct or statements that appear contrary to the university's positions related to identity, the provost/VPHR shall require a written clarification or other explanation of the statements or conduct.
- c. In any cases where a sanction of any kind is issued short of separation, the provost/VPHR shall follow up with the dean/President's Cabinet member within six months to ensure an additional conversation with the employee takes place to confirm the sanction is adhered to and the employee can sign the commitment.

5. Appeal

- a. Faculty members subject to sanction under this procedure have access to the Professional Affairs Review Board if applicable. Staff may appeal terminations if available under the *Employee Handbook*.
- b. No other appeal may be taken.

6. Reporting

- a. On an annual basis, the provost/VPHR shall report to the president, and the president to the board, a summary of complaints and investigations conducted under this procedure.
- b. In all cases of reporting, care shall be taken to respect employee confidentiality; the identity of employees will be shared only in rare cases and upon the advice of the General Counsel.

References:

1. What We Believe: Our Identity and Values in Community (last rev. 8-22-18)
2. *Faculty Handbook* Sections 4.3 and 5.7
3. Office of the Provost Procedure for Handling Complaints Against Faculty With Regard to the APU Identity Statements

Section 5 - Instructional Policies and Procedures

- Section 5.1 - Credit Hour Policy and Term Lengths
- Section 5.2 - Course Syllabus Policies
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Section 5.1 - Credit Hour Policy and Term Lengths

Revised March 2020

Standard Syllabus Language for Credit Hour Assignment

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 abroad
- _____ 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.

Additional Policies

To remain compliant with APU, WSCUC Credit Hour Policies, and Department of Education standards, faculty delivering courses that include Study Away activities must meet the following academic criteria:

- Schedule the academic course in an APU-approved academic term.
- Schedule the Study Away activity to begin and end within that selected term.
- Demonstrate that coursework for that term begins at the start of the term, includes weekly instruction over the entire term session, and ends with coursework due in the final week of the term.
- Have evidence, if audited, that the credit hours assigned to the course have been met through the selected modalities. For example a 3 unit course = 45 hours of course instruction and a minimum of 90 hours of homework. This must be submitted to CGLE prior to the commencement of the course and program.
- Faculty may not schedule coursework or seat time outside of the dates of the assigned term.
- While participating in Study Away, time spent traveling, eating meals, and sightseeing are NOT considered course instructional hours, unless the activity can be directly related

to a course outcome/assignment. Note that sightseeing activities are not equivalent to planned visits to businesses, museums, architectural sites, etc. Such course activities most often are accompanied by instruction prior to, during, or after the visit to clearly align the activity with course content and outcomes.

- Activities on the trip may not count for more than one course in which students are enrolled (e.g. going to visit a museum may only meet criteria for one course, not two or three courses, as such activities would be considered “double-dipping” of credit hours).
- Non-adherence to credit hour policies is considered academic fraud and could result in retraction of the credit hour units from the student, a refund of student tuition fees, and/or disciplinary action toward the course faculty.

Section 5.2 - Course Syllabus Policies

Revised March 2020

Syllabus Requirements

- For each class taught, the faculty member must prepare a course instruction plan (syllabus) following the university [syllabi 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.
- 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.
- 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 twenty-five percent (25%) of the number of original core SLOs without curriculum committee review.
 1. 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.
 2. 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.

The following are required statements for all APU syllabi. Additional required statements for specific careers (Undergraduate, Masters, Doctoral) are below.

Academic Integrity Policy

The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a Christian education. Therefore, a breach of academic integrity is not merely a private matter between the student and an instructor but an act which is fundamentally inconsistent with the purpose and mission of the entire university. It is the policy of the university that academic work should represent the

independent thought and activity of the individual student and work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered to be academic dishonesty that defrauds the work of others and the educational system. Engaging in any academic integrity violation is a serious offense for which a student may be disciplined or dismissed. The full [Academic Integrity Policy](#) is available on the university website. It is each student's responsibility to review this policy and follow the APU academic integrity standards.

Information Literacy and Use of the Library

During this course, students may fulfill assignments by:

- Finding research help face-to-face, by phone, or email from librarians at one of the University's Libraries apu.edu/library/help
- Chatting online with librarians 24/7 at apu.edu/library/help/asknow/chat
- Making appointments with subject matter specialist librarians at apu.edu/library/help/specialists
- Accessing the online library at apu.edu/library
- Viewing self-paced tutorials at apu.edu/library/help/tutorials and help guides at apu.libguides.com

During this course, students may develop information literacy by:

- Thinking critically to find, access, and engage appropriate resources
- Identifying how information in this course's discipline is produced and valued
- Conducting quality research activities, even to create new knowledge
- Participating ethically in this course's community of learning

For more information, see information literacy tutorials at apu.edu/library/help/tutorials

**Framework for Information Literacy for Higher Education, Association of College and Research Libraries (2015). Available at: ala.org/acrl/standards/ilframework*

Copyright Responsibilities

Materials used in connection with this course may be subject to copyright protection. Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at <http://apu.libguides.com/c.php?g=720915>

Support Services

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in Accessibility and Disability Resources 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 contact Accessibility and Disability Resources by phone at 626-815-2067 or email at disabilityservices@apu.edu.

Diversity Statement

Affirming that diversity is an expression of God's image, love, and boundless creativity, it is the university's aim to collectively nurture an environment that respects each individual's uniqueness while celebrating our collective commonalities. It is in this spirit that we collectively strive to create an inclusive environment in which all students, staff, faculty, and administrators thrive.

Azusa Pacific University encourages community members to resolve conflict directly, when possible. If an APU community member perceives that hostile words or behaviors were directed toward an individual or a group based on that individual's or the group's identity, they can submit a Bias Incident Report. Information on the reporting process is available on the website at <https://www.apu.edu/diversity/bias/>.

Faith Integration Statement

Academic Faith Integration is recognized as an important feature of courses at Azusa Pacific University. Students can expect to discover how relevant themes from their coursework and themes from the Christian faith meaningfully inform each other. Although faith integration is central to the mission of APU, instructors respectfully recognize that students come from a diversity of faith backgrounds and that they have a variety of perspectives.

Azusa Campus Emergency Policy

It is highly recommended that you leave the class title, room and building location, and the APU campus phone number (626) 969-3434 with family and/or other contacts if you wish to be notified in case of an emergency.

University Policies

All university and department policies affecting student work, appeals, and grievances, as outlined in the Undergraduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

Masters and Doctoral Syllabi must add the following statement:

Withdrawal and Grade Permanence

For policies on Withdrawal and Grade Permanence, Academic Integrity, and Appeals and Grievance procedures refer to the Graduate Catalog and Departmental Student Handbooks as applicable.

The Syllabus Hub

The Office of Curricular Support (OCS) manages links containing all the required policy statements. As policies change, OCS will make those changes universally.

The following links can be placed in syllabi to replace the following policies above; Information Literacy, Copyright, Support Services, Faith Integration, Emergency and University Policies.

Undergraduate

<https://docs.google.com/document/d/1k5sjvv89-bsPdcCdwXgN7c8gWcYN---WvzcsG9y5mes/edit>

Masters

<https://docs.google.com/document/d/1luM5uZD2hpz9z2eetcJ91e4y2QwNOIFwzBLEL-teQEo/edit>

Doctoral

<https://docs.google.com/document/d/1Vi2U-RtfJMrfyAGNSYXMV0D77ganUDqeP9ViLlak33A/edit>

Section 5.3 - Instructional Alternatives

Revised March 2020

Independent Study

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/>.

Academic Service-Learning

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.

Study Away Terms - The Center for Global Learning and Engagement

Vision Statement

Transform APU students by broadening their worldview and preparing them to lead in our global world.

Mission Statement

The Center for Global Learning and Engagement (CGLE) carries out APU's academic vision to deliberately and strategically integrate an intercultural and international dimension into teaching, research, and service functions of the university. The CGLE does this through the creation and maintenance of innovative, inclusive, and accessible global learning opportunities, including [study away programs](#), comprehensive advising, preparation, and re-entry guidance for students, and the creation of opportunities for faculty development and leadership in international education.

Department Goals

- Communicate the importance of intercultural educational experiences.
- Collaboratively design intercultural and experiential learning to fit the complexities of various student populations.
- Provide educational programming that develops cultural competence and essential life skills within students.
- Mentor students as they walk through the multiple phases of their intercultural journey.
- Evaluate effectiveness.

Learn more about the [Center for Global Learning and Engagement](#).

APU GO Terms

The Center for Global Learning and Engagement provides students with the opportunity to take APU courses while traveling to locations around the world through GO Terms. GO Terms are academic programs offered during fall, spring, and summer terms and range from 1-16 weeks. Students of different degree levels can participate in these opportunities:

- Faculty-led academic programs where students of different degree levels can complete academic courses and/or degree course requirements. APU faculty teach their course(s) with domestic or international cross-cultural engagement opportunities.
- Host family and cultural immersion programs.
- For-credit internship/practicum opportunities where students can gain experience through community organizations, businesses, or government agencies.
- Programs offered through other organizations that offer course credit that can be transferred to APU.

Contact studyaway@apu.edu to get involved:

- Learn how to incorporate Study Away into faculty advising.

- Invite a Study Away representative to your class.
- [Design](#) and teach a faculty-led GO Term program.

Click [HERE](#) to learn more about GO Terms.

APU Semester Programs

The Center for Global Learning and Engagement provides traditional undergraduate students the opportunity to take APU courses while traveling to domestic and international locations through Semester Programs. Semester Programs are academic programs offered for the duration of the fall or spring term. Undergraduate students can participate in Semester Programs. Features of semester programs may include:

- Fulfillment of APU general education or major-specific requirements.
- Achievement of [APU Global Learning Objectives](#) through thoughtfully planned and implemented domestic and international programs.
- Completion of university service credits for community-based internships or participation approved service-learning projects.
- Opportunity to utilize some and/or all financial aid to cover program tuition and fees.

Contact studyaway@apu.edu to get involved:

- Learn how to incorporate APU Study Away into faculty advising.
- Invite a Study Away representative to your class.
- Utilize [Study Away Symposium](#) for a class assignment or activity.
- Click [HERE](#) to learn more about APU Semester Programs for a variety of majors.

Section 5.4 - Grading

Revised March 2019

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.

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.

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, 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.

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 in consultation with the instructor and/or department chair or program director where feasible at the discretion of the dean. An administrative grade change may also result from a grievance procedure and would be communicated to the Office of the Registrar by the Office of the Provost designee.

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 member 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.

Section 5.5 - Accommodations for Students with Disabilities

Revised March 2020

The Accessibility and Disability Resources (ADR) office, located on East Campus, serves to facilitate accommodations for all students with disabilities, whether graduate or undergraduate, at the Azusa campus or any of the Regional Campuses. The ADR is designated to facilitate all requests for disability-related accommodations and services for APU students, including those in clinical facilities. Accommodations may include testing, note taking, audio recording, parking, housing, emotional support animals, excused absences, and assignment extensions. Testing accommodations are approved by the ADR and are administered by the Testing Center. The Testing Center seeks to serve the APU community by providing a variety of academic support services to students. Specifically, Testing Services offers our undergraduate population placement testing for incoming first-year and transfer students and test proctoring services that include the administration of CLEP, DSST, and FLATS.

Information regarding students with disabilities may be found on the ADR 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 Accessibility and Disability Resources

The ADR facilitates academic accommodations for students with disabilities. Students seeking an accommodation for a disability must forward documentation of the disability to the ADR for review and consideration. 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 ADR director and/or designated staff will determine whether a student is entitled to accommodations based on a comprehensive assessment which includes a careful review of the student's application, documentation from a qualified professional, and the interactive interview with the student. Once the comprehensive assessment process is completed and the student has been found eligible for accommodations, and the student agrees with the approved accommodations, the student will sign a Semester Request for Accommodations form authorizing the ADR to send an Accommodation Memo directly to faculty. Each student with an approved accommodation and each faculty member with a student who needs accommodations is expected to interact with each other to discuss the approved accommodations and their

implementation.

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 or suspect they may have a disability that might prevent them from fully demonstrating their abilities are encouraged to make an appointment with the Accessibility and Disability Resources office 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: [Accessibility and Disability Resources](#) by phone at 626.815.2067 or email at disabilityservices@apu.edu.

Use of this statement accomplishes three (3) things:

- a. It gives students the opportunity to contact the ADR 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 ADR office 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 ADR.

If a student has an evident 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 ADR office who can then follow up with the student.

Although students are responsible for seeking accommodations from the ADR office, 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 ADR and should let the requesting student know that they are forwarding it to the ADR.

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 ADR director or designee. The university may be legally compromised if accommodations are provided without written verification from the ADR.

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 a student with poor physical dexterity.

5. Grievance Process

If 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 Academic Success website: www.apu.edu/lec/disabilities/grievance/.

6. Questions regarding disability verification and reasonable accommodations should be forwarded to the director of the ADR. In addition, the ADR 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.

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.

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 offers 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.

Section 5.8 - Learning Management System - Canvas

New March 2020

What is Canvas?

Canvas is APU's cloud-based learning management system (LMS). Canvas by [Instructure](#) is a modern, easy-to-use, reliable, and adaptable LMS that supports current and evolving teaching and learning needs.

How do I access Canvas?

Canvas can be accessed at <http://canvas.apu.edu> using any internet-connected computer, laptop, or mobile device. Make sure the device meets the [basic computer specifications](#) to run Canvas. It's also important to verify that [Canvas supports your web browser](#) before you get started.

What is the expected use of Canvas for faculty?

- Faculty teaching in-person courses are strongly encouraged to take Canvas training to get the most out of the tool. [Learn more about available Canvas training](#).
- Our accreditation stipulates that faculty teaching blended, distance learning, and/or online courses are required to complete appropriate Canvas training. [Learn more about Canvas certification training](#).
- Regardless of modality, all faculty teaching with Canvas should use the following tools to ensure the best student learning experience: [syllabus](#), [announcements](#), [assignments](#), and [grades](#). Other useful tools include [modules](#), [pages](#), [discussions](#), and [quizzes](#).

Where can I go to get help with Canvas?

- [GoCanvas](#) - Information about upcoming Canvas in-person/virtual/self-paced training, consultation requests, and related resources.
- Canvas@apu.edu - Email this address to get technical support from the [Office of Innovative Teaching & Technology](#)
- [Canvas Support Articles](#) - Articles on the most commonly asked Canvas questions and tools.
- Canvas Guides - [Web-based](#) or [PDF Guides](#)

What are some of the things faculty can do with Canvas?

- Watch this [video](#) of the cool things faculty can do with Canvas.
- Organize courses using an integrated [calendaring](#) and [syllabus](#) system, content [modules](#), and [communication stream](#).
- Stimulate active learning, critical thinking, and reflection with [discussion forums](#).
- Leverage built-in faculty and student [audio](#) and [video](#) recording functionality (in assignments, quizzes, discussions, web conferencing) to maximize interaction outside the classroom.
- Save time grading using [SpeedGrader](#).
- Access your course using a [mobile app](#) (iPhone, iPad and Android devices).
- Easily set up [assessment tools](#) that track, grade, and communicate student outcomes.

Section 5.9 - Academic Integrity and Faculty Responsibilities

New March 2020

Introduction

The Undergraduate and Graduate Academic Integrity Policies represent valuable educational tools for guiding faculty, staff, and students in their efforts to create a sense of community and for expressing the values that are at the core of a Christian university. As members of an academic and spiritual community, we work together to answer difficult questions, often collaborating to answer these questions, solve problems, and communicate effectively the knowledge we acquire through inquiry. These documents call attention to the responsibilities we have to one another in being faithful in our attempts to represent others' views, and it helps us to understand the responsibilities we have toward one another, students, and faculty alike, and toward academic scholarship, as we endeavor to uphold the moral standards of our community.

The policies describe types of violations and sanctions. In addition, the policies include the procedure for handling alleged violations.

Faculty Responsibilities Regarding Academic Integrity

1. All members of the faculty are required to become aware of the policies and procedures as outlined in the Academic Integrity Policy and to follow these procedures when discussing the situation with the student, when determining a sanction, and when reporting the violation to their department administration and the Office of the Provost designee.
2. Deans and department chairs are responsible for introducing new faculty to the policy. The orientation procedures should be completed, when possible, prior to faculty activities in the classroom. The faculty member in charge of a particular course is responsible for educating and establishing guidelines for any graduate/teaching assistants in the course.
3. Faculty are expected to make students aware of the academic integrity policy including any unique application to that specific discipline.
4. Faculty are expected to include a written statement in their course syllabi stating the course expectations for academic behavior and the consequences of violations of those standards. A sample syllabus statement is provided in the syllabi templates available from the Office of Curricular Support.
5. Faculty are expected to explain the conditions under which students are permitted to share their work—for example, outlines that can form the basis of an exam or paper, take-home exams, lab reports, and in-class examinations. Faculty should also offer guidelines when asking students to work in teams or groups—for example, when inviting students to collaborate on problem sets or to develop computer programs, either inside or outside of class.

6. Each faculty member will strive to establish an environment which supports the evaluation of students in a fair and reasonable manner. For example, faculty members or assigned proctors will be present in the classrooms during examinations.

Section 5.10 - Relationships with Students

Revised March 2020

Interactions With Students

The faculty-student relationship is foundational to the mission of the university. Faculty responsibilities with respect to students 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.

Section 5.11 - Faculty Interactions with Student Athletes

Revised March 2020

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 a 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 the 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.

Section 5.12 - Distance Education Policies

New March 2020

Instructional Modalities

APU categorizes classes using one of five instructional modalities. All class sections should be appropriately identified using the definitions below. Instructional modalities provide critical information to students by setting expectations for their learning experiences. Accurate use of instructional modalities also ensures APU's ability to reliably report on methods of class delivery.

Definitions

In-person: Classes deliver 100% of their instruction face-to-face and have required classroom attendance. Students meet on a regularly scheduled basis and may encounter internet and/or computer requirements in these classes.

Blended: Classes deliver at least 33% but less than 50% of their instruction in an online format and include required classroom attendance and online instruction, which can be either synchronous or asynchronous. Compared with in-person classes, blended classes have substantial activity conducted online, which substitutes for some classroom meetings.

Online asynchronous: Classes deliver 50% or more of their instruction in an online format but have no required live virtual meetings. Students have a time frame for participation each week, but they may contribute whenever they choose in accordance with course instructions. Some asynchronous courses may offer optional live sessions such as desktop video chats, but live, real-time class meetings are not required.

Online synchronous: Classes deliver 50% or more of their instruction in an online format. These classes require students to meet online at specified times for live instructions, student presentations, or other real-time activities. Synchronous online classes have no campus meeting place; rather, students log into the online classroom from off-site locations. These classes may have specific technology requirements.

Distance learning: Classes originate in a campus classroom where the instructor and students meet. Video-conference technology allows additional students from offsite locations to interact with the instructor and students at the campus classroom using video, audio, and text. These classes may have specific technology requirements.

Who Determines Instructional Modalities?

The academic department identifies the instructional modality of a class as part of the standard scheduling materials submitted to the registrar. If necessary, the academic department can consult with the [Office of Curricular Support](#) and/or the [Office of Innovative Teaching and Technology](#) to determine the best instructional modality for a class. Faculty members cannot alter identified instructional modalities.

Approval Process

Note that before a course can be officially approved and listed by the registrar as blended, distance learning, or online, the course needs to go through the appropriate approval process outlined below.

Moreover, a faculty member who is teaching one of these courses for the first time will need to complete the relevant self-paced training. Only faculty members who have successfully completed the relevant training can be assigned to teach a blended, distance learning, or online course.

Propose a New Blended, Distance Learning, or Online Course

1. Contact the [Office of Curricular Support](#) at ocs@apu.edu or (626) 857-2406 to initiate the process.

Change the Instruction Mode of an Existing Course

1. Log into [CourseLeaf](#), select the existing course, and click the green Edit Course button.
2. In the “Modality of the course” section, check the appropriate box(es).

Enroll in Required Certification Courses

1. Faculty teaching blended, distance learning, and/or online courses are required to take the relevant self-paced training courses. [Learn more about these certification courses](#).
2. Faculty members who have completed comparable ITT training (e.g., Orientation to Online Teaching, Course Redesign Institute, Teaching with Technology Institute, etc.) could receive credit. Contact ITT at ittsupport@apu.edu for more information.

Section 5.13 - Academic Classroom Scheduling Guidelines

New March 2020

Key Terms:

Helpful words and phrases as one navigates Classroom Scheduling

- Term - Term refers to a larger, all encompassing period of time. APU has Fall, Spring, and Summer terms.
- Session - Sessions are periods of time that fall within the Term. Please see the most current [Academic Calendar](#) to reference approved and available sessions.
- General Purpose Classroom - Any classroom space that is controlled/booked by Campus Events and/or the Academic Scheduling Team.
- Department Priority Classroom* - Certain spaces have priority in specific rooms for initial classroom assignment. After the department has been assigned that space as efficiently as possible, the Academic Scheduling Team and Campus Events are authorized to book other events or classes during open times. Should the department make changes to their schedule that require a different day/time/space than what was originally requested, they may be placed in a different General Purpose space.
- Department Controlled Space* - Some programs have specific rooms and/or equipment for which they have been given authority to control at the department level. Examples include certain skills labs, seminar rooms, conference rooms, etc.

*Requests for these types of spaces are vetted by the Space Committee with input regarding overall university impact from Campus Events and the Academic Scheduling team.

How Classrooms are Assigned

Azusa

- The university uses a centralized scheduling model in conjunction with a scheduling software called Series25 to schedule all events and classes on the Azusa Campus. The Academic Scheduling team has been given the responsibility of booking space for all class sections meeting on the Azusa Campus, and any additional meeting times that are directly connected to a class section. It is not appropriate to request space through Campus Events for any space needs connected to a class.
- Each department has a set of preferences built in the scheduling software. These preferences were built, strategically, in order to give each department their first or second choice of location (by building). Should the preferred locations not be available,

the final preference for most departments is set to look for any open general purpose classroom space, regardless of building or campus (East or West).

- The Academic Scheduling team must run the scheduling software algorithm together. It is designed to do a best-fit assignment for all classes that exist at the time the software is run. We make every attempt to assist departments in getting their schedules submitted on time, but any late schedule submissions will be processed after all on-time submissions. This may impact classroom availability significantly if late schedules are received after classrooms have been assigned for the term.

Regional Campuses/Sites

- For non-Azusa locations, the Site Director or assigned staff member maintains Class and Event scheduling for each location in a decentralized model. The classroom assignment information is reported back to the Academic Scheduling team to be added to PeopleSoft so it appears accurately in the registration system. It is still imperative that all non-Azusa class sections be accurately scheduled with the Academic Scheduling team in PeopleSoft. The regional campus/site staff are only able to assign/update classroom spaces; all other changes to classes (meeting time, dates, instructor of record, etc.) must still be requested through the appropriate Academic Scheduling team.

Course Scheduling Best Practices

Collaboration between departments and Academic Scheduling will be employed to meet these best practice guidelines as best as possible.

- On-time Schedule Submission - The Academic Scheduling team will produce a yearly schedule production timeline with due dates, creation schedule, classroom assignment schedule, and registration open dates. The best way to ensure each department gets as many of their needs met as possible is to have all schedules submitted on time so the Academic Schedulers have enough time to vet each and every need.
- Utilize Department-Controlled Spaces First—As our student body and programs continue to grow, we are often faced with Class Requests for which there is no available space on either campus. A best practice is to use your department-controlled spaces (conference rooms, seminar rooms, skills labs, etc.), as appropriate, first. If enrollment is expected to be very low (one to five students), a conference room may be more than sufficient.
- Utilize University-Approved Time Blocks—Academic Scheduling is not authorized to create classes that meet in time frames outside of the University-Approved Time Blocks. Classes should start and end at the published times.
- Balanced Schedules—In order to utilize space most efficiently, the following recommendations are given:
 - No more than 15% of department offerings are offered during the same time frame.
 - Filling all days in requested time frames.

- For example: If your department is offering a Tuesday class from 9:25-10:50 a.m., a best practice would be to also offer a Thursday class from 9:25-10:50 a.m. whereby the space does not go unused during that time frame on Thursday.
- Utilizing Friday time periods. There is often a surplus of open space available on campus on Fridays.
- Class meetings that fall outside of a standard weekly meeting pattern (ex: every other week, once a month, etc.) should specify those exact meeting dates on the initial schedule request.
- Accurate headcount estimates—Classrooms are assigned based on anticipated headcount, so please ensure these are as accurate as possible.
- Classes must run the entire length of the session—Students must be engaged in academic activity from the first week of the session through the last week of the session. This is, not only, a Class Scheduling best practice, but also a WSCUC and APU Credit Hour requirement, as well as a Title IV Compliance requirement.
 - Please reference WSCUC guidelines to determine needed seat time for each class section.
- Faculty should work with their department's administrative staff to request changes through the Academic Scheduling team. Requests can be sent to:
 - ScheduleUG@apu.edu for Traditional Undergraduate requests
 - ScheduleGPC@apu.edu for Graduate or Professional Undergraduate requests

Faculty Needing Facility Accommodations

Any Faculty member that needs a specific space accommodation (ground floor, near parking lot, etc.) must have an official accommodation on file with Human Resources. After confirming the nature of the accommodation with Human Resources, the Academic Scheduling team will make every effort to fulfill requests for reasonable accommodations.

General Classroom Usage Etiquette Guidelines

- General Purpose classroom space is not guaranteed to any department. The Academic Scheduling team will make every attempt to find space on campus for all requests, but at times there simply is no available space. If this is the case, the Academic Scheduling team will be in contact with the department to discuss alternative options.
- The Academic Scheduling team has the right to move classes after classroom assignments have been completed in order to continue to maintain a best-fit for the whole university. If someone from the Academic Scheduling team must relocate a class, the department will be notified as quickly as possible.

- The 15-minute passing period between class meeting times is to be shared by faculty who are exiting and faculty who are setting up.
- Faculty may move furniture in their assigned room during their class period; however, all furniture should be returned to the original, standard configuration before the class period ends.
- If a faculty member borrows any furniture from another classroom during the add/drop period to accommodate extra students, the furniture must be returned to the original classroom when the class ends.
- Classes may not be moved to another space without the Academic Scheduling team's approval. Although a space may appear empty, it could be assigned to another class on an alternative meeting schedule or an event through Campus Events.

Questions/Concerns

- For concerns about classroom furniture or cleanliness, please contact [Facilities Management](#).
- For concerns about classroom equipment, please contact [IMT Support](#).
- The Academic Scheduling teams will make every attempt to work through any questions or concerns regarding these recommendations. Questions/concerns regarding any of the policies that cannot be resolved at this level may be escalated to the dean's office and/or the Office of the Provost.

Section 6 - Scholarship, Teaching, and Service Policies and Resources

- Section 6.1 - Intellectual Property Policy
- Section 6.2 - Faculty Scholarship and Research Support
- Section 6.3 - Sabbatical
- Section 6.4 - Faculty Development
- Section 6.5 - Education Assistance Program
- Section 6.6 - Professional Organization Benefits
- Section 6.7 - Professional Travel
- Section 6.8 - Honor Society Formation and Ongoing Support
- Section 6.9 - Start-Up Funds

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](#).

Section 6.2 - Faculty Scholarship and Research Support

Revised March 2020

Definition of Scholarship

As a strategic priority for the university, transformational scholarship is defined as research and scholarly activity that ultimately impacts others; such scholarship has the ability to enlighten and change perspectives, 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 the scholarship is grounded.

Faculty Scholarship

APU is committed to providing high levels 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 books or through other formats. Finally, ORG provides workshops and/or consultations on topics that include collaborative research, research design, quantitative and qualitative methodologies, external grant opportunities, and writing for external grants. Consultations can be arranged by contacting ORG directly at 626.815.2082. Additional information regarding these services can be found on the [ORG Google Site](#).

Research Support

Sponsored research and grants constitute a remarkable opportunity for faculty and the university. The pursuit of sponsored research and grants—be they oriented towards research, service, or building programs—is a high calling. ORG assists faculty with external grant inquiries, submissions, post-award management, and administration. The office regularly works with faculty to locate external (government and foundation) funding opportunities. ORG provides resources and consultations to help faculty develop winning proposals. Details on resources to assist in seeking sponsored research and grants, understanding policies and procedures, and gaining access to the APU-approved Grants Handbook are available in the [Grants](#) section of the [ORG webpage](#) in addition to resources found on the [ORG Google Site](#). Please note all external sponsored research and grant applications require routing and submission through the Office of Research and Grants. Routing is to be initiated not less than ten (10) business days prior to the application deadline. Sponsored research and grant submissions to external funders are permitted only after routing has been completed with each APU stakeholder in the process providing authorization.

Institutional Review Board (IRB)

The APU IRB adheres to federal regulations designed to protect the rights and well-being 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 Federal-wide 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, proposal information, and access to the IRB online application process are available through the [Research Ethics](#) page on the [ORG webpage](#).

Institutional Animal Care 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 through the [Research Ethics](#) section of the [ORG webpage](#).

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

- 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).

Internal Grants Available to Faculty

APU provides a variety of internal grants for faculty. Please refer to the [APU Internal Opportunities](#) page of the [ORG webpage](#) for a summary of campus-wide internal opportunities that ORG administers or assists in facilitating.

Section 6.3 - Sabbatical

Revised March 2020

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 proposals that are not acceptable include the following:

1. Developing vocational interests 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 and clinical/professional 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 recommendations are made by the Faculty Research Council (FRC) and submitted to the Academic Cabinet for final review and approval.

The FRC is charged to embody best and highest peer review practices by, for example,

- a. making public the rubric by which sabbatical proposals are evaluated,

- b. providing to each unsuccessful applicant (i) a detailed explanation of why his or her sabbatical proposal was denied and (ii) how a future proposal could be improved.

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.

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. As stated above, the application is reviewed by the FRC, and all sabbatical recommendations are submitted by the FRC to the Academic Cabinet. Final 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 prorated 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 Leave Presentation 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.

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.

Section 6.5 - Education Assistance Program

Revised March 2021

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

1. Eligibility

- a. Full-time faculty members of all ranks are eligible for the Education Assistance Program. Academic administrators, clinical/professional 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.
- b. In order to be eligible for the Education Assistance Program, the dean and the provost, in consultation with the Human Resources business partner, must determine that the program is directly related to the faculty member's current position according to the standards set forth in the Internal Revenue Code. (If a course were not directly related to the faculty member's current position, then the doctoral program payments would have to be reported as taxable income to the faculty member.)

2. Program Approval

- a. Applications for the Education Assistance Program may be obtained from the Office of the Provost. They are to be submitted first to the faculty member'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

- a. 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 the 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.

- b. 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.
- c. 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.

Section 6.6 - Professional Organization Benefits

Revised March 2018

The university pays the first fifty dollars (\$50) of the annual dues for membership in an 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.

Section 6.7 - Professional Travel

Revised March 2020

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. Early application to the dean for travel funds is strongly encouraged. 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

1. 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.

2. 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 vice president **before** any travel bookings are made. A person who is not faculty, staff, or current student, but is 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.

3. 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.

4. Travel Warnings

No one is approved to travel to countries listed on the US Department of State Travel Advisories (level 2, 3, or 4) without approval from the Travel Safety Review Group. 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 Travel Advisories list.

5. 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.

6. Procedures

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

Section 6.8 - Honor Society Formation and Ongoing Support

New March 2020

Honor Society/Academic Club Formation, Updating, and Recruitment

Honor societies and academic clubs are a valuable resource for our students and faculty at APU, allowing them to connect with each other and those in their various academic and professional fields. These groups are often formed by the faculty and sponsored through the various departments and schools and have been approved through the dean's office. Honor Societies and Academic Clubs must be consistent with APU's Christian mission and values.

Establishing an Honor Society or Academic Club

In order to establish an honor society or academic club at APU, faculty must:

1. Request permission from their department chair and dean for the establishment of the honor society at APU.
2. Once the society or academic club is established, it must apply with the Campus Life Office following their guidelines for the establishment of student clubs on campus. The application process can be found at <https://www.apu.edu/campus-life/clubs/forms/>. This application process ensures the honor society/club is consistent with APU's mission and values.
3. Inform the Office of the Provost designee of the establishment of the honor society and its approval by the chair, dean, and Campus Life. The Office of the Provost designee will add the organization to the list of acknowledged honor societies and academic clubs on campus, and it will be included on the provost [webpage](#).
4. Provide the Office of the Provost designee and University Relations with a brief description of the society and the society's crest or emblem to use in printed materials, such as on the university website and in the commencement programs.

Honor societies that do not officially establish themselves through their departments/schools and with Campus Life will not be recognized as official student groups at APU.

Recruitment for an Honor Society or Academic Club

Requests for student information to be used for honor society and academic club recruitment purposes must be placed with the Undergraduate or Graduate and Professional Registrars, per their procedures. All requests for student information from the registrars for honor societies and clubs must be approved by the Office of the Provost designee, and student information must only be used for the purpose of recruitment and communication by the honor society or academic club. Only recognized honor societies and academic clubs will be approved.

Retaining Status as an Honor Society or Academic Club

To remain as a recognized honor society or academic club on campus, the club must have at least one faculty sponsor and be registered with the Office of the Provost designee. The Office of the Provost designee will update the list in the fall semester to ensure that all organizations on campus are current. Any honor society or academic club that does not maintain its approval through the dean of the school and the Office of Student Affairs will be removed from the list of recognized APU honor societies and academic clubs.

Section 6.9 - Start-Up Funds

New November 2023

Start-up funds would be designated by the deans in conjunction with the Office of the Provost as part of the hiring package for new faculty members, in accordance with disciplinary norms subject to availability or budgetary funds and/or donor designated funds. The purpose of start-up funds is to assist new faculty in establishing a productive scholarly research agenda. Start-up funds may be used to pay for equipment, materials, software, travel, publication costs, student research assistants, and other costs that promote scholarly productivity. Start-up funds shall be treated as internal grants from the Office of the Provost. Start-up funds shall be contractually available to the faculty member for no less than 3 years and no more than 5 years, or until the start-up funds are expended.

Section 7 - Faculty Promotions

- Section 7.1 - The Faculty Evaluation System
- Section 7.2 - Assessment of Faculty Roles in FES
- Section 7.3 - Faith Integration in FES
- Section 7.4 - Extended Contract, Term Tenure Contract, and Promotion
- Section 7.5 - Library Faculty Evaluation - Extended Contract, Term Tenure Contract, and Promotion
- Section 7.6 - Appeals Process for the Faculty Evaluation Council Decisions

Section 7.1 - The Faculty Evaluation System

Revised March 2022

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 modified the Comprehensive Faculty Evaluation Program (CFEP), as the decision-making system for extended contract and promotion. All full-time faculty members on renewable contracts 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. 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 (LFES). Beginning 2020-21, FES was modified to incorporate goal setting for the length of a data collection cycle, annual mission fidelity checks as part of a conversation with supervisors, and the use of a comprehensive rubric to evaluate the totality of evidence provided by and on behalf of the faculty member. Ongoing assessment of the effectiveness of FES will be conducted by the FEC and reviewed by the Board of Trustees.

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 and must be able to meet the standards as set forth by the system.

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 Performance Goal Setting

The foundation of the Faculty Evaluation System is the performance goal setting meeting between the chair and the faculty member that is held at the beginning of each data collection cycle. The intent of the performance goal setting meeting is to establish a mutual understanding between the chair and the faculty member regarding the performance expectations for the coming contract period. These expectations will vary based on the workload and scholarship tier (see Section 7.2, item 3) assigned to the faculty member, but in all cases, the evaluative [5-point rubric](#) should be the basis of the discussion. The performance goal setting meeting will take place prior to the start of an upcoming data collection cycle. Goals and expectations may be modified annually 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 recommendations are rendered as set forth in Section 7.4 and other relevant provisions of this handbook using the [5-point rubric](#) as the basis for decision-making after one (1), three (3), or five (5) years of data collection, depending on the length of the existing contract and that of the contract sought.

b. Primary Faculty Responsibilities

In the FES, the work responsibilities of APU faculty are categorized broadly into teaching, scholarship, service and engagement, and academic faith integration to reflect the important work responsibilities expected of all full-time faculty members. All faculty members are assessed in these areas, 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 performance 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 teaching, scholarship, service and engagement, faith integration, and professional development activities via Interfolio, from which reports are generated. Faculty should have all activities entered and ready 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 assess and record faculty progress in Interfolio. Faculty on one-year contracts also set performance goals for the upcoming academic year collaboratively with the chair.

PLEASE NOTE: Because faculty self-analysis data are utilized as part of contract recommendations, if a faculty member fails to enter data or narrative feedback into Interfolio 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.

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, performance data 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 (1) 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 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.

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 54; 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 teaching, scholarship, service and engagement, 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.

f. FES Timeline

1. May 1-June 30: Faculty input annual reflection
2. June 1-July 31: Chairs complete annual review
3. August 15-September 15: Chairs contract recommendation
4. September 16-30: TTRP contract recommendation
5. September 16-October 15: Deans contract recommendation
6. October 16-November 15: DRC review (if needed)
7. November 16-December 15: Provost Office and HR finalize contracts
8. December 16-January 20: President and Provost meet with 5-year contract recipients
and Professor promotions
9. January 21-February 15: Decisions communicated to faculty

Section 7.2 - Assessment of Faculty Roles in FES

Revised March 2020

Assessment of Faculty Responsibilities in FES

The following section describes the various responsibilities 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. As part of a continuous feedback loop, supervisors will conduct a comprehensive review of faculty on one-year contracts and an annual progress assessment for faculty on extended contracts to ensure that faculty are meeting their goals and responsibilities, are in alignment with the university's mission, and are receiving the needed resources to succeed in their assigned duties. For all faculty, a comprehensive evaluation, using a [5 point rubric](#), takes place at the end of each data collection cycle in order to render a contract or rank promotion decision.

1. Teaching

Teaching responsibilities broadly encompass activities associated with teaching, curriculum development, 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, and perform educational activities needed by the department. Evidence for evaluation includes, but is not limited to, student feedback about teaching and learning via IDEA scores (and other FEC approved measures of teaching effectiveness), data from observation of teaching, chair's assessments, and faculty-reported activities in curriculum design and/or other teaching activities identified in the goal-setting process.

a. Student Feedback About Teaching Effectiveness

i. 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.

1. 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](#).

2. 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.

3. 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 Section 7.2., item 1).

a. 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 Interfolio for evaluation; faculty participating in FES are expected to exhibit consistency in teaching performance; however, the expectations for teaching effectiveness vary based on faculty contract type.

- i. 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 and must meet TES benchmarks in 50% of their courses unless they choose to utilize 100%.
 - ii. 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.
 - iii. 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 by removing the data out of Interfolio. All requests for data removal must be submitted via email to the Office of Faculty Evaluation within 30 days of the occurrence of the reason cited by the faculty member, with decisions rendered by the chair and dean within 30 days of the request.
- b. 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.

- c. 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 Interfolio and may be viewed across multiple years as part of the reporting process.

4. IDEA Faith Integration Items

Faith integration is an educational distinctive of APU. Whenever possible, faculty are expected to incorporate principles 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.

a. 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 part of FES.

ii. 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 teaching evidence. Chairs may require that observations take place if this type of additional evidence is warranted.

i. 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.

ii. 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 Interfolio as described in the Interfolio Basic User Manual.

iii. Rubrics Used for Observation

Each classroom observation must be evaluated using a rubric designed to assess teaching effectiveness, approved by both the Academic Cabinet and FEC. 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).

iv. Observation for Formative Purposes

A faculty member can request a formative observation from a supervisor (or designated reviewer) or a professional from CTLA 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. Additional Teaching Activities

In addition to teaching, faculty may be required to develop curriculum, supervise labs, and lead study tours, or other educational tasks as requested by faculty or needed by the department.

d. Supervisor Evaluation of Teaching Activities

Throughout the academic year, the faculty member enters teaching activities into Interfolio. On an annual basis in late spring, supervisors ensure that faculty are meeting goals and expectations around teaching and indicate progress in Interfolio. If a faculty member is not achieving stated standards, the supervisor must record the lack of progress, along with action steps that a faculty member must take toward improvement, and discuss the record verbally with the faculty member. The next review period will include an additional written and verbal assessment of the faculty member's

performance to progress on these items. At the end of a data collection cycle in preparation for a contract recommendation, the faculty then reflects on his or her performance, and the chair rates teaching effectiveness using a rubric that includes student feedback scores, classroom observation findings, involvement in curriculum design, and other teaching activities based on expectations from goal setting, as measured by faculty-reported activities or other sources of evidence. The categories of evaluation in the rubric that can be assigned by the chair are: significantly above standard/guideline, above standard/guideline, meets standard/guideline, below standard/guideline, and significantly below standard/guideline.

2. Service and Engagement

Faculty members are expected to be active and engaged participants at the university, in their departments, and within the profession. Faculty are expected to work productively and collegially within their academic units and to share the tasks of their department. Faculty in leadership roles are expected to lead competently and with integrity.

a. Service Activities

As part of the evaluation system, faculty members enter their service and engagement activities into Interfolio for review by the department chair. Examples of university-recognized service, engagement, and leadership activities include, but are not limited to, service on university councils, committees, and task forces; service on departmental and school committees and task forces; participation in student recruitment, mentoring, advising, and discipleship programs coordinated by Student Life; and other forms of service and leadership activities agreed upon by the faculty member and dean/chair.

Other forms of engagement include assigned administrative work, such as serving as department chair, program director, internship coordinator, and other administrative tasks (note: administrative tasks do not need to have assigned workload units to be evaluated). As part of effective engagement, faculty are expected to engage with colleagues professionally, with respect and civility. Department chairs will have the opportunity to evaluate the collegiality of their faculty as part of their service and engagement to the department. Faculty with concerns about collegiality or professionalism of their peers are expected to notify the chair of these concerns so that they may be addressed.

Faculty may also be expected to be engaged in the profession and community as appropriate to the discipline, including involvement and leadership in professional and community organizations.

b. Supervisor Evaluation of Service and Engagement Activities

Throughout the academic year, the faculty member enters service and engagement activities into Interfolio. On an annual basis in late spring, supervisors ensure that faculty are meeting goals and expectations around service and engagement and indicate progress in Interfolio. If a faculty member is not achieving stated standards, the supervisor must record the lack of progress, along with action steps that a faculty member must take toward improvement, and discuss the record verbally with the faculty member. The next review period will include an additional written and verbal

assessment of the faculty member's performance to progress on these items. At the end of a data collection cycle and in preparation for a contract recommendation, the faculty member reflects on his or her performance, and the chair rates the various service and engagement activities using a rubric that includes collegiality, service to the university, engagement with the department, involvement in professional organizations, administrative work, engagement in professional development, and other service activities based on expectations from goal setting, as measured by faculty-reported activities or other sources of evidence. The categories of evaluation in the rubric that can be assigned by the chair are as follows: significantly above standard/guideline, above standard/guideline, meets standard/guideline, below standard/guideline, and significantly below standard/guideline.

3. Scholarship Activities

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 determined and agreed upon by the chair and faculty member 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 Productivity	Description
Tier 1 Productivity (for faculty who have zero (0) units of scholarship as part of contracted load)	Must meet current <i>Faculty Handbook</i> 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 <i>Faculty Handbook</i> 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 <i>Faculty Handbook</i> 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 <i>Faculty Handbook</i> expectations and demonstrate significant engagement in scholarly presentations, publications, or products for promotion and extended contract, consistent with the academic disciplines.

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 Interfolio. In extraordinary circumstances, faculty scholarship units may be renegotiated across the 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 data collection cycle.

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. Supervisor Evaluation of Scholarship Activities

Throughout the academic year, the faculty member enters scholarship activities into Interfolio. On an annual basis in late spring, supervisors ensure that faculty are meeting goals and expectations around scholarship and indicate progress in Interfolio. If a faculty member is not achieving stated standards, the supervisor must record the lack of progress, along with action steps that a faculty member must take toward improvement, and discuss the record verbally with the faculty member. The next review period will include an additional written and verbal assessment of the faculty member's performance to progress on these items. At the end of a data collection cycle in preparation for a contract recommendation, the faculty reflects on his or her performance, and the chair rates the scholarship production of faculty using a rubric

based upon expectations from goal setting, as measured by faculty reported activities or other sources of evidence. The categories of evaluation in the rubric that can be assigned by the chair are: significantly above standard/guideline, above standard/guideline, meets standard/guideline, below standard/guideline, and significantly below standard/guideline.

4. Faith Integration Proficiency

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.

a. Supervisor Rating of Faith Integration Effectiveness

Faculty members are expected to set faith integration goals and to provide evidence of their accomplishment for each contract cycle by recording faith integration activities in Interfolio. Additionally, reviewer scores from the Faith Integration Response Paper and the Faith Integration Promotion Product (when applicable) will be made available in Interfolio for review.

Throughout the academic year, the faculty member enters faith integration activities into Interfolio. On an annual basis in late spring, supervisors ensure that faculty are meeting goals and expectations around faith integration and indicate progress in Interfolio. If a faculty member is not achieving stated standards, the supervisor must record the lack of progress, along with action steps that a faculty member must take toward improvement, and discuss the record verbally with the faculty member. The next review period will include an additional written and verbal assessment of the faculty member's performance to progress on these items. At the end of a data collection cycle in preparation for a contract recommendation, the faculty member reflects on his or her performance, and the department chair, associate dean, or dean (evaluator must be a supervisor) rates faith integration performance using a rubric, based on expectations from goal setting, as measured by faculty-reported activities or other sources of evidence. On the rubric, the chair also classifies faculty performance on the faith integration products scored by external reviewers (see Section 7.3). The categories of evaluation in the rubric that can be assigned by the chair are: significantly above standard/guideline, above standard/guideline, meets standard/guideline, below standard/guideline, and significantly below standard/guideline.

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, poorly utilized, or 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

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

2. 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 "FES Faith Integration Submission Requirements" for a complete description of the FIRP.
3. 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.
4. 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 Requirements" for a detailed description of the faith integration materials submitted for promotion and Section 7.4 for promotion

scoring requirements.

5. The following standards, adapted with faith integration in mind from *Scholarship Assessed: Evaluation of the Professoriate*¹, 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.
 - a. 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?
 - b. 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?
 - c. 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?
 - d. 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?

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.

- ii. 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

- i. Academic faith integration expectations and outcomes related to yearly performance, as well as for contract recommendations 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.
- ii. 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.

1. 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). The chair (supervisor) records approval of the faculty member's faith integration goals.
2. The faculty member engages in faith integration activities throughout the year.
3. The faculty member updates faith integration activities in Activity Insight, downloading them into the FES 2: Activity Report.
4. The faculty member updates faith integration activities in Activity Insight, which subsequently appear in the FES 2: Activity Report.
5. 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.
6. 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 7.3). 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.
 - i. 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.

1. Describe your understanding of academic faith integration, as defined in Section 2 of this handbook. Defining Academic Faith Integration in FES (above) and its relationship to your discipline.
2. Describe the way(s) the Christian faith, or your particular Christian faith tradition, informs your understanding and/or the practice of your academic discipline.
3. 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 Understanding (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).

1. Describe and discuss specific examples that illustrate how you integrate your faith and your discipline in scholarship and/or instruction.
 2. 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.
 3. 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.
 4. 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.
 5. 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](#)).
- ii. Preview Opportunity for FIRP and Promotion Submissions: While final submissions are to be submitted no later than June 30, faculty are strongly encouraged to submit their materials by April 15 for preview. For the preview, 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 Interfolio. 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.

- iii. **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.
- iv. **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*.
- v. **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.

- vi. 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:

- i. 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.
- ii. 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](#).)
 - 1. 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:
 - a. 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.

- b. Evidence of proficiency is 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.).
 - c. 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.
2. 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:
- a. 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.
 - b. Write a one (1) page (no more than 500 words) evaluation of each source. Each one (1) page write-up should do the following:
 - i. In one (1) paragraph, summarize what was stated in the book or article;
 - ii. Offer a critical analysis from a Faith Integration perspective; and
 - iii. 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.

3. 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.
 - a. 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.
 - b. 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.
 - c. Although relevant, a faith-based motivation is not sufficient.
 - d. 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.
4. 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.
 - a. 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.

- b. The portfolio should be a professionally crafted and strategically selected set of artifacts meant to display, as a collection, proficient scholarly faith integration at the rank the faculty member is aiming to achieve. It is not the number of items that makes the difference, but (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.)
- c. The artifacts should be effectively organized and suitably presented for the portfolio's 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.
- d. 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 Section 4.a.i.5 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:

- i. 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.
- ii. 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](#).)

1. 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.
 - a. Write a referenced paper that demonstrates your proficiency in the practice of integrating themes from the Christian faith with your discipline.
 - b. 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.
 - c. 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.
 - d. 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.
 - e. 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.). NOTE: 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.
2. 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.c.ii "Faith Integration Requirements for Rank 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 follows:

- a. 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.
 - b. 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 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.
 - c. 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.
3. Option 3: Creative or Scholarly Project and Interpretive Essay II: NOTE: This option is offered on two (2) assumptions:
- a. 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
 - b. 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.

1. Although relevant, a faith-based motivation is not sufficient. The essay should include disciplinary and faith materials, cited appropriately.
 2. 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.
 3. 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.
4. 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
- a. 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 a 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.
 - b. The portfolio should be a 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, but (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).

- c. 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.
- d. 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 another individual/group 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.

¹Glassick, C.E., Huber, M.T., & Maeroff, G.I. (1997). *Scholarship Assessed: Evaluation of the Professoriate*. San Francisco: Jossey-Bass. (p.36 & ff).

Section 7.4 - Extended Contract, Term Tenure Contract, and Promotion

Revised March 2022

1. Philosophy of Extended Contract, Term Tenure Contract, and Promotion

The philosophy of an extended contract and term tenure contract is that all missionally-aligned faculty who have an established record of performing as expected in the department and at a professional level and who can demonstrate competency in teaching, scholarship, service and engagement, and 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 teaching, scholarship, service and engagement, 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 7.3. 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 three (3) faculty: two (2) 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

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 two (2) members for each college or school will be elected by faculty from the college or school for a three (3) 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 two (2) faculty serving on its college or school's committee, beginning the next academic year. 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 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. Committee members are responsible for reviewing all term tenure materials and applications for rank promotion to professor. Additionally, 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 recommendation will utilize the academic due process and grievance procedure as set forth in the *Faculty Handbook* ([Section 4.2](#)).

3. Decision Review Committee (DRC)

a. Committee Duties

Unlike the TTRP Committee, the Decision Review Committee does not render a contract recommendation, but reviews recommendations already made to ensure some level of equity in cases where unique circumstances may apply. The DRC reports its findings directly to the provost. Specifically the DRC reviews the following contract recommendations:

- 1) any decision where a faculty member is granted an extended contract or rank promotion but falls below below proficient on the rubric;
- 2) any non renewal decision (this does not include a non renewal due to program closures, viability adjustments or economic factors);
- 3) any contract or rank promotion decision rendered for a faculty member who was deemed “off track” during the data collection cycle (see Section 7.2).

Committee members are responsible for ensuring that equitable decision-making practices are utilized across schools. In cases where a recommendation does not seem to align with other practices or produces questions of potential bias, the committee will report the issue to the provost who will explore and resolve the issue with a final contract recommendation.

b. Committee Membership and Selection

The committee will consist of 12 full-time faculty and 6 deans (or dean designee), elected to three (3) year terms. Faculty must hold the rank of professor and be serving on a term tenure contract. To review cases annually, the FEC chair will select a subcommittee of six (6) members (3 faculty and 3 administrators). The FEC chair will convene the meetings and facilitate the conversations. If the subcommittee member selected for a given year rendered a contract recommendation for a faculty member under consideration, that person must recuse him or herself from the specific case and another member will be selected.

Faculty committee members will be elected at large to three (3) year terms as part of the annual faculty election process. All attempts will be made to have representation from each school in the pool of members. The Academic Cabinet will elect dean or dean designees.

4. 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 missional-alignment, and another is the demonstration of appropriate levels of performance in the components assessed in the Faculty Evaluation System (FES). Other factors affecting contract recommendations 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 eligible for a three (3) year extended contract within five (5) years of employment. In some cases, with dean and provost approval, an extra year may be warranted. 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, scholarship, service and engagement, and academic faith integration. The following criteria reflect the standards of the FES. Upon the approval of the 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 are eligible for a three (3) year contract within five (5) years of employment at APU, although discretion may be given in some circumstances by the dean and provost. See Section 7.3.d of the *Faculty Handbook* for possibilities regarding an expedited contract process for new hires.

1) To maintain a one (1) year contract, department chairs review faculty materials and consider the totality of the following sources of evidence criteria, which are evaluated on a [5-point rubric](#) (in some cases, not all activities will apply):

a) Teaching Effectiveness based on student feedback -- proficiency is demonstrated by earning an average Teaching Effectiveness Score of 42 or higher or earning 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 7.2.1.a.i.3.b for an explanation of the TES process.)

(1) Faculty who teach in courses not evaluated by IDEA must collect student feedback using FEC-approved instruments with scoring standards for that teaching format (see Section 7.2.1.

Average annual applied instruction score of 4.2

Average annual science lab score of 4.0

- b) Results of classroom observation(s).
- c) Contribution to curriculum design and other teaching activities articulated in the goal-setting process.
- d) Appropriate scholarship activity based on assigned scholarship tier.
- e) Evidence of professionalism, collegiality, and respect for others.
- f) Quality of service to and engagement with the university, department, and professional organizations, as appropriate.
- g) Assigned administrative work.
- h) Commitment to and engagement in continued professional development.
- i) Faith integration activities.

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 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 7.1.3.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 be eligible for 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 be eligible for a first three (3) year extended contract, faculty must teach a minimum of six (6) term-length courses across the three (3) year period. Department chairs review faculty materials and consider the totality of the following sources of evidence, which are evaluated on a [5-point rubric](#) (in some cases, not all activities will apply). (Note: If the faculty member seeking advancement is a department chair, the dean serves in the role of department chair):

- a) Teaching Effectiveness based on student feedback—proficiency is demonstrated by earning a multi-year average Teaching Effectiveness Score of 45 or higher or earning 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 7.2.1.a.i.3.b for an explanation of the TES process.)

- (1) Faculty who teach in courses not evaluated by IDEA must collect student feedback using FEC-approved instruments with scoring standards for that teaching format (see Section 7.2.1.a.

Average multi-year applied instruction score of 4.2

Average multi-year science lab score of 4.0

- b) Results of any classroom observations.
 - c) Contribution to curriculum design and other teaching activities articulated in the goal-setting process.
 - d) Appropriate scholarship activity based on assigned scholarship tier.
 - e) Evidence of professionalism, collegiality, and respect for others.
 - f) Quality of service to and engagement with the university, department, and professional organizations, as appropriate.
 - g) Assigned administrative work.
 - h) Commitment to and engagement in continued professional development.
 - i) Faith Integration Response Paper score—proficiency is demonstrated 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). If a contract is given with an average score below 3.0, a rewrite of the FIRP is necessary and faith integration mentoring and/or seminars (classes) are recommended.
- 2) To renew a three (3) year extended contract, faculty must collect three (3) years of FES data and teach a minimum of six (6) term-length courses across the three (3) year period. Department chairs review faculty materials and consider the totality of the following sources of evidence, which are evaluated on a [5-point rubric](#) (in some cases, not all activities will apply). (Note: If the faculty member seeking advancement is a department chair, the dean serves in the role of department chair):
- a) Teaching Effectiveness based on student feedback—proficiency is demonstrated by earning a multi-year average Teaching Effectiveness Score of 50 or higher in 100% of IDEA-evaluated courses or earning a TES of 50 or higher in 50% of IDEA-evaluated courses. (See Section 7.2.1.a.i.3.b for an explanation of the TES process.)

(1) Faculty who teach in courses not evaluated by IDEA must collect student feedback using FEC-approved instruments with scoring standards for that teaching format (see Section 7.2. 1.a.

Average multi-year applied instruction score of 4.2

Average multi-year science lab score of 4.0

- b) Results of any classroom observations.
- c) Contribution to curriculum design and other teaching activities articulated in the goal-setting process.
- d) Appropriate scholarship activity 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) Evidence of professionalism, collegiality, and respect for others.
- f) Quality of service to and engagement with the university, department, and professional organizations, as appropriate.
- g) Assigned administrative work.
- h) Commitment to and engagement in continued professional development.
- i) Faith Integration Response Paper Score and Other Faith Integration Activities. Proficiency is demonstrated by earning a rating of 3.0 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. 4 for details.)

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 endorsement, 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.

For initial five-year contracts, the president and provost shall conduct a final joint interview of the candidate to review the contract materials and confirm fulfillment of all *Faculty Handbook* (e.g., Sections 2.7 and 7.4) and contractual expectations, including the faculty member's commitment to APU's Christ-centered mission and faith integration. If satisfactory according to those *Faculty Handbook* and contractual expectations, the president and provost will make a summary recommendation for each initial five-year contract to the Board of Trustees' Academic Affairs Committee. As part of its duties to issue faculty contracts as provided in each Notice of Appointment and Section 7.1 herein, the Academic Affairs Committee will review the president's recommendation and supporting materials of the faculty member and will have the opportunity to interview the faculty member to inform its recommendation for full Board final approval of all initial five-year extended contracts.

For five-year contract renewals, the president shall conduct a final interview of all candidates in order to confirm fulfillment of all *Faculty Handbook* (e.g., [Sections 2.7](#) and [7.4](#)) and contractual expectations, including the faculty member's commitment to APU's Christ-centered mission and faith integration.

- 1) To be eligible for a first term tenure contract, faculty must collect three (3) years of FES data and teach a minimum of six (6) term-length courses across the three (3) year period. Department chairs review faculty materials and consider the totality of the following sources of evidence, which are evaluated on a [5-point rubric](#) (in some cases, not all activities will apply):
(Note: If the faculty member seeking advancement is a department chair, the dean serves in the role of department chair):

- a) Teaching Effectiveness based on student feedback—proficiency is demonstrated by earning a multi-year average Teaching Effectiveness Score of 54 or higher in 100% of IDEA-evaluated courses or earning a TES of 54 or higher in 50% of IDEA-evaluated courses. (See Section 7.2, item 1.a.i.3.b for an explanation of the TES process.)

- (1) Faculty who teach in courses not evaluated by IDEA must collect student feedback using FEC-approved instruments with scoring standards for that teaching format (see Section 7.2, item 1.a).

Average multi-year applied instruction score of 4.6

Average multi-year science lab score of 4.0

- b) Results of any classroom observations.
- c) Contribution to curriculum design and other teaching activities articulated in the goal setting process.
- d) Appropriate scholarship activity 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) Evidence of professionalism, collegiality, and respect for others.
- f) Quality of service to and engagement with the university, department, and professional organizations, as appropriate.
- g) Assigned administrative work.
- h) Commitment to and engagement in continued professional development.
- i) Faith Integration Response Paper Score and Other Faith Integration Activities. Proficiency is demonstrated by earning 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.)

2) To renew a term tenure contract, faculty must collect five (5) years of FES data and teach a minimum of ten (10) term-length courses across the five (5) year period. Department chairs review faculty materials based on the totality of the following sources of evidence, which are evaluated on a [5-point rubric](#) (in some cases, not all activities will apply). (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 for possible changes to data collection years in the event of an approved leave of absence).

For term tenure contracts, the president and provost shall jointly conduct a final interview of the candidate to review contract materials and confirm fulfillment of all *Faculty Handbook* (e.g., Sections 2.7 and 7.4.3.c.1) and contractual expectations, including the faculty member's commitment to APU's Christ-centered mission and faith integration. If satisfactory according to those *Faculty Handbook* and contractual expectations, the president and provost will make a summary recommendation for each term tenure contract to the Board of Trustees' Academic Affairs Committee. As part of its duties to issue faculty contracts as provided in each Notice of Appointment and Section 7.1 herein, the Academic Affairs Committee will review the president's recommendation and supporting materials of the faculty member and will have the opportunity to interview the faculty member to inform its recommendation for full Board final approval of all five (5) year extended contracts.

a) Teaching Effectiveness based on student feedback—proficiency is demonstrated by earning a multi-year average Teaching Effectiveness Score of 54 or higher in 100% of IDEA-evaluated courses or earning a TES of 54 or higher in 50% of IDEA evaluated courses. (See Section 7.2, item 1.a.i.3.b for an explanation of the TES process.)

(1) Faculty who teach in courses not evaluated by IDEA must collect student feedback using FEC-approved instruments with scoring standards for that teaching format (see Section 7.2, item 1.a)

Average multi-year applied instruction score of 4.6

Average multi-year science lab score of 4.0

- b) Results of any classroom observations.
- c) Contribution to curriculum design and other teaching activities articulated in the goal-setting process.
- d) Appropriate scholarship activity 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) Evidence of professionalism, collegiality, and respect for others.
- f) Quality of service to and engagement with the university, department, and professional organizations, as appropriate.
- g) Assigned administrative work.
- h) Commitment to and engagement in continued professional development.
- i) Faith Integration Response Paper Score and Other Faith Integration Activities. Proficiency is demonstrated by earning 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.)

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.

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 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 recommendation, 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 recommendation, 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. Faculty must apply in Interfolio for a rank promotion no later than August 31 in the year prior to the review of their data. Applications are sent by OFE to the faculty member based on the data collection years identified in the Rank Promotion Goals section of Interfolio.

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 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 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.

2) Faculty must teach a minimum of six (6) term-length courses across the three (3) years. Department chairs review faculty materials based on the totality of the following sources of evidence, which are evaluated on a [5-point rubric](#) (in some cases, not all activities will apply). (Note: If the faculty member seeking advancement is a department chair, the dean serves in the role of department chair):

a) Teaching Effectiveness based on student feedback—proficiency is demonstrated by earning a multi-year average Teaching Effectiveness Score of 4.7 or higher in 100% of IDEA-evaluated courses or earning a TES of 4.7 or higher in 50% of IDEA-evaluated courses. (See Section 7.2, item 1.a.i.3.b for an explanation of the TES process.)

(1) Faculty who teach in courses not evaluated by IDEA must collect student feedback using FEC-approved instruments with scoring standards for that teaching format (see Section 7.2, item 1.a.2).

Average multi-year applied instruction score of 4.2

Average multi-year science lab score of 4.0

b) Results of any classroom observations.

c) Contribution to curriculum design and other teaching activities articulated in the goal setting process.

d) Appropriate scholarship activity based on assigned scholarship tier and commensurate with rank being sought.

e) Evidence of professionalism, collegiality, and respect for others.

- f) Quality of service to and engagement with the university, department, and professional organizations, as appropriate.
- g) Assigned administrative work.
- h) Commitment to and engagement in continued professional development.
- i) Faith Integration Response Paper score—proficiency is demonstrated 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, a rewrite of the FIRP is necessary and faith integration mentoring and/or seminars (classes) are recommended. 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.)

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) of 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. Department chairs review faculty materials based on the totality of the following sources of evidence, which are evaluated on a [5-point rubric](#) (in some cases, not all activities will apply). (Note: If the faculty member seeking advancement is a department chair, the dean serves in the role of department chair):
 - a) Teaching Effectiveness based on student feedback—proficiency is demonstrated by earning a multi-year average Teaching Effectiveness Score of 52 or higher in 100% of IDEA-evaluated courses or earning a TES of 52 or higher in 50% of IDEA-evaluated courses. (See Section 7.2, item 1.a.i.3.b for an explanation of the TES process.)
 - (1) Faculty who teach in courses not evaluated by IDEA must collect student feedback using FEC-approved instruments with scoring standards for that teaching format (see Section 7.2, item 1.a).

Average multi-year applied instruction score of 4.2

Average multi-year science lab score of 4.0

- b) Results of any classroom observations.
- c) Contribution to curriculum design and other teaching activities articulated in the goal-setting process.
- d) Appropriate scholarship activity based on assigned scholarship tier and commensurate with rank being sought.
- e) Demonstrate achievement of the appropriate career publication/product record:

- (1) At least one (1) peer-reviewed publication/product for undergraduate faculty;

- (2) 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) Evidence of professionalism, collegiality, and respect for others.
- g) Quality of service to and engagement with the university, department, and professional organizations, as appropriate.
- h) Assigned administrative work.
- i) Commitment to and engagement in continued professional development.
- j) Faith Integration Response Paper Score and Other Faith Integration Activities. Proficiency is demonstrated by:
 - (1) 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.

and

(2) 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. for details on rank promotion requirements.)

(Note: If a faculty member is seeking a rank promotion decision at a time that does not coincide with an extended contract recommendation, 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.)

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 teaching, scholarship, service and engagement, 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 have made important contributions to the life of the university, the profession, 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) Department chairs review faculty materials based on the totality of the following sources of evidence, which are evaluated on a [5-point rubric](#) (in some cases, not all activities will apply). (Note: If the faculty member seeking advancement is a department chair, the dean serves in the role of department chair):

a) Teaching Effectiveness based on student feedback—proficiency is demonstrated by earning a multi-year average Teaching Effectiveness Score of 54 or higher in 100% of IDEA-evaluated courses or earning a TES of 54 or higher in 50% of IDEA-evaluated courses. (See Section 7.2, item 1.a.i.3.b for an explanation of the TES process.)

(1) Faculty who teach in courses not evaluated by IDEA must collect student feedback using FEC-approved instruments with scoring standards for that teaching format (see Section 7.2, item 1.a.2).

Average multi-year applied instruction score of 4.6

Average multi-year science lab score of 4.0

- b) Results of any classroom observations.
- c) Contribution to curriculum design and other teaching activities articulated in the goal-setting process.
- d) Appropriate scholarship activity based on assigned scholarship tier and commensurate with rank being sought.
- e) Demonstrate achievement of the appropriate career publication/product record:

(1) At least one (1) peer-reviewed publication/product for undergraduate faculty;

(2) 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) Evidence of professionalism, collegiality, and respect for others.
- g) Quality of service to and engagement with the university, department, and professional organizations, as appropriate.
- h) Assigned administrative work.
- i) Commitment to and engagement in continued professional development.
- j) Faith Integration Response Paper Score and Other Faith Integration Activities. Proficiency is demonstrated by:

(1) 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.)

and

(2) 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 Section 7.3, item 5. for details on rank promotion requirements.)

(Note: If a faculty member is seeking a rank promotion decision at a time that does not coincide with an extended contract recommendation, 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 allotted time frame (see Section 7.3), the requirement for the response paper is waived.)

Section 7.5 - Library Faculty Evaluation - Extended Contract, Term Tenure Contract, and Promotion

Revised March 2022

1. Philosophy of Extended Contract, Term Tenure Contract, and Promotion

See *Faculty Handbook* Section 7.4, item 1.

Librarians at Azusa Pacific University are members of the faculty, and librarianship represents faculty work. The purpose of this document is to define librarianship, scholarship, service and engagement, and faith integration as they apply to the evaluation of all APU library faculty; to describe faculty rank; and to detail the criteria and processes for evaluation, reappointment, and promotion of library faculty. Performance in librarianship is equivalent to performance in teaching for purposes of faculty evaluation, promotion, and extended/term tenure contract.

Appointment of librarians shall follow the same procedures that are established for appointing all institutional faculty members (see Section 7.4). Any library faculty shall have the appropriate terminal professional degree (ALA accreditation MLS or equivalent). Appointment to any rank shall meet the criteria appropriate to that rank (refer to Association of College & Research Library standards).

For the purposes of evaluation, the university librarian functions in the role of the dean.

2. Features of LFES

a. Collaborative Performance Goal-Setting

Like the FES, the foundation of the Library Faculty Evaluation System is the performance goal-setting meeting between the chair and the faculty member that is held at the beginning of each data collection cycle. The intent of the performance goal-setting meeting is to establish a mutual understanding between the chair and the faculty member regarding the performance expectations for the coming contract period. These expectations will vary based on the workload and scholarship tier (see Section 7.2, item 3.) assigned to the faculty member, but in all cases, the evaluative [rubric](#) should be the basis of the discussion. The performance goal-setting meeting will take place prior to the start of an upcoming data collection cycle. Goals and expectations may be modified annually 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 recommendations are rendered by the chair and the dean using the [rubric](#) as the basis for decision-making, typically after

three (3) or five (5) years of data collection, depending on the length of the existing contract.

b. Primary Faculty Responsibilities

In the LFES, the work responsibilities of APU faculty are categorized broadly into teaching-librarianship, scholarship, service and engagement, and academic faith integration, to reflect the important work responsibilities expected of all full-time faculty members. All library faculty members are assessed in these areas, and the assessments associated with them are described in detail in Section 3 below. Faith integration assessments and expectations are described in Section 7.3.

c. FES Annual Data Collection Cycle

FES data collection begins with a performance 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 teaching, scholarship, service and engagement, faith integration, and professional development activities via Interfolio, from which reports are generated. Faculty should have all activities entered and ready 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 assess and record faculty progress in Interfolio. Faculty on one-year contracts also set performance goals for the upcoming academic year, which supervisors also approve.

PLEASE NOTE: Because faculty self-analysis data are utilized for contract recommendations, if a faculty member fails to enter data or narrative feedback into Interfolio 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.

3. Assessment of Library Faculty Responsibilities in LFES

The following section describes the various responsibilities that are assessed and evaluated in the Library Faculty Evaluation System (LFES). The benchmarks needed to attain advancement are described in detail in Section 7.5. As part of a continuous feedback loop, supervisors will conduct a comprehensive review of library faculty on one-year contracts and an annual progress assessment that should be discussed as a part of the “check in” meeting for library faculty on extended contracts to ensure that faculty are meeting their goals and responsibilities and are receiving the needed resources to succeed in their assigned duties. For all library faculty, a comprehensive evaluation, using a rubric, takes place at the end of each data collection cycle in order to render a contract or rank promotion decision.

a. Teaching/Librarianship Responsibilities

- 1) The teaching/librarianship responsibilities consists of the following activities and duties, for which evidence is collected, not all of which will apply:

a) Subject Specialist Role, which includes collaborating with classroom faculty for course-specific and discipline-specific research, providing library research instruction in courses within that discipline, partnering with classroom faculty to fulfill information literacy SLOs, participating in reference services to serve as a resource to students in the classes in that discipline (as well as other students and patrons), preparing subject-oriented guides (e.g. LibGuides) with scholarly resources related to their discipline, collaborating with department chairs regularly on the needs of their faculty (e.g., library research instruction, student and faculty research support, information literacy expectations, and new scholarly resources), selecting new library print and electronic materials in their disciplines under the guidelines of the collection development policy, removing (“weed”) non-current library materials in those disciplines on a periodic basis, and reviewing new program and new course proposals as they circulate through the faculty governance approval process.

b) Reference Desk Service and Research Consultations;

c) Subject Specialist Collection Development;

d) Teaching Term-Length Courses; Library faculty who teach courses that utilize IDEA must meet the TES benchmarks articulated in Section 7.4 of this handbook;

e) Technical Services;

f) Special Collections;

g) User Services;

h) Other Librarianship Duties:

a) Copyright;

b) Institutional Repository;

c) Information Literacy Oversight;

e) Other;

i) Curriculum Development;

2) Supervisor Evaluation of Teaching/Librarianship Activities

Throughout the academic year, library faculty enter their teaching/librarianship activities annually in Interfolio according to the Guideline for Self-Assessment for Teaching/Librarianships. On an annual basis in late spring, supervisors ensure that faculty are meeting goals and expectations around teaching and indicate progress in Interfolio. If a faculty member is not achieving stated standards, the supervisor must record the lack of progress, along with action steps that a faculty member must take

toward improvement. At the end of a data collection cycle in preparation for a contract recommendation, the faculty reflects on his or her performance, and the chair rates teaching/librarianship effectiveness using a [rubric](#) based on expectations from goal-setting, as measured by faculty-reported activities or other sources of evidence. The categories of evaluation that can be assigned by the chair are: significantly above standard/guideline, above standard/guideline, meets standard/guideline, below standard/guideline, and significantly below standard/guideline.

b. Scholarship Activities

1) Determining Scholarship Expectations

In addition to effective teaching/librarianship, all full-time library faculty are expected to advance the knowledge of their discipline through scholarship (see Section 6.2 for a definition of scholarship). Library faculty 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. (See Section 7.2, item 3 for tier definitions.)

2) Supervisor Evaluation of Scholarship Activities

Throughout the academic year, the library faculty member enters scholarship activities into Interfolio. On an annual basis in late spring, supervisors ensure that faculty are meeting goals and expectations around scholarship and indicate progress in Interfolio. If a faculty member is not achieving stated standards, the supervisor must record the lack of progress, along with action steps that a faculty member must take toward improvement. At the end of a data collection cycle in preparation for a contract recommendation, the faculty reflects on his or her performance, and the department chair rates the scholarship production of faculty using a rubric based on expectations from goal-setting, as measured by faculty-reported activities or other sources of evidence. The categories of evaluation are: significantly above standard/guideline, above standard/guideline, meets standard/guideline, below standard/guideline, and significantly below standard/guideline. 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.

c. Service and Engagement

1) Library faculty members are expected to be active and engaged participants at the university, in their departments, in departments they serve, and within the profession. Faculty are expected to work productively and collegially within their academic units and to share the tasks of their department. Faculty in leadership roles are expected to lead competently and with integrity.

Examples of university-recognized service and leadership activities include, but are not limited to, service on university councils, committees, and task forces; service on departmental and school committees and task forces; participation in student recruitment, mentoring, advising, and discipleship programs coordinated by Student Life; and other forms of service and leadership activities agreed upon by the faculty member and dean/chair. Other forms of engagement include assigned administrative work, such as serving as department chair, program director, internship coordinator, and other administrative tasks. (Note: Administrative tasks do not need to have assigned workload units to be evaluated). As part of effective engagement, faculty are expected to engage with colleagues professionally, with respect and civility. Department chairs will have the opportunity to evaluate the collegiality of their faculty as part of their service and engagement to the department.

Faculty may also be expected to be engaged in the profession and community as appropriate to the discipline, including involvement and leadership in professional and community organizations.

2) Supervisor Evaluation of Service and Engagement Activities

Throughout the academic year, the library faculty member enters service and engagement activities into Interfolio. On an annual basis in late spring, supervisors ensure that faculty are meeting goals and expectations around service and engagement and indicate progress in Interfolio. If a faculty member is not achieving stated standards, the supervisor must record the lack of progress, along with action steps that a faculty member must take toward improvement. At the end of a data collection cycle in preparation for a contract recommendation, the faculty reflects on his or her performance, and the chair rates the various service and engagement activities using a [rubric](#) that includes collegiality, service to the university, engagement with the department, involvement in professional organizations, administrative work, engagement in professional development, and other service activities based on expectations from goal-setting, as measured by faculty-reported activities or other sources of evidence. The categories of evaluation that can be assigned by the chair are: significantly above standard/guideline, above standard/guideline, meets standard/guideline, below standard/guideline, and significantly below standard/guideline.

d. Faith Integration Proficiency

1) Library 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.

2) Supervisor Rating of Faith Integration Effectiveness

a) Faculty members are expected to set faith integration goals and to provide evidence of their accomplishment for each contract cycle by recording faith integration activities in Interfolio. Additionally, scores from external review of faith integration products will be made available for chair review.

b) On an annual basis in late spring, supervisors ensure that faculty are meeting goals and expectations around faith integration and indicate progress in Interfolio. If a faculty member is not achieving stated standards, the supervisor must record the lack of progress, along with action steps that a faculty member must take toward improvement. At the end of a data collection cycle in preparation for a contract recommendation, the faculty reflects on his or her performance, and the department chair, associate dean, or dean (evaluator must be a supervisor) rates faith integration performance using a rubric, based on expectations from goal setting, as measured by faculty-reported activities or other sources of evidence. The chair also classifies faculty performance on the faith integration products scored by external reviewers (see Section 7.3). The categories of evaluation that can be assigned by the chair are: significantly above standard/guideline, above standard/guideline, meets standard/guideline, below standard/guideline, and significantly below standard/guideline.

4. Term Tenure Rank and 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 three (3) faculty: two (2) 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 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 two (2) members for each college or school will be elected by faculty from the college or school for a three (3) 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 two (2) faculty serving on its college or school's committee, beginning the next academic year. 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 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 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 recommendation will utilize the academic due process and grievance procedure as set forth in the *Faculty Handbook* (Section 4.2).

5. Decision Review Committee (DRC)

a. Committee Duties

Unlike the TTRP Committee, the Decision Review Committee does not render a contract recommendation but reviews decisions already made to ensure some level of consistency in cases where unique circumstances may apply and reports findings to the provost. Specifically the DRC reviews the following contract recommendations:

1) any decision where a faculty member is granted an extended contract or rank promotion but falls below below proficient on the rubric;

2) any non renewal decision (this does not include a non renewal due to program closures, viability adjustments or economic factors);

3) any contract or rank promotion decision rendered for a faculty member who was deemed “off track” during the data collection cycle (see Section 7.2).

Committee members are responsible for ensuring that consistent decision-making practices are utilized across schools. In cases where a decision does not seem to align with other practices, or produces questions of potential bias, the committee will report the issue to the provost, who will explore and resolve the issue with a final contract recommendation.

b. Committee Membership and Selection

The committee will consist of twelve (12) full-time faculty and six (6) deans (or dean designee), elected to three (3) year terms, who hold the rank of professor and who are serving on a term tenure contract (except in the case of a dean). To review cases annually, the FEC chair will select a subcommittee of six (6) members (3 faculty and 3 administrators). The FEC Chair will convene the meetings and facilitate the conversations. If the subcommittee member selected for a given year rendered a contract recommendation for a faculty member under consideration, that person must recuse him or herself from the specific case and another member will be selected.

Faculty committee members will be elected at large to three (3) year terms as part of the annual faculty election process. All attempts will be made to have representation from each school in the pool of members. The Academic Cabinet will elect dean or dean designees.

6. 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 recommendations 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 eligible for a three (3) year extended contract within five (5) years of employment. In some cases, with university librarian and provost approval, an extra year may be warranted. 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.

All faculty participating in LFES need to be actively involved in teaching/librarianship, scholarship, service and engagement, and academic faith integration. The following criteria reflect the standards of the LFES. Upon the approval of the 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 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 are eligible for a three (3) year contract within five (5) years of employment at APU, although discretion may be given in some circumstances by the dean and provost. See Section 7.1, item 3.d of this *Faculty Handbook* for possibilities regarding an expedited contract process for new hires.

1) To maintain a one (1) year contract, department chairs review faculty materials based on the totality of the following sources of evidence, which get evaluated on a [rubric](#) (in some cases, not all activities will apply):

- a) Teaching/Librarianship effectiveness based on student feedback—proficiency is demonstrated by earning an Educator-Mentor/Librarianship benchmark of 3.8 on the Teaching Evaluation Form (TEF) (minimum student number of 50 per year or 5 classes per year).
- b) Teaching Effectiveness based on student feedback—proficiency is demonstrated by earning an average TES of 42 or higher in 100% of IDEA-evaluated courses or 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.i.3.b for an explanation of the TES process.)
- c) Results of classroom observation(s).
- d) Contribution to curriculum design and other teaching activities articulated in the goal-setting process.
- e) Appropriate teaching/librarianship activities.
- f) Appropriate scholarship activity based on assigned scholarship tier.
- g) Evidence of professionalism, collegiality, and respect for others.
- h) Quality of service to and engagement with the university, department, and professional organizations, as appropriate.
- i) Assigned administrative work.
- j) Commitment to and engagement in continued professional development.
- k) Faith integration activities.

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 be eligible for 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 be eligible for a first three (3) year extended contract, department chairs review faculty materials and consider the totality of the following sources of evidence, which get evaluated on a [rubric](#) (in some cases, not all activities will apply). (Note: If the faculty member seeking advancement is a department chair, the university librarian serves in the role of department chair):

- a) Teaching/Librarianship effectiveness based on student feedback—proficiency is demonstrated by earning a multi-year average of 4.0 on the Teaching Evaluation Form (TEF) (minimum student number of 50 per year or 5 classes per year).
- b) Teaching Effectiveness based on student feedback in term-length courses—proficiency is demonstrated by earning a multi-year average Teaching Effectiveness Score of 45 or higher in 100% of IDEA-evaluated courses or earning 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.i.3.b for an explanation of the TES process..)
- c) Results of classroom observation(s).
- d) Contribution to curriculum design and other teaching activities articulated in the goal-setting process.
- e) Appropriate teaching/librarianship activities.
- f) Appropriate scholarship activity based on assigned scholarship tier.
- g) Evidence of professionalism, collegiality, and respect for others.
- h) Quality of service to and engagement with the university, department, and professional organizations, as appropriate.
- i) Assigned administrative work.

- j) Commitment to and engagement in continued professional development.
- k) Faith Integration Response Paper score—proficiency is demonstrated 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. 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, which get evaluated on a [rubric](#) (in some cases, not all activities will apply). (Note: If the faculty member seeking advancement is a department chair, the university librarian serves in the role of department chair):

- a) Teaching/Librarianship effectiveness based on student feedback—proficiency is demonstrated by earning a multi-year average of 4.0 on the Teaching Evaluation Form (TEF) (minimum student number of 50 per year or 5 classes per year).
- b) Teaching Effectiveness based on student feedback in term-length courses—proficiency is demonstrated by earning a multi-year average Teaching Effectiveness Score of 50 or higher in 100% of IDEA-evaluated courses or earning a TES of 50 or higher in 50% of IDEA-evaluated courses. (See Section 7.2, item 1.a.i.3.b for an explanation of the TES process.)
- c) Results of classroom observation(s).
- d) Contribution to curriculum design and other teaching activities articulated in the goal setting process.
- e) Appropriate teaching/librarianship activities.
- f) Appropriate scholarship activity based on assigned scholarship tier.
- g) Evidence of professionalism, collegiality, and respect for others.
- h) Quality of service to and engagement with the university, department, and professional organizations, as appropriate.
- i) Assigned administrative work.
- j) Commitment to and engagement in continued professional development.
- k) Faith Integration Response Paper score—proficiency is demonstrated by 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.)

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*).

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. In addition to department chair and university librarian review and recommendation, all initial five (5) year term tenure contract and five-year renewal recommendations are reviewed by the Term Tenure and Rank Promotion (TTRP) Review Committee as described in Section 7.4 item 2. herein.

For initial five-year contracts, the president and provost shall jointly conduct a final interview of the candidate to review the contract materials and confirm fulfillment of all *Faculty Handbook* (e.g., Sections 2.7 and 7.4.3.c.1) and contractual expectations, including the faculty member's commitment to APU's Christ-centered mission and faith integration. If satisfactory according to those *Faculty Handbook* and contractual expectations, the president and provost will make a summary recommendation for each initial five-year contract to the Board of Trustees (BOT) Academic Affairs Committee. As part of its duties to issue faculty contracts as provided in each Notice of Appointment and Section 7.1 herein, the BOT Academic Affairs Committee will review the president's recommendation and supporting materials of the faculty member to inform their recommendation for full Board final approval of all initial five-year extended contracts.

1) To be eligible for a first five (5) year extended contract, department chairs review faculty materials and consider the totality of the following sources of evidence, which get evaluated on a [rubric](#) (in some cases, not all activities will apply). (Note: If the faculty member seeking advancement is a department chair, the university librarian serves in the role of department chair):

- a) Teaching/Librarianship effectiveness based on student feedback—proficiency is demonstrated by earning a multi-year average of 4.2 on the Teaching Evaluation Form (TEF) (minimum student number of 50 per year or 5 classes per year).
- b) Teaching Effectiveness based on student feedback in term-length courses—proficiency is demonstrated by earning a multi-year average Teaching Effectiveness Score of 54 or higher in 100% of IDEA-evaluated courses or

earning a TES of 54 or higher in 50% of IDEA-evaluated courses. (See Section 7.2, item 1.a.i.3.b for an explanation of the TES process.)

- c) Results of classroom observation(s).
- d) Contribution to curriculum design and other teaching activities articulated in the goal setting process.
- e) Appropriate teaching/librarianship activities.
- f) Appropriate scholarship activity based on assigned scholarship tier.
- g) Evidence of professionalism, collegiality, and respect for others.
- h) Quality of service to and engagement with the university, department, and professional organizations, as appropriate.
- i) Assigned administrative work.
- j) Commitment to and engagement in continued professional development.
- k) Faith Integration Response Paper score—proficiency is demonstrated by 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.)

2) To renew a term tenure contract, faculty must collect five (5) years of LFES data. Department chairs review faculty materials and consider the totality of the following sources of evidence, which get evaluated on a [rubric](#) (in some cases, not all activities will apply). (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). In addition to department chair and dean endorsement, all five (5) year term tenure contract renewal recommendations are reviewed by the Term Tenure and Rank Promotion (TTRP) Review Committee as described in Section 7.4 item 2. herein. The president shall conduct a final interview of all candidates in order to confirm fulfillment of all *Faculty Handbook* (e.g., Sections 2.7 and 7.4.3.c.2) and contractual expectations, including the faculty member's commitment to APU's Christ-centered mission and faith integration.

- a) Teaching/Librarianship effectiveness based on student feedback—proficiency is demonstrated by earning an Educator-Mentor/Librarianship multi-year average of 4.2 on the Teaching Evaluation Form (TEF) (minimum student number of 50 per year or 5 classes per year).

- b) Teaching Effectiveness based on student feedback in term-length courses—proficiency is demonstrated by earning a multi-year average Teaching Effectiveness Score of 54 or higher in 100% of IDEA-evaluated courses or earning a TES of 54 or higher in 50% of IDEA-evaluated courses. (See Section 7.2, item 1.a.i.3.b for an explanation of the TES process.)
- c) Results of classroom observation(s).
- d) Contribution to curriculum design and other teaching activities articulated in the goal-setting process.
- e) Appropriate teaching/librarianship activities.
- f) Appropriate scholarship activity based on assigned scholarship tier.
- g) Evidence of professionalism, collegiality, and respect for others.
- h) Quality of service to and engagement with the university, department, and professional organizations, as appropriate.
- i) Assigned administrative work.
- j) Commitment to and engagement in continued professional development.
- k) Faith Integration Response Paper score—proficiency is demonstrated by 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).

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 pursuant 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.

7. 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 (see Section 7.1, item 3.d). 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 recommendation, 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 recommendation, 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.

Faculty must apply in Interfolio for a rank promotion no later than August 31 in the year prior to the review of their data. Applications are sent by OFE to the faculty member based on the data collection years identified in the Rank Promotion Goals section of Interfolio.

The following criteria reflect the standards of the Library Faculty Evaluation System (LFES). 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. Instructor

Prior to attaining this rank, a faculty member must possess an earned terminal master's degree in Library and Information Science from an ALA accredited program, in all but exceptional circumstances.

b. Promotion to Assistant Professor

Prior to attaining this rank, a faculty member must:

- 1) Possess an earned terminal 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) Display substantial knowledge of another discipline area, technical expertise, or new forms of digitally-based scholarly expression;
- 4) Department chairs review faculty materials and consider the totality of the following sources of evidence, which get evaluated on a [rubric](#) (in some cases, not

all activities will apply). (Note: If the faculty member seeking advancement is a department chair, the university librarian serves in the role of department chair):

- a) Teaching/Librarianship effectiveness based on student feedback—proficiency is demonstrated by earning an Educator-Mentor/Librarianship multi-year average of 3.8 on the Teaching Evaluation Form (TEF) (minimum student number of 50 per year or 5 classes per year).
- b) Teaching Effectiveness based on student feedback in term-length courses—proficiency is demonstrated by earning a multi-year average Teaching Effectiveness Score of 47 or higher in 100% of IDEA-evaluated courses or earning a TES of 47 or higher in 50% of IDEA-evaluated courses. (See Section 7.2, item 1.a.i.3.b for an explanation of the TES process.)
- c) Results of classroom observation(s).
- d) Contribution to curriculum design and other teaching activities articulated in the goal-setting process.
- e) Appropriate teaching/librarianship activities.
- f) Appropriate scholarship activity based on assigned scholarship tier.
- g) Evidence of professionalism, collegiality, and respect for others.
- h) Quality of service to and engagement with the university, department, and professional organizations, as appropriate.
- i) Assigned administrative work.
- j) Commitment to and engagement in continued professional development
- k) Faith Integration Response Paper score and Other Faith Integration Activities—proficiency is demonstrated 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.a) 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 recommendation, 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, item 5.a), the requirement for the response paper is waived.)

c. Promotion to Associate Professor

Prior to attaining this rank, a faculty member must:

- 1) Possess an earned terminal 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, technical expertise, or new forms of digitally based scholarly expression;
- 5) Department chairs review faculty materials and consider the totality of the following sources of evidence, which get evaluated on a [rubric](#) (in some cases, not all activities will apply). (Note: If the faculty member seeking advancement is a department chair, the university librarian serves in the role of department chair):
 - a) Teaching/Librarianship effectiveness based on student feedback—proficiency is demonstrated by earning an Educator-Mentor/Librarianship multi-year average of 4.0 on the Teaching Evaluation Form (TEF) (minimum student number of 50 per year or 5 classes per year).
 - b) Teaching Effectiveness based on student feedback in term-length courses—proficiency is demonstrated by earning a multi-year average Teaching Effectiveness Score of 52 or higher in 100% of IDEA-evaluated courses or earning a TES of 52 or higher in 100% of IDEA-evaluated courses. (See Section 7.2, item 1.a.i.3.b for an explanation of the TES process.)
 - c) Results of classroom observation(s).
 - d) Contribution to curriculum design and other teaching activities articulated in the goal setting process.
 - e) Appropriate teaching/librarianship activities.
 - f) Appropriate scholarship activity based on assigned scholarship tier.
 - g) Evidence of professionalism, collegiality, and respect for others.
 - h) Quality of service to and engagement with the university, department, and professional organizations, as appropriate.
 - i) Assigned administrative work.
 - j) Commitment to and engagement in continued professional development.

k) Faith Integration Response Paper Score and Other Faith Integration Activities

1) Proficiency is demonstrated by 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.a). 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 recommendation, 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 allotted time frame (see Section 7.3), the requirement for the response paper is waived.)

and

2) 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.)

Faculty who receive a recommendation not to receive the rank promotion may request review by the Term Tenure and Rank Promotion (TTRP) Review Committee.

d. Promotion to Professor

Promotion to professor signals distinctive performance in teaching, scholarship, service and engagement, 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 have made important contributions to the life of the university, the profession, and/or the community, and perform at distinctive levels in the area of faith integration.

In addition to department chair and university librarian 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 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, four (4) of which must have been completed after receiving the rank of associate professor;
- 4) Department chairs review faculty materials and consider the totality of the following sources of evidence, which get evaluated on a [rubric](#) (in some cases, not all activities will apply). (Note: If the faculty member seeking advancement is a department chair, the university librarian serves in this role of department chair):
 - a) Teaching/Librarianship effectiveness based on student feedback—proficiency is demonstrated by earning an Educator-Mentor/Librarianship multi-year average of 4.2 on the Teaching Evaluation Form (TEF) (minimum student number of 50 per year or 5 classes per year).
 - b) Teaching Effectiveness based on student feedback in term-length courses—proficiency is demonstrated by earning a multi-year average Teaching Effectiveness Score of 54 or higher in 100% of IDEA-evaluated courses or earning a TES of 54 or higher in 100% of IDEA-evaluated courses. (See Section 7.2, item 1.a.i.3.b for an explanation of the TES process.)
 - c) Results of classroom observation(s).
 - d) Contribution to curriculum design and other teaching activities articulated in the goal-setting process.
 - e) Appropriate teaching/librarianship activities.
 - f) Appropriate scholarship activity based on assigned scholarship tier.
 - g) Evidence of professionalism, collegiality, and respect for others.
 - h) Quality of service to and engagement with the university, department, and professional organizations, as appropriate.
 - i) Assigned administrative work.
 - j) Commitment to and engagement in continued professional development.
 - k) Faith Integration Response Paper Score and Other Faith Integration Activities
 - 1) Proficiency is demonstrated by 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.a). 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 recommendation, and if the faculty member has already received the required score (3.0 or higher for promotion to 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.)

and

2) 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 associate professor. (See Section 7.3, item 5. c. for details on rank promotion requirements.)

Section 7.6 - Appeals Process for the Faculty Evaluation Council Decisions

Revised March 2020

Appeals Process for the Faculty Evaluation System (FES)

After first attempting to resolve disputes with the dean, a member of the faculty may appeal goals and expectations set during the goal-setting process and annual feedback from a supervisor using the Academic Due Process and Grievance Policies identified in Section 4 of the *Faculty Handbook*.

Section 8 - Principles of Faculty Governance

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Section 8.1 - Principles of Faculty Governance

Revised March 2018

Principles of Faculty Governance¹

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.

¹Adapted from *Principles of Faculty Involvement in Institutional and Academic Unit Governance at the University of Michigan*, 2nd ed., March 2008

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, provost's designees, academic deans of the colleges or schools, Senior Vice President for Student Life, and 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.

Section 8.3 - Officers

Revised March 2018

Officers

1. 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 Assistant

- a. The senate assistant reports to the faculty moderator by way of a dotted line. This person provides administrative and secretarial support, including special projects, office workflow, appointments, correspondence, manuscripts, budgets, data compilation and records control, management, and dissemination.
- b. The senate assistant may perform duties of a sensitive and confidential nature, such as scheduling of PARB groups convened for a grievance; discretion is a significant consideration when hiring a person to fill this position.
- c. This is a part-time position provided by the Office of the Provost; however, the senate assistant works directly under the supervision of the faculty moderator. As such, annual and other performance evaluations for this position are to be completed by the faculty moderator with input from the Office of the Provost or designee.

- d. The senate assistant is to adhere to the policy and procedures as outlined in the Faculty Senate Assistant Operations Manual.
- e. If this employee is also employed by another department, then the supervisor of that department will also complete a performance evaluation for that position.

6. Senate Secretary

- a. The senate secretary 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 secretary verifies accuracy of the minutes taken by the senate assistant prior to distribution to the Faculty Senate.
- c. During Faculty Senate meetings, the secretary utilizes technology to assist senate members in viewing appropriate senate minutes, council minutes, and other essential documents.

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:
 - i. Keeping the senate informed of the contents of the *Faculty Handbook*;
 - ii. 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, the moderator-elect, the past moderator or vice moderator, the secretary, the parliamentarian, the 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 following 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 the 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 the 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.

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

- a. 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.

Section 8.5 - Faculty Senate

Revised November, 2023

1. Purpose

The Faculty 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, 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)”:
 - i. School of Behavioral and Applied Sciences (BAS)
 - ii. School of Business and Management (SBM)
 - iii. School of Education (SOE)
 - iv. Honors College (HC)
 - v. College of Liberal Arts and Sciences (CLAS)
 - vi. University Libraries (UL)
 - vii. College of the Arts (COTA)
 - viii. School of Nursing (SON)
 - ix. 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 of 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:
 - i. No senator may serve more than two (2) consecutive terms unless there is no other qualified faculty member to serve from that faculty unit;
 - ii. Each faculty unit will elect one-third (1/3) of its senators each year so that a rotational system is established;
 - iii. Each faculty unit will elect a faculty member to fill an unexpired term in the case of a vacancy;
 - iv. 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.
 - i. Moderator-elect
 - ii. At-large representatives to senate (three)
 - iii. Members of the Faculty Elections Committee
 - iv. Members of the Professional Affairs Review Board (PARB)
- j. The following faculty representatives shall be ratified by the senate:
 - i. Vice moderator (if needed)
 - ii. Senate Secretary
 - iii. Senate Parliamentarian
 - iv. Senate Historian
- k. The following faculty representative shall be elected by the faculty units as indicated in the Faculty Elections Committee section:
 - i. Faculty unit representatives to the senate;
 - ii. Faculty unit representatives to councils and committees as designated in the *Faculty Handbook* under descriptions of each council and committee.

- I. Only faculty members having a full-time contract may sit on the Faculty Senate and its councils and committees.
- m. Zoom Link Policy: All regular faculty senate meetings occur in person, and it is the expected norm that faculty are physically present. Exceptions to this policy may be made under the following circumstances: (1) Faculty working at regional centers; (2) Faculty experiencing an unexpected illness; (3) Faculty experiencing an unexpected disruption in dependent care arrangements; (4) ADA compliance; and (5) other compelling reasons upon the discretion of the Moderator. If you qualify for an exception, please email the Faculty Moderator (or a person delegated by the Faculty Moderator such as the Faculty Senate assistant or the Faculty Moderator-Elect/Vice Moderator) for access to a Zoom link within three business days of the faculty senate meeting.

3. Duties

- a. Senators have a responsibility to serve as a representative voice of the faculty unit they are representing and provide communication to their faculty unit regarding senate issues.
 - i. Senators are expected to be conversant with the issues being discussed in senate;
 - ii. Senators should notify the senate assistant if they are unable to attend a meeting;
 - iii. 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*.
 - i. 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;
 - ii. 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;

- iii. 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.

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. *Robert's 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
 - i. 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;
 - ii. Such a petition shall be submitted within seven (7) days after the Faculty Senate minutes are distributed;
 - iii. A special meeting shall be called by the faculty moderator within ten (10) business days after the petition is filed;
 - iv. 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
 - i. 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.
 - ii. Petition proposals shall not be amended after submission to the faculty moderator.
 - iii. A special meeting shall be called by the faculty moderator within ten (10) business days after the petition is filed.
 - iv. 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.

Section 8.7 - Councils

Revised March 2020

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
 - i. The moderator designee or senate representative to a council may be chosen from current council memberships. In such cases of dual representation, the faculty moderator shall have voting privileges on the council;
 - ii. 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;
 - iii. 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” of each council.
- 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 council members 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 strikethrough, italics, and highlighting functions for Word Docs, requested changes must include:
 - Deleted phrases to be marked by striking through the deleted text and highlighting the text to be deleted;
 - Requested changes must be marked in italics and highlighted; and
 - Rationale/justification for each change shall be typed below the section in a bolded, colored font. The date the council and *Faculty Handbook* Committee approved these changes, and the date the minutes were sent to the senate for approval, must be noted on the document.
- 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.

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.

Section 8.9 - Review of 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 serve 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.

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.

Section 8.11 - Diversity Council

Revised March 2020

1. Purpose

- a. The purpose of this council is to affirm and value the nature of diversity and inclusion 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 diversity and community demographic balance.

2. Membership and Representation

a. Voting Members

- i. Faculty moderator, moderator designee, or senate representative;
- ii. One (1) faculty representative elected from each faculty unit to serve a three (3) year term;
- iii. 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

- i. Vice president, Chief Diversity Officer;
- ii. Executive director, Center for Diversity, Equity, and Inclusive Excellence;
- iv. Executive director, Student Center for Reconciliation and Diversity.

c. Nonvoting Guests

- i. As appropriate, the council shall invite representation from academic support services and/or student support service areas 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 the 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.

Section 8.12 - Doctoral Studies Council

Revised March 2019

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

- i. Faculty moderator, moderator designee, or Faculty Senate representative;
- ii. Two (2) doctoral faculty will serve as representatives from each discipline granting a doctoral degree: Education (K-12), Higher Education, Ministry, Nursing, Physical Therapy, and Clinical Psychology. In the event of a member's anticipated absence, an alternate may be designated by the department chair.
- iii. A library faculty member who is liaison to one (1) or more doctoral programs;
- iv. One (1) doctoral faculty member from each new doctoral program that has been approved by the Faculty Senate, but not yet implemented. The member shall serve for one (1) year.

b. Ex-Officio Members

- i. Provost or provost designee;
- ii. Graduate and Professional Registrar;
- iii. Representative from the Office of Curricular Support;
- iv. 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 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, ensuring 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 workloads across doctoral faculty (e.g., units granted for teaching, research, dissertation committee work, administrative work, etc.).
- g. Advise the Faculty Senate and the provost on appropriate systems and resources for infrastructure to support doctoral programs.
- h. Advise the Faculty Senate and the provost on appropriate systems and resources for libraries and technology to support doctoral programs and research.
- i. Advise the 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 the 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:
 - i. Curriculum Review Committee;
 - ii. Standards and Policies (including Exceptions);
 - iii. Program Review Committee; and
 - iv. 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

- i. Members of the committee shall be composed of one (1) voting representative from doctorate-granting discipline.
- ii. 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.
- iii. The chair shall be elected from the committee membership.
- iv. The graduate and professional registrar and the representative from the Office of Curricular Support will serve as ex-officio members.

c. Duties

- i. Report recommendations on doctoral curriculum and program proposals to the Doctoral Studies Council.
- ii. Provide updated information and processes to APU faculty and administration of doctoral curriculum and/or program changes.
- iii. Serve as contacts to those individuals or programs needing guidance in the process of planning doctoral curriculum and/or program changes.
- iv. Meet on an as-needed basis, 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

- i. Members of the committee shall be composed of one (1) voting representative from each doctorate-granting discipline.
- ii. 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 the DSC.
- iii. The chair shall be elected from the committee membership.
- iv. The graduate and professional registrar and the representative from the Office of Curricular Support will serve as ex-officio members.

c. Duties

- i. Assess, analyze, and advise current and future standards and policies that enable APU to manage growth in the doctoral academic domain.
- ii. Coordinate with appropriate APU administrative and academic organizations about doctoral standards and policies affecting the university (e.g. provost, deans, Undergraduate Studies Council).
- iii. Verify inclusion of standards and policies in the graduate catalog, *Faculty Handbook*, or other appropriate documents.

- iv. Determine the individual(s) or organization(s) responsible for implementing doctoral policies and standards.
- v. 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 ensure the program goals are being met.

b. Membership and Representation

- i. Members of the committee shall be composed of one (1) voting representative from each doctorate-granting discipline.
- ii. 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 the DSC.
- iii. The chair shall be elected from the committee membership.
- iv. Ex-officio members may be appointed or invited by the council or committee 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.

- i. The chair is responsible for maintaining communication with the programs under review and facilitating timely completion of the program review reports.
- ii. 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.
- iii. Recommendations are also made after each program's follow up review report is submitted.
- iv. 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

- i. Members of the committee shall be composed of one (1) voting representative from each doctorate-granting discipline.
- ii. 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 the DSC.
- iii. The chair shall be elected from the committee membership.
- iv. Ex-officio members may be appointed or invited by the council or committee as needed.

c. Duties

- i. 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.
- ii. Raise consciousness of the potential of research at the doctoral level, including feasibility and benefit to society.
- iii. Encourage faculty development in the area of research through information exchange, education, and mentorship.
- iv. Represent the DSC in reviewing doctoral grant applications submitted to the Faculty Research Council.

Section 8.13 - Faculty Development Council

New November 2023

1. Purpose

To submit recommendations regarding comprehensive and strategic faculty development as well as play an integral role in the execution of recommendations in conjunction with the Office of the Provost. Recommendations shall be appropriately resourced by the Office of the Provost and executed in coordination between this council and the Office of the Provost upon approval. Recommendations can include (but are not limited to) the following areas: faculty development for onboarding new faculty; opportunities for leadership development for mid-career faculty, especially for those interested in becoming a program director, chair, or involved in faculty governance leadership; resources, learning communities, workshops and courses directed at faith integration; Canvas training and training around other technological resources; promoting effective practices, especially evidence-based practices, for pedagogy, student support, and diversity, equity, and inclusion; pedagogical opportunities for growth, especially at the college/school level; onboard training and “interest” meetings around faculty governance councils and committees; mentoring programs; and research development along with other resume enhancement opportunities.

2. Membership and Representation

a. Chair

- i. The Faculty Development Council shall be chaired by a full time faculty member for a one year term.
- ii. At the end of the school year, the chair shall be (re)elected by the council.

b. Voting Members

- i. Faculty moderator, moderator designee, or Faculty Senate representative.
- ii. One (1) member shall be elected from each academic unit for a three (3) year term.

c. Ex-Officio Members

- i. Up to three (3) members from Office of the Provost in the area of faculty success

d. Nonvoting Guests

- i. As appropriate, the council shall invite representation from administrative and/or support service areas to attend council meetings.

3. Duties

- a. Work with the Office of the Provost on issues, data collection, and initiatives related to faculty development.
- b. Provide annual recommendations to the Faculty Senate and Academic Cabinet on policies related to faculty development. Recommendations should be based on regularly collected data on research, teaching, faculty assessment, and/or climate surveys aimed at improving and informing initiatives for faculty development. Recommendations should also highlight key areas for faculty attention and review and determine what resources are necessary to accomplish institutional goals towards faculty development.
- c. Provide a plan in conjunction with the Office of the Provost to execute annual recommendations. On a regular basis, to be determined by the FDC, assess faculty development initiatives for increased efficacy, faculty participation, and faculty success. After this assessment, the FDC shall determine if initiatives need to be adjusted, expanded, or eliminated.

4. Reporting Relationships

- a. The Faculty Development Council functions as an extension of the Faculty Senate. All actions taken by councils must be approved by the 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 Faculty Development 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 Faculty Development Council is responsible for maintaining a complete record of all minutes from the council and its committees for archival purposes.

Section 8.14 - Faculty Elections Committee

Revised March 2020

1. Purpose

The Faculty Elections Committee exists to ensure that an efficient and orderly process is implemented to elect the faculty moderator as well as at-large and faculty unit-specific faculty members to serve on the Faculty Senate and designated faculty councils, committees, and review boards as described under Section 8 of the *Faculty Handbook*.

2. Membership and Representation

a. Voting Members:

Membership shall consist of the Faculty Moderator, and/or Moderator-Elect, and/or Past Moderator; the Secretary and Parliamentarian of the Senate Steering Committee; and two additional senators selected by the Faculty Senate. Any faculty members running for a position in an election shall recuse themselves from service on the Faculty Elections Committee work leading up to the election in which they are on the ballot. The Faculty Moderator will serve as chair of the committee unless he/she is recused from service. In such cases, the Moderator-Elect or Past Moderator will serve as chair of the committee.

b. Nonvoting Guests

As appropriate, the committee shall invite representation from administrative and/or support service areas to attend committee meetings.

3. Duties

- a. The Faculty Elections Committee is responsible for carrying out two elections each year: Fall and Spring. The Fall Election will take place during the first two weeks of September, and the Spring Election will take place during the first two weeks of May.
- b. The Faculty Elections Committee will identify vacancies in faculty governance by working with Academic Cabinet and Human Resources. Vacancies for the Fall Election will be determined in August prior to the Faculty Kickoff. The moderator will solicit nominees for open positions at Faculty Kickoff, and the deans will solicit nominees for open positions at faculty unit kickoff events. Vacancies for the Spring Election will be determined in mid-April after the April 15 deadline for faculty contracts to be signed and returned.

- c. Nominations for open positions will be solicited using the Self-Nomination Form to ensure the willingness of candidates to serve in the role for which they are running.
- d. The Faculty Elections Committee will verify eligibility of all nominees based upon the qualifications outlined in [Section 8](#) of the *Faculty Handbook*.
- e. Candidates for Faculty Moderator will be presented to the faculty at a Full Faculty meeting.
- f. The Faculty Elections Committee will work with IMT and other media services, as needed, to promote clear communication on elections and to facilitate the election process.
- g. The Faculty Elections Committee reserves the right to review and make changes to the election process as needed.

4. Reporting Relationships

- a. The Faculty Elections Committee reports the following to the Faculty Senate and the faculty-at-large:
 - i. Faculty senate, council, and committee member vacancies that need to be filled.
 - ii. Slate of candidates for all open positions.
 - iii. 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 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. “Selection” or “selected” refers to a process conducted by the Faculty Senate to fill positions in faculty governance that either do not call for a formal election, or that need to be filled temporarily until the next formal election or until an elected faculty member returns from sabbatical or personal leave.
- c. If a faculty unit fails to provide a nominee for an open position in faculty governance, that position may be filled by the selection process of the Faculty Senate or remain open until the next formal election at the discretion of the Faculty Senate.

Section 8.15 - Faculty Evaluation Council

Revised March 2020

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

- i. Faculty moderator, moderator designee, or Faculty Senate representative.
- ii. 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, and 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.

- iii. Members shall serve a 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.
- iv. Members must be currently serving on an extended contract.

v. 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, Nonvoting Members

- i. Provost designee;
- ii. Program manager for faculty evaluation.

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).

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

- i. Faculty moderator, moderator designee, or Faculty Senate representative.
- ii. 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).
- iii. 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

- i. Provost or provost designee;
- ii. Director of sponsored research and grants;
- iii. Director of research;
- iv. Director of undergraduate research;
- v. Director of faith integration (optional);
- vi. Diversity Council representative (optional); and
- vii. Representative from the 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.

Section 8.17 - Faith Integration Council

Revised March 2020

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:

- i. Relevant and adequate formal academic preparation
Prior to a faculty member's participation in the FIC, she/he has:
 1. 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
 2. Completed [GRAD 501](#) and [GRAD 521](#); or has
 3. 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, the current chair of FIC, the executive director of the Office of Faith Integration, and a representative of the FIC.
- ii. Knowledge and commitment
Prior to a faculty member's participation in the FIC, she/he has:

1. Demonstrated success and understanding of the faith integration portion of the current evaluation system via a completed FIRP with a minimum score of 3.0; and
2. Read, understands, and affirmed APU's understanding of academic faith integration as expressed in the current *Faculty Handbook*.

iii. Ongoing Learning and Participation

Prior to a faculty member's participation in the FIC, she/he has:

1. Read, understands, and affirmed APU's understanding of academic faith integration as expressed in the current [Faith Integration Faculty Guidebook](#); and
2. 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

- i. Faculty moderator, moderator designee, or Faculty Senate representative;
- ii. 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

- i. Director of Faith Integration;
- ii. Provost designee, Center for Teaching, Learning, and Assessment;
- iii. Faith Integration Faculty Evaluation Fellow

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

- i. Advise the Office of Faith Integration concerning activities for training faculty in faith integration.
- ii. Help create training programs in faith integration for faculty.
- iii. Review and evaluate faith integration training efforts.
- iv. 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).
- v. Make budget recommendations to the administration regarding faith integration activities.

b. Faith Integration Evaluation

- i. 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).
- ii. Assist the Office of Faith Integration and the chairs/deans (supervisors) in creating, refining, and evaluating measures of faculty efforts in faith integration.
- iii. Facilitate, with the Office of Faith Integration, the appeal process for faith integration submissions, as described in the *Faculty Handbook*.

Section 8.18 - General Education Council

Revised March 2022

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

- i. Faculty moderator, moderator designee, or Faculty Senate representative;
- ii. Seven (7) faculty members shall be selected by the Faculty Senate (in consultation with the chair of the General Education Council) for a three (3) year term. Overall, the GEC members should represent different colleges or schools (BAS, CLAS, COTA, SBM, SOT, and SON) within the university:
 - a) Biblical, theological, and philosophical formation (one representative);
 - b) Humanities (two representatives from different departments);
 - c) Social sciences (one representative);
 - d) Natural sciences (one representative);
 - e) Personal and social responsibility (one representative);
 - f) Integrative and applied learning (one representative).
- iii. One (1) faculty member shall be selected by the senate to represent professional studies programs to serve a three (3) year term.
- iv. One (1) faculty member shall serve in the capacity as a writing representative for a three (3) year term.
- v. One (1) faculty member shall serve in the capacity as a library representative for a three (3) year term.
- vi. One (1) faculty member shall be appointed by the Student Government Association (SGA).

b. Ex-officio Members

- i. Director of general education;
- ii. Office of the Provost designee;

- iii. First Year Seminar administrator or designee;
- iv. Associate dean of students or designee;
- v. Director of faith integration or designee;
- vi. Diversity Council representative or their designee;
- vii. Director of assessment or designee;
- viii. Office of Curricular Support representative; and
- ix. Undergraduate Registrar representative.

c. Nonvoting 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 ensure 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 ensure 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.
 - i. 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.
 - ii. A member of the General Education Council shall serve on the Professional Studies Council as described under “Membership and Representation” as a voting member.
 - iii. Report all new program/course syllabi approved as general education courses to the Undergraduate Studies Council.

- iv. Submit policies and procedures related to academic and programmatic issues to the Undergraduate Studies Council for review and approval as needed.
 - v. In cases where co-curricular issues exist that impact areas of governance shared by (or of mutual concern to) the General Education Council, Professional Studies Council, and/or the Undergraduate Studies Council, a task force will be appointed with members of each pertinent council 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.

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 ensure the program goals are being met.

a. Membership and Representation

- i. The committee shall be composed of one (1) member 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.
- ii. Ex-officio members include:
 - 1. The director of General Education;
 - 2. A representative from the Center for Teaching, Learning, and Assessment;
 - 3. The WSCUC accreditation liaison officer.
- iii. Ex-officio members may be appointed by the General Education Council or the committee as needed.
- iv. One (1) of the representatives from the General Education Council shall be the chair.

b. Duties

- i. Maintain systems for regular assessment of the general education program.
- ii. Maintain schedules for assessment that align with WASC accreditation visits.
- iii. Provide assessment feedback to departments and to the General Education Council.
- iv. Make assessment procedure suggestions to the General Education Council.
- v. 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

- i. The committee shall be composed of seven (7) undergraduate faculty members representing biblical, theological and philosophical formation; humanities; social sciences; natural sciences; personal and social responsibility; integrative and applied learning; and professional programs, at least one (1) of whom is currently serving on the General Education Council.
- ii. Ex-officio members may be appointed by the General Education Council, or the committee, and ratified by the Faculty Senate as needed.
- iii. The chair shall be a representative from the General Education Council.

b. Duties

- i. Review and evaluate course applications for certification and recertification to ensure alignment and consistency with the general education outcomes.
- ii. Report recommendations on course certification to the General Education Council for approval.
- iii. Serve as contacts to individuals and departments needing guidance in the process of planning for course certification.

Section 8.19 - Master's Studies Council

Revised March 2020

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

- i. Faculty moderator, moderator designee, or Faculty Senate representative;
- ii. Two (2) members shall be selected from each school/college 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.

- iii. 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;

b. Ex-officio Members

- i. Representative from the Office of Curricular Support;
- ii. Graduate registrar;
- iii. Director of graduate admissions;
- iv. Provost or provost designee;
- v. Director of International Student Services

c. Nonvoting Guests

As appropriate, the council shall invite representation from administrative, academic, 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 proposed master's courses, programs, curricula, and continuing education, ensuring quality control and avoiding duplication.
- d. Review and evaluate current master's academic programs to ensure quality control and effective curricula planning and avoid duplication.
- e. Ensure the academic quality and safety standards of sponsored and endorsed master's domestic and international programs.
- 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 be held regularly. The parent council will establish the periodicity of meetings for each committee.

4. Reporting Relationships

- a. The 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 the 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.

5. Committee Structure and Duties

a. Committees of the Council

The four (4)-committees of the council are:

- i. Curriculum Review Committee
- ii. School-Based Curriculum Review Committees
- iii. Program Review Committee
- iv. Standards and Policies

b. Curriculum Review Committee

- i. Membership and Representation
 1. The committee shall be composed of at least one (1) faculty member from each school or college. These members may be members of the Master's Studies Council.

2. The chair shall be the representative from the Master's Studies Council.
3. Ex-officio members may be appointed by the Master's Studies Council or the committee as needed.
4. An ex-officio member from the Office of Curricular Support shall serve on the committee.
5. The Master's Studies Council shall approve the membership of the Curriculum Review Committee at the beginning of the academic year and at any point when a change to the committee membership is needed.

ii. Duties

1. 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.
2. Report recommendations on graduate curriculum and program proposals to the Master's Studies Council for approval.
3. Provide updated information and processes to APU faculty and administration of graduate curriculum and/or program changes.
4. Serve as contacts to those individuals or programs needing guidance in the process of planning graduate curriculum and/or program changes.
5. Preferably meet on a twice-monthly basis unless otherwise determined by the chair of the committee based on demand/workload.
6. Review the courses and the minutes of School-Based Curriculum Committees seeking to be approved by the Master's Studies Council.

c. School-Based Curriculum Committees:

- i. School-Based curriculum committees approved to bypass the MCRC step in the approval workflow:

1. School of Behavioral and Applied Sciences
2. School of Education
3. School of Nursing

ii. Purpose

Initial approval of course changes, program changes, course deactivation proposals, and new course proposals shall be conducted by approved school-based curriculum committees. These committees shall comprise faculty selected by each department of their respective schools or colleges. The role of these committees is to assess, document, and provide initial

approval regarding curriculum changes in their respective school or college discipline.

iii. Membership and Representation

Each school or college shall establish a curriculum committee with terms for one academic year. Membership and representation shall be determined by the school or college and approved by the dean. Membership should include a representative from the Office of Curricular Support and the Office of the Graduate and Professional Registrar.

iv. Duties

1. Evaluate Masters-level academic programs and course proposals within the respective school to ensure quality and effective curricular planning including correct Courseleaf submissions and consistency.
2. Submit committee minutes with recommendations on school-based curriculum and program proposals to the Master's Studies Council for approval.
3. Provide updated information and processes to the Master's Studies Council
4. It is recommended that at least one member of the school-based curriculum committee be a member of the Master's Studies Council and/or the Master's Curriculum Review Committee.
5. If a school is seeking approval to create a school-based curriculum committee, it is recommended that at least one member sit on the Master's Curriculum Review Committee for a one-year term.

d. Program Review Committee

i. 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 ensure the program goals are being met.

ii. Membership and Representation

1. Members will be selected by the council in accordance with the criteria established in the current edition of the *Program Review Handbook*.
2. Ex-officio members may be appointed by the council or the committee and ratified by the Faculty Senate as needed. The Director of the Office of Institutional Research and Assessment or a designee shall be an ex-officio member of the committee. An Office of the Provost designee shall be an ex-officio member of the committee.

3. The chair shall be a representative from the Master's Studies Council.

- iii. 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. According to the program review schedule maintained by the Office of Institutional Research and Assessment, the committee shall select annually one (1) chair to serve a one (1) year term. The chair is responsible for maintaining communication with the programs under review and facilitating timely completion of each program's review report.
2. The committee reviews each program's report and completes the Program Review Committee Report and Rubric for Assessing a Program Review Report as part of its assessment. Following review, the committee records its recommendations and forwards them to the council.
3. Recommendations are also made after each program's one (1) year follow-up 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).

- e. Standards and Policy Committee

- i. Membership and Representation

1. The committee shall be composed of at least three (3) voting members of the Master's Studies Council.
 2. The Master's Studies Council shall approve the membership of the Standards and Policy Committee at the beginning of the academic year and at any point when a change to the committee membership is needed.
 3. Ex-officio members may be appointed by the Master's Studies Council or the committee as needed.
 4. The chair shall be a representative from the Master's Studies Council.

- ii. Duties

1. 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.

2. Assess, analyze, and advise current and future standards and policies that enable APU to manage growth in the graduate academic domain.
3. Coordinate with appropriate APU administrative and academic organizations about graduate standards and policies affecting the university.
4. Verify inclusion of standards and policies in the graduate catalog, *Faculty Handbook*, or other appropriate documents.
5. Determine the individual(s) or organization(s) responsible for implementing graduate policies and standards.
6. Establish appropriate timelines for development of graduate standards and policies.

Section 8.20 - Professional Studies Council

Revised March 2022

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

- i. Faculty moderator, moderator designee, or Faculty Senate representative;
- ii. Up to two (2) members shall be selected from each faculty unit with a professional program for a three (3) year term:
 1. School of Behavioral and Applied Sciences;
 2. School of Business and Management;
 3. School of Nursing;
 4. College of Liberal Arts and Sciences;
 5. College of the Arts;
 6. School of Theology;
- iii. One (1) representative shall be elected by the University Libraries;
- iv. 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;
- v. One (1) member shall be a representative from the General Education Council.

b. Ex-officio Members

- i. Provost or provost designee;
- ii. Graduate and professional registrar or registrar designee;

- iii. Executive director of Graduate and Professional Admissions and Regional Campuses;
- iv. Executive director of Graduate and Professional Student Support Services; and
- v. Representative from the Office of Curricular Support.

c. Nonvoting 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 proposed professional courses, programs, and curricula, ensuring 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. Ensure 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:
 - i. One (1) member of the Professional Studies Council shall serve on the General Education Council for a three (3) year term;
 - ii. 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;
 - iii. 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;
 - iv. 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. The 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 the 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. School-Based Curriculum Committees

- i. Purpose
Initial approval of course changes, program changes, course deactivation proposals, and new course proposals shall be conducted by school-based curriculum committees. These committees shall comprise faculty selected by each department of their respective schools or colleges. The role of these committees is to assess, document, and provide initial approval regarding curriculum changes in their respective school or college discipline.
- ii. Membership and Representation
 1. Each school or college shall establish a curriculum committee with terms for one academic year.
 2. The committee shall be composed of:
 - a. Chair, selected by the college's/school's faculty in consultation with the dean;
 - b. One faculty member from each department/discipline within the school/college.
- iii. Ex-officio members shall include:
 1. A representative from the Office of Curricular Support;
 2. A representative from the Registrar;
 3. An Academic Success Coach assigned to the school;

4. Other representatives as needed (e.g. Director of Curricular Effectiveness).

b. Standards and Policy Committee

i. Membership and Representation

1. 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;
2. Ex-officio members may be appointed by the Professional Studies Council or the committee as needed.

ii. Duties

1. Recommend professional academic standards and policies, both university-wide and departmental, to the Professional Studies Council. This includes processes and procedures to initiate and enforce professional academic policies, as well as graduate admissions and degree fulfillment standards;
2. Assess, analyze, and advise current and future standards and policies that enable APU to manage growth in the graduate academic domain;
3. Coordinate with appropriate APU administrative organizations about graduate standards and policies affecting the university (e.g., provost, deans, Professional Studies Council);
4. Verify inclusion of standards and policies in the Graduate and Professional catalog, *Faculty Handbook*, or other appropriate documents;
5. Determine the individual(s) or organization(s) responsible for implementing professional policies and standards.
6. Establish appropriate timelines for development of professional standards and policies.
7. In cases where co-curricular issues exist that impact areas of governance shared by (or of mutual concern to) the General Education Council, Professional Studies Council, and/or the Undergraduate Studies Council, a task force will be appointed with members of each pertinent council 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.

Section 8.21 - Undergraduate Studies Council

Revised March 2022

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

- i. Faculty moderator, moderator designee, or Faculty Senate representative;
- ii. Two (2) members shall be selected from each faculty unit, except as noted below, for a three (3) year term;
- iii. One (1) representative shall be elected by each of the following faculty units: Library and non-classroom faculty.
- iv. 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;
- v. One (1) student representative shall be appointed by the Student Government Association (SGA). This individual shall also serve on the Standards and Policy Committee;
- vi. One (1) member shall be a representative from the General Education Council.

b. Ex-officio Members

- i. Provost or provost designee;
- ii. Representative from the Office of Curricular Support;
- iii. Undergraduate registrar;
- iv. Director of academic advising;
- v. Director of faith integration or designee (optional);

- vi. Representative from the Diversity Council or designee (optional); and
- vii. Graduate and Professional Enrollment Services representative.

c. Nonvoting 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 proposed undergraduate courses, programs, and curricula, ensuring 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. Ensure 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.
 - i. One (1) member of the Undergraduate Studies Council shall serve on the General Education Council for a three (3) year term.
 - ii. 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.
 - iii. 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.
 - iv. In cases where co-curricular issues exist that impact areas of governance shared by (or of mutual concern to) the General Education Council, **Professional Studies Council, and/or** the Undergraduate Studies Council, a task force will be appointed with members of each **pertinent council** 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 the 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

i. Membership and Representation

1. The committee shall be composed of two (2) faculty members per faculty unit. The Undergraduate Studies Council may add, as needed, one (1) to three (3) faculty representatives from academic units not listed above. For the Undergraduate Studies Council, the committees may be chaired by a nonvoting, ex-officio member of the Undergraduate Studies Council.
2. Ex-officio members include:
 - a. Director of undergraduate admissions;
 - b. Director of freshman recruitment;
 - c. Director of admissions;

- d. Representative from the Department of Clinical Psychology;
- e. Representative from the Academic Success Center;
- f. Representative from the Office of Student Life; and
- g. Representative from the Learning Enrichment Center.

ii. Duties

- 1. Serve as both proactive and responsive review of individual admissions issues brought to the committee.
- 2. Provide ongoing review and development of general policies governing admission including admission criteria, scholarship, and ancillary admissions issues.

b. School-Based Curriculum Committees

i. Purpose

- 1. Initial approval of course changes, program changes, course deactivation proposals, and new course proposals shall be conducted by school-based curriculum committees. These committees shall comprise faculty selected by each department of their respective schools or colleges. The role of these committees is to assess, document and provide initial approval regarding curriculum changes in their respective school or college discipline.

ii. Membership and Representation

- 1. Each school or college shall establish a curriculum committee with terms for one academic year.
- 2. The committee shall be composed of:
 - a. Chair, selected by the college's/school's faculty in consultation with the dean
 - b. One faculty member from each department/discipline within the school/college.
- 3. Ex-officio members shall include:
 - a. A representative from the Office of Curricular Support
 - b. A representative from the Registrar
 - c. An Academic Success Coach assigned to the school
 - d. Other representatives as needed (e.g. Director of Curricular Effectiveness)

iii. Duties

1. Review and evaluate undergraduate academic programs and course proposals within the respective school or college to ensure quality control and effective curricular planning for new courses and programs, including correct Courseleaf submissions and consistency.
2. Report recommendations on school/college-based curriculum and program proposals to the Undergraduate Studies Council for approval.
3. Provide updated information and processes to APU faculty and administration of undergraduate curriculum and/or program changes.
4. Serve as contacts to those individuals or programs needing guidance in the process of planning undergraduate curriculum and/or program changes.
5. Meet on a twice-monthly basis unless otherwise determined by the chair of the committee based on demand/workload.
6. The chair is responsible for maintaining communication with the UGSC. Effective communication includes timely submission of Curriculum Committee minutes to the UGSC chair.

c. Program Review Committee

i. 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 ensure the program goals are being met.

1. Membership and Representation

- a. Members will be selected by the Undergraduate Studies 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 the representative from the Undergraduate Studies Guide.

ii. Duties

Program reviews are governed by the program review committee according to the following standards and in conjunction with the *Program Review Handbook*.

1. 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.

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 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*).

d. Standards and Policy Committee

i. Membership and Representation

1. 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.
2. Ex-officio members may be appointed by the Undergraduate Studies Council or the committee and ratified by the Faculty Senate as needed.
3. The chair shall be a representative from the Undergraduate Studies Council.

ii. Duties

1. Recommend undergraduate academic standards and policies, both university-wide and departmental, to the Undergraduate Studies Council . This includes processes and procedures to initiate and enforce undergraduate academic policies, as well as undergraduate admissions and degree fulfillment standards.
2. Assess, analyze, and advise current and future standards and policies that enable APU to manage growth in the undergraduate academic domain.
3. Coordinate with appropriate APU administrative and academic organizations about undergraduate standards and policies affecting the university (e.g. provost, deans, Undergraduate Studies Council).
4. Verify inclusion of standards and policies in the undergraduate catalog, *Faculty Handbook*, or other appropriate documents.

5. Determine the individual(s) or organization(s) responsible for implementing undergraduate policies and standards.
6. Establish appropriate timelines for development of undergraduate standards and policies.

Section 8.22 - Workload and Compensation Council

Revised March 2018

1. Purpose

Provide a mechanism for dialogue and policy development on issues related to faculty workload and compensation.

2. Membership and Representation

a. Voting Members

- i. Faculty moderator, moderator designee, or Faculty Senate representative;
- ii. One (1) member selected from each faculty unit for a three (3) year term;

b. Ex-officio Members

- i. Provost or provost designee;
- ii. Human Resources representative.

c. Nonvoting Guests

As appropriate, the council shall invite representation from administrative and/or support service areas to attend council meetings.

3. Duties

a. General Duties

- i. Represent the faculty in considerations of compensation and recommend to the Faculty Senate appropriate changes in faculty compensation.
- ii. Review institutional data, such as university-wide surveys that relate to faculty workload and compensation concerns that would inform recommendations for policies and procedures.
- iii. 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.

Section 8.23 - Professional Affairs Review Board

Revised March 2020

1. Purpose

To ensure 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 must rotate off the PARB for one (1) year before being eligible to serve another 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 the PARB within the last three (3) years, the faculty member is ineligible for participation as a PARB member.

Deans and associate deans are ineligible for membership on the 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. Nonvoting Guests

None shall be invited during the deliberations of the review board due to the confidential nature of the meetings.

- d. Upon election, members shall attend training on the legal aspects of their duties provided by APU's Office of the General Counsel.

3. Duties

- a. Members 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).
- 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. 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), the PARB shall conclude its investigation of a grievance and issue its recommendation within thirty (30) days of receipt of a grievance.
- 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) business days in the event of termination (see “Termination of An Appointment” Section 4.3 in this handbook). Other matters should be brought to the faculty moderator (or designee) within twenty (20) business days following the resolution process, unless an extension is otherwise requested.¹ 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” (Section 4.2) in this handbook for further details.

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. Recommendations by the PARB are not subject to Faculty Senate consideration or veto.
- d. Review board recommendations 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.

¹The twenty (20) business days period also applies for the request for an extension.

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 comprise 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.

Section 8.25 - Administrative Reports to the Faculty Senate

Revised November, 2023

1. The Office of the CFO provides regular reports either in writing or in person to the Faculty Senate following full board meetings in January, May, and September. The President shall accompany the CFO to the Faculty Senate to give their report.
2. The Office of the Provost provides regular reports either in writing or in person to the Faculty senate following full board meetings in January, May, and September. The President shall accompany the Provost to the Faculty Senate to give their report.
3. The Office of Enrollment Management (EM) provides regular reports either in writing or in person to the faculty senate following full board meetings in January, May, and September. The President shall accompany the EM VP to the Faculty Senate to give their report.
4. The CFO provides financial reports either in writing or in person to the Faculty Senate twice a year, in January and in October. The January report should include information relayed by the external auditor, CapinCrouse.
5. **The Office of the Provost shall make reasonable efforts to communicate any significant modifications that will materially affect all faculty** in the areas of faculty evaluation, workload, curriculum, and programmatic/departmental changes to the full faculty, and if necessary, reviewed and voted on by the Faculty Senate before final approval. Examples of significant modification could include without limitation curricular changes, programmatic or departmental changes, and modalities of learning. If faculty senate review is necessary, the proposal shall be placed before the senate at least two weeks before the nearest Senate meeting, so that the Senate can call a vote on it. If there is opposition to or disagreement with the proposed change, the Faculty Senate shall submit a minority report explaining their rationale.

Section 8.26 - Chair's Council

New November 2023

1. Purpose

The Faculty Senate is requesting the establishment of the Chair's Council as part of the governance structure and an administrative body of faculty members and departments, whose primary function will be to provide support and development for chairs, ensure clear communication throughout the academy, and advise on matters of administrative and academic policies, as needed.

2. Membership

The membership of the Chair's Council will include all faculty who serve as Chair (or otherwise recognized as the "head" of the department). The chair of the Chair's Council will be chosen from voting members.

a. Voting Members

- i. Faculty moderator, moderator designee, or Faculty Senate representative;
- ii. Chairs (or otherwise recognized as the "head" of the department)

b. Nonvoting Guests

As appropriate and as needed, the council shall invite representation from administrative and/or support service areas to attend council meetings.

3. Duties

a. General Duties: To regularly meet as a body to address topics under the scope and purview of the unique role of Chair (or head of department). This will include:

- i. Provide a conduit of communication between academic department Chairs.
- ii. Work with the Office of the Provost on unique issues related to Chair responsibilities.
- iii. Work with other Faculty Governance Councils as needed (including but not limited to Faculty Development Council, Faculty Evaluation Council, and Workload and Compensation Council).

b. Specific Duties

- i. Working on the (and as needed update) description of the variety of Chair roles and responsibilities.

- ii. Review and update data about the nature of the reality of what comprises the role of Chair.
- iii. Be in discussion about ongoing issues impacting the Chair role.
- iv. To provide training and development for Chairs.
- v. Provide for and address recommendations from the Faculty Senate.

4. Reporting

- a. The Chair's 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 the Faculty Senate within two (2) weeks of each meeting.
- c. As needed, the Chair's 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 Chair's Studies Council is responsible for maintaining a complete record of all minutes from the council.

Section 8.27 - University Records and Data Access Reporting Structure and Process between Faculty Governance and OIR

New November 2023

1. As per needed, members of the Faculty Senate and its related councils and committees shall be able to directly request deidentified and aggregated data and records from OIR.
2. Requests from the Faculty Senate and its related councils and committees should include a rationale for data and records as it relates to their roles and responsibilities.
3. Data and records should be understood as proprietary information and thus handled with the privileges and responsibilities of having such information.
4. If OIR denies a request for data, a rationale must be provided.