

Fresno Pacific University

# **FACULTY HANDBOOK**

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## Chapter 1: The University

### 1.1 Mission

Fresno Pacific University develops students for leadership and service through excellence in Christian higher education.

As an institution of the Pacific District Conference of the Mennonite Brethren Churches, the university communicates a distinctively biblical, Christ-centered vision of interdisciplinary and liberal arts-based baccalaureate, graduate and continuing education to strengthen the church and improve society.

### 1.2 Vision

Fresno Pacific is a leading Christian university known for academic excellence, innovative programming and spiritual vitality.

### 1.3 Values

Fresno Pacific University embodies Christ-centered values:

#### Christian community

- As church-related and prophetic
- As Anabaptist, evangelical and ecumenical
- As regional, international, and culturally diverse

#### Service to others

- In teaching
- In reconciliation and peacemaking
- In action within the community to meet human need
- In the promotion of social justice

#### Academic and professional excellence, emphasizing

- The liberal arts and sciences
- The integration of theory and practice
- Life-long learning
- A community of learners and scholarly dialog
- Theological engagement

#### Student focused

- For the development of moral and ethical integrity and character
- For the preparation of servant leaders for church and society
- With respect for the dignity for each person
- Through mentoring and collaborating for success

#### Progressive and responsive

- Providing relevant programming and creative delivery
- Adapting with integrity to changing environments

#### 1.4 *The Fresno Pacific University Idea*

The *Fresno Pacific University Idea (FPU Idea)* reflects the university's interpretation of what it means to be a community of learners committed to a distinctive vision of Christian higher education. The *Idea* serves as a center for reflection and action and as a guide for forming a vision of the future. Rooted in the past and continuously re-shaped by the present, the *FPU Idea* provides a foundation for the university's understanding of itself and of the mission to which it is called.

In pursuing this mission, the university affirms the significance of knowledge which is a foundation for wisdom and virtue. As a Christian liberal arts community, Fresno Pacific University is an integral part of the mission of the church. From this Christian and liberal arts center, the university seeks to engage members of its community in a collaborative search for knowledge and experience which lead toward a perceptive and creative relationship with God, humanity, and the natural world. On this foundation, the university seeks to build and to extend the Kingdom of God by enabling persons to serve church and society.

The *FPU Idea* articulates the university's primary identity, its vision of community, and its relation to the larger world. The parts of the *Idea* are not mutually exclusive, but complementary. Together, they form an organic whole.

##### **Fresno Pacific University is a Christian University**

Fresno Pacific University seeks to be a collegium centered upon Christ and His church. It is committed to the ideals of God's Kingdom and to the perspective of the liberal arts in which integration of faith, learning, and action is a primary goal.

With others in the Anabaptist-Mennonite and believers' church tradition, the university encourages voluntary acknowledgment of the sovereignty of God, of the triumph of God's Kingdom, of the presence of God's Spirit in the life of the church, and of the Lordship of Christ in all of life.

As an extension of the educational mission of the Mennonite Brethren Church, the university affirms the authority of the Bible over all matters of faith and life; the church as a community of redeemed people; a life of discipleship leading to holiness, witness, and service; the call to serve Jesus by ministering to human need and alleviating suffering; the practice of reconciliation and love in settings of violence, oppression, and injustice; and the development of spiritual maturity through disciplines such as prayer, study and meditation.

All authentic knowledge and experience are unified under God. All aspects of reality are understood to be parts of a larger whole. There is no contradiction, then, between the truth of revelation, of scholarly investigation, and of action. The university encourages members of the Fresno Pacific community toward a reflective and critical perspective on the nature of humanity and its relation to the world. Thus the liberal arts enlarge the foundation for life-long learning and for advanced study in a discipline or profession. The university affirms that wisdom grows out of commitment to Christian faith and to the integrative perspective of the liberal arts. Both are essential to developing a holistic view of God, self, and the world.

Since education is understood to be a life-long process, the university programs include a variety of academic and professional undergraduate, graduate, and non-degree programs. Each program builds on the integrative foundation of the liberal arts, encouraging thoughtful reflection on those beliefs and values that contribute to personal and societal wholeness. The intersection of Christian belief, the liberal arts, and an ethic of service provide an

educational perspective that leads to an examined understanding of God, self, and the world, uniting theory with practice.

### **Fresno Pacific University is a Community of Learners**

Fresno Pacific University recognizes the importance of the interpersonal dimension of the learning process. The university believes that community grows out of common commitments, and that learning is the result of interaction between persons, ideas and experience. Thus the university seeks to provide settings in which individuals can achieve such interaction within a community committed to learning and service. It believes that as individuals become more responsible with, and accountable to, one another, they are better able to understand themselves and to make thoughtful commitments to God, the church, and the world.

The university seeks to accept each member of the community as unique, with purpose and value. Ethnic and religious identity is affirmed as a basis for respectful pluralism. While acknowledging individual differences, the university also holds to the believers' church expression of community as a body which transcends individualism and those cultural, national, and ethnic boundaries which separate and alienate.

Believing that the Gospel transcends the limitations of all cultures and ideologies and that inclusiveness enriches community, Fresno Pacific University welcomes those of different cultural, national, ethnic, and religious backgrounds to participate in its educational experience. The university invites those from other church traditions, both as faculty and students, to enter into dialogue and faithful practice with those in the Anabaptist and believers' church tradition in following Christ and in sharing the university's mission. In keeping with its voluntaristic church tradition, the university affirms the community formed as individuals relate to God and does not discriminate against students who cannot freely and honestly make such a commitment. The university encourages persons to serve across cultures and throughout the world as compassionate disciples of Christ and as constructive members of society.

The university believes that knowledge and understanding are formed in community; that learning takes place through dialogue and discourse between people who have different experiences and perspectives, and that such wisdom begins with humility. These understandings join teachers and students as partners in a mutual search for truth and wholeness.

The university's belief in community expresses itself in patterns of leadership and governance that are servant oriented and participatory and which lead toward consensual decision making.

The university seeks to carry out its educational mission through faculty, students, staff and board who participate in church and society, share a mutual respect for educational goals and community standards and are committed to enhancing the quality of the educational experience for all its members.

### **Fresno Pacific University is Prophetic**

Fresno Pacific University believes that to be prophetic is to serve the church and society by engaging in dialogue with and critique of contemporary culture and practice. The university encourages informed reflection on personal, institutional and societal values which contribute to developing a vision for wholeness, justice and reconciliation. It offers leadership to the church and the world by enabling persons to extend perceptive, creative, and skillful responses to current issues; to illuminate darkness with light and dispel ignorance with wisdom and understanding. It seeks to bring an integrative, Christian ethic and perspective to present day thought and experience and to a common search for the better way.

Fresno Pacific University understands learning to be a journey; a journey of exploration, reflection and transformation; a journey toward deepened meaning and faith growing out of creative encounter with Christ and the world. The university believes that such learning may be nurtured through many different modalities and in many different settings and that it should be encouraged to continue throughout life. Thus the university values imaginative, experimental and innovative ways of engaging students and faculty in the process of learning even as it seeks to remain faithful to its core values and identity.

Fresno Pacific University is a deliberate and continuing attempt to realize the vision expressed in the *FPU Idea*. The *FPU Idea* gives the university reason for existence, courage for growth, and stimulus for adventure.

## 1.5 History

Ever since its origins as a denomination in Russia in 1860, the Mennonite Brethren church has considered education important. Educational institutions developed following the Russian Mennonite migration to North America in the 1870s: in the United States, Tabor College was founded in Hillsboro, Kansas, in 1908, and later, Pacific Bible Institute in Fresno in 1944. An underlying concern was the need to ensure that young people would be educated in denominational understandings of biblical doctrines, theology, and missions.

As Mennonite settlements in the west grew, so did interest in education. The MB churches in the western states were interested in providing young people with a religious education. In 1941 the Pacific District Conference formed the "Permanent School Committee" to consider the establishment of a post-secondary school. In 1944 Pacific Bible Institute opened in a large residence on Van Ness Avenue with 28 students. Having outgrown its original campus, PBI moved in 1946 to a former YWCA building in downtown Fresno. The student body reached a peak of 178 students in 1948-49.

In the 1950s, a declining enrollment was interpreted as a need to change to a broader curriculum and a move to another location in order to attract more MB and other students. As a result, PBI moved to the present campus on Chestnut Avenue. A junior college program was introduced in 1956, and in 1960 the name was changed to Pacific College. In 1963 a four-year liberal arts program with biblical studies at its core was added. By 1965 the college earned full accreditation as a four-year liberal arts institution; in the spring the first senior college commencement was celebrated on the new Chestnut Avenue campus in southeast Fresno. In the 1970s graduate classes in education were added, and in 1975 the college was accredited to offer Master's degrees; a year later the name was changed to Fresno Pacific College. In the early 1970s a program was developed which offered in-service training to teachers in central California. Originally called the In-Service Education program, it is now the School of Professional Studies. SPS includes a program which enables working adults to complete a baccalaureate degree offered by the Center for Degree Completion.

In an attempt to understand the changes in MB higher education in the 1960s, President Arthur Wiebe encouraged the faculty to rethink and clarify institutional mission and identity. The outcome of the process was the formation of the "*Pacific College Idea*," a statement of vision, adopted in 1966, which shaped the development of the college through subsequent decades.

In 1979, the sponsorship of the two U.S. Mennonite Brethren colleges shifted from the U.S. conference to the district conferences: Tabor College to the Southern and Central districts, and Fresno Pacific College to the Pacific District Conference. This shift initiated a new era of growth and development. In the early 1980s, the board encouraged President Edmund Janzen to formulate a plan to extend the mission of the college beyond its denominational

boundaries. The college faced the need to increase the number of students and faculty and expand its financial base. This plan was articulated as "Broadening the Base." It included expanding campus facilities, broadening the curriculum, developing new strategies for public relations and fund development, and making a more deliberate effort to relate to non-MB churches, including representation of board members from beyond the MB constituency. The "Fresno Pacific Idea" continued to serve as a guiding concept during this time of transition and change.

In response to growth, development, and change, the institution became Fresno Pacific University in 1997 with three schools: Fresno Pacific College, Fresno Pacific Graduate School, and Fresno Pacific School of Professional Studies. In July of 2005, the university restructured under four schools: the School of Business; the School of Education; the School of Humanities, Religion and Social Sciences and the School of Natural Sciences.

The commitment to be a community of learners guided by the principles of the Kingdom of God, a community which seeks to use education as a means to serve God and others around the world, has remained the enduring, stable core throughout this history of growth and change. The scope of education has broadened from the earlier institute education, but only to bring Christian faith to bear on larger arenas of life and to prepare persons for broader involvement in the life of the church and contemporary society.<sup>1</sup>

## 1.6 Theological Statement

Fresno Pacific University is sponsored by the Pacific District Conference of Mennonite Brethren Churches. The school is deeply and intentionally rooted in the Anabaptist Mennonite movement, representative of the radical wing of the Protestant Reformation. As such, it is committed to Anabaptist and evangelical ideals, including: the reconciling power of God's Spirit; an emphasis on voluntary discipleship; radical obedience to Jesus as Lord; the global mission of the church; the church as the community of the new covenant; mutual care and holistic concern for members of Christ's body; and the call to address, in pastoral and prophetic fashion, the peace and justice concerns of the world.

The theological position of the university is the current Confession of Faith of the United States Conference of Mennonite Brethren Churches. A condensed version is presented below. Whereas Fresno Pacific University enthusiastically embraces this theological tradition, it seeks to do so with charity and humility. In keeping with an expressed desire of its sponsoring body in the early 1980s to "broaden the base" of the institution, the university has deliberately chosen to include students, faculty, staff, administrators, and board members from diverse Christian traditions, who at the same time are supportive of its distinctives and goals. This represents an attempt to embody the New Testament notion of ecumenicity, rooted in a personal relationship with God through Jesus Christ as Lord and Savior, and marked by a fervent commitment to a particular core of beliefs and behaviors by people from greatly diverse races, ethnicities, and nationalities. Accordingly, Fresno Pacific University stresses the following convictions in guiding and shaping the educational community.

### God

We believe in the one true God, the source of all life, who reigns over all things as Father, Son and Holy Spirit, and who lovingly cares for all creation. God the Father planned the redemption of humanity and sent Jesus Christ the Son to be the Savior of the world. Jesus proclaimed the reign of God, bringing good news

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<sup>1</sup> For further reading:

Mennonite Idealism and Higher Education: The Story of the Fresno Pacific Idea, edited by Paul Toews  
Remembering...Reaching, A Mission of Service: A Fifty Year History of Fresno Pacific College, by Joel A. Wiebe

to the poor and triumphing over sin through His obedient life, death, and resurrection. God the Holy Spirit empowers believers with new life, indwells them, and unites them in one body.

### **Revelation of God**

We believe God has made Himself known to all people. Beginning with creation and culminating in Jesus Christ, God has revealed Himself in the Old and New Testaments. All Scripture is inspired by God, and is the authoritative guide for faith and practice. We interpret the Scripture in the church community as guided by the Holy Spirit.

### **Creation and Humanity**

We believe God created the heavens and the earth, and they were good. Humans, God's crowning act, were created in the image of God. Sin has alienated humanity from the Creator and creation, but God offers redemption and reconciliation through Jesus Christ.

### **Sin and Evil**

We believe sin is individual and corporate opposition to God's good purposes and leads to physical and spiritual death.

### **Salvation**

We believe God saves all people who put their faith in Jesus Christ. By His obedient life, sacrificial death and victorious resurrection, Christ delivers people from the tyranny of sin and death and redeems them for eternal life in the age to come. All creation eagerly awaits its liberation from bondage into the freedom of the glory of God's children.

### **Nature of the Church**

We believe the church is the covenant community called by God through Jesus Christ to live a life of discipleship and witness as empowered by the Holy Spirit. The local church gathers regularly for worship, fellowship and accountability, and to discern, develop and exercise gifts for ministry.

### **Mission of the Church**

We believe the mission of the church is to make disciples of all nations by calling people to repent, to be baptized, and to love God and neighbor by sharing the good news and doing acts of love and compassion.

### **Christian Baptism**

We believe baptism by water is a public sign that a person has repented of sin, received forgiveness, died with Christ and has been raised to new life through the power of the Holy Spirit. Baptism is also a public declaration of a believer's incorporation into the body of Christ as expressed in the local church.

### **Lord's Supper**

We believe that in obedience to Christ, the church observes the Lord's Supper as a remembrance of His atoning death and to celebrate forgiveness, new life, and the fellowship and unity of all believers.

### **Discipleship**

We believe Jesus calls people who have experienced the new birth to follow Him in a costly life of service to God. The power of the Holy Spirit transforms believers from the unrighteous pattern of the present age into a life of joyful obedience with God's people.

### **Marriage, Singleness and Family**

We believe that singleness and marriage are honored by God and should be blessed by the church. God instituted marriage as a lifelong covenant between a man and a woman for the purpose of companionship, encouragement, sexual intimacy, and procreation. Children are a gift from God and should be nurtured by parents in the ways of God.

### **Society and State**

We believe that God instituted the state to promote justice and to maintain law and order. Christians' primary allegiance is to Christ's kingdom. Believers are called to witness against injustice, exercise social responsibility, and obey all laws that do not conflict with the Word of God.

### **Love and Nonresistance**

We believe that God in Christ reconciles people to Himself and to one another, making peace through the cross. We seek to be agents of reconciliation, to practice love of enemies, and to express Christ's love by alleviating suffering, reducing strife, and promoting justice. Because violence and warfare are contrary to the gospel of Christ, we believe that we are called to give alternative service in times of war.

### **The Sanctity of Human Life**

We believe that God is creator and giver of life, and highly values each person. Procedures designed to take human life are wrong. We oppose all attitudes which devalue human life, especially the defenseless lives of the unborn, disabled, poor, aging and dying.

### **Stewardship**

We believe the universe and everything in it belong to God the Creator and that we have been entrusted by God to manage its resources. All God's gifts, including money, time, abilities and influence, are to be received with thanksgiving, used responsibly, and shared generously.

### **The Lord's Day, Work and Rest**

We believe God's act of creation provides the model for work and rest. In work, we use our abilities to glorify God and serve others. In rest, we express thanks for God's provision and trust in God's sustaining grace. In worship, we gather to commemorate the resurrection through worship, instruction, fellowship, and service.

### **Christianity and Other Faiths**

We believe God's atoning work in Jesus is the only means of reconciling people with God. God has not left any without a witness to the Creator's goodness and power. Christians treat people of other faiths with respect, but urgently proclaim Christ as the only way of salvation.

### **Christ's Final Triumph**

We believe that the Lord Jesus Christ will return triumphantly at the end of this age to destroy all evil powers, condemn all who have rejected Christ to eternal punishment, and unite believers with Christ to reign forever with God in glory.

## Chapter 2: Organization and Governance

### 2.1 Characteristics of Governance

Governance structures and procedures at Fresno Pacific University are shaped by the institutional vision which is stated in the *Fresno Pacific University Idea*. It is our intention that policies be decided and programs administered in ways that are consistent with Fresno Pacific University values and traditions. Some of the implications of those distinctives are:

#### A. Consensus

The strength of shared commitment that comes with broad institutional consensus remains our ideal. There should be shared participation in deciding institutional policies and programs. Persons and subgroups should participate in making decisions which affect them. Members of the community should share a mutual commitment to openness and frankness in dialogue, disagreement and confrontation. Conflict and its resolution are recognized as part of the process of working toward consensus.

#### B. Recognition of Gifts

We recognize that persons within the institution have varied gifts and responsibilities. Governance structures and procedures should assist persons in serving effectively in the areas of responsibility to which they have been called. Both the rigidity and arbitrariness of bureaucratic authority and the ineffectiveness of undifferentiated participation in all decision-making should be avoided.

#### C. Change

Institutional values have been expressed in various forms of governance in the past and we recognize that governance structures will change again in the future with altered circumstances and different personnel. Structures exist in the service of persons who have been assigned specific responsibilities and they provide mechanisms for the realization of institutional goals and objectives.

### 2.2 Objectives of Governance

#### A. Specification of Areas of Responsibility and Lines of Accountability

Administrative officers and administrative staff of the university are provided with job descriptions which clarify expectations and patterns of accountability. The functions, membership, and procedures for administrative and faculty governance are outlined.

#### B. Provision for Shared Decision Making

Administrative officers of the university are supported by committees which assist them by bringing to bear on issues the wisdom of the community. Administrators consult with committees in formulating

policies, but they remain responsible to the president for carrying out the tasks which have been assigned to them through his/her office.

### C. **Representation in Campus Governance**

Faculty and administrators with representatives from staff and students participate in the Faculty Session, a body which recommends major policy decisions to the president. Students, staff, faculty and administration are recognized as legitimate and important interest groups within the university community and are represented in the Faculty Session. Administrative governance committees, taskforces and councils also include representatives from faculty, deans, and other members of the university in its deliberations. The administrative groups also provide major policy decisions to the president and the Board of Trustees after seeking input from all affected committees and where appropriate the Faculty Session.

## 2.3 **Structure of Governance**

- A. Fresno Pacific University is an institution of the Pacific District Conference of Mennonite Brethren Churches, governed by an elected Board of Trustees, and administered by an appointed president.
- B. The governance structure includes those administrative and faculty governance activities that serve the academic functions of the university. Program or policy changes of major significance and recommendations for major changes in budget priorities are referred by school caucuses, committees or administrators first to the appropriate academic committee for deliberation and recommendation, then to the Academic Cabinet and then to the Faculty Session. Favorable action on a requested program or policy change constitutes recommendation of such change to the president, who then may recommend it to the Board of Trustees for final approval.

The Faculty Session also serves as a public forum in which administrators present their goals for the institution and their respective offices and review their progress toward those goals. Faculty Session is convened by the Faculty Executive and is usually chaired by the vice chair of the faculty. The Academic Cabinet is convened by the provost. The committees below are convened as outlined.

## 2.4 **Administrative Structure**

- A. The president is the chief executive officer of the university, responsible to the Board of Trustees for all aspects of the university operation and programs. The president may delegate authority to various individuals and groups. The president also serves as the chief advancement officer. The provost is chair of the faculty.
  - 1. **The President's Cabinet.** The President's Cabinet consists of the following members:
    - a. the president (chair)
    - b. the provost

- c. all vice presidents

Duties of the President's Cabinet include the following:

- a. coordinate the activities of the administrative subdivisions of the university
- b. serve as an advisory body to the president in the making of policy/administrative decisions
- c. assist the president in formulating the annual budget

2. **The President's Council.** The President's Council consists of the following members:

- a. the president
- b. the provost
- c. all vice presidents
- d. all deans
- e. all executive directors
- f. members of the Faculty Executive Committee
- g. chair of the Staff Executive
- h. chair of the Student Executive
- i. others as appointed by the president

Duties of the President's Council include the following:

- a. communicate and coordinate strategic and operational planning
- b. advise the president on non-academic policy decisions, financial priorities, and legal issues
- c. assist the president in master planning
- d. assist in the advancement, public relations, and community building functions of the president

B. The provost reports to the president and is the chief educational program officer of the university. She/he leads in developing and implementing the educational programs and policies of the university, and selects and supervises the personnel responsible for their implementation. The provost acts on behalf of the president when the president is absent or as delegated by the president.

1. **Academic Cabinet.** The Academic Cabinet consists of the provost, the academic deans, the Dean of Student Life Division, the Director of the Library, the Registrar and a member of the Faculty Executive Committee, appointed by the Faculty Executive Committee. The provost chairs the Academic Cabinet which coordinates the master-planning, development and implementation of the educational programs. The Academic Cabinet works in mutual relationship with the Faculty Session.

Duties of the Academic Cabinet include the following:

- a. maintain an adequate information flow among the administrators of the educational elements of the university
  - b. coordinate administrative responsibilities among the schools and academic subdivisions
  - c. serve as an advisory body to the provost in administrative decisions
  - d. assist the provost in preparing the annual educational budget
  - e. advise the president, through the provost, on matters of institutional interest to the educational programs of the university
  - f. coordinate academic long-range planning
  - g. review significant program changes
  - h. consider all academic policy and programmatic changes requiring financial increases or decreases recommended by the various university-wide academic program and policy committees or the Faculty Session
  - i. refer major recommendations to the Faculty Session as defined under its duties or to other committees as appropriate, and recommend policies to the president and Board of Trustees
2. **Academic Program and Policy Committees.** The purposes of the academic program and policy committees are to review program changes including the addition of new courses, degrees and programs, revisions or reductions in programs and courses, as well as policy changes that affect programs. These recommendations are normally referred to and considered by the Faculty Session for their recommendation. All changes requiring additional resources or reductions in programs are submitted to the Academic Cabinet and the Board of Trustees for final approval.

- a. **Undergraduate Academic Committee**

This committee consists of up to two faculty members from each school (with one vote from each school), a representative from the office of the registrar, Student Life,

Admissions, and the Library. The dean of one school, appointed by the provost, serves as convener. Other than noted above, voting members are those who are members of the Faculty Session.

The Undergraduate General Education Committee, the Undergraduate Admissions Selection Committee and the Honors Program Committee are subcommittees reporting to this committee.

**b. Graduate Academic Committee**

This committee consists of up to two faculty members from each school (with one vote from each school), a representative from the office of the registrar and the Library. A dean of one school, appointed by the provost, serves as convener. Other than noted above, voting members are those who are members of the Faculty Session.

The IMAP (individual Master of Arts degree program) committee is a subcommittee reporting to this committee.

**c. Degree Completion Academic Committee**

This committee consists of up to two faculty members from each school (with one vote from each school), a representative from the office of the registrar, a representative from the degree completion and graduate center, the executive director of graduate/degree completion enrollment and regional centers, and the Library. A dean of one school or a designated faculty member, appointed by the provost, may serve this committee as convener. Other than noted above voting members are those who are members of the Faculty Session.

The program directors of each degree completion program serve as a sub-committee reporting to this committee.

**d. Continuing Education Academic Committee**

This committee consists of up to two faculty members from each school (with one vote from each school), a representative from the continuing education program, a member from the registrar's office and others as identified by the Academic Cabinet. The executive director of the continuing education programs is the convener. Other than noted above, voting members are those who are members of Faculty Session.

Duties of the Academic Committee include, but are not limited to the following:

- a. set academic policies for the undergraduate program in general and for specific groups (e.g., honors)
- b. set policies for graduation

- c. recommend academic program revisions as identified through program reviews
- d. ensure the integration of programs with specific population needs (e.g., general education, faith informed learning)
- e. review and recommend new courses and degrees to the Academic Cabinet and Board of Trustees that have a fiscal impact
- f. recommend policies appropriate to university-wide consideration to the Faculty Session

### 3. **University Assessment Committee**

This committee consists of representatives elected from each school, a member of the institutional research staff, and others identified by the convening dean or the Academic Cabinet. Voting members are those who are members of the Faculty Session.

The function of the institution-wide assessment committee is to ensure that a plan for ongoing program reviews are undertaken in each of the schools, Student Life, the Library and the Office of Spiritual Formation. Each program review should be presented in a public forum.

Duties of the University Assessment Committee include the following:

- a. provide outlines and materials so that every school and program has models for assessment in their area
- b. provide institutional data where available to help in program reviews
- c. set the schedule for program reviews and provide consultation to those carrying out program reviews
- d. define the outline for WASC reviews
- e. maintain a state-of-the-art library of assessment materials

### 4. **Student Life Committee**

This committee consists of the Dean of Student Life Division, the Assistant Dean of Student Development Programs, the Director of Residence Life and Housing, the Dean of Spiritual Formation and Campus Pastor, two teaching faculty members, and the Undergraduate Student Body President. The convener of the Student Life Committee is the Dean of Student Life Division.

A subcommittee of the Student Life Committee is the Residence Life Committee.

Duties of the Student Life Committee include the following:

- a. establish policies and procedures with respect to student life

- b. advise the Dean of Student Life Division
- c. serve as a channel of communication between the university and students in regard to student life issues
- d. report significant actions and refer major recommendations to the Faculty Session as appropriate

5. **Residence Life Committee**

This committee is a sub-committee of the Student Life Committee and consists of the Residence Life staff (all residence directors), one teaching faculty member, one staff member, one module resident assistant, one suite resident assistant, and one house or apartment resident assistant. Given the need for counsel on financial issues regarding students' need and billing, a member of the Student Financial Services office will sit on the committee as well. The student members are appointed by the Residence Life staff, and the teaching faculty and staff are appointed by the Faculty Executive Committee and Staff Executive Committee (respectively) upon the nomination of the Dean of Student Life Division.

Duties of the Residence Life Committee include the following:

- a. consider petitions for exemption from board or housing requirements
- b. provide feedback and input in residential and housing policies and issues as presented
- c. assist with the selection of the residence assistants during the month of February
- d. provide reports to faculty and staff sessions as needed
- e. serve as liaison to the Faculty Session as needed

6. **College Hour Committee**

This committee consists of the Dean of Spiritual Formation and Campus Pastor, two teaching faculty members and two students. The convener of this committee is the Dean of Spiritual Formation. New policies and actions impacting the university community shall be referred to the Academic Cabinet and the Faculty Session for approval.

Duties of the College Hour Committee include the following:

- a. assist in planning College Hour programs
- b. assist and advise the Campus Pastor
- c. evaluate College Hour programs

- C. The Vice President for Finance and Business Affairs reports to the president and is responsible for developing the annual budget, managing the university's finances and authorizing expenditures. She/he also supervises the Controller, Facilities Management, the Bookshop, Human Resources and Food Services.

1. **Operations Cabinet**

The Operations Cabinet consists of the Vice President for Finance and Business Affairs, the Controller, the Human Resources Director, the Student Financial Services Director and the Facilities Director.

2. **Budget and Finance Advisory Committee**

This committee consists of a minimum of one university staff member, one administrative faculty member and three teaching faculty. Members serve three year, staggered terms. The committee should include some members with expertise in business, finance or accounting.

Duties of the Budget and Finance Advisory Committee include the following:

- a. advise the vice president for finance and business affairs on financial issues and priorities
- b. provide a broader, long term analysis of institutional financial issues and priorities to the Faculty Session
- c. analyze and prepare recommendations based on comparative institutional data
- d. report periodically to the Faculty Session

- D. The Vice President for Advancement reports to the president and supervises Advancement Services, Capital Campaigns and Major Gifts, Annual Giving/Donor Relations, Athletic Development, Alumni Relations, Church Relations, Public Relations/Communications, Information/Events Office, and Foundation/Corporate Relations and Research.

- E. The Vice President for Information Technology reports to the president and supervises the administrative and academic technology programs of the university. The vice president coordinates program issues with the academic deans, the multi-media arts staff and the web managers.

1. **Technology Committee**

The Technology Committee consists of three members of the Information Technology staff, the Title III academic coordinator and three faculty members.

Duties of the Technology Committee include the following:

- a. identify the hardware and software needs of the university and develop priorities for funding
  - b. provide oversight to the Title III grant for technology
  - c. provide cooperation and liaison between other university functions that use technology
- F. The Vice President for Enrollment Management reports to the president and supervises financial aid, mentoring and retention, the regional centers, graduate and degree completion recruiting and continuing education.

#### 1. **Enrollment Cabinet**

The Enrollment Cabinet exists to inform, advise, implement, assess/monitor and evaluate university enrollment/marketing goals, and to develop achievable enrollment strategies consistent with the university strategic plan. This team meets weekly.

The Enrollment Cabinet consists of the vice president of enrollment management, the director of admissions, the director of the centers, director of international students, the director of mentoring and retention, the dean of the School of Education, a financial aid representative, an institutional management representative, a marketing representative, and others as necessary.

### 2.5 **The Schools of the University**

The deans of the schools report to the provost and are responsible to oversee the operation and to lead in the development of their respective schools or program areas.

The deans will determine the manner of organization of their respective schools and seek participation through their school caucuses and structures appropriate to gathering input from the members of the school for the various elected or appointed members of the administrative and faculty governance committees defined herein.

- A. **Administrative Release Time.** As indicated in Section 5.0 of this Handbook, there are many responsibilities of full time faculty that are normative and expected without further release time from the teaching schedule. From time to time, deans will recognize the additional time necessary for the functioning of the school. Administrative release time is assigned by the dean based on her/his expectations for additional administrative leadership. The provost assigns release time based on the student credit hour averages over the past two years for each school. The release time is then made available to the dean to distribute as needed to carry out the functions of the school.
- B. **School Caucuses:**

Duties of the school caucuses include the following:

1. process school business such as discipline-specific accreditation, strategic planning, desired student learning outcomes
2. initiate discussion of program changes (new and revising/deleting programs)
3. carry out program reviews
4. propose policy changes to the academic committees (see Section 2.4 – Administrative Structure)
5. consider the depth and breadth of each major and minor (or program) within their school
6. propose policy changes to student life
7. coordinate enrollment management with appropriate enrollment management areas
8. hold faculty development sessions
9. discuss local/regional/national issues of disciplines and of higher education
10. share information on program reviews and faculty development issues

## 2.6 Other Academic Support Functions

The directors of the Library, Athletics and Registrar's Office report to the provost and determine the organization of their units for optimal performance.

## 2.7 Faculty Deliberative Structure

Each segment of the community, administrators, faculty, staff and students, has its own governance structure. Faculty governance seeks to draw on the wisdom and perspectives of the other segments by incorporating representation in its deliberations.

### A. Faculty Session Membership

The Faculty of Fresno Pacific University is comprised of both faculty and administrators.

1. **Faculty.** The teaching faculty includes all whose principal assignment is to deliver credit-bearing instruction. The faculty includes librarians, coaches and full time administrators with faculty status (see Section 3.2 – Types of Faculty).
2. **Administrators.** The administration includes those employees who report to the president who have policy and decision making responsibility related to student life or academic programs. These include the provost, vice presidents, deans, executive directors, and others at the discretion of the president. The defining factor is that administrators who are members of the Faculty Session are distinguished by their participation in a presentation to and inquiry by the members of the Faculty Session as part of the interviewing process for employment.

## B. Faculty Session

The Faculty Session consists of all appointed faculty, administrators, one student representative designated by Student Executive, and two staff representatives designated by the Staff Executive and is usually chaired by a member of the Faculty Executive Committee.

The Faculty Session, as the chief deliberative body of the faculty, initiates actions, receives recommendations from the university's councils, committees and Academic Cabinet, and forwards recommendations to the president of the university. The Faculty Session works in mutual relationships with the Academic Cabinet and President's Cabinet.

1. Duties of the Faculty Session include the following:
  - a. review and recommend major changes in the mission statements of the university, master plans, academic programs and policies, student life programs and policies, the public representation of the university and financial priorities
  - b. evaluate and recommend candidates for appointment to its membership
  - c. consider other matters submitted by its committees or its membership
  - d. refer matters to committees for study
2. Procedures
  - a. The Faculty Session meets prior to the beginning of classes in the fall and at least once a month on a schedule published by the Faculty Executive Committee. Other meetings are called as necessary by the president or Faculty Executive Committee.
  - b. The agenda is prepared by the Faculty Executive Committee and distributed to all faculty prior to the meeting. Normally, written statements regarding significant issues are distributed with the agenda.
  - c. Significant actions taken by committees are reported to the Faculty Session and are considered approved unless recalled for action by majority vote.
  - d. By vote of the faculty on May 12, 2005, the following absentee ballot procedure was established:

All faculty members who wish to participate in Faculty Session decisions are expected to attend its meetings. When unavoidable circumstances make such attendance impossible, however, session members may vote *in absentia*. Absentee votes will be accepted if received by the secretary before 5:00 p.m. the day before the meeting. In the event the announced motion is amended during the meeting, the absentee votes become void. The absentee vote must have the person's name attached to avoid duplicate votes.

**C. Faculty Executive Committee**

This committee consists of four teaching faculty members elected as representatives of their schools for three year, staggered terms, with one or two elected each year, and one administrator member elected at large by the administrator members of the Faculty Session annually. One member serves as the faculty representative to the Board of Trustees. One member serves as vice-chair of the faculty and generally leads meetings of the Faculty Session. All members of the Faculty Executive Committee meet with the President's Council. Roles are determined by the committee following the annual election.

Duties of the Faculty Executive Committee include the following:

1. serve as a channel of communication between teaching faculty and administrators
2. coordinate the activities of the various faculty committees
3. prepare the agenda of Faculty Session
4. organize programs for faculty development and enrichment
5. advise the administration on matters of concern to the faculty
6. consider matters of concern to members, act as a source of information, refer to other sources for resolution when necessary and facilitate avenues for solution
7. when the need arises, it will seek elections from each of the schools to form an ad hoc Handbook Subcommittee to focus on major revisions of the Faculty Handbook, and recommend changes to the Faculty Session

**D. Faculty Personnel Committee**

This committee consists of the provost, the dean from each school, and one faculty member representing each school. Faculty members serve two year terms and the terms are staggered. The provost serves as convener and *ex officio* on this committee.

Duties of the Faculty Personnel Committee include the following:

1. assist the provost in a setting salary schedule for new teaching faculty and in recommending salary adjustments for continuing faculty for approval by the president and Board of Trustees
2. hear appeals in cases of dismissal for cause
3. review and develop personnel policies for the teaching faculty referring major recommendations to the Faculty Session
4. advise the provost on teaching faculty personnel matters

5. function as the grievance committee
6. review and approve faculty sabbaticals and study leaves
7. review the Faculty Handbook for accuracy and currency and ensure that it is in harmony with other Fresno Pacific University personnel handbooks

**E. Faculty Seminar Committee**

This committee consists of one teaching faculty from each school. The convener is appointed by the provost and is drawn from persons holding the designation "Distinguished Scholar."

**F. Inter-Institutional Library Committee**

This committee consists of the directors of the Hiebert Library and the Center for MB Studies and the respective chief academic officers of Fresno Pacific University and the Mennonite Brethren Biblical Seminary. Each school has the prerogative to appoint additional representatives to the committee. The committee chair will rotate annually between the chief academic officers of the MBBS and FPU. The convener of the committee is the Director of the Hiebert Library. The Inter-Institutional Library Committee is responsible to the respective administrators and faculties of both institutions.

Duties of the Inter-Institutional Library Committee include the following:

1. establish and review policies for the operation of the Hiebert Library
2. make recommendations regarding personnel appointments
3. review personnel review procedures and recommendations
4. review and recommend for approval the annual operating budget recommendations

**G. Intercollegiate Athletic Committee**

This committee consists of the Athletic Director, the Dean of Student Life Division, the NAIA faculty athletic representative, one undergraduate teaching faculty representative at large, two student representatives, and one of the athletic coaches.

Duties of the Intercollegiate Athletic Committee include the following:

1. advise the Athletic Director
2. establish policies for the intercollegiate athletic program
3. hear appeals from athletes with respect to eligibility

#### H. **Budget and Finance Advisory Committee**

This committee consists of a minimum of one university staff member, one administrative faculty member and three teaching faculty. Members serve three year, staggered terms. The committee should include some members with expertise in business, finance or accounting.

Duties of the Budget and Finance Advisory Committee include the following:

1. advise the vice president for finance and business affairs on financial issues and priorities
2. provide a broader, long term analysis of institutional financial issues and priorities to the Faculty Session
3. analyze and prepare recommendations based on comparative institutional data
4. report periodically to the Faculty Session

#### I. **Diversity Advisory Committee**

This committee will consist of a chair, plus a representative from each of the following: student body, undergraduate faculty, graduate faculty and administrative faculty. The committee will be open to any member of the community interested in participating.

Duties of the Diversity Advisory Committee include the following:

1. provide support and accountability for diversity programs and grants
2. serve as a focal point for diversity activities of the campus
3. oversee periodic surveys of curriculum for inclusion of diversity
4. plan and develop a variety of diversity initiatives for faculty, staff and students
5. report to the Faculty Session

## Chapter 3: Faculty Personnel Policies and Procedures

### 3.1 Introduction

Fresno Pacific University faculty members are called to minister to and contribute to the holistic development of persons through word and deed. Hence, faculty are called to this place of service who through faith and action acknowledge Jesus Christ as Lord, who actively pursue learning and scholarship, who seek to understand and give witness to the relationship between learning and faith, and who declare their willingness and commitment to engage faithfully in the task of mentoring persons within the university community. As Christian mentors, matters of integrity, harmonious interactions and personal character are central to the university community.

The intent of this document is to define and clarify the form and relationships between Fresno Pacific University and its faculty. The policies and procedures herein are considered terms and conditions of employment as referenced in the annual contract of appointed faculty members and are contractual. Unless explicitly stated in the annual contract, the provisions of this handbook are legally binding on the faculty member and the university during the term of the contract period.

In order to pursue the mission of Fresno Pacific University and the *Fresno Pacific Idea*, our faculty must be comprised of academic leaders whose primary task and calling is scholarly teaching. Effective teaching takes many forms, but it centers on the teacher of lively intellect who maintains an active and increasing knowledge and understanding of his/her discipline, who seeks teaching styles and approaches to match those of his/her students and to his/her academic discipline, and who regularly assesses student learning making adjustments as appropriate.

### 3.2 Types of Faculty

The strength of the academic program at Fresno Pacific University is only as great as the strength of the faculty. The investment of Christian faculty members in Fresno Pacific University and the investment of Fresno Pacific University in its faculty is a significant investment in faculty careers and a commitment to Christian higher education and the *Fresno Pacific University Idea (FPU Idea)*.

The faculty consists of the teaching faculty; librarians who have a master's degree in a discipline and a library science degree and who are appointed to a discipline at the time of hire or subsequently; coaches; and full time administrators who meet the requirements for appointment as a faculty member and whose workload is more than 75% administrative.

#### A. Teaching Faculty

The teaching faculty of Fresno Pacific University is comprised of all whose principal assignment is 50% or more credit-bearing instruction. Faculty will be appointed to a school, their home school, in which their discipline and primary instruction are given.

Teaching faculty are hired for their disciplinary knowledge, teaching experience and scholarly work (see Section 3.3 – Faculty Appointments).

**B. Faculty with Special Assignment**

Teaching faculty members may have part or all of their contracts bought out for a variety of services, such as grant implementation, grant management, scholarly work, etc. During the terms of these buy-out provisions, the faculty member may teach less than 50% but will be considered a member of the teaching faculty.

**C. Teaching Staff**

Limited term, part time faculty (unless originally appointed as a teaching faculty member), adjuncts, graduate teaching assistants, and others who have not been through a review by the Faculty Session, are members of the teaching staff and not members of the teaching faculty.

Teaching staff are hired by the appropriate dean of the school in which the teaching staff will work.

**D. Librarians**

A person appointed as a librarian who has a master's degree in a teaching discipline of the university and a master's degree in one of the library sciences is appointed to the teaching faculty. Other librarians may be appointed as staff members.

**E. Coaches**

Coaching is considered part of the educational experience of a liberal arts college. Students receive training and often receive a grade for their sport or specialized courses that support their participation in the sport. Coaches are hired based on their experiences as a coach and their educational attainment in one of the disciplines typical of a liberal arts college. Coaches receive a half-time assignment for each sport they coach. The other half may be in a teaching field if they have a master's degree in that teaching field. Coaches are part of the teaching faculty. However, they are not eligible for continuing status as a faculty member.

**F. Administrators with Faculty Status**

Academic administrators such as the president, provost, deans, associate deans and others having more than 50% of their workload as administration, receive appointment to the teaching faculty in a discipline upon appointment if appointed initially to an administrative post. Administrators who had an original appointment as teaching faculty member retain their faculty status in their discipline.

**3.3 Faculty Appointments**

There are two categories of appointments: regular term and limited term. Regular term faculty members are either probationary until continuing status is achieved or have achieved continuing status. Limited term

faculty members are full time administrators, clinical faculty members (supervising students in various placements), part time faculty members or adjuncts.

**A. Regular Term: Probation until Continuing Status**

A faculty member appointed on a continuing status track is appointed to a full time position which is not expected to be eliminated in the foreseeable future. Probationary faculty members are persons who are appointed by the president and provost with the expectation that they will become a regular teaching faculty member after the Sixth Year Continuing Status Evaluation. Contracts of faculty members in this track are probationary contracts until continuing status is attained. A faculty member may serve only six years as a probationary faculty member. If the faculty member has not begun the procedure through his/her dean to undergo and conclude the Sixth Year Continuing Status Evaluation (see Chapter 4 – Faculty Evaluation Process), the seventh year will be the terminal year. The responsibility is that of the faculty member to initiate, actively participate, and ensure the conclusion of the review.

**B. Regular Term: Continuing Status**

Continuing status is granted to full time, "Faculty Session approved," teaching faculty in recognition of their achievements in teaching and advising, scholarship and professional activities, community governance and service, as well as dedication to the *FPU Idea* and mission of the university (see Chapter 4 – Faculty Evaluation Process). Appointments are recommended by the dean to the provost to the president, who brings the recommendation to the Board of Trustees for approval.

Continuing status is a sign that the community has seen convincing evidence and has reason to expect a full career of significant contribution to the university and to Christian higher education. Though they are not guaranteed continuous employment, faculty with continuing status will not be terminated prior to retirement except for administrative reasons. (see Section 3.11 – Separation) Faculty with continuing status receive annual contracts and are reviewed every five years.

A terminal degree, usually a doctorate, appropriate to the faculty member's teaching discipline is required for continuing status for those hired in 2005 and thereafter.

**C. Limited Term: Faculty Members not Eligible for Continuing Status**

Faculty hired as an administrator, a coach, a clinical faculty member (part time or full time) or an adjunct is not eligible for continuing status.

Limited term faculty members may apply for a continuing status position if there is an opening and they meet the requirements for a teaching faculty appointment.

If appointed to a regular probationary faculty position, an accumulated teaching load of up to three years (a year requires 21 or more teaching units) may be applied as teaching experience toward continuing status.

In some cases a faculty member will teach full time (e.g., visiting appointment, clinical faculty, sabbatical replacement) or in a field-based clinical position (e.g., teacher education, social work education). These full time faculty members do not participate in a presentation before the Faculty Session nor are they a part of the Faculty Session.

Part time faculty are hired normally when there is a need to balance coursework between semesters, during an extended illness or leave of absence of a faculty member, or when disciplinary skills are needed but there is insufficient course load to make a full time appointment. Part time faculty members generally teach less than a 75% workload and generally for a specific term. Benefits accrue in proportion to the workload and contracts with our various benefit suppliers. Individuals should check with Human Resources for latest benefit eligibility.

Adjunct faculty assignments are per course and used to augment teaching staff through deliberate use of professionals in the fields in which they will teach and when a "per course" assignment is advantageous to the program. Adjuncts are appointed by the dean and carry the designation "lecturer." Adjuncts serve to fulfill the contract term of service to the satisfaction of the dean and the academic unit. The adjunct "per course" contract carries no commitment on the part of the university for a continuation of any contract. Adjuncts are not eligible for health, dental, disability and life insurance, tuition waiver or retirement benefits (other than social security).

Administrators (e.g., deans, provost, president, librarians, directors of centers) with teaching faculty status serve at the pleasure of their senior supervising administrator, or the Board of Trustees in the case of the president. Each contract will specify a term. If, in the interests of the university, an individual will not continue in the appointment, the contract financial terms will be honored. Administrators who enter their positions with continuing status will have the opportunity to return to continuing status in the faculty role unless the reasons for termination of the administrative role is for financial exigency or cause (see Section 3.11 – Separation).

### 3.4 Faculty Rank

To carry out their commitment as a community of scholars, the faculty of Fresno Pacific University have agreed to forego the academic rank structure that is typical in American higher education. All appointed members of the teaching faculty participate as equals in the life and governance of the faculty.

### 3.5 Faculty Recruitment

Recruitment of a faculty member occurs when a vacancy is announced or a new position is created through the budget process. Replacing a retired or resigned faculty member is not automatic. Continuing need for the position shall be determined by evaluative factors associated with new openings, such as number of majors, service courses and student credit hours in the discipline/program. New openings are based on an indication of growth of a program and/or need for disciplinary expertise not available to the program. Requests for new positions are approved by the Board of Trustees through its budget approval process.

The dean and the provost will identify a search committee to develop the job announcement, receive and evaluate candidates, and make a recommendation of preferably at least two candidates who will visit campus, interview with appropriate faculty, students and administrators, and participate in a presentation before the Faculty Session. Special recruitment efforts will be made to recruit Mennonite Brethren, terminally degreed, female and underrepresented populations.

The search committee's recommendations to the dean for campus visits will be based on the candidates' Christian commitment, academic qualifications, teaching ability or promise of teaching ability, scholarly interests and capacity, and personal conversations with references regarding these qualities.

### 3.6 Evaluation of Teaching Faculty Candidates

The evaluation of candidates will be carried out in reference to the following specific criteria.

- A. **Academic.** Faculty candidates are expected to hold the terminal degree appropriate to postsecondary educators in their field. In most cases, this will be a doctorate. In certain areas of the arts, the MFA (Master of Fine Arts) is considered the equivalent.

As an institution that places a high value on teaching quality, faculty candidates will be expected to show evidence of teaching ability by teaching a class as part of the campus visit or by letters of reference by those who have observed the teaching of the potential faculty member or by student evaluations of teaching. Candidates should be able to demonstrate the pedagogies appropriate to their discipline, including teaching in a multicultural context with a variety of learning styles and appropriate use of technology.

- B. **Christian Commitment.** Faculty candidates will be expected to be in agreement with the university's *Theological Orientation of the University*, to have a personal commitment to Jesus Christ as Savior and Lord, to be active in the life of the church, and to live a life consistent with their commitment to the Lordship of Christ.

- C. **Church Identity.** Where candidates for a position are essentially equally qualified, preference will be given to one identified with a Mennonite Brethren or other church in the Anabaptist tradition.

- D. **Scholarly Work.** Faculty candidates should show evidence of or promise of success in scholarly productivity as evidenced by scholarly products and presentations, artist products and presentations, or other achievement appropriate to the discipline of the candidate. Candidates should be sufficiently versed in the doctrines and ethical teachings of the Christian faith to be able to integrate them with their academic disciplines.

- E. **The *Fresno Pacific University Idea (FPU Idea)*.** Faculty candidates should familiarize themselves with the *FPU Idea* and be in substantial agreement with its approach. A prospective candidate should be able to articulate how their teaching and scholarship would relate to the *FPU Idea*.

- F. **Faculty Session.** Before a faculty appointment, there will be a session with faculty of the university during which the candidate will present a narrative of professional, personal and spiritual development, and how their teaching and scholarship interests relate to the *FPU Idea*. Faculty will have the opportunity to interact with questions and dialogue following the potential faculty member's presentation. Following the presentation and questions, the members of the Faculty Session will advise the search committee of their recommendation using written assessment forms.
- G. **Search Committee Recommendation.** The search committee will consider all relevant information including the comments of the Faculty Session and make a recommendation to the dean. If the two or more candidates presented to the Faculty Session appear to be of equal academic preparation and evaluated experience, preference will be given to those who are underrepresented by race or ethnicity in our community, female, and/or identified with the Mennonite Brethren or other church in the Anabaptist tradition.

### 3.7 Appointment

#### A. Probationary Continuing Status

The dean will receive the recommendation of the search committee and submit this as well as his/her own recommendation to the provost. The provost will consider all the information provided, the needs of the department as well as the university, and provide a recommendation to the president who has authority vested by the Board of Trustees to make appointments.

Once the president has made his/her decision, the provost will make the job offer to the final candidate and report annually to the Board of Trustees at the June meeting.

#### B. Continuing Status at Appointment

Newly hired faculty members who have achieved tenure at another institution are not immediately eligible for continuing status at Fresno Pacific University at appointment. However, upon the recommendation of the dean who reviews the Three Year Evaluation (see Chapter 4 – Faculty Evaluation Process), such a faculty member may receive continuing status earlier than the six year period upon the recommendation of the provost to the president. The president makes the recommendation to the Board of Trustees at its June meeting.

#### C. Limited Term Appointments

Limited term, clinical faculty, and adjunct faculty serve either full time, part time or on a course-by-course basis by contracting with the university to provide instruction in specific courses or for other specific assignments. Limited term, clinical, and adjunct faculty may be continued or not, depending on the needs of the university. Limited term and clinical faculty are recommended from the program to the dean, and then to the provost who will make the appointment. Adjuncts are appointed by the respective deans.

Adjunct faculty candidates will be expected to be in agreement with the university's theological orientation, to have a personal commitment to Jesus Christ as Savior and Lord, to be active in the life of the church, and to live a life consistent with their commitment to the Lordship of Christ.

D. **Special Appointment Faculty**

1. **Faculty Emeritus.** Emeritus status is conferred upon retired faculty members in recognition of long, faithful and productive service and of their continued support for the university in its goals and activities. Emeritus status is an expression of the institution's appreciation and of its desire to maintain an ongoing relationship with the retired faculty member.

Emeritus status may be conferred by the Board of Trustees upon a retired faculty member who is at least 60 years of age, has completed at least 12 years of service at the university and continues to support the aims and objectives of the university.

The Board may award emeritus status after recommendation by the faculty of his/her school, the provost and the president.

Faculty members with emeritus status have the privilege of identifying themselves with the university and of using the university stationery and mailing address in their continuing professional activities. They will be issued a university identification card and will enjoy all the privileges it provides. They will have the privilege of participation in faculty meetings (without vote), commencement, workshops, retreats, and other such events.

2. **Distinguished Scholar.** The provost, in collaboration with the academic deans, may recommend to the president a distinguished contributor in his/her field such as an artist, writer, poet, executive or disciplinary expert with the special status of distinguished scholar. Such appointments may be part time or full time depending on the teaching needs of the university. The contract is for a specified term, normally five years. The appointment is made by the president.
3. **Visiting Faculty Member.** A person who is a faculty member of another institution of higher education may contract to teach for a term or a year. The recommendation for appointment is made by the dean of the school to the provost, who approves the designation and the appointment, and makes the salary offer.
4. **Endowed Chairs and Professorships.** A position which is entirely supported by an endowment is designated as an endowed chair. A position that is partially supported by an endowment is designated as an endowed faculty member. Faculty in these positions shall be appointed following the procedures establishing these endowed positions, but no endowment shall name a faculty member to occupy the chair as a condition of the endowment.

Compensation and other prerequisites of the endowment may be specified by the endowment. If the endowment does not specify the term for the faculty member, the term shall be three years. The provost or president may appoint the faculty member to additional terms.

5. **Changing Appointments.** Faculty members or administrators who are selected by a search committee or through appointment and are assuming a significantly new assignment should normally be presented to the Faculty Session for a recommendation. The focus of the presentation will be their vision and understanding of their new position.

### 3.8 Immigration Status Policy

Any person hired by the university must provide documentation establishing identity and authorization to work in the United States in accordance with immigration laws of the United States. Any employee who fails to provide the appropriate documentation will not be eligible to work or be paid during the period of ineligibility.

#### A. Assistance with Long Term Work Rights

With prior approval by the provost, the university will provide to each faculty member who requests, documentation to assist them in obtaining appropriate authorization to work in the United States and up to \$1,000 to assist with the direct costs (e.g., legal) related to achievement of such work rights. The responsibility to achieve the right to work in the United States is that of the employee and not the university.

### 3.9 Contracts

**Term Contracts.** Full time faculty members who are on a continuing status track but have not attained continuing status receive term contracts of one year. If the faculty member does not achieve continuing status after six full years of service, she/he may receive only one additional year contract. Persons serving on one year term contracts may be renewed or not renewed upon the recommendation of the dean to the provost. If a faculty member will not be renewed, notice will be provided to the employee and to the personnel committee. Except for faculty undergoing the six year continuing status review, notice of non-renewal shall be given by March 1 of the contract (academic) year.

Faculty members undergoing the Sixth Year Continuing Status Evaluation (see Section 4.4.B – Sixth Year Continuing Status Evaluation) will learn of the recommendations of the Continuing Status Committee, the provost and the president no later than May 10. The Board of Trustees will consider the recommendation of the president at its June board meeting. If the decision of the Board of Trustees is denial, the faculty member will receive a one year terminal contract.

Faculty members having achieved continuing status are issued one year contracts with the expectation of continuing contracts. Continuing status faculty are reviewed every five years. Faculty who do not present their evaluation portfolio by the deadline, unless approved by the provost, may forfeit their continuing status. They may or may not receive a one year contract for the following year. Faculty who follow the fifth year

review process and receive affirmation for continuation from the Board of Trustees, will remain in a five year continuing status process with one year appointments.

### 3.10 Appointment Locus

All appointed faculty members — full time in continuing status track, continuing status, limited term, coaches, clinical and adjunct faculty — are appointed to a school and a discipline within the school. These appointments are identified in the annual contract. In some instances, a person may serve more than one discipline and school. In these cases, there will be a primary school where the faculty member will serve on committee assignments and be subject to evaluation.

### 3.11 Separation

#### A. Completion of Term Contract

A term contract carries with it no obligation on the part of either the university or the faculty member beyond the final date of the term. Probationary faculty who are not reappointed will be so notified in writing according to the following schedule:

1. Not later than March 1 of the academic year, if the appointment expires at the end of the year; or, if a one year appointment terminates during an academic year, at least three months in advance of its termination.
2. Not later than June 30, of the sixth year of service if continuing status was not approved by the Board of Trustees. Faculty members not receiving continuing status are entitled to one more year of employment.

#### B. Resignation

Faculty members may terminate their service by giving written notice of resignation to the provost or the president. It is expected that such notice be given no later than March 1 of the year of resignation, although this date is not binding. Faculty members who resign should fulfill their contract obligations during a contract year, except with the consent of the provost or the president.

#### C. Retirement

Faculty members intending to retire are urged to give written notice as soon as they make this decision but no later than the beginning of the first semester of their last academic year of service.

Recognizing the value of retired faculty to the academic community, the university may invite retirees to teach from time to time as the need arises. Retirees will be compensated on the basis of the adjunct faculty schedule or if designated as emeriti, at the *pro rata* workload of their last contract. For emeriti, no university-wide percentage increments are factored into subsequent teaching contracts.

**D. Administrative Separation: Financial Exigency**

Faculty appointments may be terminated for administrative reasons. Administrative separation will normally be effective at the end of a contract period and reasons include but are not limited to the following.

**1. Reasons**

- a. Decline in enrollment in the faculty member's discipline or area of teaching assignment below the point where the position can be justified on financial grounds.
- b. The elimination, reduction or redirection of the faculty member's discipline or area of teaching assignment such that the position becomes excess.
- c. A state of financial emergency in the university which requires a reduction of faculty positions.

**2. Procedures**

- a. The president, with the advice of the provost, shall decide when administrative separations are needed and which faculty members are to be affected.
- b. The faculty member shall be notified in writing of the termination of services along with the effective date, the reasons for the decision, notice of right to a hearing and the date by which such a hearing is to be requested. Notification shall be given by March 31 of any academic year.
- c. The faculty member may request a hearing with the president and/or the provost to discuss the reasons for the decision to terminate and to present arguments in favor of reversing the decision. Failure to request a hearing within ten days of the notice of termination shall constitute tacit acceptance of the termination on the part of the faculty member.
- d. If a hearing is held, the president shall give the faculty member written notice of the final decision within ten days of the hearing.
- e. Where more than one faculty member serves in a given area, reductions in staffing will be made in the order that will have the least negative effect on the program and curriculum regardless of the length of service of the faculty involved. Where there is no clear choice on this basis, continuing status faculty will be preferred over probationary or limited term faculty members.
- f. Continuing status faculty members who are terminated for administrative reasons other than for cause shall be given consideration for any other vacant position in the university for which they qualify and shall be given preference over other candidates of comparable

qualifications until the effective date of the termination. Salary and benefits shall be those of the new position.

- g. Except for terminations for cause, the university shall not refill the terminated position for three years without first offering it to the terminated faculty member.

**E. Administrative Separation: Questions of Character and Dismissal for Cause**

The university vision articulated in the *FPU Idea* identifies the university as a community which includes a "faculty who participate in church and society as role models in relating Christian faith to matters of thought and action."

Principles and procedures outlined in this section are to be followed in situations that raise serious questions, but not quickly apparent conclusions, regarding character, and matters that could be considered cause for dismissal, depending on the adverse impact on the university and the community of the actions of the faculty member.

Faculty members may be asked to resign or be separated from service with the university at the end of a contract period or within a contract period according to the procedures described below, for one or more of the following reasons.

**1. Reasons**

- a. conduct, belief or teaching which is inconsistent with the standards of the university as expressed in the *FPU Idea*, the *Theological Orientation of the University*, this Handbook or other statements of institutional policy
- b. incompetent, ineffective or unsatisfactory performance as evidenced in the evaluation process or through serious personal misconduct
- c. neglect of duty, including disregard for faculty responsibilities (see Chapter 5 – Rights and Responsibilities)
- d. insubordination with willful disregard of directives
- e. discrimination and/or racial, ethnic, gender or socio-economic harassment
- f. physical, mental or emotional incapacity
- g. violation of the *Statement of Academic Freedom* (see Section 5.3 – Violations of Academic Freedom)
- h. falsification of credentials and/or experience

- i. moral turpitude, including but not limited to having amorous relationships with students (other than one's spouse), pre-marital sexual relations, extra-marital sexual relations, homosexual sexual relations, and/or sexual harassment
- j. addiction to legal or illegal mind-altering substances resulting in unsatisfactory performance of faculty responsibilities (see Section 5.15 – Drug Free Workplace)
- k. other addictions that relate to character (e.g., use of pornography)
- l. violation of academic integrity (e.g., plagiarism)
- m. violation of Federal or State laws
- n. any other conduct that justifies termination for cause

**2. Procedures: Questions of Character and Dismissal for Cause**

- a. When the president and the provost become aware of matters which raise the issue of character that could lead to dismissal for cause, depending on the evidence and severity of the cause, reasonable cooperative efforts will be made under the direction of the provost to deal with the causes of concern and, if possible, to remedy them by agreements made with the faculty member.
- b. If the procedure outlined above is unsuccessful, the provost shall involve the Center for Peacemaking and Conflict Studies (CPACS) or other professional services in resolving the matter.
- c. If managed by the CPACS and under its rules, participants of the mediation session will include the affected faculty member, a member from the CPACS who will lead the process, a faculty member chosen by the affected faculty member, and an administrator or faculty member chosen by the provost. When agreed by all parties, it is assumed that agreements made and kept will rebuild trust and restore the faculty member's relationship with the university. The key elements in this process will be a mutual commitment to be constructive, the acknowledging of harm, the restoration of equity through actions which make things as right as possible, and clarity regarding future intentions.
- d. Where the faculty member is unwilling or unable to participate in a cooperative process as described above, or where the cooperative process fails to achieve mutually acceptable results, the president and/or the provost will solicit a resignation.
- e. If the faculty member does not resign, the president may give written notice of termination including the effective date of dismissal, a statement of cause, terms and notification of the right to appeal.

- f. The faculty member shall be given an opportunity to respond in writing or to request a hearing before the Faculty Personnel Committee. Failure to request a hearing or to respond in writing within the time specified in the notice of termination shall be deemed an acceptance of the termination and the president shall so notify the Board of Trustees.
- g. If a hearing is requested, the Faculty Personnel Committee shall be convened as soon as possible, and in any case, within ten working days of the request. Members of the Faculty Personnel Committee appearing at a duly noticed hearing constitute a quorum. The faculty member and the Faculty Personnel Committee shall be notified of the date, time and place of the hearing. The faculty member shall be allowed, either personally or through a representative of the faculty member's choosing, other than an attorney, to present documentary evidence, to introduce witnesses and to refute evidence. The case for dismissal shall be presented by the president or the president's chosen representative.
- h. The Faculty Personnel Committee shall consider the charges set forth in the notice of termination together with the written statement or the evidence and arguments presented at the hearing, and on the basis of the total evidence, shall make a recommendation to the president. The president, taking into account the recommendation of the Faculty Personnel Committee, shall confirm, modify or rescind the notice of termination and shall give written notification to the faculty member and the Faculty Personnel Committee within ten working days of the hearing.

### 3.12 Personnel Records

- A. **Pre-Employment.** A file is prepared on each candidate for appointment to the faculty and contains the following documents:
  - 1. the candidate's *Curriculum Vitae*
  - 2. the faculty application form
  - 3. letters of recommendation and/or record of telephone conversations with referees
  - 4. the applicant's placement file, if available
  - 5. correspondence regarding the candidacy
  - 6. official transcripts attesting completion of the highest degree earned and any subsequent study

The file will be open to the Selection Committee, the provost, administrative assistant and the president. Copies of the resume are distributed to the faculty for use in their deliberations. Copies of selected materials are sent to the Academic Committee for their use in approving candidates.

Faculty candidates may request to review the contents of their file, but will not have access to letters of recommendation or to records of telephone conversations with referees.

Letters of recommendation and records of telephone conversations with referees are disposed of after the employment decision.

B. **Permanent Personnel File.** A permanent personnel file for each faculty member is kept in a locked file cabinet in the Administration Office.

1. **Contents.** The permanent personnel file contains the following documents:

- a. The pre-employment file, less the letters of recommendation and records of telephone conversation with referees
- b. Contracts, correspondence and other documents relating to professional assignments
- c. The faculty member's professional profile, a record of professional activities. Faculty members are expected to update the professional profile annually
- d. Up-to-date academic transcripts
- e. Evaluation reports
- f. Other documents may be included at the request of the faculty member

2. **Access**

The permanent personnel file will be open to the provost, administrative assistant and the president.

Copies of relevant documents may be made available to the Faculty Personnel Committee for use in matters within the purview of the committee, including, but not limited to faculty reviews or discipline.

Copies of relevant documents may also be made available to the Board of Trustees for use in decisions respecting the faculty member.

The faculty member or his/her attorney shall be allowed to review the file in the Administration Office and may request copies of the contents, which shall be provided within a reasonable time.

3. **Challenges**

If a faculty member believes that material in the file is inappropriate or inaccurate, a request may be made in writing to the provost for its removal or correction. Upon receipt of the request the faculty member and the provost shall meet at the earliest agreeable time to review

the matters in question. If agreement is not reached in this meeting, the faculty member may appeal to the president and if agreement is still not reached, the faculty member shall be entitled to have included in the file a statement outlining his/her position on the matter. This statement shall be attached to the questioned document and to any copies made of it.

**4. Disclosure**

A request from the faculty member for a recommendation shall constitute an authorization for the disclosure of any information relevant to the purposes for which the recommendation is requested. Any reference to disputed material shall indicate that a challenge has been made.

The university shall comply with subpoenas or court orders, calling for disclosure of the contents of the file. In the event of arbitration or litigation between the faculty member and the university, the university shall have the right to disclose the contents of the file to its attorney and to introduce the contents of the file in evidence.

**5. Disposition**

When the faculty member leaves the employ of the university, the file shall be transferred to the university archives. Access will be limited to the faculty member, the president, the provost and the administrative assistant. The faculty member may also grant permission for the duplication of documents in the file. It will remain a confidential document until 21 years after the death of the faculty member except that a surviving spouse and children of legal age may have access to the file and may release its contents.

**C. Adjunct Faculty Records**

Similar, but less extensive files are maintained on part time and adjunct faculty, subject to the same provisions.

## Chapter 4: Faculty Evaluation Process

### 4.1 Introduction

The idea of an educational community implies that there will be mutual support and encouragement among its members as well as accountability. The following guidelines are intended to provide for such encouragement, support and accountability.

### 4.2 Objectives

- A. To recognize gifts and strengths of faculty
- B. To encourage growth and development of each faculty member, thereby enhancing the achievements of the individual and of the body collectively
- C. To evaluate faculty performance and continued compatibility with institutional objectives
- D. To provide a precise and comprehensive basis for commendations, reappointments, professional development and separation.

### 4.3 Criteria

A collegial community has commitments to its faculty who have been hired to meet the current needs of the university and its students, as well as its future needs. Faculty members must stay current in their fields, be successful in teaching diverse student populations with varying student learning styles, and be productive contributors to their disciplines. Any review process needs to take account of the multiplicity and changing roles of faculty, and to encourage faculty to single out some functions for more concentrated attention.

#### A. Teaching and Advising

Fresno Pacific University considers teaching effectiveness one of the most important attributes of a faculty member's performance. Consequently, the evaluation of faculty members whose workload is at least 75% in credit-bearing class instruction will examine teaching success as the highest priority in the evaluation process. Faculty with fewer teaching assignments will have their performance evaluated in proportion to their workload assignment (e.g., teaching load may be assigned to administrative duties which would be measured by goal attainment or assigned responsibilities). Regular reviews of administrative faculty who have teaching assignments will include attention to their teaching performance as well.

Teaching performance includes not only activities directly related to the classroom or student instruction, but also non-classroom instruction (e.g., internship, distance education). Faculty also mentor students and serve as role models in the personal development and Christian spiritual formation. Faculty members provide academic advising by guiding students in selecting appropriate courses to meet their academic goals within the university requirements for graduation.

## B. Scholarship and Professional Activity

Also highly valued are intellectual and scholarly contributions in one's discipline. Contributions include such activities as sustained inquiry in an area of one's discipline that culminates in publications in journals, books or creative works, participation as a presenter in professional meetings, creative and artistic presentations in juried venues, reading papers to learned societies, receipt of grants or honorary designations, appointment to leadership in professional organizations and service in one's professional discipline as a consultant or resource person. Each discipline has its own framework and methodologies appropriate for inquiry, analysis and reporting. Faculty members are encouraged to review their own disciplinary guidelines for scholarship. Faculty members are expected to meet normative requirements for scholarly work appropriate to their level of instruction. Fresno Pacific University also expects faculty members to contribute to the vitality of intellectual dialogue and creative activity within the university community.<sup>2</sup>

## C. Community Governance and Service

Faculty members are expected to participate constructively in the life of the university and in the life of the church and community beyond the university. The following are examples of types of activities that reflect service to the university: service on committees and taskforces; service on an evaluation committee; participation in program reviews; participation in curriculum development or revision with peers; service on an accreditation team, including participating in the writing of documents; representing the university on a larger regional or state committee; service to a student organization that does not carry workload credit; or mentoring colleagues.

Service to the church and community may include activities such as leadership appointments in the local church, consulting or leadership in the regional or national church bodies, lectures to community groups on areas of one's expertise, or service with community groups whose function is to serve society.

## 4.4 Schedule

### A. Informal Evaluations

New teaching faculty will participate in an informal formative evaluation that will take place near the end of the first and second year of employment. The faculty member's immediate supervisor (division or department chair) will meet with the faculty member to review their self-assessment, syllabi,

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<sup>2</sup> Faculty may find it helpful to review their own disciplinary discussions on this matter or those guidelines summarized in The Disciplines Speak I and II prepared by the American Association of Higher Education and many articles and documents that extend the definitions that extend Ernest Boyer's conception of scholarship: discovery, integration, application and teaching. The Disciplines Speak: Regarding the Scholarly, Professional and Creative Work of Faculty (1995) and the Disciplines Speak II (2000): American Association of Higher Education. Ernest Boyer (1990), Scholarship Reconsidered: Priorities of the Professorate. Princeton: The Carnegie Foundation.

classroom observations, and student evaluations. These evaluations are intended to assist the faculty member in preparing for their first formal evaluation at the end of their third year. The informal evaluations should include commendation, encouragement, areas needing remediation, and recommendations for professional development.

#### 1. Procedures

- a. The faculty member will prepare a two page self-assessment for a conversation with their immediate supervisor evaluating the first or second year in relation to teaching effectiveness, advising professional activities/development, and any other areas on which they wish to comment. Included should be comments on strengths, weaknesses, areas that could benefit from improvement and the kinds of assistance they would find helpful.
- b. The immediate supervisor will visit at least one class, review student evaluations and review the syllabi. The supervisor will then meet with the faculty member to discuss the self-assessment and other assessment findings in relation to preparing for the third year formal evaluation.
- c. The faculty member will be contacted about their first or second year informal evaluation by their immediate supervisor by February 1. The faculty member will prepare a two page self-assessment by April 15. The conversation with the faculty member will take place with their immediate supervisor by May 15.

### B. Formal Evaluations

#### 1. Third Year Evaluations

- a. The first formal evaluation will take place during the third year of service. This evaluation will make use of the informal evaluations and the professional development plans as developed and followed by the faculty member. The faculty member will prepare his/her portfolio for submission to the evaluation committee by the first day of classes in the spring semester of the third year of teaching. The portfolio will include at least two years of student evaluations of courses, faculty peer evaluations of classes (more than one), and narratives on teaching and advising, scholarship and professional activity, and community governance and service.
- b. The faculty evaluation committee, composed of a faculty member selected by the faculty member under evaluation and the faculty member's division chair (ED, HRSS, NS) or department chair (BUS), will review the documentation and make recommendations following review of the portfolio, observations in the classroom, and review of student feedback. The evaluation committee will determine how additional feedback can be gained from students who have been in the classes of the faculty member and advisees of the faculty member.

- c. By April 1 the evaluation committee will write a report based on their findings for submission to the faculty member under review. At the end of the evaluation document the committee will make a recommendation on the status of the faculty member (see Section 4.7 – Reporting) to the dean of the school in which the faculty members resides. The faculty member has 10 days to respond to errors of fact in the evaluation report. By April 20 the committee will meet with the faculty member to discuss the final report, findings and recommendations of the evaluation. By April 30 the faculty member will write a response to the evaluation report, and include a professional development plan for the upcoming five year period (see Section 4.6 for more information on the Professional Development Plan) for submission to the dean of the school in which they reside.
- d. By May 15 the dean of the school will write a letter of response to the evaluation report to the provost and state his/her recommendation of the status of the faculty member. The dean may recommend a specific course of action to the provost.
- e. The dean (unless the dean requests the presence of the provost) and faculty member under review will meet to review the evaluation portfolio, evaluation report by the committee, letter by the dean, the Professional Development Plan and other documents as appropriate between May 15 and September 30.

## 2. Sixth Year Continuing Status Evaluations<sup>3</sup>

- a. During the fall of the sixth year of employment appointed faculty will prepare a portfolio representing their work for the previous five years. By November 1 the faculty member submits the portfolio to the provost's office for the Continuing Status Committee (CSC). During the fifth year of employment, a faculty member may request a colleague to serve as a mentor in developing his/her portfolio. The portfolio serves as the document from which the CSC reviews the faculty member's success in meeting the evaluation criteria and in achieving the objectives of their Professional Development Plan.
- b. The CSC consists of the provost, who serves *ex officio*, one faculty member elected from each school who serve a three year term, and three at-large faculty members who serve a two year term. All members of CSC must have continuing status. The committee annually selects its chair from among the members.
- c. The CSC reviews the portfolios of faculty members seeking continuing status. The CSC assigns its members to portfolios as primary and secondary readers. The committee develops a procedure to gain further feedback needed from students, colleagues, dean or experts in the discipline of the candidate. The CSC prepares comments on the

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<sup>3</sup> The procedure described here is effective for all faculty members scheduled for a continuing status review during the 2009-2010 academic year. For those scheduled for the sixth year continuing status evaluation during the 2007-2008 or 2008-2009 academic years, they may choose to use the procedure in the previous handbook or the new Continuing Status evaluation.

strengths of the faculty member and possible areas of concern. By March 15 the CSC schedules a meeting with each faculty member. The findings of the evaluation are discussed in the meeting.

- d. By April 1 the CSC prepares a report for the faculty member based on the findings of the evaluation. The faculty member has 10 days to report errors of fact in the evaluation report. By April 15 the dean receives a copy of the portfolio and the evaluation report. By the same date, April 15, the faculty member writes a letter of response to the dean of their school and updates their five year Professional Development Plan (see Section 4.6 for more information on the Professional Development Plan). By May 1 the dean prepares an independent report for the provost. The dean may recommend a specific course of action to the provost.
- e. By May 15 the provost receives the portfolio, the CSC report, the dean's report, the faculty member's response letter and updated five year professional development plan. The provost makes a recommendation to the president who recommends action at the June Board of Trustees meeting. The provost informs the faculty member, the dean, and the CSC of the recommendation.

### 3. Five Year Reviews

- a. Once a faculty member has achieved continuing status awarded by the Board of Trustees, subsequent five year reviews are intended to gauge continued effectiveness in the three domains identified for review, teaching and advising, scholarship and professional activity and community governance and service.
- b. The faculty member prepares a portfolio by the first day of classes in the spring semester of each five year periods following receipt of continuing status. The content of the portfolio emphasizes the previous five years of work and responds to the previous five year Professional Development Plan. Student responses to courses should be prepared for each course taught in the third and fourth year prior to the five year review. Other course evaluations may be offered but the emphasis will be on all courses taught in the third and fourth year of the five year sequence.
- c. The five year review is undertaken by a three person committee composed of one faculty selected by the faculty member under review, the division chair (ED, HRSS, NS) or program director (BUS), and a faculty member chosen by the dean. Two out of three of the faculty members selected must have continuing status.
- d. By March 1 a written report is prepared by the evaluation committee for the faculty member under review. The faculty member has 10 days to errors of fact in the evaluation report. At the end of the evaluation document the committee will make a recommendation on the status of the faculty member (see Section 4.7 – Reporting) to the

dean of the school in which the faculty member resides. By March 15 the committee convenes a meeting with the faculty member to review the evaluation report. By April 1 the faculty member responds to the report in writing to the dean, and includes their five year Professional Development Plan (see Section 4.6 – Professional Development Plan).

- e. By April 15 the dean of the school will write a letter of response to the evaluation report to the provost. The dean may recommend a specific course of action to the provost. By May 15 the provost, dean and faculty member under review will meet to review the evaluation portfolio, evaluation report by the committee, letter by the dean, the Professional Development Plan, and other documents as appropriate.
- f. By June 1 the provost will inform the faculty member of any action following receipt of the recommendations of the committee, the faculty response, and the dean's report. Notice of completion of the five year reviews are presented to the President's Cabinet and any other appropriate body.
- g. A faculty member may request of their dean and provost a waiver of the five year evaluation up to two years before the evaluation year if they plan to make a change in their professional life (e.g., retirement, overseas assignment).
- h. Other evaluations may be done at the direction of the president of the university.

#### 4.5 Faculty Member Portfolio

The faculty member will assemble a portfolio of material including at least the following, with additional documentation added at the faculty member's discretion.

An overview includes the period of time of the review noting accomplishments achieved through the time of the review. This section should include an updated vita indicating by year any professional education completed, any presentations or publications, professional memberships and appointments to professional committees beyond the university. A current faculty workload sheet for each year under review should be provided indicating the courses within the contract workload and what courses/activities were considered "overload" assignments.

Reflection on one's Christian spiritual journey as it relates to teaching, scholarship, and service should be included in the appropriate sections below. This might include consideration of one's methodology, theoretical perspectives, pedagogy, and how one applies Christian understandings and values within the academic discipline. One should also address participation in a faith community and contribution to the spiritual life and development of the campus community.

The characteristics of each category of evaluation and suggested forms of evidence for each category are presented as illustrative of the characteristics expected of faculty in varying strengths throughout their careers at Fresno Pacific University. Faculty should consider the presentation of evidence as enabling others to judge their work.

## A. Teaching and Advising

This section should include a reflective essay, drawn from the examples under “characteristics” below and should articulate the important content and methods in the faculty member’s teaching area. The essay should also reflect on the value of mentoring and advising students.

### 1. Characteristics

- a. **Content.** Faculty should exhibit a significant understanding of their teaching discipline, including knowledge of the latest developments in the field, an ability to relate Christian faith to scholarship, an awareness of how one’s discipline is part of the interdisciplinary liberal arts tradition, and how it may be used in service to the community. The ability to provide course outcomes that reflect these understandings and an assessment of course objectives is equally important.
- b. **Instructional Methods.** Faculty should express themselves clearly and concisely with an ability to deepen the interest of students in the content and process of learning. This includes being able to plan and deliver well-organized courses that meet the normative expectations for the breadth, depth, and level of instruction. Principles of good teaching, such as flexibility in pedagogical methods (including, where appropriate, the integration of technology) and evidence of teaching outcomes are central, along with integrity, open-mindedness and fairness to persons and ideas.
- c. **Advising and Mentoring.** Faculty should model the Christian experience and be willing to mentor students and others in spiritual formation. This requires skillful communication with students that engenders independent work beyond the minimal expectations, being accessible to students who need coursework assistance, knowledge of course and graduation requirements for advising on relevant academic programs, an openness to student interests and abilities within the broad aims of each discipline, and the ability to guide students in their career goals.

### 2. Evidence

- a. Teaching evaluations by students as evidenced in the university approved evaluation forms and methods
- b. Evaluations of one’s teaching by disciplinary leadership (e.g., chair and dean)
- c. Evaluation of one’s teaching through a peer review of teaching methods based on classroom visits
- d. Syllabus review that addresses appropriate breadth and depth of coverage of the course including appropriate evaluation of students

- e. Syllabus review that addresses the integration of Christian faith and scholarship through i) use of texts and supplemental material; and ii) learning outcomes
- f. Self review that identifies the challenges and maturing of the teaching experience
- g. Participation in university and external faculty development seminars aimed at improving teaching
- h. Participation in diversity seminars aimed at incorporating diverse perspectives in teaching and/or inclusion of many voices (e.g., economic, ethnic, race, gender)
- i. Evidence of student success through participation in undergraduate or graduate research projects, performances in the arts, conference presentations and publications by students

## **B. Scholarship and Professional Activity**

This section should include a reflective essay that outlines the characteristics and evidence under scholarly inquiry and professional activities. Samples drawn from the “evidence” listed below may be included.

### **1. Characteristics**

As a less but nevertheless important aspect of the work of a faculty member, scholarly and professional activity are characterized by sustained inquiry in an area or areas of one’s discipline which is minimally shared among the faculty colleagues at Fresno Pacific University where dialogue and exchange over the scholarly results occur. Such activity is easily noted when a faculty member shares scholarly production by publications, artistic works and performances. Often scholarly work is noted by application for research grants and projects that are successful. Other characteristics include being invited to share one’s work before learned societies and professional organizations, appointment or election to leadership positions in professional organizations, and selection to participate and/or present in professional meetings. Professional activity may also include service in one’s professional area as a consultant or resource person (e.g., expert in legal matters, trainer in new arenas), use of one’s professional expertise in preparing analyses and reports on critical topics (e.g., diversity, retention, thesis quality, etc.)

### **2. Evidence**

- a. Self-report of Professional Development Plan and its results
- b. Reference to publications and presentations in personal bibliography with copies of documents available for review

- c. Reference to one's work as an artist or performer such as written music or art shows, performances, recordings, media, etc
- d. Copies of programs from professional conferences indicating faculty member's participation (e.g., panel, individual presentation, keynote, etc.)
- e. Reviews of one's work by others
- f. Awards, prizes, grants or commendations
- g. Presentation of one's work to university colleagues in the seminar series, College Hour, or other venue
- h. Participating in other intellectual activities of the university (e.g., seminars on specific topics, reading group).

**C. Community Governance and Service**

This section should provide a reflective essay that outlines the characteristics of governance involved within the university and community service beyond the university as indicated in the section below on characteristics and evidence. Provide evidence as described:

**1. Characteristics**

The characteristics can include service on university or school committees, regular attendance at university and school meetings, and leadership in university governance. Other characteristics include volunteering to represent the university in local, regional, state or national groups; a volunteer advisor to student organizations or leading student and alumni travel experiences; mentoring junior colleagues; leadership in the church locally, regionally, and/or nationally, participation in service organization aimed at meeting human needs and providing professional (voluntary) expertise to local organizations (e.g., serving on a K-12 school committee).

**2. Evidence**

- a. Self report of activities including the time spent, quantity and outcomes of one's involvement
- b. Reports by other colleagues, members of the service group of participation
- c. Appointment or commendation letters by leadership in the community
- d. Awards

## 4.6 Professional Development Plan

### A. Purpose

The purpose of a Professional Development Plan is to outline objectives for faculty professional growth as it relates to improvement in teaching, student interactions, the quality of scholarly activity, and other service to the university and community. A Professional Development Plan will be attached to the member's letter of response to the evaluation. The plan must cover a five year period.

### B. Guidelines

The Professional Development Plan is usually 1-2 pages in length and can be presented in a variety of formats. The plan should be consistent with the goals and desired student outcomes (DSOs) of the program and university. The plan should outline objectives for the next five years.

### C. Suggestions for content include:

1. A stated goal that reflects the faculty members' work
2. Short-term objectives (1-2 years) and plan to achieve objectives
3. Long-term objectives (2-5 years) and plan to achieve objectives
4. Goals and objectives should reflect teaching, scholarship, and service.

## 4.7 Reporting

The evaluation reports of the three year, CSC, and five year evaluations should address the following topics:

1. Identify strengths and areas of concern for each area of review listed above for the faculty member and identify any commendations for exemplary performance.
2. Make suggestions or recommendations to the faculty member for future professional development or for remedy of areas of concern. Follow-up reviews may be recommended by the committee or requested by the faculty member as an encouragement for improvement.
3. Make recommendations to the dean and provost regarding the status of the faculty member. The numerical categories listed below can be used by the three and five year evaluation committees. The CSC evaluation report must include a recommendation as to whether the faculty member should be granted continuing status by the Board of Trustees. Typical recommendations are given below. The list is illustrative rather than exhaustive. More than one recommendation may be employed to address different facets of a faculty member's service.

A. **Recommendations for Continuing Status**

1. **Affirmation and Commendation for Exemplary Performance.** The faculty member is encouraged to continue on the present course.
2. **Affirmation with Advice.** The committee makes suggestions for future action for the faculty member's consideration and possible adoption.

B. **Recommendations to Delay Continuing Status**

1. **Affirmation with Admonition.** The overall assessment of the faculty member is positive, but certain matters need to be addressed if one is to be considered as completely fulfilling all faculty expectations.
2. **Conditional Affirmation.** There are serious deficiencies which, unless remedied, would limit long-term employment prospects. A plan of action must be established. The need to obtain a terminal degree may be such a case.
3. **Warning.** There are very serious deficiencies which must be remedied promptly if employment is to continue beyond the current year.

C. **Recommendation to Deny Continuing Status**

**Dismissal.** There are deficiencies so serious that employment should not be continued beyond the current year.

## Chapter 5: Rights and Responsibilities

### 5.1 Introduction

Fresno Pacific University seeks to provide an educational environment in which an open flow of information and communication will stimulate both faculty member and student to grow toward increasingly mature commitments. The university believes that an academic environment characterized by responsible freedom is consistent with the spirit of volunteerism and prophetic Christian faith which are central to the Anabaptist Mennonite tradition upon which the institution is founded. Freedom to speak and act responsibly, therefore, is the privilege and the obligation of all members of the academic community.

### 5.2 Academic Freedom

All members of the faculty, including professional librarians, are entitled to academic freedom subject to recognizing the nature of the values of the university as set forth in the Handbook. The widely accepted definition of academic freedom by the American Association of University Professors (AAUP) as developed in the 1940 Statement of Principles on Academic Freedom, and amended in 1990. These are summarized as:

- A. Freedom in the search for truth, including research and publication, coupled with the obligation to perform other academic duties faithfully and to deal responsibly with the institution in matters of pecuniary return;
- B. Freedom in the classroom to discuss controversial matters while avoiding content unrelated to the subject; and
- C. Freedom to speak or write in the public forum while maintaining accuracy, restraint, and respect for the opinions of others, and with care that one's opinions are seen as individual and not as representing the institution.

Beyond these principles, Fresno Pacific University, accepts the theological position of the Mennonite Brethren Church as described in the *Confession of Faith of the General Conference of Mennonite Brethren Churches* and the *FPU Idea*. Our commitment to God and the community of believers encourages us to transform ourselves through our teaching, scholarship, and service.

### 5.3 Violations of Academic Freedom

Fresno Pacific University seeks to provide an environment in which conflicts and disagreements concerning violations of academic freedom and responsibility may be processed openly and directly. Parties to a dispute are expected to approach one another personally prior to giving public expression before other audiences. If resolve is not forthcoming, an allegation concerning possible violations of academic freedom should be directed to the attention of the provost. The process outlined under the grievance procedures should be followed with an emphasis on restoration. Only when the persistent behavior of the faculty member threatens the reasonable and harmonious functioning of the university will the provost advise a

faculty member of their incompatibility with the nature and mission of the university and initiate appropriate actions.

#### 5.4 Statement on Professional Ethics and Responsibilities

The AAUP's 1987 adaptation of the statement on professional ethics provides the broadest definitions on professional ethics that should guide each faculty member of Fresno Pacific University. These statements are made part of the ethical expectations of members of the faculty at Fresno Pacific University. The AAUP summarizes its statements as:

- A. Members of the faculty, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
- B. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
- C. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
- D. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

- E. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

#### 5.5 Specific Responsibilities of Fresno Pacific University Faculty Members

- A. Faculty members are appointed with the understanding that they are principally occupied with the academic growth and development of students during the terms of employment. While other occupations such as voluntary service in governance activities, professional development, and service beyond the university are important, teaching and advising should be the primary occupation of all faculty members unless specifically stated otherwise in the annual contract and its accompanying workload assignment if any.
- B. Full time faculty members are expected to provide full time teaching, scholarship and service during the period of their contract and avoid a conflict of commitment where outside teaching or business interferes with the paramount obligations to students, colleagues, and the primary mission of the institution where they are appointed and salaried. Any paid or voluntary occupations such as paid consultancies, professional development and service as an elected or appointed official should not take more than 8 hours in the traditional week (Monday-Friday) and should not be undertaken during the times when faculty members are expected to be available to teach or mentor students. Faculty members accepting employment outside the university must inform their dean to ensure that Fresno Pacific University obligations are met.
- C. Faculty members are expected to plan their course learning objectives and deliver courses through classroom methodologies appropriate to their disciplines that will lead to student learning as measured through appropriate course examinations, analytic writing, performances and presentations. The courses should be planned at a level appropriate to the assigned course level and in concert with faculty members in the discipline so as to avoid course content and level redundancy within the disciplinary area. Faculty should plan appropriate assignments, text and supplemental materials using the course syllabus guide available at the dean's offices. (See Appendix C for general guidelines on creating a syllabus.) A copy of each semester's course syllabus should be provided in advance to the dean's office where it is available to accrediting agencies.
- D. Faculty members are expected to be available for all class meetings of each course assigned through their contract and workload assignment. In the event of emergency illness or other emergency the faculty member should contact his/her dean as soon as possible so that students can be notified. In the event of absences due to illness or other accepted emergency, the dean, or his/her designee, will

try to arrange with another faculty member to meet classes and achieve the learning objectives. Absences expected to last more than one week will, if possible, be covered by a substitute (adjunct) faculty member.

- E. Faculty members who must be absent for non-emergency matters should include in their syllabi alternate class sessions or learning activities that will meet the learning objectives. The faculty member should notify his/her dean at the beginning of the semester of such absences and how the learning activities of the class meeting will be covered. If such non-emergency absences are beyond two class sessions of any class, the faculty member may be required to assume the expenses of adjunct replacements.
- F. Faculty members are expected to grade students as fairly as possible using rubrics that guide grading.

Faculty shall submit grades to the Registrar's Office in proper form by the announced deadline since a few late grades can delay the processing of all other grades. If an emergency or illness occurs that prevents the faculty member from completing this task, the faculty member must provide his/her grading reports to date to the dean and the dean may make the grade assignment.

Incomplete grades are to be assigned only in cases of major circumstances beyond the control of the student, such as an incapacitating illness or a family emergency. Incomplete grades should not be assigned to mitigate the effects of procrastination or irresponsibility on the part of the student or failure on the part of the faculty member to determine grades on time.

A faculty member should keep a record of grades assigned in a course, either on paper or electronically. The method of assigning grades should be identified in broad terms in the syllabus. The records of grades are turned over to the Registrar's Office at the end of the term. If there are other methods or materials that would assist in understanding the determination of the grades, they should be turned over to the dean's office or the Registrar's Office as an addendum to the syllabus.

- G. The instructional assignment is usually divided equally into two semesters. Occasionally circumstances or the instructor's preferences may lead to a modification of this pattern. The instructional load of graduate program faculty may be spread over an eleven month period and may include increased instructional units in the contract.

In addition, faculty may assume responsibility for independent or directed studies. Because directed studies in particular can be very demanding of faculty time, a faculty member should normally accept no more than two in any semester.

Work eligible as instructional units include: teaching credit-bearing course work, academic administrative assignments, research (if approved by the dean and/or provost), academic preparation and special assignments approved by the dean and provost.

Teaching assignments above the normal load are compensated on the basis of the policy on adjunct, overload and summer compensation. A maximum of 6 units of overload per semester or 18 units per year are paid by the university. These units are inclusive of course credit load and any variety of independent study units. Faculty may choose to teach above this load unit without compensation.

- H. Faculty members will be expected hold regular office hours and be available to students in their classes. These hours of availability should be posted on the faculty member's office door and/or shared in the syllabi of all classes, any electronic vehicle used by the faculty member, and with the dean's administrative assistant.
- I. Faculty members are expected to mentor and advise all students in their classes through the above options for meetings. In addition, all faculty members will have a number of advisees. They will schedule meetings to discuss course planning, graduation requirements, and other developmental or career mentoring. Such interactions are part of the *FPU Idea* that considers student growth and maturing intellectual, social, and spiritual development an important value. Each dean will work to ensure that the advising and mentoring responsibilities are shared among the faculty members of the respective degree programs.
- J. From time to time, faculty members may be asked to serve with the admissions staff in recruiting students. These activities may include meeting students and their families at special days such as FPU Preview Days, open houses at off campus centers, at information meetings, or individually with students by appointment. At times faculty members may be in the community on one type of activity and learn of the potential interest of prospective students. In these cases faculty members should proactively encourage prospective students to contact the appropriate enrollment area or seek information from faculty representing program majors.
- K. Each full time faculty member is expected to assume activities in support of the governance of the university. These activities occur in committees or other assignments as part of the Faculty Session, or in committees and assignments as part of the school governance. From time to time there will be ad hoc taskforces or and advisory committees to which faculty members may be asked or will volunteer to serve. Faculty members, however, are encouraged to resist engaging themselves in such a heavy load of governance as to interfere with the primary responsibilities of teaching and advising.

In carrying out their role in faculty governance activities, faculty members are encouraged to engage in dialogue with other members of the community in all matters brought to the various governance bodies. Every member has the right to voice their views and opinions, and respond to each other with charitableness and civility.

- L. Faculty members are expected to take part in major academic events such as the fall faculty workday, school work days, commencement, fall convocations and those special events announced by the president or provost in advance.

- M. Faculty members are expected to be active members of a local church and to engage in service activities to community and society. Such activities are considered to be part of the role of the faculty member as a model of responsible Christian living.
- N. Faculty members are expected to participate in mandatory employment seminars such as seminars on sexual harassment as required by the government. These seminars are required to protect the individual and the institution, and to promote a workplace of collegiality and support for all members of the community.

## 5.6 Outside Employment and Consulting

The expertise of a university's faculty constitutes a significant resource to society and to the church. Therefore, faculty are encouraged to engage in outside employment and consulting in their area of expertise. Since the full time faculty member's primary commitment is to the university, any such outside activity (paid or voluntary) must be so arranged as not to conflict with contractual obligations to the university (and usually no more than 8 hours in a teaching week). In considering opportunities for outside employment or consulting, the faculty member should conform to the following guidelines:

- A. The full time faculty member's first time commitment is to the university. The scheduling of university classes, committees, etc., will have priority over outside obligations. Due to classroom demands, faculty are expected to be available to teach classes within an eight hour period on any given class day.  
  
Faculty may teach on the main campus or a regional center. Graduate and degree completion teaching faculty may have several teaching assignments split among the campuses.
- B. In keeping with common practice in higher education, such activities should be limited to the equivalent of one work day per teaching week.
- C. Executive or operational responsibilities in outside enterprises are likely to create a conflict of commitment and are not normally permissible.
- D. Faculty are expected to report annually to the provost their involvement in outside employment or consulting and to give notice of intent to engage in future endeavors.
- E. Faculty engaged in outside consulting on their own account must make it clear that they do not act as agents of the university. Faculty should not use university business cards or any other representation of university affiliation as indication of their expertise other than the acknowledgement that they are employed by the university.

## 5.7 Violations of Academic Responsibilities

Failure in academic responsibilities may be reported by a student, a faculty member or administrative member of the community to the provost. The faculty member will be asked to respond to the allegations.

If requested, the faculty member may seek the assistance of the Center for Peacemaking and Conflict Studies (CPACS). Otherwise the process outlined in Section 3.11 will be followed.

## 5.8 Policy on Non-Discrimination

It is the policy of Fresno Pacific University not to discriminate on the basis of race, color, national origin, sex, age or disability in admissions and access to employment in its programs or activities, as required by Section 504 of the Rehabilitation Act of 1973, as amended, the Americans with Disabilities Act, as amended with respect to the activities of the university, Title IX of the Educational Amendments of 1972, as amended, Title VI of the Civil Rights act of 1964, as amended, and the Age Discrimination Act, as amended.

As a religious organization (501(C)(3)) operating under the auspices of the Mennonite Brethren Church, Pacific District Conference, Fresno Pacific University is permitted and reserves the right to prefer faculty and prospective faculty members on the basis of religion. Fresno Pacific University and the Pacific District Conference of the Mennonite Brethren Church have adopted the *Confession of Faith of the General Conference of Mennonite Brethren Churches* which forms the theological position of the university which faculty affirm.

Fresno Pacific University encourages cultural and ethnic diversity and therefore provides equal opportunity for employment without regard for race, color, national origin, sex, age, or disability. Discrimination is any act that (a) makes a difference in treatment or favor of one person over another, (b) creates an intimidating, hostile, or offensive environment for work or scholarship, or (c) insults, ridicules, or demeans individuals or groups on the basis of race, religion, national origin, ethnic or cultural background, sex, or disability. Any person who believes that such discrimination occurs should seek correction through the procedures outlined in Section 5.12.

Faculty members are entitled to freedom from discrimination in employment and personnel practices at Fresno Pacific University and are expected to conduct themselves in their relationships with other members of the university community so as to avoid discrimination.

Persons who are found in violation of these policies are subject to appropriate discipline up to dismissal from employment for flagrant and/or repeated violations.

Persons willfully bringing frivolous or false charges of discrimination against others shall be subject to similar sanctions particularly if it is found that the charges were made in order to gain some personal advantage.

Questions concerning the policy on non-discrimination or questions relating to possible discrimination should be reported to the director of human resources, the dean of student life or the provost.

## 5.9 Policy on Harassment

The Fresno Pacific University community believes that all individuals have the right to study, teach, work, and live free from harassment. As a Christian community we will model and work with each other in ways

that respect and encourage full acceptance of all persons, and the full exercise and development of our individual gifts and vocations. Harassment of a student or an employee of the university by other students, employees, supervisors, or agents of the university will not be tolerated. All reports of harassment will be taken seriously, promptly investigated, and addressed.

Fresno Pacific University believes that all persons are created in the image of God with dignity and worth as individuals and as members of our learning community. The university believes that each person as a member of a group or as an individual ethnic and racial group is unique in character and brings value to the learning community. Accordingly, all members of the learning community are expected to treat all members of the community with respect and civility.

Questions concerning the implementation of this policy or for questions of non-compliance should be directed to the director of human resources, the dean of student life division or the provost (see Section 3.11 — Separation)

#### 5.10 Policy on Sexual Harassment

- A. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when:
  - 1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or student status
  - 2. submission to or rejection of such conduct by an individual is used as a basis for an employment decision or performance evaluation affecting an individual
  - 3. such conduct has the purpose or effect of unreasonable interfering with an individual's work performance or creating a hostile, intimidating, or offensive working/learning/living environment
  - 4. when submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through Fresno Pacific University
  
- B. Examples include:
  - 1. Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwelcome sexual advances, invitations, flirtations, propositions, or comments whether spoken or written, verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, suggestive or obscene comments, letters or notes
  - 2. Display of derogatory and/or sexually-oriented objects, photography, cartoons, drawings or posters
  - 3. Physical conduct such as sexually-oriented gestures, assault, inappropriate touching, blocking normal movement, or interfering with work

4. Threats, demands or subtle pressure to submit to sexual requests as a condition of continued employment or academic advancement, or to avoid some other loss; making or threatening reprisals after a negative response to sexual advances, and offers of preferential treatment in return for sexual favors
5. Retaliation for having reported or threatened to report sexual harassment

### 5.11 Dealing with Sexual Harassment

- A. Whenever a person in the community feels that she/he has been sexually harassed or has knowledge of harassment by one member of the community to another, she/he should first tell the offending person that the behavior in question is not wanted/warranted and to stop. Should this be difficult for the person, she/he may approach another person in the community to help in informing the offending person that the behavior is not wanted/warranted. Should that be difficult or the behavior continues after asking the person to stop, the complainant should report the behavior to the director of human resources, the dean of student life division or the provost who will initiate an investigation. The complainant may be asked to put the complaint in writing.
- B. The university officer handling the investigation will proceed expeditiously and make a finding and recommendation to the president if it is an employee or to the dean of student life if it is a student for action. Corrective action may range from a warning to dismissal depending on the nature and severity of the acts.
- C. The findings will be provided to the complainant and the accused.
- D. Every effort will be made to ensure confidentiality in the investigation. However, because of the interest of the whole community in these matters, the university cannot ensure the anonymity of the accuser or the accused.
- E. Given the serious nature of complaints, the university recognizes the negative effects on both men and women in its employ or in its student body of frivolous reporting. Accordingly, frivolous reporting may result in disciplinary action.
- F. The university not only prohibits sexual harassment, but prohibits any retaliation, intimidation, or coercion against any person in the community who registers a complaint with the above officials of the university.

### 5.12 Political Activity

Fresno Pacific University is a diverse community of learners committed to furthering the Kingdom of God. The university seeks to encourage an understanding of political processes and issues without promoting a particular political agenda. Such choices are matters of individual conscience, not institutional endorsement. To further these ends, the following guidelines have been established regarding political activity and involvement.

Inasmuch as faculty, staff and students are private citizens, they are encouraged to participate in the political process to whatever extent they wish, as long as their involvement does not violate the guidelines set down below as they relate to the institution, its facilities and resources.

Faculty, staff and students may publicly endorse or disapprove any candidate or public policy. However, the institution discourages faculty, staff and students from officially identifying themselves as being associated with Fresno Pacific University in any way that might be construed as a direct or an indirect endorsement of the candidate or the issue by the institution.

The institution will not endorse or disapprove any political candidate or referendum issue.

Institution resources such as letterhead, office supplies, copiers any other similar materials or services which are funded by the institution may not be used to support the campaign efforts of any candidate or referendum.

Individuals employed by the institution are not to be involved any active political campaigning during the hours when they are officially being paid for their time by the institution.

Offices, classrooms and other non-residential facilities of the university should be free from display of political campaign materials, including petitions.

Institution facilities may be used for meetings to promote the campaign efforts of a candidate as long as similar facilities are offered on the same terms to all other candidates for the same office. Whether other candidates choose to avail themselves of the offer of such facilities is solely their decision.

We believe that following these guidelines will allow interested faculty, staff and students to be actively involved in campaigns and other political activity. At the same time, it will help to avoid crossing any of the lines that might be viewed by others as in violation of campaign laws, regulations or standards established by either governmental bodies or “watchdog organizations” regarding political activity by non-profit, public benefit organizations.

### 5.13 Disputes and Grievances

An academic community should be characterized by healthy and rigorous discussion of issues. Conflict can be constructive if the process of addressing it serves to, clarify goals and methods, recognize violations, and restore damaged relationships while affirming the value of persons apart from positions each may take on an issue. Conflict can be destructive when it becomes divisive among members of the university community. When a conflict or violation emerges, the following procedures, based on Matthew 18 and other scriptures, are to be followed.

- A. **Step One.** If a member of the campus community senses confusion, has a complaint, perceives or has a difference that is divisive with another member or knows that another member has such against him/her, the first step is to go directly to the other person in an effort to improve understanding and effect reconciliation. (Where power imbalances or other concerns make a private meeting feel unsafe,

move on to step two.) Resources to help individuals prepare for such a meeting are available from the Center for Peacemaking and Conflict Studies (CPACS).

- B. **Step Two.** If step one does not result in a mutually agreeable understanding, or if safety or other concerns make a direct private meeting of the parties inappropriate, one of several alternatives may be used in step two. One is to seek agreement from the other party to meet together with two or three colleagues for dialogue and resolution. Another is to ask the CPACS to assist in identifying a mutually agreeable trained person to lead mediation between or among the parties.

Faculty and administrators should encourage and assist colleagues in conflict to exercise initiative in confronting each other in the above manner. Except in cases of flagrant violation of Christian or professional standards, the supervisor of the person against whom she/he has a complaint should be drawn into the conflict only after other interpersonal and mediation efforts have failed. The supervisor will then make additional efforts to assist the parties in creating a mutually agreeable resolution.

- C. **Step Three.** If the above procedures do not help the parties to resolve the matter, they shall be entitled to a hearing. The request should be addressed to the provost, who will appoint a mutually agreeable person or group to hear the parties within ten days of the request, and will make a report with recommendations to the parties another ten days following the hearing. Each party shall have opportunity to speak on his/her own behalf and to present supportive persons or evidence at the hearing. If the parties accept the report and recommendations as a resolution, the process is ended. The parties may also use the report to help them directly negotiate a mutually agreeable solution.

- D. **Step Four.** If the parties do not accept the recommendation provided in step three and the matter is still otherwise unresolved, the report and recommendations shall be transmitted to the provost. The provost may hold an additional hearing within ten days of receiving the report and recommendations. Within ten days of receiving the report or following any additional hearing, whichever is later, the provost shall give the parties a written response regarding a resolution of the complaint. This written response completes the internal administrative process for disputes and grievances unless the parties agree within ten days to return to step one or two to again try to resolve the matter.

If the parties do not accept the provost's response as a resolution and are unwilling to return to steps one or two, it is recommended that the parties will each choose one university colleague or member of his or her church, and the two of them will choose a third person. These three persons shall arbitrate the matter, following the arbitration rules of the Christian Conciliation Service as set forth in the "Guidelines for Christian Conciliation" (Version 4.5, 2004) located at the CPACS office. It is recommended that this arbitration be contracted as binding.

These administrative procedures shall be completed prior to initiating any process with external organizations or the courts. In the event that the provost is a party to the dispute or grievance, all duties in steps three and following assigned to the provost are assigned to the president of the university or the president's designee.

#### 5.14 **Academic Integrity Policy** (approved by the Faculty Session, May, 2005)

All members of the Fresno Pacific University community are expected to act with honesty and with integrity in all aspects of their academic work. Academic dishonesty is a serious violation of university rules and policy, and is an infraction against other students, the faculty member and the university. The university faculty desire that the offense and response are viewed as an opportunity for constructive learning and growth when the offender accepts responsibility for harm done and for the responses that facilitate restoration. (See Appendix A – Academic Integrity Policy for the full text of this policy).

#### 5.15 **Drug Free Workplace Policy**

Fresno Pacific University is a drug free workplace. It is not within our standards to engage in the "unlawful manufacture, distribution, dispensing, possession or use of controlled substances," either in the workplace or without. Every Fresno Pacific University employee is a role model and teacher of students, and so we accept and endorse standards of behavior as outlined in the Faculty, Administrative, and Staff Handbooks as well as the Student Life Handbook for each of us ourselves as a condition of employment at Fresno Pacific University.

The university offers an Employee Assistance Program to all employees free of charge. This is a confidential counseling and treatment program that can provide intervention and assistance should any employee need it for drug related or other personal problems. There also may be other resources available for employees and their families should they be needed. Please see human resources for confidential information.

As in all disciplinary actions, university personnel attempt to deal lovingly toward renewal of health and reconciliation in matters such as drug abuse. The campus nurse, student life personnel and human resources can provide information on the dangers of drug abuse and opportunities for help. All employees are encouraged to participate in the drug awareness program as developed by the dean of student life and approved by the Board of Trustees in January, 1988.

Any employee who is found unlawfully possessing, using, dispensing, or selling illegal controlled substances will be subject to disciplinary action which may include termination or, alternatively, the immediate ceasing of this activity and participation in rehabilitation counseling. Successful rehabilitation is a condition of continued employment if the university selects this option. Drug abuse in the workplace may result in suspension and/or termination. Any use of an unlawful substance with students, or giving or selling of such to students, is grounds for immediate dismissal.

Any employee convicted in violation of criminal drug statutes occurring in the workplace must notify his/her supervisor, dean or director of human resources immediately as the university is required to notify the Department of Education and to certify that appropriate rehabilitation and/or disciplinary action is taken.

### 5.16 Responsible Use of Technology Policy

The Responsible Use of Technology policy for students, staff, and faculty represents the university policy as adopted by the Faculty Session, November 16, 1999. Policy elements particular to the faculty include the following:

The use of the computers provided by Fresno Pacific University to its faculty, have as their primary task, educational and administrative goals. Other use of computers which compromises the support systems that prevent the primary functions of the system or degrades the function of the system are prohibited. Examples of prohibited uses are not limited to the following:

- A. Sending emails and/or attachments meant to harass or intimidate
- B. Using obscene or otherwise offensive material that is likely to be seen by other people
- C. Making unauthorized copies of copyrighted programs and/or other's intellectual property, and material
- D. Using the computer systems for personal use (e.g., file sharing for entertainment) over academic use
- E. Repeated use of internet sites that contain sexually explicit material, depictions of violence or hate speech, promoting the use of illegal and illicit drugs, and those promoting gambling

Faculty are reminded that while the university Information Technology Services staff does not routinely monitor computer files, e-mail, etc., computer monitoring of stored or active files may be undertaken when there is evidence of clear violation of copyrights or any of the above prohibitions. Law enforcement agencies have a right to seize computers with an appropriate warrant. (See Appendix H – Responsible Use of Technology)

## Chapter 6: Faculty Development

### 6.1 Introduction

All faculty members are expected to actively pursue excellence in their professional lives. A continuing effort to strengthen one's qualifications is an important component of professional responsibilities. The varying needs and interests of faculty will lead their efforts in different directions, but the following are typical ways in which this goal is pursued: formal study, reading, attendance at professional meetings, research, publication, performances, exhibits of artistic work, etc. In view of the special goals of the institution as a Christian university, all faculty members should engage in activities that will deepen theological awareness especially in relation to their academic discipline.

### 6.2 Faculty Development Fund

The Faculty Development Fund is established to provide financial assistance to teaching faculty pursuing activities that will contribute to professional growth and development.

The university annually budgets a sum of money for professional enrichment to be distributed and administered by the appropriate dean.

Faculty development funds are not an entitlement, nor are they distributed on a pro-rated basis for each faculty member, but are awarded upon application for the support of approved activities.

A variety of activities may be supported by the fund. Typical activities include expenses associated with attending meetings of professional societies, membership dues in professional societies, subscriptions to professional journals, and expenses associated with professional publications. Faculty who are presenting papers at meetings of professional societies may apply for additional support if needed. Other appropriate expenses may also be covered.

Professional journals purchased with these funds belong to the faculty members and may be used or disposed of at their discretion. Journals for the support of the academic programs are budgeted elsewhere.

The acceptance of funds constitutes an agreement to provide a written report on the funded activity evaluating its benefits in terms of professional development.

### 6.3 Leaves

Faculty leaves may be granted for a variety of purposes. All leaves are granted subject to the university's ability to make suitable arrangements to ensure that the academic program will not be seriously impaired by the absence.

## 6.4 Sabbatical Leaves

The sabbatical leave program is established for the mutual benefit of the university and of its individual faculty members. It is intended to foster professional growth and experience in order to enhance the faculty member's effectiveness in the Fresno Pacific University program.

Deans are eligible for sabbatical leave and must apply through the normal procedures spelled out in Section 6.4.D. following.

### A. Eligibility

Appointed teaching faculty are eligible to apply for sabbatical leave after six years (i.e., 12 fall/spring semesters) of full time equivalent service at the university and after award of continuing status. If a faculty member does not apply after receiving continuing status, she/he may apply any year thereafter. Following a sabbatical leave, a faculty member is eligible for a subsequent leave after every six years of full time equivalent service.

### B. Activities

Sabbatical leaves are to be understood as a privilege, not as an automatic right. They are, therefore, granted only for the carrying out of an approved program of activities. The following is a list of typical activities, but it is not to be taken as exhaustive.

1. Research and writing projects intended for presentation or publication
2. Enrollment in a course of study, exchange teaching or administrative assignment designed to upgrade professional qualifications or to prepare for a new assignment at the university
3. Professional internships
4. Creative projects in fine arts intended for publication of a play or music, performance of an original drama or music production, or an exhibit in a gallery or museum.

Note: "Reading," "travel" or "personal development" without clear specification of professional activity and benefit will not be deemed acceptable.

### C. Duration and Funding

1. The faculty member may choose a one semester leave at normal salary or a two semester leave at half normal salary. Other arrangements consistent with the spirit of this provision may be considered.
2. Faculty are encouraged to seek outside support for the sabbatical leave.

3. The university will continue to contribute to the university-funded portion of benefits during the period of the leave. The faculty member will continue to be responsible for any co-payment required, including the faculty member's portion of insurance premiums.

**D. Guidelines for Application**

Applications for sabbatical leave must be submitted by October 1, preceding the academic year in which the leave is requested. No later than September 15, all applicants should discuss their proposal with their dean/supervisor before the application is submitted to the Provost's Office.

The application should provide a plan of approach for the sabbatical addressing the following guidelines:

1. Faculty on sabbatical will be expected to give at least as much time and energy to their sabbatical activities as they would to full time teaching faculty responsibilities.
2. The proposal should be consistent with the objectives of the institution, the school and the individual's department.
3. A proposal should be broader than to simply keep current in the discipline.
4. A proposal should give some indication that prior work toward the achievement of the ultimate goal for the leave has already been undertaken. Thus leaves requested to complete projects underway will be given a higher priority.
5. In evaluating sabbatical leave applications for approval the committee will include consideration of the extent to which previous sabbatical leaves, if any, were fruitful relative to the accomplishment of stated goals.
6. List of specific objectives to be accomplished within the specified time.
7. Indicate how the outcomes of the project are related to the approved program activities above. (see Section 6.4.B)
8. State the qualification of applicant to carry out objectives (e.g., the specific training and preparation undertaken necessary to carry out the activities described).
9. When applicable, confirmation of the acceptability of proposal from the school or other agency where activities are to be performed.
10. Provide a detailed statement by the faculty member's dean as to how the absence will be covered. It is not the responsibility of the faculty member to determine how the sabbatical leave will be covered.

11. The application should be completed in consultation with the department/division chairperson. If more than one application is filed from an academic program/department, the department/division chairperson should recommend in writing the order in which sabbatical leaves should be granted.
12. List two colleague advisory supporters of the sabbatical from the university or other universities/agencies, and attach to the sabbatical proposal two letters of support from FPU colleagues.

The application is to be submitted in writing to the provost who will consult with the Faculty Personnel Committee. Approved applications will be forwarded to the provost who will bring a recommendation to the Board of Trustees at their fall meeting for final determination. The faculty member will be notified of the provost's recommendation by December 1. See Appendix I for the Sabbatical Leave Proposal Template and the Sabbatical Agreement Form.

#### **E. Obligations of the Faculty Member**

1. Within ninety days of the completion of the sabbatical leave, the recipient will submit a written report to the provost indicating how each goal of the sabbatical was met. If goals were not met, an explanation should be included in the report.
2. The faculty member in accepting a sabbatical leave agrees to serve the university for a minimum of two years following the leave. Faculty members are required to repay all salary and fringe benefit payments made by the university during the sabbatical period if they do not return for at least two years. A proportional amount of the sabbatical pay must be returned if they remain for any period less than two years.
3. Any material changes in the approach or activities outlined in the approved sabbatical that could affect the progress and outcomes outlined in the proposal must be reported as soon as possible to the provost. Failure to consult on material changes to the agreed plan and its outcomes could lead to full or partial repayment of the sabbatical leave.

#### **F. Obligations of the University**

1. In granting a sabbatical leave, following award of continuing status, the university undertakes to tender a contract to the faculty member for subsequent years.
2. Benefits will be continued as though the faculty member were teaching.
3. Sabbatical leaves are counted as regular service for the purposes of calculating years of service.

## 6.5 Study Leaves

Study leaves may be granted to permit faculty to study toward the completion of a doctoral degree, another appropriate terminal degree, or for post-doctoral study. Study leaves are normally granted for a semester or an academic year.

### A. Eligibility

Teaching faculty who have not completed a doctoral degree, or other appropriate terminal degree, and who have served on a full time basis for a minimum of two years may request a study leave.

### B. Application

Application procedures are the same as for sabbatical leave (see Section 6.4 – Sabbatical Leaves).

### C. Funding

1. The completion of an appropriate terminal degree is the normal responsibility of a faculty member. In certain instances where the university wishes to cultivate younger faculty members, it may choose to make an investment in their education in the form of a study grant.
2. The amount of the grant shall be determined by a careful study of the individual's need and of the potential benefit to the university. In no case shall it exceed half of the annual salary in force at the end of the academic year prior to the acceptance of the grant. The grant shall be secured by a signed note. The note shall be for the amount of salary and fringe benefit payments to be made by the university during the period of the leave.
3. The face value of the note shall be reduced by one-fourth for each year of full time teaching at Fresno Pacific University following the completion of the study leave. No interest will be charged.
4. If the faculty member does not return to the university following the leave, or leaves the university before the note is fully forgiven, the amount due to the university will be payable in a four-year period with interest being charged at current commercial rates. The note or any remaining portion will be cancelled if the university decides not to reappoint the faculty member for the following year.
5. Benefits are discontinued during a study leave. Health insurance may be maintained if the faculty member pays the entire premium.
6. Periods of study leave are not counted in calculating seniority for purposes of continuing status.

## 6.6 Leaves of Absence

Leaves of absence may be granted under special circumstances for a variety of purposes. Typical reasons include exchange professorships, research, public or voluntary service assignment, health (beyond sick

leave), etc. They are normally for one year. Application procedures are the same as for sabbatical leaves. (see Section 6.4 – Sabbatical Leaves)

Agreements regarding employment after the period of the leave will be established as part of the application and approval process. Periods of leave of absence are not counted in calculating seniority for purposes of continuing status, etc. Leaves of absence are granted without pay and without benefits, unless otherwise agreed to.

## Chapter 7: Salary and Benefits

### 7.1 Introduction

In an educational community, salary administration is one means of recognizing the unique contribution of each member. In determining salary, the university considers the professional responsibility of a faculty member to be primary. However, since faculty are called to be members of a community which values a comprehensive and holistic approach to education, consideration will be given to the broader responsibilities and experiences of each member in the administration of salary.

As expounded in the *FPU Idea*, we view the work of staff, professors, and administrators, as vocations offering an opportunity for ministry and service. Compensation (salary and benefits) should be adequate to allow university personnel to devote their efforts completely to their vocations.

At FPU, the philosophy of compensation is integrally related to our sense of community, which affirms the value and worth of each individual regardless of role, office, or status. Our philosophy of compensation within the FPU community:

- A. recognizes differences of gifts and achievements among community members, and thereby recognizes the need of differential pay based on different educational qualifications and years of experience
- B. implies restraint in accentuating differences. The salary schedule, while acknowledging differences, is relatively compressed in range from the lowest to the highest paid employee

Approved by the Board of Trustees, October 12, 1996

### 7.2 Salary Schedule

Salaries are administered with the goal of achieving equity both from an internal and external perspective.

#### A. External

In order to maintain equity with reference to salaries paid elsewhere, the Board of Trustees maintains salary goals based on comparisons with the base salaries paid at comparable institutions.

Institutions represented in the reference list have characteristics in common with Fresno Pacific University: a private, Christian, church-related, university located in California.

The Faculty Personnel Committee annually reviews the reference list which serves as the basis for salary goals, and recommends revisions that may be appropriate as the result of changes in the characteristics of the various institutions listed as AAUP, Category 2A church-related (masters granting) at the assistant professor level.

**B. Internal**

The university recognizes the unique contribution of each individual while at the same time it seeks to work toward equity among the members of the educational community in the administration of salaries.

Internal equity recognizes academic preparation, teaching and professional experience related to each faculty member's teaching discipline and other valued criteria listed as part of the evaluation process.

**C. Procedures**

Faculty salary is the responsibility of the provost in consultation with the Faculty Personnel Committee.

Salary adjustments will be made as approved by the Board of Trustees with issuance of annual contracts.

**D. Salary Determination at Appointment**

1. The base is master's degree and no experience. The schedule includes increments for both education and experience. The maximum salary is 180 percent of the base (see Appendix F – Faculty Salary Scale).
2. Academic preparation begins with the master's degree and moves progressively through each level of higher educational attainment, including the MA + 15 semester hours toward the doctorate; MA + 30 semester hours toward the doctorate; two master's degrees; the master of theology or ABD status; professional doctorate; and research doctorate.
3. Professional experience includes teaching at the university level and is considered as one full time year teaching equals one year of experience up to 23 years. Other professional experience may be counted if it can be shown to be directly related to the teaching assignment (e.g., teaching curriculum and instruction courses by an assistant superintendent of curriculum and instruction in a school district).

All non-university teaching experience will be considered as two years of professional experience equals one year of university level teaching experience.

Other factors such as extreme scarcity in the teaching profession may be considered in counting years of experience with the approval of the president.

A maximum of 30 years of related professional experience (equaling 15 years on the scale) may be applied at the time of appointment. Additional professional experience, after appointment, is not eligible for adding to the placement of the faculty member on the schedule.

### 7.3 Overload/Adjunct and Summer Compensation

Through the judicious employment of adjunct faculty, the university is able to enrich its offerings by bringing to campus individuals with expertise not represented in the regular faculty.

Employment of regular faculty beyond their normal contractual duties can be mutually beneficial to the university and to the faculty member. However, in considering the possibility of such above contract employment, whether it be during the regular school year or during the summer, both the university and the faculty member must take seriously into account the need for rest which provides for physical, emotional, spiritual and intellectual refreshment. The following policy, therefore, attempts to outline limits on the amount of work undertaken so as to protect faculty from excess pressures that would have a deleterious effect on the quality of their teaching, their health or their family lives. In judging what is appropriate, employment outside the university will also be taken into account.

- A. All teaching or other assignments to be undertaken for compensation beyond contract must have prior approval of the appropriate dean and not to exceed 18 units annually.
- B. All assignments undertaken for compensation beyond contract will be paid on the basis of the adjunct/overload faculty schedule. The scale is available in the provost's or relevant dean's office.
- C. During a term when courses are being taught under contract, the course with the lowest enrollment will be considered the overload course and paid accordingly.
- D. Full time faculty and administrators do not receive additional compensation for occasional guest lectures in other university courses.

### 7.4 Paychecks

Paychecks are issued on the last business day of the month. Arrangements may be made with the payroll office to have checks deposited directly to the faculty member's bank account.

Payment for instruction above load is by a separate check.

## 7.5 Benefits

Fresno Pacific University has established a basic benefits package which provides the advantages of group insurance and retirement programs for the financial security and protection of all university personnel.

It is the policy of the university, whenever possible, to work with university personnel to develop and maintain an adequate benefit plan. The benefits listed here are current and accurate as of the date of issue. Benefits are subject to change, with due notice, given market constraints and changing needs and conditions. See the current benefits summary or the director of human resources.

### A. Insurance

#### 1. Health Insurance

The university offers its own partially self-funded plan entitled Fresno Pacific Health. The university pays a percentage of the total cost of the health insurance program and participating employees pay the difference. An employee must work 30 hours per week (9 credits per semester) to be eligible for coverage.

Coverage begins on the first day of the month after the employee has worked a full month or 30 days after the beginning of employment. There may be a waiting period or exclusions for preexisting conditions—please see the director of human resources.

Salary compensation is not made in lieu of declined insurance benefits.

#### 2. Life Insurance and Long Term Disability Insurance

The university provides to all regular employees a term life policy equal to the employee's annual salary. Coverage begins on the first day of the month after the employee has worked a full month and ends at termination of employment. A portion of this benefit may be considered taxable income.

The university also provides a long term disability insurance plan (LTD) to provide 70% of monthly gross pay in the event of long term disability. Both plans are administered by UNUM. Due to tax implications, employees pay the premium for LTD.

### B. Retirement

1. **TIAA/CREF.** The university provides a basic contributory retirement program with immediate vesting through Teachers Investment & Annuity Association/University Retirement Equities Fund.
  - a. Contributions: The University contributes a fixed amount above base salary, and the employee contributes a minimum amount from salary toward retirement. Contribution amounts may vary annually, and may be adjusted by the employee in accordance with the minimum amounts required by policy. Consult human resources for the current minimum contributions.
  - b. Vesting is immediate, and a buy back option is available within the first 5 years of employment if the individual should leave the university.
  - c. All faculty and administrative employees are eligible for retirement benefits upon the date of employment. Staff employees are eligible after two years.
  - d. The university conforms to all federal provisions regulating retirement availability, including the anti-discrimination acts of 1986.

## 2. **Other Options**

- a. Supplemental Retirement Annuities are available through TIAA/CREF.
- b. Other IRA and TSA investment opportunities are distributed as a service regularly by the university. Individuals are advised to obtain professional advice before any investment, and the university takes no responsibility for investments in tax sheltered annuities or individual retirement plans. Opportunities are distributed simply as a service without discrimination regarding firms and services who offer them.

## 3. **Other**

- a. Flexible spending accounts allow you to direct a part of your pay, on a pre-tax basis, into a special account that can be used through the year to reimburse yourself for certain out-of-pocket medical and dependent care expenses. An employee is eligible to enroll in the plan 30 days after the date of employment. Once a benefit amount has been selected, it cannot be changed until the following plan year (January 1) unless there is a change in family status. There is a minimal cost to participate in the plan. The plan is administered by CKS Employee Benefits System.
- b. The university offers, at no cost to employees, a confidential counseling

plan for employees and dependents.

- c. The university participates in state and federally mandated benefits: Social Security (FICA), State Disability Insurance, Worker's Compensation, and Unemployment Insurance.

### C. Tuition Waivers

Tuition waivers are granted as a benefit to Fresno Pacific University employees and their dependents. The purpose of tuition waivers is to provide our employees and their families the opportunity to improve their skills, and for personal development and enrichment. Tuition waivers are available according to the guidelines and restrictions listed below.

Waivers are available for tuition costs only (up to 18 units per semester for spouses and dependent children), and not for fees associated with registration and attendance, individual class fees, academic programs and tests, or any other areas for which fees may be charged, including books. Tuition waivers cover only tuition costs not covered by state and/or federal grants (excluding loans). All full time students anticipating tuition waivers must apply for all available state and federal grants and are encouraged to apply for other foundation grants and scholarships. If there are tuition costs remaining to be paid after all state, federal and scholarship grants are applied to the student's account, the remaining balance will be covered by a tuition waiver. All students receiving a tuition waiver must meet the Fresno Pacific University Academic and Financial Aid Satisfactory Academic Progress Requirements. (These policies are found in the FPU catalog) Failure to make satisfactory academic progress will result in the loss of the waiver benefit until these requirements are met. Tuition waivers do not apply toward courses whose instructors are compensated on the basis of enrollment, unless class size is otherwise sufficient to allow the instructor full compensation for the course. For such classes, employees must pay the required tuition costs.

Tuition waivers must be requested by the end of the second week of each semester in which they will be used. Tuition waivers are not a vested benefit and an employee must be currently employed in order to receive the benefit. In some cases tuition waivers are taxable benefits and will be reported at year end to the employee and to the Internal Revenue Service according to current regulations.

Part-time employees eligible for benefits are entitled to that proportion of waiver as the number of hours they are employed.

Tuition waivers will not be granted for professional development, other independent studies, and directed studies.

Tuition waivers will not be granted for classes where paid enrollments fall below seven non-waiver students for graduate and degree completion programs. Each school has the

ability to limit the number of FPU employees in a class, program or cohort, in consultation with the Provost and/or the Director of Human Resources.

## UNDERGRADUATE COURSES

### Employees

- After successful completion of the employee's orientation period (1 semester for faculty)
- Four units per semester up to a total of twelve units per calendar year.
- Participation must be approved prior to enrollment by the department head and not interrupt the work of the department.
- Employees must make up for time away from the department.

### Spouse and Dependent Children

- After successful completion of the employee's orientation period (1 semester for faculty)
  - First year of employment 25%
  - Second year 50%
  - Third year 75%
  - Fourth year 100%
- Up to 18 units per semester
- Maximum of nine terms for undergraduate study, until the requirements for a Bachelor's degree are met, or through the academic semester in which the student reaches age 23, whichever is sooner.
- May be extended to age 25 in cases where the dependent has delayed or interrupted undergraduate study to work in full-time voluntary service.
- The same conditions as those immediately preceding apply to married children of University employees, but not to the child's spouse.
- Years of service at other church related colleges and universities will be counted toward FPU's waiver eligibility criteria.

## DEGREE COMPLETION

### Employees, Spouse and Children

- After successful completion of the employee's orientation period (1 semester for faculty)
- Up to two persons eligible for a tuition waiver will be allowed in each cohort.
- First year of employment 25%
- Second year 50%
- Third year 75%
- Fourth year 100%

Waiver applies to additional units taken to satisfy program requirements.

### **Dependent Children**

Dependent children are eligible to receive waiver as long as they do not turn 24 years old prior to program end date. This waiver offer excludes OL and Liberal Arts degree completion cohorts. Age minimum is seven (7) years post-high school work experience and, therefore, dependent children are not eligible, unless an age exception was in admission to the program by the Program Director.

## **GRADUATE COURSES**

### **Employees**

- After successful completion of the employee's orientation period (1 semester for faculty)
- Four units per semester or a total of twelve units per calendar year.
- Participation must be approved prior to enrollment by the department head and not interrupt the work of the department.
- Employees must make up for time away from the department.

### **Spouse**

- After successful completion of the employee's orientation period (1 semester for faculty)
- Up to two persons eligible for a tuition waiver will be allowed in each cohort.
- First year of employment   25%
- Second year                   50%
- Third year                     75%
- Fourth year                   100%

### **Dependents**

No tuition waivers available

## **School of Business Tuition Waiver Policy**

The University tuition waiver policy is:

Tuition waivers will not be granted for classes where paid enrollments fall below seven non-waiver students. Each school has the ability to limit the number of FPU employees in a class, program or cohort, in consultation with the Provost and/or the Department of Human Resources.

The School of Business tuition waiver policy is:

The maximum number of students on tuition waivers in a class/course is 20%. The tuition waiver does not cover tuition for courses repeated in a program. Students in the cohort for which the course is a regularly scheduled course have a priority for the waiver over other students who are not in the cohort.

## **OTHER TUITION WAIVER OPPORTUNITIES**

Fresno Pacific University has entered into tuition reduction and waiver agreements with other institutions, and these are available to employees under the guidelines of current agreements. These agreements are as follows:

Council of Christian Colleges and Universities Tuition Waiver -- same percentage that employee is eligible for at Fresno Pacific, subject to availability at each college.

Mennonite Colleges: 50% tuition waiver for dependents subject to availability at each college.

Tuition Exchange – Full tuition. However, only one student per year from FPU may use these benefits. The receiving college or university must accept the student as a Tuition Exchange student. Please see Student Financial Services for further information.

## **HOW TO REQUEST A TUITION WAIVER**

All requests for tuition waivers for Fresno Pacific should be made through the Human Resources Office.

Information regarding tuition waivers at other institutions is available in the Financial Aid Office. Application will be made directly to the participating institution where a waiver is desired.

Part-time employees eligible for benefits are entitled to that proportion of waiver as the number of hours they are employed.

Tuition waiver benefits are subject to change. Please consult the Human Resources Office when you anticipate using them.

**Effective for employees hired on or after May 1, 2009**

*Approved by Board of Trustees 10/11/97*

*Updated 09/07 – approval: President's Cabinet  
Rev 05/09*

**I. Emergency Leaves for Faculty**

**1. Short Term Substitution**

A faculty member is responsible to arrange, in consultation with his/her immediate supervisor for a substitute colleague to meet his/her classes when she/he cannot, either because of professional commitment or because of incapacity. It is assumed that all members of the regular faculty are available for this form of colleague-assistance for relatively short periods (e.g., one week or less). No cost accrues to the institution and no deduction is taken from the faculty member's salary. The purpose of this provision is to fulfill the university's responsibility to its students.

**2. Sick Leave**

- a. In the event of extended illness or recovery from injury, occurring during a semester, the university will employ an adjunct faculty member to teach the classes until the faculty member recovers or is replaced due to permanent disability. Medical certification of the condition will be required.
- b. Faculty accrue one day of sick leave for each month of their regular contract (i.e., nine days per year on a nine month contract). Sick leave days may be accrued up to a maximum accumulation of 60 working days. Upon termination or retirement, faculty are not compensated for unused sick leave. Part time faculty accrue proportionate to their contract, the percent times one per month for the length of the contract.
- c. In the event of an illness extending more than seven calendar days and expected to continue more than 14 calendar days, application for the California SDI plan must be filed.
- d. Regular salary, less the amount of benefits available under either the State of California SDI or other employer plans, will be continued until the accumulated sick leave days are utilized. Sick leave days will not be counted during normal academic vacation intervals.
- e. After 90 calendar days, the faculty member will qualify for benefits under the university-provided long-term disability insurance plan and all regular salary and benefits from the university will then be discontinued.

- f. Sick leave may be used only for extended illness or recovery from injury.
- g. In order to use sick leave, a pregnant employee must have medical documentation from her doctor indicating that a reduced workload is necessary.

### 3. **Family Care Leave**

Fresno Pacific University offers unpaid family care leave of up to 12 weeks in a 12 month period to all eligible employees. This is a "rolling" 12 month period that is determined by looking at the 12 months prior to the time leave is requested. To be eligible for family care leave an employee must have worked 1,250 hours during the 12 month period prior to the leave request, and have worked at the university for a total of 12 months.

Family care leave can be used only to assist in family care during the birth, adoption, or the serious illness of an employee's child, or in the event of a serious physical or mental health condition of a parent or a spouse that warrants the participation of a family member. Accrued sick leave and vacation time must be used during family care leave. Employees may be required to provide certification of "a serious health condition" in order to receive leave for his/her own medical condition or to care for a family member.

Family care leave must be specifically requested by the employee 30 days in advance of the last day worked, unless such notice is not practicable, in order to obligate the university to re-employ that individual. An employee taking leave under FML is entitled to his or her same job or an equivalent job upon return from leave.

Fringe benefits, other than health insurance, are discontinued at this time. Employees on leave are entitled to health benefits during leave under the same terms and conditions as active employees. If the employee does not return to work after a leave, the university may recover any amounts paid by the university for those health benefits, unless the employee does not return to work because of the recurrence, continuation or onset of a serious health condition or some other factor beyond the employee's control. Benefit coverage is re-instated upon employee's return to work.

### J. **Bereavement Leave**

Each faculty member is allowed bereavement leave with pay of up to one working week upon the death of any member of his/her immediate family. The faculty member

will consult with his/her dean and the personnel director to determine eligibility. If additional time is needed, this will be determined by the provost and the personnel director.

**K. Court Appearances**

1. When a faculty member is summoned for jury duty or subpoenaed to appear in court as a witness and is thereby unable to meet his/her responsibilities to the university, a copy of the official court orders must be submitted to the Provost's Office. If the university incurs any costs of replacement faculty as a result of the court appearance, any compensation received from the court must be endorsed over to the university and be forwarded to the Business Office through the Provost's Office.
2. If a faculty member must appear in court for traffic or other violations, or as a party in a lawsuit, the faculty member is responsible for all costs of replacement instructors during the absence.

## APPENDIX A: Academic Integrity Policy

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Fresno Pacific University seeks to take a restorative approach to actions of academic dishonesty. Academic dishonesty is a serious violation of university rules and policy, but it is seen primarily as an indication of broken relationship and separation between the offender (student) and the university community. It also jeopardizes the growth and learning of the individual and disadvantages those people who do their work with integrity. The offense and response to it are seen as an opportunity for constructive learning and growth, and for the offender to be restored to the community. This restorative approach emphasizes acceptance of responsibility for harm done and searches for responses and consequences that facilitate learning and restoration.

### I. Definitions

It is the student's responsibility to know and understand what constitutes academic dishonesty and to seek guidance when in doubt about these matters. Fresno Pacific University defines academic dishonesty as:

**Aiding and Abetting:** Helping or attempting to help another commit an act of academic dishonesty. For example, students may not duplicate work nor allow others to conduct research or prepare work for them without advance authorization of the instructor.

**Cheating:** Using or attempting to use unauthorized materials, information, study aids, or extended assistance in any academic activity, exercise, or exam.

**Fabrication/Falsification:** Altering or inventing any information or study aids in any academic exercise. This includes falsification or unauthorized modification of any academic records. This may include attempting to gain advantage over fellow students in an academic exercise through such means as lying about the need for an extension on a paper.

**Plagiarism:** Plagiarism is theft and can be committed intentionally or unintentionally. Plagiarism can occur by representing the writings, works, or ideas of another as one's own or copying material from a resource without proper citation. Exact copying should be correctly documented; for example, students should use footnotes or endnotes when appropriate. Paraphrasing, when the basic sentence structure, phraseology, and unique language remain the same, also requires proper citation.

**Reuse/Re-submission of Work:** Submitting work or significant portions of some work for use in more than one course without the instructor's knowledge and permission.

**Sabotage:** Willfully damaging or impeding the academic work of another person. This has particular application to computer files, library resources, and laboratory or studio work and may include

software piracy, constructing and introducing viruses into a system, or copying copyrighted programs. This may also include deliberately depriving others of necessary academic sources.

## II. Procedures for Dealing with Student Academic Dishonesty

The restorative approach to academic dishonesty takes seriously the first step provided in Matthew 18:15-20 for confronting brokenness. Faculty will take the lead in approaching students regarding perceived violations. Students are also encouraged to confront others when they become aware of academic dishonesty directed against their work or the work of other students. At any point in the processes described below, any party may request mediation as a means for resolving differences.

### A. Track 1

When a concern about academic integrity arises, the concerned faculty member(s) of the community will initiate a conference with the student(s) involved:

- 1) To clarify policy and determine whether an offense occurred.
- 2) To provide an opportunity for student acknowledgment of a recognized offense.
- 3) To discern an appropriate response for making things right, clarifying and committing to consequences and future behaviors that will lead to academic honesty and integrity and the restoration of relationship(s).

The initial goal is to discern whether there is an offense and determine an appropriate response. If the result of the initial student-faculty conference determines that no offense has occurred, the process will not proceed further and no further action need be taken. Upon student acknowledgment of a recognized offense, the appropriate response will be mutually discerned by the faculty member(s) and student(s) together. That response will be shaped initially by determining whether the offense was intentional or unintentional; both are considered violations with consequences. All second offenses of any kind will be treated as intentional (i.e., as known, willful violations) and dealt with by the appropriate dean. Multiple offenses may include:

- Second/third/subsequent offenses
- Different types of offenses (e.g., plagiarism, cheating, etc.)
- Simultaneous offenses (e.g., in different courses)
- Unintentional followed by intentional offenses

For all recognized offenses, the student(s) and faculty member(s) will attempt to collaboratively determine an appropriate response. Depending upon the nature of the violation, a range of responses/consequences may be utilized, including:

- Appointment with the director of the Center for Writing and Learning
- Meet with a special tutor, mentor, or sponsor

- Re-do assignment (e.g., paper or exam) with guidelines for re-submission
- Complete an additional substitute assignment
- Re-do assignment for less credit
- Reduction of grade for an assignment
- Zero on the assignment
- Reduction of overall course grade
- Withdrawal from or failure of course

All student/faculty mutually determined and agreed-upon responses (and fulfilled agreements) will be reported to the appropriate dean and the student's mentor. The successful fulfillment of the agreement will constitute a celebration of restoration to the university ideal for academic honest and integrity.

## **B. Track 2**

If, as a result of the initial student-faculty conference, the faculty member(s) believe(s) that an offense has occurred and (a) the student does not acknowledge an offense, or (b) the student(s) and faculty member(s) are either unable to agree on an appropriate response to a recognized offense or are otherwise unable to mutually resolve the situation, the matter will be submitted to the Academic Integrity Review Committee. The review committee, made up of faculty and student representatives from each school, will meet with all persons involved to determine/recommend an appropriate process and/or response. It may recommend/determine that:

- No offense occurred
- An offense did occur and the student(s)/faculty member(s) should attempt to mutually determine an appropriate response/resolution
- Mediation should be conducted (e.g., referral to the Campus Mediation Center)
- A particular response/consequence should be directly applied

If at any point during this process (a) the student(s) acknowledge(s) that an offense has occurred or (b) both student(s) and faculty member(s) agree to work together to determine a response, they may return to the appropriate stage of Track 1 and work toward mutual resolution. If the student(s) and/or faculty member(s) cannot agree to or accept the recommendation/determination of the Academic Integrity Review Committee (or the alternative mediation process is not successful) the matter will be referred to the appropriate dean. The dean may refer the case back to the faculty member with a recommendation/determination or implement more serious consequences, including academic disqualification, suspension (for one or more semesters), or expulsion.

## **C. Track 3**

Students who are unwilling to voluntarily participate in the above processes, willfully act in an uncooperative, abusive, or destructive manner, or intentionally undermine agreed-upon outcomes

may be subject to academic disqualification, suspension, or dismissal from the university as determined by the appropriate dean.

**D. Reporting**

Each school will develop a centralized system for recording cases where academic integrity has been violated in order to discern individual and institutional student patterns and to help determine appropriate responses and outcomes. Similarly, all violations will be reported to the Academic Integrity Review Committee. Intentional violations will be permanently recorded in the student's academic file. Unintentional violations will be kept in a temporary file until the completion of the student's academic involvement at Fresno Pacific University. Reports will conform to current legal expectations regarding student rights and responsibilities.

**E. Appeal**

Students subject to administrative actions pertaining to academic dishonesty, including dismissal from the university, may appeal such decisions to the appellate committee established for the academic unit in which the student is registered.

## APPENDIX B: Copyright Policy / Music Use

Faculty are expected to respect the restrictions of the copyright law. The guidelines for fair use under the law are reproduced below.

### PUBLIC LAW 94-553 -- OCTOBER 19, 1976

#107 Limitations on exclusive rights: Fair use

Notwithstanding the provisions of section 106, the fair use of a copyrighted work, including such use by reproduction in copies or photo records or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include:

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. The effect of the use upon the potential market for or value of the copyrighted work.

\* \* \* \* \*

### AGREEMENT ON GUIDELINES FOR CLASSROOM COPYING IN NOT-FOR-PROFIT EDUCATIONAL INSTITUTIONS WITH RESPECT TO BOOKS AND PERIODICALS

The purpose of the following guidelines is to state the minimum and not the maximum standards of educational fair use under Section 107 of H.R. 2223. The parties agree that the conditions determining the extent of permissible copying for educational purposes may change in the future; that certain types of copying permitted under these guidelines may not be permissible in the future; and conversely that in the future other types of copying not permitted under these guidelines may be permissible under revised guidelines.

Moreover, the following statement of guidelines is not intended to limit the types of copying permitted under the standards of fair use under judicial decision and which are stated in Section 107 of the Copyright Revision Bill. There may be instances in which copying which does not fall within the guidelines stated below may nonetheless be permitted under the criteria of fair use.

## GUIDELINES

### I. Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- A. A chapter from a book
- B. An article from a periodical or newspaper
- C. A short story, short essay or short poem, whether or not from a collective work
- D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper

### II. Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion; provided that:

- A. The copying meets the tests of brevity and spontaneity as defined below; and,
- B. Meets the cumulative effect test as defined below;
- C. Each copy includes a notice of copyright

#### Definitions:

##### Brevity

##### (i) Poetry

- (a) A complete poem if less than 250 words and if printed on not more than two pages or,
- (b) from a longer poem, an excerpt of not more than 250 words.

##### (ii) Prose

- (a) Either a complete article, story or essay of less than 2,500 words, or
- (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

(Each of the numerical limits stated in "i" and "ii" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)

(iii) **Illustration**

One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.

(iv) **"Special" works**

Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "ii" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

**Spontaneity**

- (i) The copying is at the instance and inspiration of the individual teacher, and
- (ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

**Cumulative Effect**

- (i) The copying of the material is for only one course in the school in which the copies are made.
- (ii) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
- (iii) There shall not be more than nine instances of such multiple copying for one course during one class term.

(The limitations stated in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)

**III. Prohibitions as to I and II Above**

Notwithstanding any of the above, the following shall be prohibited:

- A. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.
- B. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.

- C. Copying shall not:
  - a. substitute for the purchase of books, publishers' reprints or periodicals;
  - b. be directed by higher authority;
  - c. be repeated with respect to the same item by the same teacher from term to term.
- D. No charge shall be made to the student beyond the actual cost of the photocopying.

Agreed March 19, 1976.

Ad Hoc Committee on Copyright Law Revision:

By Sheldon Elliott Steinbach.

Author-Publisher Group:

Authors League of America:

By Irwin Karp, Counsel.

Association of American Publishers, Inc.:

By Alexander C. Hoffman,

Chairman, Copyright Committee

\*\*\*\*\*

## GUIDELINES FOR EDUCATIONAL USES OF MUSIC

The purpose of the following guidelines is to state the minimum and not the maximum standards of educational fair use under Section 107 of HR 2223. The parties agree that the conditions determining the extent of permissible copying for educational purposes may change in the future; that certain types of copying permitted under these guidelines may not be permissible in the future, and conversely that in the future other types of copying not permitted under these guidelines may be permissible under revised guidelines.

Moreover, the following statement of guidelines is not intended to limit the types of copying permitted under the standards of fair use under judicial decision and which are stated in Section 107 of the Copyright Revision Bill. There may be instances in which copying which does not fall within the guidelines stated below may nonetheless be permitted under the criteria of fair use.

**A. PERMISSIBLE USES**

1. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.
2. For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a selection, movement or aria, but in no case more than 10 percent of the whole work. The number of copies shall not exceed one copy per pupil.
3. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
4. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.
5. A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

**B. PROHIBITIONS**

1. Copying to create or replace or substitute for anthologies, compilations or collective works.
2. Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.
3. Copying for the purpose of performance, except as in A (1) above.
4. Copying for the purpose of substituting for the purchase of music, except as in A (1) and A (2) above.
5. Copying without inclusion of the copyright notice which appears on the printed copy.

## APPENDIX C: Creating a Syllabus

A syllabus is a quasi-contractual document. It implies that if a student performs certain activities, gains particular knowledge, skills, understandings, and demonstrates these in certain ways, they will in return receive certain rewards (grades, units etc.). Students have held and will hold faculty accountable (and courts have supported them) for what they have or have not included in course syllabi. Clarity is recommended for all expectations, and faculty should abide by deadlines and expectations as outlined in a syllabus. A syllabus should be distributed for each class at the beginning of the term. Due dates for assignments and dates for scheduled tests should be included on the syllabus, and should not be changed except in unavoidable circumstances, with as much forewarning as possible, and also, with some accommodation for problems this may raise for students.

While faculty members have considerable latitude in the development of their courses, institutional academic policies have priority over individual class policies. Thus grading standards as outlined in the catalog, excused absences for those attending school sponsored events, deadlines for add/drops, withdrawals, etc., may not be changed by individual faculty members for their classes.

Faculty must submit an electronic copy of each syllabus to the appropriate dean's assistant. S/he will place it in a secure place on the university network for viewing by the provost and the librarian. Current course syllabi need to be on file to meet WASC guidelines. An updated syllabus is requested each semester that a course is taught.

When creating a syllabus, the following information helps communicate expectations to students.

**Introductory Information:** A syllabus must include the following:

- the current year and semester
- the course title and number
- the number of units
- the meeting time and location (indicate any course meetings which are not scheduled for the assigned room)
- name and office address (include a map if your office is hard to locate)
- office phone number (indicate whether you have voice mail) and fax
- e-mail address and website URL
- office hours—for your office hours, indicate whether students need to make appointments in advance or may stop in anytime. If you list a home telephone number, indicate any restrictions on its use (for example, "Please do not call after 10 P.M.")
- the names, offices, and phone numbers of any teaching or laboratory assistants

**Describe the prerequisites to the course.** Help students realistically assess their readiness for your course by listing the knowledge, skills, or experience you expect them to already have or the courses they should have completed. Give students suggestions on how they might refresh their skills if they feel uncertain about their readiness.

**Give an overview of the course's purpose.** Provide an introduction to the subject matter and show how the course fits in the university or department curriculum. Explain what the course is about and why students would want to learn the material.

**State the general learning goals or objectives.** List three to five major objectives that you expect all students to strive for: What will students know or be able to do better after completing this course? What skills or competencies do you want to develop in your students? These desired outcomes should reflect coordination with the desired outcomes of the program or major within which the course resides, and coordination with the desired student outcomes of the university as a whole. This is part of the assessment work so that we can test how well our students are achieving the outcomes set out for the university and our own majors/programs.

**Clarify the conceptual structure used to organize the course.** Students need to understand why you have arranged topics in a given order and the logic of the themes or concepts you have selected.

**Describe the format or activities of the course.** Let students know whether the course involves fieldwork, research projects, lectures, discussions with active participation, and the like. Which are required and which recommended?

**Specify the textbook and readings by authors and editions.** Include information on why these particular readings were selected. When possible, show the relationship between the readings and the course objectives, especially if you assign chapters in a textbook out of sequence. Let students know whether they are required to do the reading before each class meeting. If you will place readings on reserve in the library, you might include the call numbers.

**Identify additional materials or equipment needed for the course.** For example, do students need lab or safety equipment, art supplies, calculators, computers, drafting materials?

**List assignments, term papers, and exams.** State the nature and format of the assignments, the expected length of essays, and their deadlines. Give the examination dates and briefly indicate the nature of the tests (multiple-choice, essay, short-answer, take-home tests). How do the assignments relate to the learning objectives for the course? What are your expectations for written work? In setting up the syllabus, try to keep the workload evenly balanced throughout the term.

**State how students will be evaluated and how grades will be assigned.** Describe the grading procedures, including the components of the final grade and the weights assigned to each component (for example, homework, term papers, midterms and exams). Students appreciate knowing the weighting because it helps them budget their time. Will you grade on a curve or use an absolute scale? Will you accept extra-credit work to improve grades? Will any quiz grades be dropped? See the "Grading Practices" section in the university catalog.

**List other course requirements.** For example, are students required to attend an office hour or form study groups?

**Discuss course policies.** Clearly state your policies regarding class attendance; turning in late work; missing homework, tests or exams; make-ups; extra credit; requesting extensions; reporting illnesses; cheating and plagiarism. Include a description of students' responsibilities in the learning process and the professor's

responsibilities. You might also list acceptable and unacceptable classroom behavior. Also include statement that students with special needs must contact you so that reasonable accommodation may be made. A file must be on file in Student Life. The student should contact you during the first week of the semester. See next section below for policies to be included in a syllabus.

**Provide a course calendar or schedule.** The schedule should include the sequence of course topics, the preparations or readings, and the assignments due. For the readings, give page numbers in addition to chapter numbers--this will help students budget their time. Exam dates should be firmly fixed, while dates for topics and activities may be listed as tentative. Provide an updated calendar as needed.

**List important drop dates.** Include on the course calendar the last day students can withdraw from the course without penalty.

**Estimate student work load.** Give students a sense of how much preparation and work the course will involve. How much time should they anticipate spending on reading assignments, problem sets, lab reports or research?

**Include supplementary material to help students succeed in the course.** For example consider providing one or more of the following:

- Helpful hints on how to study, take notes or do well in class
- Glossary of technical terms used in the course
- References on specific topics for more in-depth exploration
- Bibliography of supplemental readings at a higher or lower level of difficulty, in case students find the required text too simple or too challenging
- A list of campus resources for tutoring and academic support, including computer labs
- Online Resources that may be helpful to students

Source: *Tools for Teaching* by Barbara Gross Davis; Jossey Bass Publishers: San Francisco, 1993, from <http://teaching.berkeley.edu/bgd/syllabus.html>.

\* \* \*

## Policies for Syllabi

Here are some samples that can be used on your syllabi. ***All syllabi must include these or similar statements that conform to our official policies.*** The statements provided for your syllabi are, for the most part, taken directly from university publications.

According to our practice (as directed by the policy), all cases of academic dishonesty should be reported to the appropriate dean. This allows us to coordinate responses, offer guidance, and treat students equitably. Equitable treatment avoids lawsuits, complaints, and contributes to a civil environment in the classroom.

### Academic Honesty/Integrity

Everyone who participates in the educational process at FPU is expected to pursue honesty and integrity in all aspects of their academic work. Cases of academic dishonesty are first handled between instructors and students. Depending upon the severity of the case, consequences may range from partial credit after work is redone to expulsion from the university. As in all situations where a member of the university violates the behavioral and academic expectations of the community, opportunity for restoration and restitution will be extended to those willing to work to correct the situation and reconcile with the university community. See the university catalog for further details.

**If you are using Turnitin, include the following statement.**

Fresno Pacific University is committed to preserving academic integrity. Students should presume that all their written work will be checked against international electronic databases of student work and published sources to detect plagiarism. These electronic databases often add the submitted material to their sources to compare against other student work. Faculty may require both digital and hard copy of assignments to facilitate the evaluation. By submitting assignments, a student agrees to these processes.

### Disability

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Office of Student Life with documentation which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact Student Life to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made.

### Incompletes

Incomplete grades are to be issued only in the case of absence from classes due to unexpected and unavoidable circumstances, such as illness, accident or death in the immediate family, which have made it impossible for the student to complete all course requirements as scheduled. A grade of incomplete is not to be issued for unsatisfactory work or failure to submit work through negligence.

## **APPENDIX D: FPU Governance Discussions (March 1, 2004 to May 1, 2006)**

The attached document lists a set of agreements and commitments developed by representatives of the FPU teaching faculty, administrative faculty, President's Cabinet, and Board of Trustees. These agreements were reached through a series of facilitated conversations. Following is a brief recap of why and how these agreements came to be.

Faculty Session, in Fall of 2003, passed a motion asking for meetings between FPU's administration, faculty, and Board of Trustees. A December meeting of teaching faculty and a subsequent meeting of administrative faculty, each facilitated by Ron Claassen and Duane Ruth-Heffelbower (Center for Peacemaking), led to the articulation of a set of concerns. President Merrill Ewert and Peter Klassen (then chair of the Board of Trustees) agreed to participate in facilitated meetings and to name them "Governance Discussions." Ron Claassen of the FPU Center for Peacemaking and Conflict Studies, and John E. Toews (past Fresno Pacific and MBBS faculty member and retired college president) agreed to act as facilitators.

The facilitated conversations began during the Spring semester of 2004. The following people participated in the discussions: Jean Fennacy, Linda Hoff, Michael Kunz, and Katrina Poetker represented teaching faculty; Anne Guenther and Sue Kliewer represented administrative staff; Pat Anderson and Merrill Ewert represented President's Cabinet; Peter Klassen and Larry Martens (new chair) represented the Board of Trustees. Everyone agreed to be willing to address the issues identified as important by anyone in the group and in a spirit that included a commitment to be constructive: love as described in I Cor 13: 4-7.

The first meeting was on March 1, 2004, 7:30am to 11:30am and 2:30pm to 4:30pm at the North Fresno MB church. After describing and listening to the experiences of each person, interests (hopes, dreams, underlying concerns) were identified. Meetings continued, bi-weekly at first, then monthly, and quarterly with the final meeting being May 1, 2006. The meetings continued articulating and listening to concerns and creating agreements that would address the identified interests. Agreements were developed and then presented back to each group by their representatives. Feedback was brought back to the discussions, modifications were made and the agreements were tested again. In each succeeding meeting, agreements continued to be negotiated or clarified and refined and implementation was reviewed (are agreements being kept?). Each participant contributed many hours, enormous physical and emotional energy, very significant and creative thought, and sincere prayer during and between meetings. It was due to the honest and often difficult and constructive dialogue that agreements emerged.

During this period of time, the University school structure changed and all of the handbooks were revised. These "Governance Discussions" and agreements did not create new structures but rather affirmed commitment to, and encouraged the current and emerging structures to add specifics to strengthen our practice of, the spirit and goals of the Fresno Pacific Idea (see the Preamble to the agreements). In the May 1, 2006 meeting it was deemed that the spirit and content of the agreements were being incorporated into existing structures, that communication had improved, and trust had grown. We decided it was time to end Governance Discussions.

Finally it is important to note that concerns regarding governance are not unique to FPU, nor are they even of recent origin at this institution. When conflicts are addressed with a commitment to be constructive (Love – I Cor. 13: 4-7) the result is one that clarifies values, creates structures, and improves relationships that support our vision and mission. It is the belief all who participated in these conversations that the following agreements represent our strong and positive commitment in this direction.

June 2, 2006 Draft: Submitted by Ron Claassen

## Agreements—Fresno Pacific University Governance Discussions

*September 2004, Revised May 2005*

### Preamble

We as a governance task force reaffirm our commitment to several basic principles which frame the agreements that we have reached:

1. The *FPU Idea* as the basic statement of the university's primary identity, values, goals, and ethos
2. The expectation that the *FPU Idea* will inform the policies and procedures of the university
3. Creating a climate that fosters and welcomes university dialogue, encourages new ideas and approaches, recognizes the need to listen to different points of view, and facilitates the implementation of suggestions that have been agreed upon
4. A shared and consultative decision-making process as outlined in the university's governance documents (in particular, the Bylaws, Trustee Handbook, Faculty Handbook, and the Staff Handbook)

### Commitments and Action Steps

We as a governance task force have agreed to the following commitments and action steps:

1. We affirm the ongoing work of the *Faculty Handbook* committee to:
  - (a) Value and formalize faculty participation in governance
  - (b) Clarify the university's decision-making process
  - (c) Ensure consistency between decision-making structures and our governance documents
  - (d) Review the roles of faculty session and the schools' caucuses, and their relationship (between session and caucuses)
  - (e) Examine the deliberative structure of the university to clarify roles and expectations
  - (f) Propose the development and approval of an Administrative Faculty Handbook
2. We affirm the work of the trustees as they review the bylaws and the Trustee Handbook in order to:
  - (a) Reflect the legal and fiduciary responsibilities of the board
  - (b) Ensure consistency between our decision-making structures and our governance documents
  - (c) Clarify our decision-making processes and governance issues
  - (d) Examine the deliberative structure to clarify roles and expectations

3. Acknowledging that some decisions and conversations (both public and private) about those decisions have caused pain to members of the community, we commit ourselves to:
  - (a) Provide leadership for building a culture of mutual respect, open communication, listening, empowerment, and encourage reconciliation, where needed  

Responsible: members of the Governance Task Force, Faculty Executive, President's Cabinet, President's Council, Board of Trustees, and all members of the university community
  - (b) Foster community through worship, community rituals, and celebration  

Responsible: Faculty executive, social committee, campus pastor
  - (c) Review the grievance process and consider the creation of a position of ombudsperson (or a similar role to carry out these functions)  

Responsible: Vice President for Business and Financial Affairs, Director of Human Resources, Faculty Personnel Committee, Faculty Handbook Committee
4. Foster a culture of dialogue that encourages public conversations about issues of import to the university community.
  - (a) Identify the issues around which the university should engage in public conversation. Possible examples include: decisions regarding the life of the university, questions relating to the curriculum and instruction, issues relating to the engagement of the university in the life of the community
  - (b) The culture of dialogue will be cultivated through faculty seminars, university fora, discussions at faculty sessions, discussions at caucuses, the development of electronic discussion boards, reading groups, etc
  - (c) Although we are all responsible for creating this culture of dialogue as it relates to the life of the community, different groups will have specific responsibilities:
    - Faculty executive—promote discussion on issues relating to questions regarding the nature of education, curriculum, governance, the university's engagement with the world, etc.
    - Staff executive—promote discussion regarding our business practices, operational issues, and the smooth functioning of our systems
    - Senior administrators—promote discussion on planning, administrative issues, management issues, operations, etc.
    - Trustees—promote discussion on policy issues and long-range directions
5. Improve our systems of open dialogue (to the extent possible) by finding appropriate mechanisms for that purpose
  - (a) Identify mechanisms of communication—some of the proposed mechanisms include publishing meeting agendas, committee reports, posting documents on CampusCruiser, and encouraging administrators to meet informally with faculty groups

- (b) Develop mechanisms for feedback/response—develop interactive, online bulletin boards and encourage administrators and faculty to meet together informally for conversation and discussion about issues in the life of the university
  - (c) Although everyone is responsible for this, some specific assignments will be given:
    - University administration—will develop bulletin board or other online system for posting documents and reports, and facilitating public conversation
    - University administrators—will commit to sharing documents and reports as possible
    - Faculty executive—will promote reporting by committees back to faculty session
    - Committee chairs—will commit to publishing agendas and reporting back to faculty session.
6. The administration and board commit themselves to a decision-making (and policy-making) style that:
- (a) Honors stakeholder input in a particular decision, consulting those affected by decisions (before they are made) to the extent feasible and appropriate, taking that input seriously
  - (b) Will not overrule lightly, decisions from recommending bodies. When the authorized decision-maker does so, there will be consultation with the recommending body to the extent possible before the decision is made (recognizing that in some areas—personnel, finance, etc. —this may be somewhat limited)

## APPENDIX E: Guidelines for Faculty Portfolio

### I. OVERVIEW

Items covered include (see Section 4.5 Faculty Handbook):

- Introduction to the profile including the period of time covered
- Updated *Curriculum Vitae*
- Current workload assignment
- Outline of classes taught by semester and year for the period under review
- Reflection paper on your Christian experience as it relates to teaching, scholarship and service

If additional courses/degrees were earned as part of the expectation when you were hired, copies of the transcripts should be provided.

### II. TEACHING AND ADVISING

Items to include:

- **A reflective essay on your philosophy of teaching.** You may discuss how you have used assessment, student evaluations, peer review, and/or your own reflection to revise your approaches to the classroom and beyond. You might include how you keep fresh in your teaching, what journals you read, what conferences you attend, etc. Beyond that, four areas of contemporary teaching are always helpful for you to comment on in your essay. These include how you embed diverse learning styles and cultures into classroom content or methods; how you use your Christian faith to inform and be informed by your discipline; how you use technology to enhance learning and how assessment results support student learning.
- **Additional commentary should address the role of advising and mentoring students.**
- **Exemplars of evidence as outlined in the Faculty Handbook (Section 4.5).** Syllabi for every class you have taught/are teaching, teaching evaluations for every course taught during the preceding year and samples of how you evaluate student learning outcomes have been of particular interest to past committees and are appropriate to include. A list of current advisees is helpful so that committee members may talk to students about their experiences.

### III. SCHOLARSHIP AND PROFESSIONAL ACTIVITY

Items to include:

- **A reflection paper** on how your scholarship and professional activity informs your teaching and student learning
- **Evidence as outlined in Section 4.5 of the Faculty Handbook** include a review of your professional development plan, reference to publications and presentations, performances, or gallery showings. Activities on campus and beyond that indicate your participation in professional pursuits (e.g., leadership position in local professional organization).

#### IV. COMMUNITY GOVERNANCE AND SERVICE

Items to include:

**A reflective paper** describing your involvement in community/university governance and service. Identify specifically what role you played in each service or governance experience from chair, writer of report, analysis, review documents, etc.

You should also specifically identify your involvement in a local church: how active a role you play, committee assignments, leadership roles, etc.

The paper should conclude with how these participatory activities enlarged your understanding of your Christian experience as well as your experience as a faculty member at Fresno Pacific University.

The Faculty Handbook provides other examples of materials that could provide evidence of meeting the objective or participation in community governance and service.

#### V. SUMMARY

This is an opportunity to summarize what you wish to highlight as to your strengths and successes over the period of review. You may want to identify the aspects of development that occurred over the period as you reflected on the experience of being a faculty member. You should also reflect on next steps professionally that will be included in a professional development plan. See the "Professional Development Plan" outline in the Faculty Handbook (Section 4.6).

## APPENDIX F: Faculty Salary Scale

### FACULTY SALARY SCALE

FOR NEW APPOINTMENTS ONLY

2005-2006 forward until next percentage increase.

Value adjustment: 5% effective Jan. 1, 2006

For 9 month contract

| Years of teaching experience | MA only | MA plus 15 units | M Div or MA plus 30 units | Two Masters | ThM or ABD | 1st Prof. Doct. (JD, EdD, etc.) | Research Doctorates |
|------------------------------|---------|------------------|---------------------------|-------------|------------|---------------------------------|---------------------|
| 0                            | 33,582  | 36,101           | 38,619                    | 41,138      | 42,649     | 43,657                          | 45,336              |
| 1                            | 34,254  | 36,772           | 39,291                    | 41,810      | 43,321     | 44,329                          | 46,008              |
| 2                            | 34,925  | 37,444           | 39,963                    | 42,481      | 43,993     | 45,000                          | 46,679              |
| 3                            | 35,597  | 38,116           | 40,634                    | 43,153      | 44,664     | 45,672                          | 47,351              |
| 4                            | 36,269  | 38,787           | 41,306                    | 43,825      | 45,336     | 46,344                          | 48,023              |
| 5                            | 36,940  | 39,459           | 41,978                    | 44,496      | 46,008     | 47,015                          | 48,694              |
| 6                            | 37,612  | 40,130           | 42,649                    | 45,168      | 46,679     | 47,687                          | 49,366              |
| 7                            | 38,284  | 40,802           | 43,321                    | 45,840      | 47,351     | 48,359                          | 50,038              |
| 8                            | 38,955  | 41,474           | 43,993                    | 46,511      | 48,023     | 49,030                          | 50,709              |
| 9                            | 39,627  | 42,145           | 44,664                    | 47,183      | 48,694     | 49,702                          | 51,381              |
| 10                           | 40,299  | 42,817           | 45,336                    | 47,855      | 49,366     | 50,374                          | 52,053              |
| 11                           | 40,970  | 43,489           | 46,008                    | 48,526      | 50,038     | 51,045                          | 52,724              |
| 12                           | 41,642  | 44,160           | 46,679                    | 49,198      | 50,709     | 51,717                          | 53,396              |
| 13                           | 42,314  | 44,832           | 47,351                    | 49,870      | 51,381     | 52,388                          | 54,068              |
| 14                           | 42,985  | 45,504           | 48,023                    | 50,541      | 52,053     | 53,060                          | 54,739              |
| 15                           | 43,657  | 46,175           | 48,694                    | 51,213      | 52,724     | 53,732                          | 55,411              |
| 16                           | 44,329  | 46,847           | 49,366                    | 51,885      | 53,396     | 54,403                          | 56,083              |
| 17                           | 45,000  | 47,519           | 50,038                    | 52,556      | 54,068     | 55,075                          | 56,754              |
| 18                           | 45,672  | 48,190           | 50,709                    | 53,228      | 54,739     | 55,747                          | 57,426              |
| 19                           | 46,344  | 48,862           | 51,381                    | 53,900      | 55,411     | 56,418                          | 58,098              |
| 20                           | 47,015  | 49,533           | 52,053                    | 54,571      | 56,083     | 57,090                          | 58,769              |
| 21                           | 47,687  | 50,205           | 52,724                    | 55,243      | 56,754     | 57,762                          | 59,441              |
| 22                           | 48,359  | 50,877           | 53,396                    | 55,915      | 57,426     | 58,433                          | 60,113              |
| 22.5                         | 48,694  | 51,213           | 53,732                    | 56,251      | 57,762     | 58,769                          | 60,447              |

## APPENDIX G: Faculty Load Formula

(extracted from the Remuneration Schedule)

**Definition of full time load:** (approved Academic Cabinet 4/24/06)

A full time faculty load for a nine-month contract will consist of 24 units, a ten-month contract will consist of 27 units, and an eleven-month contract will consist of 30 units. These loads may consist of both administrative and instructional units. These units may not be composed of directed, independent, or arranged studies, practicum, internship, thesis, etc. (variable enrollment courses). Exceptions to this would be if the practicum, internship, or thesis is a regularly subscribed course in the curriculum, and its enrollment is confirmed and approved by the appropriate dean.

A full time, nine month contract may consist of 21-23 units with 220 student credit hours (SCHs) per semester. If this baseline is reached, overload is granted based on the formulas in the "Faculty Remuneration."

Variations for a nine-month contract include:

|                 |                 |                 |                 |                 |                 |                 |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                 |                 | 4               | 4               | 4               | 4               | 3               |
| 4               | 4               | 4               | 4               | 4               | 3               | 3               |
| 4               | 4               | 4               | 4               | 3               | 3               | 3               |
| 4               | 4               | 4               | 3               | 3               | 3               | 3               |
| 4               | 4               | 3               | 3               | 3               | 3               | 3               |
| 4               | 4               | 3               | 3               | 3               | 3               | 3               |
| 4               | 3               | 3               | 3               | 3               | 3               | 3               |
| 24 <sup>1</sup> | 23 <sup>3</sup> | 25 <sup>2</sup> | 24 <sup>1</sup> | 23 <sup>3</sup> | 22 <sup>3</sup> | 21 <sup>3</sup> |

Notes:

1: This variation will be granted overload for any additional units. No SCHs baseline applies.

2: This variation will be automatically granted overload for 1 unit, payable in the spring semester. No SCHs baseline applies.

3: This variation will be granted overload if the 220 SCHs base line is achieved. If the 220 SCHs base line is not achieved, the faculty must teach the unit difference between the unit load and 24 units before obtaining overload. NOTE: If the faculty member is teaching six different preparations (for 3 or 4 unit courses), no SCHs baseline would apply.

4: Large class enrollment (1 unit for 55-69 students, 2 units for 70+ students) would be treated as any other overload case if the load sheet configuration meets the criteria above.

See the Faculty Handbook for additional professional duties required of faculty.

## APPENDIX H: Responsible Use of Information Resources and Technology

Fresno Pacific University provides computer resources (including hardware, software and access to networks and databases) to support the educational mission of the university. Our use of these resources is to be guided by Christian principles of wise stewardship and responsible use.

### I. Responsibility to Others

#### A. Respect for one another's need for access

Students, faculty and staff who are involved in educational, research or administrative activities have the highest priority in the use of technology and information resources. While use of information resources for other purposes may be acceptable, such use should never interfere with education or research activities. Practices that are in conflict with this policy include, but are not limited to, the following examples:

1. Use of computer lab equipment for recreational purposes in a way that prevents others from using it for educational, research or administrative tasks
2. Loud or disruptive behavior in computer labs that prevents others from performing educational, research or administrative tasks
3. Deliberately degrading the performance of the network or computer system. Specific examples include e-mail chain letters or junk mail, flooding the network, and the intentional spread of viruses

#### B. Respect for one another's values and feelings

Fresno Pacific University upholds the principle of treating all people with profound respect. University computing resources may not be used to intimidate or harass other people. Practices that are in conflict with this policy include, but are not limited to, the following examples:

1. Sending fraudulent, threatening or obscene e-mail, or e-mail attachments meant to harass or intimidate
2. Displaying obscene or otherwise offensive written, aural, or graphic material on one's computer in a manner likely to be seen by other people

#### C. Respect for Another's Property

Theft, misuse or unauthorized use of either tangible or intellectual property will not be tolerated. All users are required to abide by the following guidelines:

1. Making unauthorized copies of copyrighted software is prohibited. Such theft is punishable under state and federal law and can affect both the user and the university

2. No one may access network resources (e-mail accounts, personal directories, etc.) of another user without their express permission, except as described in Section II.3.
3. No one may use, edit, adapt, sample or copy another member of the community's intellectual property without their consent. Intellectual property includes any words, images, or other expressions of a person's ideas. It may include, but is not limited to written papers in electronic format; computer-based presentations; or electronic tests prepared for university courses. While use of such material with another person's permission may be acceptable, such use in academic settings should not violate university rules against plagiarism.
4. Users should avoid excessive or unnecessary printing of documents. Over-use of paper in university offices and labs represents both a waste of the university's monetary resources and a waste of natural resources. Editing of documents should, as much as possible, be done on-screen. Avoid printing a new copy for every small change made to a document.

## II. Responsibility to Self

### A. Balancing work/study time with computer use

Faculty, staff, and students are given access to computer resources for specific purposes. Personal use of the Internet and e-mail by students, faculty, and staff is allowed but should not interfere with productivity. Activities that might interfere with productivity include on-line games, chat room entertainment, Web sites pertaining to news and weather, fashion and glamour, hobbies, sports, investments, and shopping. Students, faculty, and staff should exercise good judgment regarding personal use of technology and ensure that non-work/study related activities do not interfere with the pursuit of educational/work goals and responsibilities.

### B. Use of inappropriate materials

Fresno Pacific University is a community of learners. The university seeks to provide settings in which individuals can learn as a result of the interaction between persons, ideas, and experience. Learning and interaction remain key components to the educational mission of Fresno Pacific.

The educational mission of the community and the self may be subverted when inappropriate behaviors manifest themselves. The use of electronic technology may be used as a tool for interaction with persons, ideas, and experience in both positive and negative ways. Thus one must take responsibility in determining the nature of sites accessed and messages sent. The following types of Internet sites, among others, may be problematic when accessed repeatedly:

1. Sites containing sexually explicit content
2. Sites containing depictions or descriptions of violence, or hate speech
3. Sites promoting the inappropriate use of illegal drugs, alcohol, or tobacco

4. Sites promoting gambling

Individuals should consider the purpose for which they enter sites such as these and the potential harm the information in these sites could have on them.

C. **Understanding the limits of privacy**

The university acknowledges that users have a right to expect that the privacy of their data and their use of the system will not be violated. Although the university does not monitor computer files, e-mail, and Internet use, normal maintenance of the campus network or individual computers may reveal information about the nature of an individual's computer and network usage to Information Services staff. All logins, requests for web pages, and commands executed by users are recorded in log files that are maintained by Information Services. In order to preserve the integrity of its resources against accidents, failures, improper use, or other disruption, the university reserves the right to inspect or remove any data, file, or system resources as it deems necessary. In so doing, Information Services has an obligation to preserve the confidentiality of any user data to which their legitimate responsibilities give them access. However, in cases where there is clear evidence of violation of laws, contracts or license agreements, Information Services will report this information to the provost. The same actions will be followed if Information Services, during normal maintenance procedures, discovers a pattern of repeated violation of the community standards set out in this policy. Existing policies will assist the provost in determining appropriate action in such cases.

Electronic mail is a convenient means of communication. Because of the nature of such electronic communication, it is not possible to guarantee the privacy of e-mail. Such messages are not erased from the system when deleted but are retained for a certain, designated period of time to serve as backup protection against inadvertent deletion. Furthermore, courts have ruled that Internet providers must disclose the identity and content of e-mail messages when it is determined necessary to investigate the inappropriate use of the system. Therefore, despite reasonable attempts to maintain the privacy of use on university-provided technology, data that is stored, sent, received, or accessed using university-provided technology should not be considered completely private or confidential. Highly confidential materials should be delivered or stored in another manner.

The university makes no warranty, express or implied, regarding its information resources, their continued availability, privacy, or their fitness for any particular purpose.

Use of technology resources at Fresno Pacific University is a privilege, not a right. Violation of any of the above guidelines may subject the violator to disciplinary action, rendered by the appropriate authority, according to existing university policies. Such action could include any of the following: warning, loss or restriction of technology privileges, suspension, or legal prosecution.

This document is a baseline policy applying to all users of FPU technology resources. It does not preclude additional provisions being applied where appropriate within various segments of the university. (Approved by Faculty Session, November 16, 1999.)

## APPENDIX I: Sabbatical Leave Proposal Template

### Title of Sabbatical Leave Proposal

*For the academic year:*

*20XX—20XX*

**Professor X**

*School of X*

Department of X

*Submitted to the Personnel Committee*

Fresno Pacific University

[Date Submitted]

- 
- I. Past sabbatical leave accomplishments if applicable (see Section 6.4.D for full guidelines)
  - II. Follow guidelines for application
  - III. List two colleague advisory supporters and attach two letters of support from colleagues

### SABBATICAL AGREEMENT FORM

I understand that my sabbatical will be for one term during the 20XX-20XX academic year. I further understand that in accepting this leave, I am responsible for returning to FPU for at least two years subsequent to the sabbatical and for submitting a report on the sabbatical activities. I will fulfill the purpose of my sabbatical as stated in my application.

I intend to be on sabbatical during the \_\_\_\_\_ term and have confirmed this with my departmental colleagues.

The following responsibilities will be covered in my absence:

| Course/Administrative Function | How the course/administrative function (if applicable) will be covered |
|--------------------------------|--|
|                                |  |
|                                |  |
|                                |  |
|                                |  |
|                                |  |

\_\_\_\_\_  
Faculty Signature Date

\_\_\_\_\_  
Program Chair's Signature Date

\_\_\_\_\_  
Division Chair's Signature (if applicable) Date

\_\_\_\_\_  
Dean's Signature Date