

Fresno Pacific University

FACULTY HANDBOOK

JULY 2017

The following handbook sections have been inserted or updated:

- ✓ Section 7.2.E: Salary Step Increases. Language addition for a “favorable sixth year review (1 step).” This has been given, but needed to be clarified in the handbook.
- ✓ Addition to Appendix: Scholarship in the School of Business
- ✓ Appendix D: Faculty Salary Scale. Updated the academic year.
- ✓ Section 3.3.A: Continuing Status Track Appointment. Language from this section related to an unfavorable evaluation was added to Section 4.4.2.e: Continuing Status Evaluations.
- ✓ Section 3.12.D: Administrative Separation: Financial Exigency. Term does not apply to all of the items listed after this heading. Title changed to “Administrative Separation for Financial Reasons”.
- ✓ Section 7.4: Paychecks. Updated to reflect the language on the contracts, “Paychecks are provided semimonthly: Work done from the 1st – 15th is paid on the 26th of the month, and work done from the 16th – end of the month is paid on the 10th of the following month, for a total of 24 payments per year.”
- ✓ Section 7.5.A & B: Benefits updated by Human Resources

NOTE: Chapter 2 remains under review.

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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.¹

1.6 USMB Confession of Faith

Fresno Pacific University is sponsored by the Pacific District Conference of Mennonite Brethren Churches. The school is deeply and intentionally rooted in the Anabaptist movement. As such, it is committed to Anabaptist and evangelical ideals, including: the reconciling power of God's Spirit; an emphasis on voluntary discipleship; obedience to Jesus as Lord; the global mission of the church; the church as the community of

¹ 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

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 represented in the following tenets, as expressed in the Confession of Faith of the US Conference of Mennonite Brethren Churches. A condensed version is presented below. The official Confession of the University is the *Detailed Version* of the Confession of Faith of the US Conference of Mennonite Brethren Churches which can be found at:

<http://www.usmb.org/menus/Confession-of-Faith-Detailed-Version.html>

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 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, Peacemaking and Reconciliation

We believe that God in Christ reconciles people to Himself and to one another, making peace through the cross. As peacemakers we alleviate suffering, reduce strife, promote justice, and work to end violence and war, that others may see a demonstration of Christ's love. As in other Peace Churches many of us choose not to participate in the military, but rather in alternative forms of service.

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 be able to provide input to those who make decisions that affect them. Members of the university 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 the wisdom of the community to bear on issues. 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 University Governance

Students, staff, faculty and administration are recognized as legitimate and important interest groups within the university community and are represented in a variety of ways in the organs of institutional governance. This enables them to participate in the decision-making process regarding matters which affect them as well as the university as a whole.

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 administrative officers, cabinets, councils, a university assembly, a faculty senate, school caucuses, and a variety of committees.

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.

1. Executive Cabinet

The Executive Cabinet is chaired by the President, and consists of the Provost/Senior VP and all vice presidents.

The Executive Cabinet:

- coordinates the activities of the administrative subdivisions of the university
- advises the president in the making of policy/administrative decisions
- assists the president in formulating the annual budget

The Intercollegiate Athletic Advisory Committee and University Diversity Committee report to the Cabinet.

2. President's Council

The President's Council is chaired by the President, and consists of the Provost/Senior VP, all vice presidents, deans, and executive directors, together with the chair of each of the Faculty Senate Executive, Staff Executive, and Student Executive, and others appointed by the President.

The President's Council:

- communicates and coordinates strategic and operational planning
- advises the president on non-academic policy decisions, financial priorities, and legal issues
- assists the president in master planning
- assists in the advancement, public relations, and community building functions of the president

3. University Diversity Committee

A. Definition

The University Diversity Committee consists of administrators, faculty, and staff personnel, at the executive level, and students are included as representatives at the non-executive level, whose work is directly related to diversity (i.e., diversity or diversity related job title and/or description), and those who have a desired interest in serving on the committee.

B. Role

The University Diversity Committee *convenes* internal and external institutional stakeholders responsible for and committed to advancing the work of diversity especially in the areas of 1) race and ethnicity, 2) sex, 3) abilities, and 4) expressions of faith with the purpose of *coordinating, cultivating, and facilitating* aspects of the University's energy and resources around diversity related strategic priorities through our activity in the following:

Advising. The University Diversity Committee advises the Executive Cabinet and Chief Diversity Officer in matters related to diversity including, but not limited to, student recruitment, admission, retention, and matriculation; staff, faculty, and administrative recruitment, hiring, retention, and promotion; curricular and co-curricular program and event offerings and relevant instruction.

Educating. The University Diversity Committee provides professional development and cultural celebration opportunities for students, staff, faculty, and administration on diversity through various annual events and trainings.

Advocating. The University Diversity Committee will recommend policy needs and changes to the CDO or Senior VP/Provost, and Executive Cabinet regarding diversity-related gaps in the University. The primary conduit through which such advocacy will occur will be through the Provost/Senior VP, University's Chief Diversity Officer, or that person's designee.

Modeling. As a matter of experiencing and expressing Christ's ongoing work of reconciling us to God and to one another, the UDC will practice continued self-reflection (both personal and corporate) for the purpose of growing in our own commitments to flourishing and mutuality.

C. Membership & Representation

Standing Members: The following people serve on the UDC by nature of their responsibilities at Fresno Pacific University: Chief Diversity Officer, Provost Designee or Director of Faculty Development and Diversity, Assistant Dean of Multicultural Ministries, International Programs & Services Office Director, Director of Global Education, Executive Director of Human Resources, Director of Student Disability Services, the Facilities-ADA Coordinator, and the VP for Enrollment Planning designee. As the need may arise, these persons may designate another person to stand in their place at the UDC. Standing members of the committee may change depending on job titles and descriptions.

Selected Representation: The following offices and schools may appoint a minimum of 1 representative in whatever manner they choose for three year staggered terms appointed annually in April, with service to begin August 15: Athletics, Regional Campuses, Student Life, Center for Peace & Conflict Studies, School of Business, School of Education, School of Humanities, Religion & Social Sciences, School of Natural Sciences, and FPU Biblical Seminary, Registrar's Office, Institutional Research, Marketing & Communications, Campus Safety. Reappointments are permitted.

Student Representation: Students are encouraged to lend their experience and voice to the diversity conversation and are asked to elect/select representatives to attend from the following student populations: Traditional Undergraduate, Degree Completion, Graduate, and/or Seminary. A process of selection will be coordinated and implemented in consultation with Student Exec, Dean of Student Life, Advisor of Student Exec, Executive Director of the Regional Campuses, and Academic Deans.

At-Large Representatives: A minimum of three additional spaces may be available depending on the ability and willingness of offices and schools to fill allotted spaces. These persons may be added either by recruitment or by submitting a request of interest to be considered for appointment to begin on August 15 annually, with one-year renewable terms, depending on availability of seats.

Ex Officio Members: Additionally there are several positions and areas of interest to the community for which a seat as non-voting ex office membership are established. Currently this includes the following offices/positions: President, Advancement, and Business.

D. Leadership

UDC Executive Committee: The UDC Executive Committee is comprised of members from the UDC, including administration representatives, faculty representatives, staff representatives, and directors of student services and programs. The Executive Committee will manage operational details of the UDC's work and to coordinate and prioritize its emphases.

Exec Standing Members: Some persons by nature of their role in the University will have a permanent place on the UDC Executive Committee. At present these persons include: Chief Diversity Officer (or designee), Assistant Dean of Multicultural Ministries, the Executive Director of Human Resources, Director of Faculty Development and Diversity or the Provost's designee and the VP for Enrollment Planning designee. Standing members of the Executive Committee may change depending on job titles and descriptions.

Elected Members: All other members are elected from UDC faculty representatives. These are elected to terms of two years.

Officers: The UDC will select officers for the Committee that will also function in that same role for the Executive Committee.

1. Chair: elected from the UDC executive membership for two-year term starting August 15 and ending August 14.
2. Vice-Chair: elected from the UDC executive membership for two-year term starting August 15 and ending August 14.
3. Secretary: Elected from UDC executive membership by UDC Executive for 1-year term with consecutive terms permissible starting August 15 and ending August 14.

The University Diversity Committee leadership consults regularly with the Chief Diversity Officer or Senior VP/Provost which will meet regularly at mutually agreed times.

E. Meetings

The University Diversity Committee meets monthly or when otherwise convened by the chair. The agenda is developed by the chair and vice-chair with input from all participants.

- B. The Provost reports to the president, is the chief academic officer of the university and the leader of the faculty, and may in extraordinary circumstances convene the Faculty Senate as he or she finds necessary or appropriate. 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 is chaired by the Provost/Senior VP and consists of the academic deans, Dean of Student Life, Director of the Library, Campus Pastor, Vice President of Enrollment Management & Student Services, and a member of the Faculty Senate Executive.

The Academic Cabinet:

- approves all academic programs and program reviews
- facilitates communication and coordination among the administrators of the educational units of the university
- advises the Provost/Senior VP on administrative decisions
- assists the Provost/Senior VP in preparing the annual educational budget
- advises the president, through the Provost/Senior VP, on matters of institutional interest to the educational programs of the university
- coordinates academic master-planning, development, and implementation
- reviews, provides feedback, and approves significant program or policy changes before they are recommended by the academic committees to the Faculty Senate
- advises the Provost/Senior VP on recommendations to the Administration from the Faculty Senate

The University Assessment Committee and College Hour Committee are subcommittees of the Academic Cabinet.

a. University Assessment Committee

The University Assessment Committee is chaired by an administrator assigned to assessment by the Provost/Senior VP, and consists of two faculty representatives from each school elected for single three year terms by the faculty of the school, two co-curricular representatives to serve three year terms, up to three others whose responsibilities include assessment identified by the Provost/Senior VP, a member of the institutional research staff, and others identified by the Provost/Senior VP.

The University Assessment Committee:

- recommends university policy for academic, departmental, and co-curricular assessment
- reviews assessment programs and activities and recommends policies and procedures
- represents faculty and departmental concerns regarding student learning and achievement of learning outcomes, assessment activities, and programs
- reviews annual results of university assessment activities and reports to the Academic Cabinet
- participates in the preparation of accreditation reports and activities

b. College Hour Committee

The College Hour Committee is chaired by the University Pastor, and consists of two faculty, two students, and a Student Life representative.

The College Hour Committee:

- advises and assists the University Pastor in planning College Hour programs
 - evaluates College Hour programs and recommends revisions to policies and programs to the Academic Cabinet and Faculty Senate as appropriate
- C. The Vice President for Finance and Business Affairs reports to the Provost/Senior VP and is responsible for developing the annual budget, managing the university's finances and authorizing expenditures. She/he supervises the Business Office, Facilities Management, Pacific Bookshop, Human Resources and Food Services.
- D. The Seminary President reports to the President and is the leader of the Seminary faculty. She/he leads in developing and implementing the educational programs and policies of the Seminary.
- E. The Vice President for Advancement reports to the President and supervises University and Seminary Advancement Services, Capital Campaigns and Major Gifts, Annual Giving/Donor Relations, Alumni Relations, Church Relations, and Foundation Relations.
- F. The Vice President for Marketing and University Relations reports to the Provost/Senior VP and supervises Public Relations/Communications, Information/Events, Corporate Relations, and marketing services.
- G. The Vice President for Enrollment Management and Student Services reports to the Provost/Senior VP and supervises student recruitment, financial aid, mentoring and retention, the regional campuses, and continuing education.
1. **Enrollment Cabinet**
- The Enrollment Cabinet is chaired by the Vice President of Enrollment Management and Student Services, and consists of the Directors of Admissions, Executive Director of the Regional Campuses, Director of International Students, Director of Mentoring and Retention, Director of Student Services, a financial aid representative, an institutional management representative, a marketing representative, and a member of the Faculty Senate Executive.
- The Enrollment Cabinet informs, advises on, implements, assesses, monitors and evaluates university enrollment/marketing goals, and develops achievable enrollment and student services strategies consistent with the university strategic plan.
- H. The deans of the schools and the Dean of Student Life report to the Provost/Senior VP and oversee the operation and organization, as well as lead in the development of, their respective schools or program area. They are assisted by associate/assistant deans, division chairs, program directors, etc. as appropriate.
- I. Director of the Library and the Associate Provost for Records and Research report to the Provost/Senior VP and determine the organization of their units for optimal performance.

2.5 University Assembly

A. Definition

The University Assembly consists of all administrators, faculty, staff and the Student Executive.

B. Role

The University Assembly is where the Administration shares information, gathers input, or discusses issues relating to or affecting the university.

C. Leadership

The University Assembly is chaired by the President, with the Provost/Senior VP serving as vice-chair.

D. Meetings

The University Assembly meets when convened by the President and/or Provost/Senior VP. The agenda is developed by the Executive Cabinet or the Academic Cabinet as appropriate.

2.6 Faculty Senate

A. Definition

The Faculty Senate consists of all appointed Continuing Status and Limited Term faculty with no other primary assignment and all professional librarians who hold faculty status. Members with six or more instructional in-load units in their annual assignments and professional librarians are voting members. Those with less than six instructional in-load units are non-voting members.

B. Role

As the chief deliberative body of the faculty, the Faculty Senate initiates proposed actions, communicates interests and concerns, considers matters submitted or recommended to it (by administrators, schools, committees, councils, cabinets, or its own membership), provides input, evaluates, approves matters within its purview (e.g., selection of its leadership, internal policies and procedures, creation of committees and task forces, etc.), and makes recommendations to the Administration or other responsible body (e.g., search committees, etc.) in relation to:

- policies, practices, and initiatives relating to the academic mission and programs of the university (e.g., curriculum, international/ co-curricular programs, regional campuses, academic calendar, assessment, etc.);
- admission, retention, and academic standards, and requirements for degrees, certificates, etc.;
- policies relating to faculty employment (e.g., academic freedom, status of faculty, sabbatical leaves, leaves of absence, evaluation, retention, development, etc.);
- practices relating to faculty employment (e.g., continuing status, promotion, leaves, retention,

- emeritus status) through Senate representatives on the Personnel Committee;
- candidates for appointment to the faculty, or as Provost/Senior VP, vice presidents, deans, and executive directors (e.g., Registrar, Librarian, Athletic Director, University Pastor, etc.) through individual responses by Senate members to the search committees after presentations by candidates;
- major changes in the university's mission statement, master plans, academic organizational structure, student life programs and policies, fiscal priorities, and public representation of the university;
- testing ideas and gathering input on the part of the Administration;
- any matter of interest or concern related to the educational mission of the university.

C. Leadership

The Faculty Senate is chaired by an elected Chair who, along with an elected Vice Chair, elected Secretary, and two elected Representatives-at-Large, make up the Senate Executive

Committee Members are elected for staggered two-year terms by the Faculty Senate at large.

The Executive Committee provides leadership to the Senate, and serves as a channel of communication between the Senate and the Administration. It meets regularly on a mutually agreed upon schedule with the Provost/Senior VP to consult on university issues, and to coordinate academic and university agenda for Senate consideration. It ensures that the Senate is appropriately represented on university cabinets, councils, committees, and initiatives, and that those positions on committees relating to the Senate are filled by the schools of the university.

The Executive Committee also represents the Senate on the following:

- Board of Trustees (Chair of the Senate; Vice Chair as an alternate)
- President's Council (Chair of the Senate, Vice Chair as an alternate)
- Academic Cabinet (Executive Committee member, with another as an alternate)
- Enrollment Cabinet (Executive Committee member, with another as an alternate)

D. Meetings

The Faculty Senate meets monthly or when otherwise convened by its Executive Committee, or in extraordinary circumstances by the Provost/Senior VP. The agenda is developed by the Committee with regular input from the Provost/Senior VP, and from faculty, other administrators, staff, and students as appropriate.

Meetings of the Faculty Senate are a forum where the faculty deliberates on issues, initiatives, proposals and other matters relating to the educational mission of the university. University leaders (e.g., administrators, staff executive, student executive, etc.) are invited by the Executive Committee as appropriate when topics in their area of responsibility are considered. They and committees periodically discuss, or advocate on behalf of, initiatives or proposals for implementing the university's

educational mission in interaction with the faculty. Deliberation and decision-making may also take place in executive session.

E. Relationship to the Administration

A relationship of mutual respect, reciprocity, transparency, and trust between the faculty and Administration is of vital importance to the successful functioning of the university. Genuine interest by the Administration in learning what the faculty thinks, listening to it when it speaks, and gaining its support for initiatives and proposals is an important ingredient of such a relationship. So is the Faculty Senate raising, discussing, and communicating issues of interest and concern to the faculty, and responsibly expressing its judgment on matters referred to it by the Administration for consideration and recommendation. Recognizing that many of its recommendations are forwarded to the Administration for implementation, those that do not engender broad support within the Senate may need additional consideration. If the Administration decides to implement a course of action different from that recommended by the Senate, it will whenever possible discuss this with the Senate or its Executive Committee before proceeding.

2.7 School Caucuses

A. Definition

The School Caucuses consist of the following in each school: those with administrative assignments, all appointed faculty, limited term faculty whose assignment is at least 12 units of credit-bearing instruction, adjunct faculty as appropriate, and one professional librarian with faculty status.

B. Role

As the chief deliberative body of the schools, the School Caucuses initiate action, communicate interests and concerns, consider matters submitted or recommended to them (by academic programs, university committees, etc.), review and provide input, evaluate, approve matters within their purview (e.g., organization, policies and procedures, creation of committees and task forces, etc.), and make recommendations to the school deans or other responsible body (e.g., university academic committee, etc.) in relation to:

- policies, practices, and initiatives relating to the academic mission and programs of the schools (e.g., mission statements, desired student outcomes, strategic plans, academic and degree programs, organizational structure, etc.);
- academic programs (re: program reviews, degree requirements, new programs, discipline-specific accreditations, etc.);
- school budget priorities, university student life programs/policies/services, school-specific admission policies/ practices, appointment of school deans, etc.;
- testing ideas and gathering input on the part of a school's leadership or a university committee;
- any matter of interest or concern related to the educational mission or programs of the

schools or the university.

C. Leadership

School Caucuses are chaired by the deans who, along with other school leaders (e.g., associate/assistant deans, division chairs, program directors, etc.) provide leadership to the schools.

Deans serve as a channel of communication between the School Caucuses and other administrators, act upon decisions and recommendations of the Caucuses, and ensure that school positions on university governance bodies are filled with appropriate representatives.

Deans also represent the School Caucuses on the Academic Cabinet and Personnel Committee.

D. Meetings

School Caucuses meet monthly or when otherwise convened by the School Dean. The agenda is developed by the School's leadership with input from faculty and the university administration as appropriate.

Meetings of the School Caucuses are a forum where the faculty deliberates on issues, initiatives, proposals and other matters relating to the educational mission of the school or university. School leaders (e.g., deans, program directors, etc.) periodically discuss, or advocate on behalf of, initiatives or proposals for implementing that mission in interaction with the faculty.

2.8 Academic Committees

A. Definition

The Academic Committees consist of the following:

- Undergraduate Academic Committee (UAC)
 - Undergraduate General Education Committee is a subcommittee
 - University Scholars Program Committee is a subcommittee
- Graduate Academic Committee (GAC)
 - IMAP Committee is a subcommittee
- Degree Completion Academic Committee (DCAC)
 - Program Directors Committee is a subcommittee
- Continuing Education Academic Committee (CEAC)

The voting members of the committees are up to two faculty members selected by each school from within the Faculty Senate. Elected committee members are elected for four years and terms are staggered. Each school's representative(s) collectively have a single vote in the committees and subcommittees as applicable.

The non-voting members of the committees are the chair and selected administrators and staff.

B. Role

Academic committees consider proposed changes of major significance in, or the addition or deletion of, academic or degree programs and requirements submitted by their subcommittees or the School Caucuses, and make recommendations based on their evaluation and approval of them to the Faculty Senate. They solicit feedback from other school caucuses before doing so if proposals from one school may affect others.

Academic committees also consider proposed changes of major significance in academic or graduation policies submitted by the Registrar or other administrative personnel, and make recommendations based on their evaluation and approval of them to the Faculty Senate.

C. Leadership

Academic committees are chaired by a school dean selected by the Provost/Senior VP.

D. Meetings

Academic committees meet on a regular schedule as determined by their participants, or when otherwise convened by the chair.

E. Recommendations to the Faculty Senate

Academic committees initially submit recommendations to the Academic Cabinet for review, feedback, and approval.

If approved, committees submit recommendations regarding any changes of major significance or direction in academic policies/practices to the Senate Executive Committee to be placed on the Senate agenda. (Questions of “major significance” are clarified, if necessary, in consultation with the Executive Committee.) The chairs of the academic committees present the recommendations to the Senate, and interact with the faculty about them.

2.9 Faculty Personnel Committee

A. Definition

The Faculty Personnel Committee consists of the Provost/Senior VP, the dean of each school, and one faculty person selected by each school from the Faculty Senate to serve staggered two-year terms.

B. Role

The Faculty Personnel Committee develops and considers proposed changes in faculty personnel policies, salary scales and adjustment policies, etc., and makes recommendations regarding them to the Faculty Senate.

The Faculty Personnel Committee also considers and recommends faculty salary step increases,

sabbaticals and study leaves to the Provost/Senior VP, advises the Provost/Senior VP on faculty personnel matters, serves as the faculty grievance committee, and hears appeals in cases of dismissal for cause.

C. **Leadership**

The Faculty Personnel Committee is chaired by the Provost/Senior VP.

D. **Meetings**

The Personnel Committee meets on a regular schedule by its participants, or by request to the chair of its Faculty Senate participants or the Executive Cabinet.

E. **Recommendations to the Faculty Senate**

The Faculty Personnel Committee submits recommendations regarding any changes of major significance or direction in personnel policies/practices to the Senate Executive Committee to be placed on the Senate agenda. (Questions of “major significance” are clarified, if necessary, in consultation with the Executive Committee.) The Provost/Senior VP presents the recommendations to the Senate, and interacts with the faculty about them.

2.10 Budget and Finance Advisory Committee

A. **Definition**

The Budget and Finance Advisory Committee consists of the Vice President for Finance and Business Affairs, one faculty person selected by each school from the Faculty Senate to serve staggered three-year terms, one regional campus representative selected by the Vice President for Enrollment Management and Student Services, one administrator selected by the Executive Cabinet, and two staff persons selected by the Staff Caucus to serve staggered two-year terms.

B. **Role**

The Advisory Committee advises the Vice President on budgetary and financial issues and priorities, options for balancing budgets, and comparative institutional data.

The Advisory Committee also analyzes and prepares recommendations to the Vice President, Faculty Senate, and Academic Cabinet based on comparative institutional data.

C. **Leadership**

The Advisory Committee is co-chaired by the Vice President for Finance and Business Affairs and one of its faculty members (selected by the Senate Executive Committee).

D. Meetings

The Advisory Committee meets on a regular schedule as determined by its participants, or when otherwise convened by one or both co-chairs.

E. Recommendations from the Faculty Senate

The Advisory Committee gives the Faculty Senate opportunities to review, advise on, and make recommendations to the Administration regarding budgetary and financial issues and priorities, or the conclusions derived from its data analysis. Either or both of the chairs interact with the faculty about such matters.

2.11 Student Life Committee

A. Definition

The Student Life Committee consists of the Dean of Student Life, Student Body President, one faculty person selected by each school from the Faculty Senate to serve staggered two-year terms, and selected administrators and staff as appropriate.

The Residence Life Committee is a subcommittee.

B. Role

The Student Life Committee advises the Dean of Student Life, reviews and recommends changes in policies and procedures as necessary, and serves as a channel of communication with students regarding student life issues.

C. Leadership

The Student Life Committee is chaired by the Dean of Student Life.

D. Meetings

The Student Life Committee meets on a regular schedule as determined by its participants, when otherwise convened by the chair, or by request to the chair of its Faculty Senate participants.

E. Recommendations to the Faculty Senate

The Student Committee submits recommendations regarding any changes of major significance or direction in student life policies/practices to the Senate Executive Committee to be placed on the Senate agenda. (Questions of “major significance” are clarified, if necessary, in consultation with the Executive Committee.) The Dean of Student Life presents the recommendations to the Senate, and interacts with the faculty about them.

2.12 Rank and Continuing Status Committee

A. Definition

The Rank and Continuing Status Committee (RCSC) consists of one faculty member elected from each school to serve a staggered two year term, three faculty members elected at large by the senate to serve staggered two year terms, and the Provost/Senior VP who serves as an *ex officio* non-voting member. All faculty members of RCSC must possess continuing status.

B. Role

The Rank and Continuing Status Committee conducts faculty promotion in professorial rank and continuing status evaluations according to the standards and procedures outlined in this Handbook, and makes faculty professional status recommendations on these evaluations to the respective dean and the Provost/Senior VP. Each evaluation report and recommendation is reviewed by the faculty member evaluated and the president.

C. Leadership

The RCSC annually elects its chair from among its members. The Provost/Senior VP's Office provides coordination for meetings, documents, portfolios, and reviews reports to ensure consistency and completeness of reports and processes.

D. Meetings

The RSCS meets regularly (weekly, biweekly or as needed) throughout the year to conduct evaluations according to the schedule, procedures, and evaluation criteria outlined in this Handbook (see relevant sections in Chapter 3 and Chapter 4). Special meetings may be called by the chair or the Provost/Senior VP.

E. Recommendations to the Faculty Senate

The deliberations, evaluations, and recommendations of the Rank and Continuing Status Committee are confidential and shared only with the faculty member evaluated, the appropriate dean, the Provost/Senior VP, and the president. RCSC recommendations for changes in evaluation criteria and RCSC procedures would be made to the Personnel Committee and Senate Executive Committee to be placed on the Senate agenda as appropriate. The Provost/Senior VP presents the recommendations to the Senate and interacts with the faculty about them.

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 professor with lively intellect whose scholarship and professional development leads to increasing knowledge and understanding of his/her discipline, who seeks teaching styles and approaches that best meet the needs of students and reflects the best practices of 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; and full time administrators who meet the requirements for appointment as a faculty member and whose workload is more than 75% administrative.

A. Positions which have Faculty Status

1. Teaching Faculty

The teaching faculty of Fresno Pacific University is comprised of all whose principal assignment is 50% or more credit-bearing instruction. All faculty members will be appointed to a school, where their discipline and department are located and their teaching primarily occurs.

Teaching faculty are hired for their disciplinary knowledge, teaching experience, scholarly record, and potential to serve the university and community. (see Section 3.3 – Faculty Appointments).

2. Clinical Faculty

The clinical faculty of Fresno Pacific University is comprised of all who have specialized training and experience in a professional field. Clinical faculty are hired for their professional knowledge and experience, teaching experience, professional record, and potential to serve the university and community. Clinical faculty may be appointed in all disciplines and in all academic departments of the university depending upon the assignment. Clinical faculty positions are not designated as Continuing Status track. The following are examples of typical clinical faculty responsibilities/assignments:

- a. Practical instruction of professional students,
- b. Field supervision in professional programs,
- c. University-district-school site liaison (e.g. Professional Development Schools), or
- d. Administrative responsibilities that require significant professional knowledge or expertise.

3. Faculty with Special Assignment

Teaching faculty members may be given special arrangements such as grant preparation, implementation, or management; scholarly projects; administrative responsibilities; or other special assignments. During the terms of these special arrangements, the faculty member may teach less than 50% but will be considered a member of the teaching faculty.

B. Teaching Positions without Faculty Status

1. Teaching Staff

Adjunct instructors, graduate assistants, and administrators who teach but do not hold appointments as teaching faculty members will be considered as teaching staff members.

Teaching staff are hired and evaluated under the direction of the dean of the school where they will teach.

C. Positions which may also be Faculty

1. 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.

2. Coaches

Athletics is considered part of the educational experience of Fresno Pacific University. Students receive training and often receive a grade for their sport or specialized courses that support their participation in the sport. Coaches are hired to coach, manage and recruit teams following the goals and vision of the university for the Athletics Program, and under NCAA rules and guidelines. Coaches are expected to guide their athletes behaviorally, spiritually and to encourage academic success. Coaches are not considered a part of the faculty. In some cases coaches who qualify may be given teaching assignments with the approval and invitation of the academic department similar to administrators who also teach either as part of their normal workload or as adjunct instructors. The university offers coaches contracts under the direction of the Director of Athletics and President.

3. Administrators with Faculty Status

Academic administrators such as the president, Provost/Senior VP, 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 members retain their faculty status in their discipline. Academic administrators with teaching faculty status may hold professorial rank.

3.3 Faculty Appointments

There are two categories of appointments: continuing status track/continuing status and limited term. Continuing status track faculty members are either probationary until continuing status is achieved or have achieved continuing status. Limited term faculty members may be full time or part time faculty members, full or part time administrators, full or part time clinical faculty members, or adjuncts.

A. Continuing Status Track Appointment

A faculty member appointed on a continuing status track is appointed to a position for which a long term need has been demonstrated for the foreseeable future. Continuing Status Track faculty members are appointed by the Provost/Senior VP with approval of the president with the expectation (but not guarantee) that they will ultimately earn continuing status.

Contracts of continuing status track faculty members are probationary contracts until continuing status is attained (see section 4.4.2.e). Should a faculty member not be granted continuing status, the seventh year will be the terminal year as a faculty member at Fresno Pacific University. However, upon the mutual assent of a probationary faculty member and the appropriate school dean as

recommended and approved by the Provost/Senior VP, President, and Board of Trustees, the continuing status evaluation may be delayed for up to two academic years for reasons such as the anticipated completion of the terminal degree or development of an adequate record of scholarly inquiry, presentation, and publication within this time frame. The Rank and Continuing Status Committee may also recommend a delay in granting continuing status as a result of its evaluation. In such a case the granting of continuing status or termination status will become effective with the eighth or ninth year contract, as appropriate. Denial of continuing status does not preclude the university from issuing a future contract to the faculty member as a limited term faculty appointment.

B. Continuing Status Appointment

Continuing status is granted to continuing status track faculty in recognition of their achievements and contributions in teaching and advising, scholarship and professional development, and university and community service, as well as dedication to the *FPU Idea* and mission of the university (see Chapter 4, Section 8 – Faculty Evaluation Process). Continuing Status is normally granted upon receipt of all of the following: 1) favorable third-year review; 2) a positive continuing status evaluation, normally in the sixth year; and 3) an affirmative recommendation by the president to the Board of Trustees which makes the final decision. If granted following this usual time frame, continuing status takes effect with the seventh-year contract.

The third year evaluation is conducted by a faculty evaluation committee (see Chapter 4 Section 4.B.1) and the continuing status evaluation is conducted by the Rank and Continuing Status Committee (see Chapter 4, Section 4.B.2) which makes its recommendations to the dean, Provost/Senior VP and president in a report detailing evidence in support of each recommendation. The Provost/Senior VP may make a separate recommendation to the president. The decision to grant continuing status is made by the Board of Trustees after receiving the president's recommendation.

The granting of continuing status signifies that the university 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 as set forth in Section 3.11 – Separation. Faculty with continuing status receive annual contracts and are reviewed according to evaluation policies.

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 Appointment

A limited term faculty member may be appointed to teach full time (e.g., ongoing position, visiting appointment, clinical faculty, sabbatical replacement) or in a field-based clinical position (e.g., teacher education, social work education). Professors holding limited term appointments, faculty members hired as administrators, and clinical faculty members (part time or full time) are not eligible for continuing status.

A limited term faculty member may apply for a continuing status track position as part of a competitive search when positions are open. See Section 3.5 for search and appointment procedures. If a limited term faculty member is appointed to a continuing status track faculty position, an accumulated teaching record of up to three years (a year requires a minimum of 21 teaching units) may be applied as teaching experience toward continuing status evaluation in the sixth year.

D. Adjunct Faculty

Adjunct faculty assignments are per course and used to augment the 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 program chair/director. 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 employment benefits except as mandated by law.

E. Administrators with Teaching Appointments

Administrators (e.g., deans, Provost/Senior VP, president, librarians, directors of campuses) with teaching faculty status serve at the pleasure of their senior supervising administrator, or the Board of Trustees in the case of the president. If, in the interests of the university, an individual will not continue in the administrative appointment, the teaching contract financial terms will be honored through the remainder of the academic year. Administrators who enter their positions with continuing status will have the opportunity to return to continuing status in their previous faculty role unless terminated pursuant to Chapter 3, Section 11 – Separation.

3.4 Faculty Professorial Rank

A. Preamble

Professorial ranks at Fresno Pacific University are designed to encourage and reward continuing excellence in faculty professional development and contributions within the context of the University's distinctive Christian character reflected in the Fresno Pacific Idea and the Mennonite higher education tradition. As such, professorial rank is intended to assist FPU in attracting and retaining highly qualified faculty members who pursue distinguished professional careers, share the collegial and egalitarian values of the FPU community, and are committed to the integration of learning, faith, and action. Consequently, professorial rank recognizes the achievements and contributions of faculty members as teachers and scholars, student mentors and role models, and university and community servant leaders.

In evaluating faculty professional advancement, FPU notes particularly works such as Ernest Boyer's *Scholarship Reconsidered* (1991) and Charles Glassick et al, *Scholarship Assessed* (1995) that offer definitions of scholarship applicable to faculty inquiry and analysis across all liberal arts and professional fields. Boyer identified four forms of scholarship: 1) *Discovery* or original research such as illustrated in the sciences and humanities; 2) *Application* such as illustrated in artistic and professional fields where theory is

linked to practice, performance, and creation of new works; 3) *Integration* such as illustrated in interdisciplinary inquiry and synthesis; and 4) the practice of *Teaching* applied, developed and tested through scholarly measures.

In addition to Boyer's four forms of scholarship, FPU recognizes a scholarship of *Leadership* regarding the multiple roles faculty members play in governance and administration of the academy. In keeping with norms whose presence identify faculty work as scholarship, e.g., thesis or hypothesis, documentation of evidence, rigorous analysis, innovative significance, replicable presentation/dissemination, and capable of peer review, faculty members are expected to contribute to the vitality of intellectual dialogue and creative activity within the university community and beyond.

In applying the University criteria for each professorial rank which follows, it is appropriate for each school to develop specific examples of how the criteria might best be applied to reflect professional advancement in fulfilling the school's mission, goals, and methods. Such elaboration of the University-wide rank criteria must be approved by the Personnel Committee, subject to review of the Faculty Senate.

B. Criteria for Professorial Rank

Continuing status track faculty and limited term appointment (LTA) faculty with at least a .5 full time equivalent teaching load will hold professorial rank. Professorial rank will be conferred at the time of initial hiring and eligibility for promotion in rank will occur according to the following criteria for each rank. Time in rank requirements for promotion eligibility for limited term appointment faculty will be set according to their full time equivalent teaching load (number of years in rank divided by the pro-rated contract, e.g. .5 or .75). When a faculty member establishes eligibility for promotion consideration, the faculty member remains eligible whether or not promotion is granted in a particular year.

Instructor (usual rank at hiring for those lacking the terminal degree)

- Possession of the master's degree in the field(s) where the candidate's teaching will occur.
- Demonstrated promise of teaching effectiveness, commitment to students, and future professional development, including scholarship.
- Willingness to support the mission and advance the educational goals and values of Fresno Pacific University.

Assistant Professor (usual hiring rank for candidates who have not been tenured elsewhere and who possess the terminal degree)

- Minimum of five years as an FPU instructor, if lacking the terminal degree.
- Possession of the terminal degree in the field of the candidate's primary teaching responsibilities, or a record of distinguished teaching, scholarly and/or artistic achievement, or relevant professional experience where the terminal degree may be less essential to professional competence and peer acclaim.

- Demonstrated teaching effectiveness and promise for future professional development, including a commitment to student well-being and a capacity for scholarship.
- Recognition of the importance of institutional and external community service.
- Willingness to support and advance the mission and educational goals and values of Fresno Pacific University.

Associate Professor

- Possession of the terminal degree, or possession of associate professor rank upon hiring at FPU, or ten years of service at FPU as an assistant professor lacking the terminal degree.
- Eligible upon hiring at FPU if tenured elsewhere, or at or after award of continuing status at FPU. Minimum of five years as assistant professor at FPU with terminal degree.
- Record of excellence in teaching and academic advising.
- Record of scholarly productivity and continuing professional development appropriate to field(s) of expertise and FPU professional assignments.
- Demonstrated leadership and collegiality in home department and school affairs.
- Active participation in institutional and external community service.
- Willingness to support and advance the mission and educational goals and values of Fresno Pacific University.

Full Professor

- Possession of the terminal degree, or possession of full professor rank at the time of hiring at FPU.
- Minimum of ten years as an associate professor; up to five years of service at the associate professor rank at other institutions may be recognized when hired at FPU.
- Record of sustained excellence as a teacher and academic advisor.
- Sustained record of scholarly productivity and continuing professional development.
- Outstanding record of leadership in institutional affairs that embodies FPU intellectual and community values.
- Promise of continuing involvement in institutional and external community service.
- Willingness to support and advance the mission and educational goals and values of Fresno Pacific University.

NOTE: Clinical faculty without a terminal degree are eligible for the ranks of Instructor and Assistant Professor. Clinical faculty without a terminal degree may be considered for the rank of Associate or Full Professor if they have an extraordinary/exemplary/exceptional achievement in their professional field. See section 4.3.B.2 for clinical faculty evaluation standards.

3.5 Faculty Recruitment

Recruitment of a faculty member occurs when a vacancy is announced or a new position is created, as provided below. Replacing a retired or resigned faculty member who has retired or resigned 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, or refilling of existing positions, are approved through the normal academic approval and budgeting process, including approval of the budget by the Board of Trustees. Continuing status positions may, when vacant, be changed to limited term, upon recommendation by the Provost/Senior VP and president with consideration of the overall effect on academic programs and the general needs of the university. The Board of Trustees establishes the number of continuing status positions, and this number may only be changed by the Board of Trustees.

The search for both continuing status track and limited term faculty appointments follow the same process. The dean and the Provost/Senior VP will identify a search committee (normally consisting of at least two faculty in the home department, at least one faculty member from another department, and, as an option, one student), which will receive applications and evaluate candidates, and make a recommendation of at least two candidates who will be selected to visit campus, interview with appropriate faculty, students and administrators, and make a presentation before the faculty and administration. Following the presentation and questions, faculty members and administrators will individually advise the search committee of their recommendations using written assessment forms. Special efforts will be made to recruit candidates from Mennonite Brethren, terminally degreed, underrepresented populations, and for gender equity.

The appropriate school dean oversees the creation of the search announcement and the search process to hire new faculty members in his/her school. Finalist candidates for faculty positions will be interviewed whenever possible by the Provost/Senior VP and president. The president makes the final decisions on all continuing status track and limited term faculty appointments. If the administration decides to implement a course of action different from that recommended by the evaluation committee, it will, whenever possible, discuss this with the committee before proceeding.

The search committee's recommendations to the dean for campus visits will be based on the qualities set forth in the posted announcement and those listed below.

- A. Conducting Faculty/Administrative Searches, Basic Search Outline: for all faculty and academic administrative positions, searches will be conducted in the following manner, with some exceptions as stated below, or, in the case of Board conducted searches such as the President.
1. A position announcement will be developed by the faculty of the department for which the search is to be conducted, and approved by the department or division, Dean of the school in which the position is lodged, and the Provost/Senior VP.
 2. When the position is approved for hiring through the appropriate administrative and budgetary processes, the position announcement will be posted on the FPU website, other websites (e.g.

CCCU) and advertised by the Provost/Senior VP and/or Dean's office as appropriate to the position, in print and electronic form. Departmental faculty and search committees will be asked for recommendations for advertising and posting.

3. All faculty and administrators are invited to use personal and professional networks to solicit applicants for open positions, or to recommend names of potential applicants to the search committee to contact.
4. A national, open search will be conducted unless a more limited search is authorized below.
5. Positions will be listed and advertised as continuing status track (CST), or non-continuing status track, and if there is a specific term of appointment, that time period will be indicated. (Note: use of "non-continuing status" language is for the job announcement only because "Limited Term Appointment" (LTA) as used in this handbook is not a standard term in higher education.)
6. For faculty searches, a search committee with a minimum of three members will be formed by the Dean of the school with a minimum of one departmental faculty member and one faculty member from outside the school. In addition each committee will include gender, racial/ethnic, linguistic (where needed), and Christian denominational diversity. Staff and administrators may be invited by the Dean of the school to serve on the committee in cases where diversity of membership is needed. Normally the chair of the department or division or Dean of the school will chair the search committee.
7. For administrative searches, the Provost/Senior VP or other Cabinet member will form the committee with a minimum of three members to include a senior administrator, at least one faculty member, and a peer-position administrator(s) who works closely with the position. Where other representation is needed, staff, community, professional, student, or church representatives will be selected as members of the committee.
8. Requirements for the position will be listed on the announcement and used for weighing, testing and recommending applicants for each position:
 - a. The department recommends the standards for the position, which must be approved by the Dean and Provost/Senior VP, or other Cabinet member.
 - b. Committees will review and recommend candidates on the basis of requirements listed on the position announcement.
 - c. University priorities in hiring supersede departmental priorities (e.g. diversity priority, requirement of terminal degree, etc.). Attempts will be made in the formulating and prioritizing of requirements and preferences for hiring to harmonize these for statements on the position announcement. If questions arise regarding priorities, candidate qualifications, etc., the committee will seek counsel from the Dean of the school, and as necessary, from the Provost/Senior VP of the University. Search committees will balance needs and priorities and may be asked to justify those decisions in the hiring process by the faculty/administration as a whole, by the Dean, Provost/Senior VP or President. If the Administration decides to

implement a course of action different from that recommended by the search committee, it will, whenever possible, discuss this with the committee before proceeding.

9. The search committee will recommend a minimum of 2 candidates be brought to campus for further interviews and public presentations, except as outlined below:
 - a. If fewer than 2 candidates are to be presented to the campus: search committee and Dean must recommend a single candidate to the Provost/Senior VP; faculty leadership will be consulted (Senate Executive, or as available over summer and breaks); Provost/Senior VP and President must approve.
 - b. There are several cases in which only one candidate may be considered to be brought forward for on campus interviews and presentations: there is only one qualified candidate, one candidate is so unique or so well qualified that other candidates are considered non-competitive, the position is such that few candidates are qualified, and a candidate has to be selected singularly.

B. Continuing Status Faculty Search

1. All continuing status faculty searches will be conducted according to the manner outlined in section 3.5.A, Basic Search Outline.
2. Full-time and half-time or greater positions will be conducted in the same way; there is no distinction in search process between full and half-time positions.
 - a. In the rare cases where a less than half-time position is to be posted, a procedure will be negotiated that flows from the pattern and intent of the procedures outlined here.

C. Limited Term Faculty Search and Appointment

1. Full-time and half-time or greater positions will be conducted in the same manner; there is no distinction in search process between full and half-time or greater positions.
 - a. In the rare cases where a less than half-time position is to be posted, a procedure will be negotiated that flows from the pattern and intent of the procedures outlined here.
2. Guidelines according to term lengths:
 - a. Searches for all positions that are ongoing Limited Term, but not Continuing Status Track will be conducted according to the manner outlined in section 3.5.A, Basic Search Outline.
 - b. Searches for positions that are medium term, 3-10 years (e.g. term length 3-5 years, or 5 years, or 5-7 years, etc. depending on the position) will be conducted according to the manner outlined in section 3.5.A, Basic Search Outline.
 - i. In some cases a regional search may be conducted where it is determined that there are qualified candidates in the region, or where regional affiliation is

particularly important for a position. A decision to conduct a regional search will be made on a case by case basis, as recommended by the Dean and approved by the Provost/Senior VP.

- c. Positions that are short term, 1-2 years (e.g. sabbatical replacements, short term needs):
 - i. Posting and advertising as well as a search committee formed according to the basic search outlined above.
 - ii. With approval of the Dean and Provost/Senior VP, a shortened search may be conducted—e.g. one to two months—where there is deemed to be sufficient qualified candidates from which to select to fill the position.
 - iii. With approval of the Dean and Provost/Senior VP, a regional search may be conducted if sufficient qualified candidates are determined to be available.
 - iv. Where specific short-term needs are evident, the search committee may be encouraged to initiate discussions regarding the position with uniquely qualified candidates.
 - v. One candidate may be presented to the Dean and Provost/Senior VP.
 - vi. Candidates must be approved by the Dean of the School and Provost/Senior VP.
 - vii. For short term, 1-2 year appointments, there will not be a public presentation.
 - viii. 1-2 year positions may be renewed once in cases where a longer term search has not been successful and/or where a short term need still exists.
- d. Positions that are for one semester to one year may be appointed following a limited search as approved by the Dean and Provost/Senior VP (e.g. a search has not been successful, cannot be completed before the beginning of the semester, or a need arises to cover classes that cannot be covered by adjuncts):
 - i. One semester to one year appointments may be renewed once in cases where a longer term search has not been successful and where need still exist

3. Special Provision for Limited Term Appointments

- a. LTA appointment holders are eligible to apply for Continuing Status Track appointments if they meet the qualifications of the newly opened position. They will be among the pool of candidates considered.
- b. LTA appointment holders are eligible to apply for other LTA positions, if they meet the qualifications for the newly opened position. They will be among the pool of candidates considered.

- c. LTA positions may be eligible to be converted to Continuing Status Track, and the person in that position be moved to Continuing Status Track as follows:
 - i. A need is established by the department and school for an ongoing, CST position and this CST position is approved through normal processing, including Board approval.
 - ii. The candidate was hired, if needed, according to the basic search process outlined in section 3.5.A.
 - iii. The candidate has received excellent evaluations/reviews, and the accomplishments of the faculty member are such that the school and the university desires to retain them in a Continuing Status Track position.
 - iv. The department and Dean recommend the candidate.
 - v. The Provost/Senior VP and President approve.
 - vi. Upon the position being changed to CST, the candidate must undergo a regular CS review and receive a positive evaluation to personally receive continuing status.
 - vii. If a candidate does not meet the above, she or he may become a candidate for a CST position in a search according to the procedures for a CST search as stated in section 3.5.B.

D. Academic Administrative Positions (e.g. Deans, Associate Deans, Librarians, Registrar, Directors of academic initiatives/assessment, etc.)

1. Full-time and half-time or greater new positions:
 - a. Search will be conducted according to the Basic Search outlined in section 3.5.A.
 - b. Internal candidates may apply as interested and qualified.
2. Appointment to administrative position of current faculty or administrative member to full or part-time (e.g. half time or greater):
 - a. From time to time, there may be cases in which a school or program within a school or in the university has developed in such a way that a current faculty member or director who has either particular abilities or has been instrumental in the development of the program or school is desired to be appointed to a full or part-time administrative position. In such cases, and after the approval of the position, the particular candidate may be recommended by the leadership of the school and the Dean to the Provost/Senior VP and President. The candidate may be appointed by the Provost/Senior VP.

- b. When no internal candidate exists with particular abilities or who has been instrumental in the development of the program or school, the Basic Search Outline in section 3.5.A will be followed.
3. Movement from part-time to full-time:
- a. In cases where an internal candidate has been appointed to an academic administrative position on a part-time basis, and need has arisen for a full-time appointment, the person holding the position may be moved to full-time when:
 - i. there is broad support for the change from the leadership of the school or university;
 - ii. the person has received favorable evaluations;
 - iii. the person has served in the part-time capacity for a minimum of two years;
 - iv. the person makes a presentation to the faculty and administration as with a new candidate;
 - v. the Dean or supervisor recommends to the Provost/Senior VP and President, and they approve.

E. Extraordinary Circumstances

There may be cases in which the basic procedures do not fit a candidate, or the search for a particular position. Or the qualities or accomplishments of a candidate are such that the school and university desire to retain them in a CST, LTA or administrative position (e.g. a distinguished scholar or administrator, or someone with unique abilities to chair and guide a new initiative) without additional search. Alternate procedures for extraordinary circumstances are:

1. A departmental recommendation to the Dean indicating the qualities of the candidate and the needs of the department. The Dean may consult with the school, and will recommend to the Provost/Senior VP and President. President and Provost/Senior VP may consult with the Personnel Committee and/or Deans of the schools, Senate Executive or others as deemed appropriate. A campus wide presentation will be conducted before an appointment decision is reached.
2. A recommendation from the President and Provost/Senior VP to the Dean of a school. The Dean will consult with the department, and may consult with the school. The President and Provost/Senior VP may consult with the Personnel Committee and/or Deans of the schools, Senate Executive or others as appropriate. A campus wide presentation will be conducted before an appointment decision is reached.

F. Other Contingencies

When other situations arise which are not covered in the above outlines, a procedure will be developed in keeping with the intent of the above, following an analogous pattern.

3.6 Evaluation of Teaching Faculty Candidates by Search Committees

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

- A. **Academic.** Faculty candidates for continuing status track/continuing status are expected to hold the terminal degree appropriate to postsecondary educators in their field or area of teaching. 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 USMB Confession of Faith, 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. **Diversity.** Fresno Pacific University is committed to broadening the racial, ethnic, sex, ability, and socio-economic diversity of its faculty, administration, and staff. Goals for diversity are established by the President through planning processes, with consultation with the University Diversity Committee, and through other administrative processes.

Search committees will actively seek a diverse pool of qualified candidates from both within and beyond the Central Valley, will actively cultivate and encourage diverse candidates to consider FPU and to apply for open positions, and will seek to bring for each position candidates who embody this diversity to the campus for interviews and presentations in the final phases of the search process. Search committees will seek to bring diverse candidates (e.g. non-white and/or female) for positions of leadership and in disciplines where they are traditionally and/or presently under represented. Each search committee will document its process of recruitment and cultivation and thereby the committee will be ready to respond to community questions or regulatory agencies regarding the search if and when asked.

- E. **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.

- F. *The Fresno Pacific University Idea (FPU Idea)*. Faculty candidates should familiarize themselves with the *FPU Idea* and be in substantial agreement with its approach. Prospective candidates should be able to articulate how their teaching and scholarship would relate to the *FPU Idea*.
- G. **Public Presentation**. Before a faculty appointment, there will be a session with faculty, administration, and staff of the university invited during which the candidate will present a narrative of professional, personal and spiritual development, and how his/her teaching and scholarship interests relate to the *FPU Idea*. Faculty and administration will have the opportunity to interact with questions and dialogue following the potential faculty member's presentation. Following the presentation and questions, faculty members, administrators, and staff will individually advise the search committee of their recommendations using standard written assessment forms.

3.7 Appointment

A. Continuing Status Track

The dean will receive the recommendation of the search committee and submit this as well as his/her own recommendation to the Provost/Senior VP. The Provost/Senior VP 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/Senior VP 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 and the Rank and Continuing Status Committee who conduct the third year evaluation (see Chapter 4, Section 4.B.1 – Third Year Evaluations), such a faculty member may receive continuing status earlier than the six year period upon the recommendation of the Provost/Senior VP to the president. The president makes the recommendation to the Board of Trustees at its June meeting. The Board of Trustees approves all continuing status appointments.

C. Limited Term Appointments

Limited term and clinical faculty serve either full time or part time. Limited term and clinical faculty may be reappointed or not, depending on the needs of the university. The dean will receive the recommendation of the search committee and submit this as well as his/her own recommendation to

the Provost/Senior VP. The Provost/Senior VP 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/Senior VP will make the job offer to the final candidate and report annually to the Board of Trustees at the June meeting.

D. Adjunct Appointments

Adjunct faculty candidates will meet the minimum standards of appointment for university teaching, i.e. masters degree or equivalent, experience necessary for teaching. Adjunct faculty candidates will be expected to be in agreement with the USMB Confession of Faith, 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.

E. 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/Senior VP and the president.

Faculty members with emeritus status have the privilege of identifying themselves with the university and of using the university stationery, mailing address and university email 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.

The Board of Trustees reserves the right to reverse the conferring of emeritus status should the individual be shown to have rejected or otherwise shown to be incompatible with the values, mission and life of the University.

2. **Distinguished Scholar.** The Provost/Senior VP, 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. Compensation and benefits are determined on a case by case basis by the president as part of the appointment.

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/Senior VP, who approves the designation and the appointment.
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 position. 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/Senior VP 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 and Administration. The focus of the presentation will be their vision and understanding of their new position. Faculty and administration will have the opportunity to interact with questions and dialogue following the potential faculty member's presentation. Following the presentation and questions, faculty members and administrators will individually advise the search committee of their recommendations using written assessment forms.

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 be employed.

A. Assistance with Long Term Work Rights

With prior approval by the Provost/Senior VP, the university may provide to a faculty candidate who requests, documentation to assist him/her 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 candidate and not the university.

3.9 Moving Expense Policy

Fresno Pacific University pays a portion of a new Faculty or Administrator's moving expenses based upon the new employee's salary and the distance of the move.

5%	50-499 miles
7.5%	500-999 miles
10%	1000-1499 miles
10% + \$1200	1500 miles or more

Expenses must be verified with receipts. Eligible expenses include gas, food, motel bills, truck rentals, moving companies. Individuals may be paid to help you move (not a family member who is moving with you). Submit a receipt for each individual documenting what they did, how long it took, what was paid, and their signature. For mileage reimbursement, please consult the Business Office for the current rate.

3.10 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 as a faculty member unless the continuing status evaluation has been delayed as provided in Chapter 3, section 3.3.A. Persons serving on one year term contracts may be renewed or not renewed upon the recommendation of the dean to the Provost/Senior VP. If a faculty member will not be renewed, notice will be provided to the employee and to the personnel committee. Except for faculty undergoing a three year review or a 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/Senior VP 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 final one year 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/Senior VP, 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 of continuing status from the Board of Trustees will remain in a five year continuing status process with one year appointments.

3.11 Appointment Locus

All appointed faculty members — full time continuing status track, continuing status, limited term, 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.

3.12 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. Continuing status track and limited term appointment faculty who are not reappointed will be so notified in writing according to the following schedule:

1. Not later than March 1st of the first, second, fourth or fifth academic year of Fresno Pacific University employment, if the appointment expires at the end of the year, and
2. Not later than June 1st of the third academic year, following the third-year evaluation.
3. In the case of a third year non-reappointment, the faculty member's termination is effective as of June 1st of the following year.
4. If a one year appointment terminates during an academic year, at least three months in advance of the effective date of the termination.
5. Not later than June 30 of the sixth year of service (seventh or eighth year, as appropriate, if continuing status evaluation or decision is delayed) if continuing status was not approved by the Board of Trustees. (Section 3.3.A.)

B. Resignation

Faculty members may terminate their service by giving written notice of resignation to the Provost/Senior VP 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/Senior VP 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 any special payment schedule in effect at the time of teaching.

D. Administrative Separation for Financial Reasons

Faculty appointments may be terminated for administrative reasons. Administrative separation will normally, but not necessarily, be effective at the end of a contract period.

1. Reasons for administrative separation include but are not limited to:

- 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/Senior VP, 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 31st of any academic year and shall be effective as of the end of that academic year.
- c. The faculty member may request a hearing with the president and/or the Provost/Senior VP 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 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 giving serious consideration of the terminated faculty member as long as the faculty member continues to be eligible for employment at the university.

E. Administrative Separation for 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 USMB *Confession of Faith*, this Handbook or other statements of institutional policy
- b. incompetent, ineffective or unsatisfactory performance as evidenced in the evaluation process or,
- c. serious personal misconduct
- d. neglect of duty, including disregard for faculty responsibilities (see Chapter 5 – Rights and Responsibilities)
- e. insubordination with willful disregard of directives
- f. racial, ethnic, gender or socio-economic discrimination and/or harassment
- g. physical, mental or emotional incapacity
- h. violation of the *Statement of Academic Freedom* (see Section 5.3 – Violations of Academic Freedom)
- i. falsification or material omission of credentials and/or experience
- j. 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
- k. use of legal or illegal mind-altering substances resulting in unsatisfactory performance of faculty responsibilities (see Section 5.15 – Drug Free Workplace)

- l. other immoral behavior that relates to character (e.g., use of pornography)
 - m. violation of academic integrity (e.g., plagiarism)
 - n. conviction of misdemeanor or felony
 - o. any other conduct that justifies termination for cause in good faith determination of the university
2. Procedures: Questions of Character and Dismissal for Cause
- a. When the president or the Provost/Senior VP become aware of matters which 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/Senior VP 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/Senior VP 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/Senior VP. 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/Senior VP 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 Provost/Senior VP or the Provost/Senior VP'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.

3.13 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/Senior VP, 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 of the Board for their use in reviewing 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 Provost/Senior VP's Office.

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

- a. The pre-employment file, less the records of telephone conversation with referees and interview notes
- b. Contracts, correspondence and other documents relating to professional assignments
- c. The faculty member's professional profile, including a current vita and a record of professional activities. Faculty members are expected to update the professional profile annually
- d. Up-to-date academic transcripts
- e. All evaluation reports, including first, second, and third year, sixth year, continuing status, promotion, and five year reviews; resulting recommendations and professional status decisions; and copies of annual contracts.
- 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/Senior VP, the Provost/Senior VP's 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. The Rank and Continuing Status Committee will have access to the first, second and third year evaluation reports and any dean or Provost/Senior VP communications in the file of an evaluative nature prior to the continuing status evaluation. If a faculty member being evaluated for promotion has had prior sixth year, continuing status, or five year review evaluations, these will also be made available to the Rank and Continuing Status Committee. Relevant prior evaluation reports will also be made available to third year, sixth year, and five year review evaluation committees. Such evaluative materials will be placed temporarily in the faculty member's portfolio for the duration of the evaluation in question.

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 Provost/Senior VP's 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/Senior VP for its removal or correction. Upon receipt of the request the faculty member and the Provost/Senior VP 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/Senior VP and the Provost/Senior VP's 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 the personal representation of the deceased faculty member 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. Faculty members are expected to participate collegially and constructively in the life and work of their department, school, university, church, and community. The faculty evaluation process is a primary means of assessing and supporting the continuing professional development and contributions of the faculty, thereby enhancing the quality of the university community. Limited term appointment faculty members will be evaluated according to the same schedule and process as continuing status track faculty with the exception that the sixth year evaluation will be similar to the third year evaluation, rather than an evaluation for continuing status. Faculty evaluation committees and supervising administrators alike follow the evaluation criteria and procedures which are outlined in this Handbook.

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 professional status decisions such as reappointments, continuing status, promotion in rank, step salary increases, professional development plans 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 an essential attribute 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 Development

1. Teaching Faculty

Also highly valued are faculty intellectual, professional, and scholarly contributions in their discipline and the wider academy or profession. Scholarship at Fresno Pacific University is broadly defined according to Boyer's four forms of scholarship plus a scholarship of leadership (see Chapter 3, Section 3.4 Preamble to professorial rank). Faculty members are encouraged to engage actively in professional development planning and self-assessment in regard to their scholarship and professional activities (see Chapter 4, Section 4.5.B Scholarship and Professional Development and Section 4.7 Professional Development Plan).

Scholarly 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.²

2. Clinical Faculty

As with teaching faculty, clinical faculty are expected to engage actively in professional development planning and self-assessment in regard to their professional activities. Clinical faculty are usually not required to define and pursue a scholarly agenda, but rather to define and pursue a planned approach to their own professional development. A comprehensive professional development plan should:

- a. be aligned with the clinical faculty current responsibilities,

² 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.

- b. describe how they will stay current with the best practices in their field,
- c. improve skills necessary to fulfill their assigned responsibilities, and
- d. maintain relationships with and contribute to professional associations.

C. University and Community 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 senate executive, division or department chair, or program director; service on search or evaluation committees; 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

Each year by January 15, the Provost/Senior VP's Office will publish the names of faculty members to be evaluated during the next academic year (third-year evaluation, sixth-year evaluation, continuing status evaluation, five-year review, and those who are eligible to apply for promotion in rank), the timeline for the evaluation process, and guidelines for implementation of handbook evaluation procedures. (See Chapter 4, Section 8 -- Faculty Evaluation Process)

A. Informal Evaluations

New teaching faculty will participate in an informal formative evaluation that will take place prior to the non-reappointment notification deadlines for probationary continuing status track faculty during the first and second years of employment (see Chapter 3, Section 11.A). During the informal evaluation the immediate supervisor (division or department/program chair) will meet with the faculty member to review his/her self-assessment, syllabi, classroom observations, and student evaluations. Informal evaluation is the basis for the reappointment decision for the next academic year. If the supervisor recommends reappointment, the conversation is also intended to assist the faculty member in preparing for his/her first formal evaluation during the third-year. The supervisor summarizes in writing the results of the informal evaluation for submission to the appropriate dean and the faculty member's permanent file. The summary should include commendation, encouragement, areas needing remediation, and recommendations for professional development.

1. Procedures and Timelines

- a. By January 15 if a first year faculty member or November 1 if a second year faculty member, the faculty member will submit to his/her immediate supervisor a performance self-assessment of approximately five pages assessing his/her teaching and student advising effectiveness and professional activities/development since joining the Fresno Pacific faculty. By February 1 (November 15, if second year) the supervisor will meet with the faculty member to evaluate the first or second year in relation to teaching effectiveness, advising, professional activities/development, as well as a discussion of strengths, weaknesses, areas that could benefit from improvement and the kinds of assistance the faculty member would find helpful in his/her professional growth.
- b. In preparation for the evaluation meeting with the faculty member, the immediate supervisor will visit at least one of the faculty member's classes and review the faculty member's student evaluations and syllabi for all courses the faculty member has taught at Fresno Pacific. The supervisor will summarize his/her findings and areas for improvement in a written evaluative report to include a recommendation for reappointment or non-reappointment for the next academic year. The report and recommendation will be submitted to the appropriate dean by February 10 (November 25, if a second year faculty member). The dean will recommend in writing for or against reappointment and forward his/her evaluation and the supervisor's evaluation to the Provost/Senior VP by February 20 (December 5, if second year). The Provost/Senior VP will notify the faculty member in writing of a non-reappointment decision by March 1 (December 15, if second year).
- c. By December 1 (October 1, if second year) deans will notify first and second year faculty members and their immediate supervisors in their school of the timeline and procedures for informal evaluations. After completion of the informal evaluation process, the dean will meet by June 30 with faculty members so evaluated and reappointed to review their understanding of institutional expectations in preparing for future evaluations. The dean will place summaries of these conversations in the appropriate faculty member's permanent file.

B. Formal Evaluations (See Chapter 4, Section 8 for Rank and Continuing Status Committee and other evaluation committee procedures.)

1. Third-year and Sixth-year (non-continuing status track) Evaluations

- a. The first formal evaluation will take place during the faculty member's third-year of full time employment as a teaching faculty member at Fresno Pacific University. This evaluation will make use of the first and second year informal evaluations and the professional development plans as developed and followed by the faculty member. The sixth-year evaluation for limited term appointment faculty members follows the same

procedures as the third-year evaluation. The faculty member will prepare his/her portfolio for submission to the Provost/Senior VP's Office for evaluation committee review by January 15 of the third-year. Materials which the faculty member submits as a part of his or her portfolio will include a current CV, at least two years of student evaluations of courses taught, a workload summary, and a reflective self-assessment of strengths, weaknesses, and plans for improvement in teaching and advising, scholarship and professional development, and university and community service (refer to evidence in portfolio). Chapter 4, Section 6 provides guidelines for portfolio contents, including evaluative materials submitted by others such as academic dean and division (ED, HRSS, NS) or department/program chair (BUS, Seminary) letters and faculty peer and student advisee evaluations. The faculty member should incorporate plans for improvement in his/her plan for professional development. (See Chapter 4, Section 7 for guidance in preparing the professional development plan.)

- b. The faculty evaluation committee, composed of a faculty member selected by the faculty member being evaluated; a division/department chair, who did not write a letter for the portfolio, or a senior faculty member; and a faculty member representing the Rank and Continuing Status Committee (RCSC) selected by the RCSC chair will review the portfolio and interview the faculty member being evaluated, the faculty member's academic dean, and the division or department/program chair in making evaluative findings and recommendations. At least two of the three faculty members composing a third-year evaluation committee must have continuing status. The portfolio serves as the sole source of evidence the evaluation committee reviews in determining the extent to which the faculty member has fulfilled the evaluation criteria (see Chapter 4, Section 3 – Criteria) and achieved the objectives of his/her professional development plan which are the basis for the committee's recommendations.
- c. Following the January 15 portfolio deadline, the full portfolio contents will be available for the faculty member being evaluated to review until February 1, prior to the faculty member being interviewed by the evaluation committee no later than February 15. This interview is an opportunity for both the evaluation committee and the faculty member to clarify issues of fact in the portfolio contents and for the committee to ask the faculty member questions regarding information in the portfolio. This meeting is not intended to introduce new information, but to clarify and help the committee understand the evidence the portfolio contains. Prior to meeting with the faculty member being evaluated, members of the evaluation committee will read and become familiar with the contents of the portfolio. The committee will also interview the faculty member's academic dean and division or department/program chair as nearly as possible to the time when the faculty member is interviewed. The dean and chair interviews are intended to clarify issues of fact and to ask questions regarding information in their respective evaluative letters.

- d. By March 15, the evaluation committee will complete its evaluation and submit its report, including a recommendation for or against contract renewal, to the faculty member, the faculty member's academic dean, and the Provost/Senior VP (Chapter 4, Section 9 - Reporting). The committee will summarize the faculty member's strengths and weaknesses as determined by the evaluation and suggest areas for improvement which the faculty member might address, pending contract renewal, to grow professionally in preparation for a future sixth-year and/or continuing status evaluation for those undergoing a third-year evaluation, and for future fifth-year evaluations for those undergoing a sixth-year evaluation. By April 1, the faculty member will submit to the evaluation committee, dean, and Provost/Senior VP a written response to the evaluation report and attach a professional development plan for the upcoming five-year period. In responding to the evaluation the faculty member should indicate ways the findings of the evaluation will help to guide his/her future professional growth and service to the University. The faculty member may also identify areas of agreement or disagreement with the evaluation in his/her response.

- e. By May 1, after reviewing the evaluation portfolio, the committee evaluation report and renewal or non-renewal recommendation, and the faculty member's response and professional development plan, the dean will either endorse the committee report or submit his/her own evaluation and recommendation regarding contract renewal to the Provost/Senior VP. After conferring with the president, the Provost/Senior VP will notify the faculty member of contract renewal or termination by June 1. If the decision is non-renewal, the faculty member will have one more academic year of service before the termination becomes effective on June 1 of the following year. If the administration decides to implement a course of action different from that recommended by the evaluation committee, it will, whenever possible, discuss this with the committee before proceeding.

- f. If the faculty member is reappointed, by June 15, the dean, the Provost/Senior VP (if either the dean or faculty member requests) and the evaluated faculty member will meet to review the areas for improvement recommended as a result of the evaluation which the faculty member should address to develop a strong portfolio in preparing for his/her sixth-year and/or the continuing status evaluation in three years. If the administration decides to implement a course of action different from that recommended by the evaluation committee, it will, whenever possible, discuss this with the committee before proceeding.

2. Continuing Status Evaluations

Policy for New Process

- a. Normally, during the fall of the sixth-year on the probationary continuing status track, the faculty member will prepare a continuing status evaluation portfolio documenting and assessing his/her cumulative professional contributions and accomplishments over the previous five-years (see Chapter 4, Section 6, for guidance in preparing the portfolio and the scope of portfolio contents). By November 1, the faculty member will submit the portfolio to the Provost/Senior VP's Office for Rank and Continuing Status Committee evaluative review. Normally, during the fifth year of probationary service and in preparation for the continuing status evaluation, the faculty member may request a colleague to serve as a mentor to help in developing his/her portfolio. The portfolio serves as the sole source of evidence which the RCSC reviews in determining if the faculty member has fulfilled the evaluation criteria (see Chapter 4, Section 3 - Criteria) and achieved the objectives of his/her professional development plan.
- b. The RCSC consists of the Provost/Senior VP, who meets with the committee and serves *ex officio* and non-voting, one faculty member elected from each school caucus who serve staggered two year terms, and three at-large Senate elected faculty members who also serve staggered two year terms. All members of RCSC must have continuing status. The RCSC annually selects its chair from among its members.
- c. Following the November 1 portfolio deadline, the full portfolio contents will be available for the faculty member being evaluated for continuing status to review until November 15, prior to the faculty member being interviewed by the Rank and Continuing Status Committee. The RCSC will attempt to interview all candidates for continuing status by December 15, but in no case later than January 15. The candidate interview is an opportunity for both the RCSC and the faculty member to clarify issues of fact in the portfolio contents and for the RCSC to ask the faculty member questions regarding information in the portfolio. Prior to meeting with the faculty member being evaluated for continuing status, members of the RCSC will read and become familiar with the contents of the portfolio. The RCSC will also interview each candidate's academic dean and division or department/program chair as nearly as possible to the time when the faculty member is interviewed. The dean and chair interviews are intended to clarify issues of fact and to ask questions regarding information in their respective evaluative letters.
- d. In conducting the evaluation, the RCSC chair may assign its members to serve as primary and secondary readers with the primary reader being responsible for presenting key information and issues in the portfolio to initiate the RCSC evaluative discussion of the portfolio. RCSC evaluative judgments should be based only on evidence documented in the portfolio and the committee should scrupulously avoid hearsay and speculation.

- e. By April 1, the RCSC will complete and submit to the faculty member, his/her academic dean, and the Provost/Senior VP its written evaluative report, including a recommendation to grant, delay, or deny continuing status, and invite the dean and Provost/Senior VP to review the portfolio on which the evaluation was based. By April 15, the faculty candidate for continuing status will prepare and submit to the RCSC, dean, and Provost/Senior VP a written response to the report and an updated professional development plan for the upcoming five-year period. (See Chapter 4, Section 7 for guidance in preparing the professional development plan.) In responding to the evaluation the faculty member should indicate ways the findings of the evaluation will help to guide his/her future professional growth and service to the University. The faculty member may also identify areas of agreement or disagreement with the evaluation in his/her response. By May 1, the dean will either endorse the RCSC recommendation in writing to the Provost/Senior VP or submit to the Provost/Senior VP an independent continuing status evaluation and recommendation to grant, delay, or deny continuing status.

Should a faculty member not be granted continuing status, the seventh year will be the terminal year as a faculty member at Fresno Pacific University. The Rank and Continuing Status Committee may also recommend a delay in granting continuing status as a result of its evaluation. In such a case the granting of continuing status or termination status will become effective with the eighth or ninth year contracts, as appropriate. Denial of continuing status does not preclude the university from issuing a future contract to the faculty member as a limited term faculty appointment.

- f. By May 15, after reviewing the portfolio, the RCSC report, the dean's report, the faculty member's response to the evaluation, and his/her updated five-year professional development plan, the Provost/Senior VP will make a continuing status recommendation to the president who recommends the continuing status decision to the Board of Trustees for approval at the June Board meeting. Immediately following the Board meeting, the Provost/Senior VP informs the faculty member of the Board decision and an announcement is made to the campus community of the names of faculty members awarded continuing status. If the administration decides to implement a course of action different from that recommended by the evaluation committee, it will, whenever possible, discuss this with the committee before proceeding.

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 development, and university and community service.

- b. The faculty member submits to the Provost/Senior VP's Office a five-year review evaluation portfolio (see Chapter 4, Section 6 - Portfolio) by January 15 of each five-year period following receipt of continuing status (or following the sixth-year evaluation for limited term appointment faculty). If the faculty member is also being evaluated for promotion in professorial rank, the five-year review and the promotion evaluation will occur simultaneously using a single evaluation portfolio. In this case, the evaluation portfolio must be submitted to the Provost/Senior VP's Office by September 1 and the regular promotion evaluation time line will be followed. The contents of the portfolio should focus on the faculty member's previous five-years of professional work and document and assess accomplishment of objectives contained in the faculty member's previous five-year Professional Development Plan. Student course evaluations should be included in the portfolio 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 evaluation is undertaken by a three-person evaluation committee composed of a faculty member selected by the faculty member being evaluated; a division/department chair who did not write a letter for the portfolio, or a senior faculty member; and a faculty member representing the Rank and Continuing Status Committee (RCSC) selected by the RCSC chair. The evaluation committee will review the portfolio and interview the faculty member being evaluated, the faculty member's academic dean, and the division/department chair as the basis for making evaluative findings and recommendations. At least two of the three faculty members composing a five-year evaluation committee must have continuing status. The portfolio serves as the sole source of evidence the evaluation committee reviews in determining the extent to which the faculty member has fulfilled the evaluation criteria (See Chapter 4, Section 3 - Criteria) and achieved the objectives of his/her professional development plan.
- d. Following the January 15 portfolio deadline, the full portfolio contents will be available for the faculty member being evaluated to review until February 1, prior to the faculty member being interviewed by the evaluation committee no later than February 15. This interview is an opportunity for both the evaluation committee and the faculty member to clarify issues of fact in the portfolio contents and for the committee to ask the faculty member questions regarding information in the portfolio. Prior to meeting with the faculty member being evaluated, members of the evaluation committee will read and become familiar with the contents of the portfolio. The committee will also interview the faculty member's academic dean and division or department/program chair as nearly as possible to the time when the faculty member is interviewed. The dean and chair interviews are

intended to clarify issues of fact and to ask questions regarding information in their respective evaluative letters.

- e. By March 15, the evaluation committee will complete its evaluation and submit its report and recommendations to the faculty member, the faculty member's academic dean, and the Provost/Senior VP (Chapter 4, Section 9 - Reporting). The committee will summarize the faculty member's strengths and weaknesses as determined by the evaluation and suggest areas for improvement which the faculty member might address to grow professionally and better serve students and the university. The committee may recommend specific remediation to correct performance deficiencies (see Chapter 4, Section 4.3.g.) By April 1, the faculty member will submit to the evaluation committee, dean, and Provost/Senior VP a written response to the evaluation report and attach a professional development plan for the upcoming five-year period. In responding to the evaluation the faculty member should indicate ways the findings of the evaluation will help to guide his/her future professional growth and service to the University. The faculty member may also identify areas of agreement or disagreement with the evaluation in his/her response.
- f. By May 1, the dean of the school will write a letter of response to the evaluation report to the Provost/Senior VP. The dean may endorse the evaluation committee report and recommendations, endorse the report with modifications, or submit to the Provost/Senior VP an independent report with a course of action different from that recommended by the committee. By May 15, the Provost/Senior VP, dean and faculty member under review will meet to review the evaluation portfolio, evaluation report by the committee, letter by the dean, the faculty member's written response to the evaluation report, updated Professional Development Plan, and other documents as appropriate. If the administration decides to implement a course of action different from that recommended by the evaluation committee, it will, whenever possible, discuss this with the committee before proceeding.
- g. By June 1, the Provost/Senior VP will inform the faculty member of any follow-up action resulting from the recommendations of the committee, the faculty response, and the dean's report. If the five-year review documents performance issues that seriously affect the faculty member's professional effectiveness in adverse ways, the evaluation committee may recommend up to a two-year probationary period to enable the faculty member to overcome these issues. Should the faculty member be unsuccessful in overcoming the issues during the probationary period, the committee may recommend termination as a result of its follow-up review at the end of the probationary period. Notice of completion of the five-year reviews is presented to the Faculty Personnel Committee, Executive Cabinet, the Board of Trustees, and the faculty member's department.

- h. Faculty members may request approval of their dean and the Provost/Senior VP to delay their five-year evaluation date for up to two years if they plan to make a change in their professional life (e.g., retirement, overseas assignment). Such a request must be made by April 1 of the year prior to the evaluation year.

4.5 Promotion in Professorial Rank

- A. By January 15, the Provost/Senior VP's Office will publish a list of faculty members eligible for promotion consideration during the next academic year. Promotion eligible faculty members will have until February 15 to declare their intention to stand for promotion. Unless also being evaluated in the next academic year for continuing status, those who decide to stand for promotion will have until September 1 to submit to the Provost/Senior VP's Office a promotion evaluation portfolio that includes a professional self-assessment addressing the appropriate professorial rank criteria; documentation of contributions in teaching and advising, scholarship and professional development, and university and community service; evaluation of their success in meeting the objectives of their most recent professional development plan; and submission of an updated professional development plan for the next five-years. In addition to materials the faculty member places in the portfolio, other evaluative materials will be submitted to the portfolio by September 1, including evaluative letters from the faculty member's academic dean and division or department/program chair, peer evaluations of teaching by colleagues, advisor evaluations by student advisees, and faculty colleague evaluations of the faculty member's professional work according to the provisions of Chapter 4, Section 6 (Portfolio). Dean, chair, and faculty peer observations of teaching will occur during the previous spring semester following the faculty member's decision to stand for promotion. The portfolio is the sole source of evidence the Rank and Continuing Status Committee reviews in completing promotion evaluations.
- B. Faculty members being evaluated for promotion and undergoing five-year review in the same year will submit a single portfolio by September 1, be evaluated according to both the appropriate professorial rank criteria (Chapter 3, Section 4.b) and standard evaluation criteria (Chapter 4, Section 3 - Criteria), and follow the normal timeline and procedures for promotion evaluations (Chapter 4, Section 5.C. below), plus the additional procedures called for in the five-year review (see Chapter 4, Section 4.3e.-h.). Faculty members who will be evaluated for continuing status plus promotion (most commonly to associate professor) in the same year will submit one evaluation portfolio by November 1, be evaluated according to the appropriate professorial rank criteria and the standard evaluation criteria and follow the procedures for the continuing status evaluation (Chapter 4, Section 4.2). The decision whether to award promotion in such cases will be made at the June Board of Trustees' meeting.
- C. Candidates for promotion governed by the September 1 portfolio deadline will have until September 15 to review the full portfolio contents, prior to being interviewed by the Rank and

Continuing Status Committee no later than September 30. This interview is an opportunity for both the RCSC and the faculty member to clarify issues of fact in the portfolio contents and for the committee to ask the faculty member questions regarding information in the portfolio. Prior to meeting with the faculty member being evaluated, members of the RCSC will read and become familiar with the contents of the portfolio. The RCSC will also interview the faculty member's academic dean and division or department/program chair as nearly as possible to the time when the faculty member is interviewed. The dean and chair interviews are intended for the RCSC to clarify issues of fact and to ask questions regarding information in their respective evaluative letters.

- D. By October 15, the RCSC will complete the evaluation and submit its report, including a recommendation for or against promotion, to the faculty member, the faculty member's academic dean, and the Provost/Senior VP. The RCSC will summarize the faculty member's strengths and weaknesses in regard to the appropriate professorial rank criteria and suggest steps the faculty member might take to grow professionally in preparation to stand for promotion again at a future date. By November 1, if she/he chooses, the faculty member may submit to the RCSC, dean, and Provost/Senior VP a written response to the evaluation report indicating ways the findings of the promotion evaluation will help to guide his/her future professional growth and service to the University. The faculty member may also present areas of agreement or disagreement with the evaluation in his/her response.
- E. Recommendations for promotion from the RCSC will be transmitted by the Provost/Senior VP to the president. Having reviewed the evidence and participated in the RCSC deliberations, the Provost/Senior VP may present a separate recommendation to the president. The president will decide which recommendations for promotion will be forwarded to the Board of Trustees for approval at the February Board meeting. If the administration decides to implement a course of action different from that recommended by the evaluation committee, it will, whenever possible, discuss this with the RCSC before proceeding.

4.6 Faculty Member Portfolio

- A. The faculty member will assemble and submit to the Provost/Senior VP's Office by the appropriate deadline a portfolio of professional evaluative material including at least the following; additional documentation may be added at the faculty member's discretion:
 - 1. Current *Curriculum Vita*, including a summary listing of educational background, including earned degrees and certificates; current workload assignment, including courses taught; focus of scholarship, including presentations and publications; university and community service, including committees and other service activities; professional awards and other recognition;

pre-FPU professional experience; current professional memberships; and other professionally-related activities such as church participation and international travel.

2. Yearly workload summary indicating courses taught and other assignments within load and as overloads. Also, syllabi and student evaluations for all courses taught since hiring (third-year review) or a minimum of the past two years of FPU employment (continuing status, sixth-year, and five-year reviews).
 3. Reflective self-assessment addressing accomplishments and areas for improvement in teaching and advising, scholarship and professional development, and university and community service (refer to evidence in portfolio).
 4. Copy of most recent professional development plan.
 5. Job description or position explanation for those with administrative assignments.
 6. Additional materials submitted in response to suggested Characteristics and Evidence below.
- B. In addition to the above materials submitted by the faculty member being evaluated, the following materials will be submitted to the portfolio by others. Peer/supervisor/administration/staff evaluations or letters must be identified and signed. Student/advisee evaluations may remain anonymous, signature optional.
1. The Provost/Senior VP's Office will place in the portfolio for the duration of third-year, sixth-year, and continuing status evaluations, the evaluative results from the faculty member's permanent file of prior evaluations, e.g., first and second year informal evaluation supervisor and dean reports and faculty member professional development plans, and third-year evaluation committee, dean, and Provost/Senior VP reports in sixth-year and continuing status evaluations.
 2. The dean and division (ED, HRSS, NS) or department/program chair (BUS, Seminary) will each observe the faculty member's teaching and, by the appropriate deadline, prepare, and independently submit to the Provost/Senior VP's Office for inclusion in the portfolio, an evaluative letter addressing the three primary criteria for faculty evaluation: teaching and advising, scholarship and professional development, and university and community service.
 3. In consultation with the division or department/program chair, the appropriate dean will select two division (ED, HRSS, NS) or department (BUS, Seminary) full-time faculty colleagues to observe the faculty member's teaching and each complete and return to the Provost/Senior VP's Office by the appropriate portfolio deadline a standard peer evaluation of teaching form.

4. The faculty member being evaluated may invite two faculty colleagues to observe his/her teaching and each submit a completed standard peer evaluation of teaching form to the Provost/Senior VP's Office by the portfolio deadline.
 5. The appropriate dean will also invite the faculty member's student advisees each to complete a standard advisor evaluation form and return it to the Provost/Senior VP's Office by the appropriate deadline for inclusion in the portfolio.
 6. Finally, any faculty member having direct knowledge of the professional contributions of the faculty member being evaluated may submit a brief statement summarizing this knowledge to the Provost/Senior VP's Office by the appropriate deadline for inclusion in the portfolio.
- C. The portfolio contents prepared by the faculty member, plus the additional evaluative materials described above complete the portfolio. The portfolio constitutes the sole source of evidence in the faculty evaluation process. The faculty member will have an opportunity to view the full portfolio contents immediately following the portfolio deadline prior to the faculty member's interview with the evaluation committee to answer any questions the committee may have regarding matters of fact and to clarify information in the portfolio.
- D. The portfolio should provide abundant evidence of the faculty member's contributions in the broad areas of teaching and advising, scholarship and professional development, and university and community service. In preparing the portfolio the faculty member should have in mind that self-assessment, faculty colleague peer review, student evaluations, and administrative judgments are all cornerstones of the faculty evaluation process (refer to evidence in portfolio). Undergirding self-assessment is the willingness to identify both achievements and areas for improvement to be addressed in the professional development plan. Peer review may include evaluative comments of both internal colleagues and external specialists in one's discipline. The importance of student evaluations is based in the recognition that the perceptions of one's students are related to effective teaching and learning.
- E. 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.
- F. 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.

1. Teaching and Advising

This portion of the reflective self-assessment should address qualities outlined in the “Characteristics” section below and provide documentation such as the examples in the “Evidence” section. The self-assessment should also reflect on one’s efforts and success in mentoring and advising students.

a. Characteristics

- i. **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.
- ii. **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 and learning outcomes and how they are evaluated are central, along with integrity, open-mindedness and fairness to persons and ideas. How diverse learning styles and cultures are imbedded into classroom content or methods, how Christian faith informs and is informed by the discipline, and how technology and assessment advance student learning should all be addressed in the self-assessment.
- iii. **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.

b. Evidence

- i. Teaching evaluations by students as evidenced in the university approved evaluation forms and methods
- ii. Evaluations of one’s teaching by disciplinary leadership (e.g., chair and dean) based on classroom visits.

- iii. Evaluation of one's teaching by peers selected by the dean or invited by the faculty member to observe the faculty member's teaching
- iv. Syllabus review that addresses appropriate breadth and depth of coverage of the course including appropriate evaluation of students
- v. Syllabus review that addresses the integration of Christian faith and scholarship through i) use of texts and supplemental material; and ii) learning outcomes
- vi. Self-review that identifies the challenges and maturing of the teaching experience
- vii. Participation in university and external faculty development seminars aimed at improving teaching
- viii. Participation in diversity seminars aimed at incorporating diverse perspectives in teaching and/or inclusion of many voices (e.g., economic, ethnic, race, gender)
- ix. Evidence of student success through participation in undergraduate or graduate research projects, performances in the arts, conference presentations and publications by students

2. Scholarship and Professional Development

The portion of the self-assessment on scholarship and professional development should address the "Characteristics" below and provide documentation such as the examples in the "Evidence" section.

a. Characteristics

Scholarship and professional development are essential for good teaching and intellectual vitality and contribute to knowledge in the faculty member's discipline. They are characterized by sustained inquiry in an area or areas of one's discipline which is shared with faculty colleagues at Fresno Pacific University where dialogue and exchange might occur and with other scholars in one's field and elsewhere through such means as conference presentations, journal articles, and monographs. Such activity is easily noted when a faculty member shares scholarly production by publications, artistic works and performances. Often scholarly work is noted by through 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.)

b. Evidence

- i. Self-report of Professional Development Plan and its results
- ii. Reference to publications and presentations in personal bibliography with copies of documents available for review
- iii. Reference to one's work as an artist or performer such as written music or art shows, performances, recordings, media, etc
- iv. Copies of programs from professional conferences indicating faculty member's participation (e.g., panel, individual presentation, keynote, etc.)
- v. Reviews of one's work by others
- vi. Awards, prizes, grants or commendations
- vii. Presentation of one's work to university colleagues in the seminar series, College Hour, or other venue
- viii. Participating in other intellectual activities of the university (e.g., seminars on specific topics, reading group)
- ix. Selected artifacts of one's scholarly and professional work, e.g. published articles, reviews, scripts, musical scores, monographs, photographs of artistic works and the like.

3. University and Community Service

The portion of the self-assessment on university and community service should reflect on the faculty member's participation and leadership in faculty governance and administration (e.g., as a Senate officer or program, department or division chair); department, school, and university committees; task forces; and student co-curricular activities; and university, church, and community service beyond the university as reflected below under "Characteristics" and "Evidence".

The characteristics can include service on university or school committees, regular attendance at university and school meetings, and leadership in university governance and administration. 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 organizations aimed at meeting human needs and providing

professional (voluntary) expertise to local organizations (e.g., serving on a K-12 school committee).

b. Evidence

- i. Self-report of activities including the time spent, quantity and outcomes of one's involvement
- ii. Reports by other colleagues, members of the service group of participation
- iii. Appointment or commendation letters by leadership in the community
- iv. Awards
- v. Letter of dean and/or department/division chair

4.7 Professional Development Plan

A. Purpose

The purpose of a Professional Development Plan is to outline objectives and benchmarks for faculty professional growth as it relates to improvement in teaching, student interactions, focus and outcomes of scholarly activity, and one's service to the university and community. A faculty member should submit his/her first professional development plan as part of the first year informal evaluation. An updated professional development plan will be attached to the faculty member's letter of response to the evaluation, e.g. second year informal, third-year, sixth-year, continuing status, five-year review, and be included in his/her evaluation portfolio for promotion. The plan must cover a five-year period.

B. Guidelines

There is no set page length for the professional development plan, but it should be expressed clearly and in sufficient detail that its outcomes are tangible and its success can be measured and evaluated. Likewise, the specific format is open to the faculty member's discretion and the styles and methods of his/her disciplines. The plan should be consistent with the goals and desired student outcomes (DSOs) of the program and university.

C. Suggestions for content include:

1. Goals that reflect the faculty members' work;
2. Short-term objectives (1-2 years) and plan to achieve objectives;
3. Longer term objectives (2-5 years) and plan to achieve objectives;

4. Goals and objectives should reflect teaching and advising, scholarship and professional development, and university and community service;
5. Anticipated outcomes against which to measure the success of the professional development plan.

4.8 Evaluation Committee Procedures

To assure that faculty members being evaluated receive appropriate attention to and consideration of their efforts as well as an opportunity to be heard, faculty evaluation committees (Rank and Continuing Status Committee for promotion in rank and continuing status evaluations and evaluation committees for third and sixth-year evaluations and five-year reviews), will conduct their evaluations according to the following procedures:

- A. The Provost/Senior VP's Office will maintain a checklist for each evaluation portfolio, noting required materials (see Chapter 4, Section 5 & 6.A, B, & C) as they are submitted. If the required portfolio contents are incomplete at the deadline for submission of materials, the deadline will be extended for five business days to receive any required materials such as evaluative letters of the dean and division chair, faculty peer evaluations of teaching, and student advisor evaluations that are submitted independently of the faculty member being evaluated.
- B. The Provost/Senior VP convenes the first meeting of the RCSC. The deans convene the first meetings of the third, sixth and five-year committees for the evaluations of faculty members in their respective schools. At the first meeting, evaluation committees will elect their chair. The chair will convene meetings, moderate committee deliberations and votes, arrange for a committee interview with the faculty member being evaluated, arrange for committee interview with the faculty member's dean and division chair, assign committee member evaluative roles, sign and submit evaluative reports and recommendations on behalf of the committee, and assure that the committee follows procedures and meets deadlines as set forth herein.
- C. Prior to portfolio review and evaluative deliberations, committee members should review handbook definitions and evaluation criteria and procedures appropriate to their charge: for continuing status evaluations (see Chapter 3, Section 3.A & B and Chapter 4, Section 4.B.2); for promotion evaluations (Chapter 3, Section 4 and Chapter 4, Section 5); for third and sixth-year evaluations (Chapter 4, Section 4.B.1); and for five-year reviews (Chapter 4, Section 4.B.3).

- D. All committee members should review the portfolios of all faculty members the committee evaluates. Prior to portfolio review, the committee chair may assign one committee member to present an oral summary of portfolio contents to initiate committee evaluative deliberations. Only evidence documented in the portfolio may be introduced in the evaluation process. Committee evaluative deliberations are confidential and may not be discussed outside committee meetings.
- E. Voting on committee recommendations should be by secret ballot. The results of votes should be recorded and included in the evaluative report.
- F. The committee chair may assign a committee member to take notes of committee deliberations and to draft the preliminary evaluative report and recommendations. The evaluative report should summarize the committee's findings regarding the faculty member's accomplishments and contributions (commendations), identify areas of performance where there are serious evaluative concerns, and recommend steps the faculty member should take to improve and grow professionally. In the case of both positive and negative recommendation, evidence should be identified in the report to support this judgment. The committee as a whole should review and approve the report for submission to the faculty member being evaluated, the dean, and the Provost/Senior VP.
- G. As a non-voting, ex-officio member of the Rank and Continuing Status Committee, the Provost/Senior VP reviews evaluation portfolios, participates in RCSC deliberations, oversees the Provost/Senior VP's Office role in faculty evaluations, and assures that the evaluative reports and recommendations of all evaluation committees are transmitted to the president. The president may review evaluation portfolios at his/her discretion, approves contract renewals and terminations, and recommends faculty for continuing status and promotion approval to the Board of Trustees.

4.9 Reporting

The evaluation committee reports of the three year, sixth-year, continuing status and five-year evaluations should address the following topics:

- A. Identify strengths and areas of concern for each area of review (teaching and advising, scholarship and professional development, and university and community service) for the faculty member and identify any commendations for exemplary performance.
- B. 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.

C. Make recommendations to the dean and Provost/Senior VP regarding the status of the faculty member. The numerical categories listed below can be used by all evaluation committees. The RCSC 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.

1. Recommendations for Evaluation

- a. Affirmation and Commendation for Exemplary Performance. The faculty member is encouraged to continue on the present course.
- b. Affirmation with Advice. The committee makes suggestions for future action for the faculty member's consideration and possible adoption.
- c. 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.
- d. 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.
- e. Warning. There are very serious deficiencies which must be remedied promptly if employment is to continue beyond the current year.
- f. Dismissal. There are deficiencies so serious that employment should not be continued beyond the current year.

4.10 Evaluation: Appeal Procedure

A faculty member has a right of appeal if s/he believes that the evaluation procedures outlined in Chapter 4 of the faculty handbook were not followed in his/her third-year, sixth-year, continuing status, promotion, or five-year review evaluation. There is no appeal of the evaluative judgments and recommendations made in the course of the evaluation, or the resulting professional status decision. However, upholding a procedural appeal may result in the reconsideration of the evaluative judgment or professional status decision, or a new evaluation.

A faculty member must submit a procedural appeal in writing to the Provost/Senior VP's Office within 15 business days of being informed of the professional status decision resulting from the evaluation in question. The appeal must indicate the dean, Provost/Senior VP, or evaluation committee whose actions are being appealed, identify and provide evidence of the evaluation procedure(s) allegedly violated, and propose a remedy that would satisfy the appeal. The following steps will guide the appeal process:

A. Step 1: Informal Resolution

Within 10 business days of filing the appeal, the faculty member will meet with his/her dean in an effort to resolve the appeal informally. If the appeal is against the dean, the faculty member will meet with the Provost/Senior VP. If the appeal is against the dean and the Provost/Senior VP, the faculty member will meet with the president. If the appeal is resolved informally, the appeal procedure will end.

B. Step 2: Formal Hearing

1. *Convening a Hearing:*

If Step 1 is unsuccessful the appealing faculty member will have 10 business days to submit a request to the Provost/Senior VP's Office for a formal hearing. Within 10 business days of receiving this request, the Provost/Senior VP (or the dean if the appeal is against the Provost/Senior VP, or the president or his/her designee if the appeal is against the dean and Provost/Senior VP) will convene a hearing panel. The members of the hearing panel will include: a faculty member named by the appealing faculty member, a faculty member named by the Provost/Senior VP (or dean or president if the appeal is against the Provost/Senior VP and/or dean), and a faculty member named by the chair of the Faculty Senate. The hearing panel will select its chair and review the written appeal prior to the hearing. The appealing faculty member may ask a faculty colleague to act as his/her advisor during the hearing.

2. *Hearing Procedures:*

The hearing will be held within 10 business days of the appointment of the hearing panel. At the hearing the appealing faculty member will summarize his/her appeal and present evidence orally in support of the appeal. Those against whom the appeal is directed will have an opportunity to respond orally to the alleged violation(s) of due process. If the Rank and Continuing Status Committee (RCSC) is named in the appeal, the RCSC chair will represent the Committee at the hearing; if other evaluation committees are named, they will be represented at the hearing by the faculty member appointed by the dean. The hearing panel will have the option of asking questions of the appellant and those against whom the appeal is directed following their respective testimony. The hearing will be recorded (not transcribed) to assist the hearing panel in reaching its findings and recommendations.

3. *Hearing Findings:*

Within 10 business days of the hearing the hearing panel will submit its findings and recommendations to resolve the appeal to the Provost/Senior VP (president if the appeal is directed against the Provost/Senior VP). The hearing panel may find for or against the remedy sought by the appealing faculty member, or recommend another remedy.

4. *Appeal Decision.*

Within 10 business days of receiving the hearing panel findings and recommendations, the Provost/Senior VP (or president) will announce his/her decision to accept or reject the remedy proposed by the hearing panel. If the Provost/Senior VP rejects the remedy sought by the appealing faculty member, the latter will have 10 business days to appeal to the president. The president's decision regarding the appeal is final.

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 U.S. 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/Senior VP. 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/Senior VP 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.
- 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/Senior VP), academic preparation and special assignments approved by the dean and Provost/Senior VP.

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 to 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 regional campuses, 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 Senate, or in committees and assignments as part of the school governance. From time to time there will be ad hoc taskforces or 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 and spring convocations and those special events announced by the president or Provost/Senior VP 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.
- O. Faculty members are responsible to maintain confidentiality of student and university records as required in the Faculty Educational Rights and Privacy Act (FERPA), and other legal and institutional requirements regarding confidentiality. Faculty members are also responsible for participation in periodic training on these and other similar requirements.

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/Senior VP 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/Senior VP. 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 U.S. 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/Senior VP.

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/Senior VP (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/Senior VP 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/Senior VP, 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/Senior VP. The Provost/Senior VP 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/Senior VP 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/Senior VP'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/Senior VP is a party to the dispute or grievance, all duties in steps three and following assigned to the Provost/Senior VP are assigned to the president of the university or the president's designee.

5.14 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.

5.15 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)

5.16 Whistleblower Policy

The employees of Fresno Pacific University are dedicated to the highest standards of ethical conduct and are expected to adhere to high standards of professional conduct in carrying out their duties. While we trust our employees to understand and abide by policies and the law, there may be rare instances of improper or illegal activity.

The university will take steps to ensure that employees who come forward in good faith will be protected from retaliation in employment practices at FPU. This protection is afforded to all employees who communicate information in good faith and through appropriate channels.

Reporting Financially Related Misconduct

Any employee who observes, first-hand, financial activities or other practices that he or she believes to be against university policy or the law, should report these activities immediately to the Controller. Alternatively, employees may submit concerns to the Vice President for Finance and Business Affairs.

Reporting of Non-Financial Misconduct

Reports of non-financial misconduct should be reported to the head of the appropriate department. The department head will in turn provide a report of the complaint to each of the Vice President of Finance and Business Affairs and the Executive Director of Human Resources.

Reporting Misconduct by those Individuals Responsible for Carrying Out this Policy

If the alleged improper or illegal conduct is by an individual who is responsible for carrying out this policy, the incident should be reported as follows:

- information regarding the Controller or Executive Director of Human Resources should be reported to the Vice President for Finance and Business Affairs
- information regarding the Vice President for Finance and Business Affairs should be reported to the President
- information regarding the President should be reported to the Vice President for Finance and Business Affairs
- information regarding a department head should be reported to the Executive Director of Human Resources

Alternative Reporting Option

In addition to the reporting options set forth herein, employees may report violations of state or federal law, rule or regulation to the California Attorney Generals' Whistleblower Hotline. Employees should refer to the notice posted at their worksite for the current telephone number and contact information for the Whistleblower Hotline.

Confidentiality

Individuals who report in good faith possible compliance issues will be accorded confidentiality and/or anonymity to the extent possible under the law. The reporting individual's identity may become known during the normal course of the investigation and this possibility will be discussed with the individual by the university's legal counsel.

Investigation

In order to allow the university an opportunity to review alleged wrongful conduct in a fair and unbiased manner, individuals are encouraged to report in writing all disclosures of alleged wrongful action. If an employee is unwilling to put the information in writing, the university official who investigates the complaint will prepare written summary of the disclosure and provide a copy to the reporting employee, who may edit the summary for accuracy and completeness. The responsibility for investigating complaints is the responsibility of the Vice President of Finance and Business Affairs. In some cases the Vice President of Finance and Business Affairs may delegate the investigation to more appropriate departments such as human resources. The person responsible to investigate the complaint will be responsible to ensure:

- All investigations are carried out in fair and unbiased manner.
- Those making complaints and/or reporting concerns are treated fairly, their confidentiality is protected to the extent allowed by law.

Upon completion of each such investigation, the investigating party shall prepare a written report of his or her findings and recommended course of action. This written report shall be provided to the Vice President of Finance and Business Affairs for review and action. After review of the investigation report, the Vice President of Finance and Business Affairs may choose to adopt the recommendation of the investigator in

whole, in part, or reject it entirely. The Vice President of Finance and Business Affairs shall inform the Executive Director of Human Resources of the disposition of the complaint and cause any corrective actions to be taken.

False Allegations of Wrongful Conduct

Any employee who knowingly makes false allegations of wrongful conduct shall be subject to discipline, up to and including termination, in accordance with university policies.

Chapter 6: Faculty Development

6.1 Introduction

An active program of continuing professional development is essential to faculty member vitality as teacher, scholar, and servant leader in meeting demands at various stages of the professorial career. Whether mastering teaching effectiveness and initiating productive scholarship early in the career or remaining current with evolving discipline knowledge while providing mature leadership in later career stages, these challenges call for an engaged partnership between faculty members and institution. This partnership includes a variety of university faculty development support programs, e.g., the faculty development fund, sabbaticals, study leaves, and unpaid leaves of absence, and calls on all faculty members to maintain and update their plan of professional development. 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 Committee

The purpose of the Faculty Development Committee is to encourage and facilitate professional development activities throughout the faculty community. In this role, the committee both initiates and supports faculty development programs and advises the deans and provost in the funding and administration of faculty development.

The membership of the Faculty Development Committee will consist of six to ten faculty members, one faculty member is to be appointed by the dean of each school, or elected through a dean initiated process. Deans may appoint, or schools elect, an additional faculty member so that each school could have two representatives. The provost is an ex officio member of the committee. Members will serve two-year staggered terms so that at least three new members join the committee each year. The committee will meet monthly and the chair will be the director of faculty development. The committee will have the following responsibilities:

- A. Conduct faculty development needs/preferences assessments as a basis for planning University-supported faculty development activities and programs and initiating a long-term planning process for university faculty professional development in consultation with the deans.
- B. Assist the provost and deans in evaluating the award of University faculty development funds for such purposes as professional travel, research and writing for publication, and release time, including but not limited to reduction in teaching-load, for professional projects.
- C. Promote faculty scholarship, including the development of policies and funding support in keeping with the University's endorsement of Ernest Boyer's four forms of scholarship, plus the scholarship of leadership.

- D. Initiate campus faculty development events such as seminars, colloquia, conferences, visiting scholar speakers, workshops on teaching, and brown bag forums which provide scholarly presentation and dialogue opportunities and foster a campus climate of intellectual exchange and scholarly collaboration.
- E. Work to enhance campus resources for faculty development, e.g., establishment of a campus teaching and learning center and/or faculty development resource center.
- F. Publicize and promote professional development activities external to campus. Possibilities include establishing a campus faculty development website to provide information on such topics as faculty grant opportunities, regional conferences on scholarship and teaching, and current scholarly literature on faculty development.

6.3 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.

6.4 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.

6.5 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 6.5.D. following.

A. Eligibility

Appointed 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/Senior VP'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 (teaching and mentees - if applicable). 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/Senior VP who will consult with the Faculty Personnel Committee. Approved applications will be forwarded to the Provost/Senior VP 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/Senior VP'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/Senior VP 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/Senior VP. 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.

6.6 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.

6.7 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 academic community, salary adjustments are a 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 broad range of experiences, responsibilities, and contributions of each member in administering salaries.

As expounded in the *FPU Idea*, we view the work of staff, professors, and administrators to be vocations that offer opportunities 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, university roles and contributions, and years of experience.
- B. Seeks to enable the university to hire and retain outstanding members of the university community, a key means of sustaining excellence and achieving the goals of the university's long term plan of development.
- C. Implies restraint in accentuating differences. The salary schedule seeks to assure competitive entry level salaries and opportunities for salary advancement as faculty members mature in their professional development and value to the university community.

7.2 Faculty Salary Schedule

Salaries are administered with the goal of achieving equity both from internal and external perspectives. The salary schedule is designed both to protect the purchasing power of faculty salaries through across the board cost of living adjustments when inflation warrants and salary step advances to recognize and reward individual faculty member contributions, achievements, and continuing professional development. Each year, as the university's financial circumstances allow, funds for salary adjustments are included in the annual university budget presented to the Board of Trustees in February.

A. External

In order to maintain equity and to be competitive with reference to salaries paid elsewhere, the university 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 the central valley of California.

The Faculty Personnel Committee annually reviews this reference list which serves as a comparison basis in setting salary goals. The Committee may recommend revisions to these goals as appropriate to reflect changes in the characteristics of these comparison institutions. In developing its recommendations, the Faculty Personnel Committee will also examine salary characteristics and trends of institutions listed as AAUP, Category 2A church-related (masters granting).

B. Internal

The university recognizes the unique contributions of each individual faculty member while at the same time it seeks to work toward equitable salaries within the faculty community.

Internal equity recognizes academic preparation, teaching and professional experience related to each faculty member's teaching discipline, scholarly accomplishments, continuing professional development, and history of university and community service. Limited term appointment faculty will be included in across-the board cost of living salary increases. They will be placed on a salary step according to the salary criteria at hiring or step placement for professorial rank and are eligible for performance-related step increases. (See E below.)

C. Salary Adjustment

Faculty salary administration is the responsibility of the Provost/Senior VP in consultation with the Faculty Personnel Committee. The Provost/Senior VP will communicate Faculty Personnel Committee salary recommendations to the president for final approval on individual salary increases. The budget for salary adjustments, including cost of living and individual faculty member step increases will be approved by the Board of Trustees normally in February prior to issuance of annual contracts.

Nine-month base faculty salaries in place each August, including any cost of living adjustment (COLA) awarded prior to August 1, will be considered each faculty member's salary base for the new academic year. Any step increases awarded to take effect with the new academic year will be added to the August base in constituting a faculty member's salary step level for the new academic year. A COLA awarded after August will be considered in calculating the salary base in August of the following year.

D. Placement of New Faculty Appointees on the Salary Scale

The initial contract of a new faculty member at hiring will indicate step placement on the salary scale and professorial rank. Placement will be made by the Provost/Senior VP and appropriate school dean. The appropriate department/program director/chair may be consulted as needed.

The criteria for initial step placement at hiring:

- a. A Master's degree (Step 1 at Instructor rank).
- b. Master's degree plus 30 credit hours or a Master's of Divinity (1 additional step).
- c. Two master's degrees, a master's degree plus professional certification (e.g., CPA, RN, etc.), or ABD status (2 additional steps).
- e. The terminal degree in the hiring field with less than 2 years of college teaching experience (Step 6 at Assistant Professor rank). The expected terminal degree is established for each academic field, e.g., Ph.D. in humanities and sciences, MFA in performing arts, Ed.D. in education, etc.
- f. Relevant teaching, scholarship, service, or other professional experience (1 additional step for each 5 years of experience up to 5 steps total).
- g. Additional steps may be awarded to acknowledge differential pay levels in professional fields where the hiring market salary gap can be established to be at least \$5000. Only in unusual circumstances, and in consultation with the Personnel Committee, should such market adjustments exceed five steps.
- h. Discretionary steps. In order to respond to special circumstances of the competitive market place, e.g., unusually attractive candidate credentials or professional achievements, 1-2 steps may be awarded at the Provost/Senior VP's discretion and reported to the Personnel Committee.

E. Step Salary Increases

After the initial placement step upon hiring, step increases will be awarded in the following circumstances:

- a. Completion of the terminal degree in the hiring field (minimum of 1 step and assistant professor rank);
- b. Promotion to the next professorial rank (minimum of 2 steps; minimum advance to the first step of a new rank);
- c. A favorable third-year review (1 step);
- d. The awarding of continuing status or a favorable sixth year review (1 step);
- e. A favorable fifth year review, following awarding of continuing status or a favorable sixth year review, (1 step) to recognize longevity and continuing strong performance and professional development in teaching, scholarship and service; and

- f. Special Fresno Pacific University recognition for outstanding performance in teaching and/or scholarship and/or service and/or professional development and/or institutional leadership (1 step).

F. Merit Increases

In addition to the step increases listed above, each year, depending on faculty achievement and contributions and available funding, up to 15% of the continuing status track and limited term appointment faculty members may be selected by the Faculty Personnel Committee for special recognition in the form of a one-step performance-based salary increase. Schools may establish criteria that reflect highly valued performance and contributions related to teaching, scholarship, service, professional development, and institutional leadership. Such special criteria must be approved by the Faculty Personnel Committee.

Faculty members who wish to be considered for this recognition must submit to the Provost/Senior VP's Office by April 1, a pdf attachment(s) containing their updated CV, a two-year summary of their student evaluations, a 2-3 page self-assessment of their professional achievements and contributions, and a 1-2 page summary of their professional development plan accomplishments. Up to two letters of reference invited by the faculty member may also be included.

The Personnel Committee will review the faculty applications and make recommendations to the president by May 1, of the names and accomplishments of faculty members proposed for special recognition. Final approval will be made by the president and reported to the Board of Trustees at the June Board meeting. Faculty members so recognized will be informed immediately following the Board meeting and they will be recognized in an announcement to the university community. Faculty members are eligible to receive this award once every two years.

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/Senior VP'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 provided semimonthly: Work done from the 1st – 15th is paid on the 26th of the month, and work done from the 16th – end of the month is paid on the 10th of the following month, for a total of 24 payments per year.

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 (10 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. Employees may waive benefits options to use only what is needed.

2. Life and Accidental Death & Dismemberment Insurance

The university provides to all regular employees their annual salary (up to a max of \$100,000) group life and accidental death and dismemberment (AD&D) insurance, and pays the full cost of

this benefit. 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.

3. **Voluntary Additional Life and AD&D Insurance**

The university provides to all regular employees the opportunity to purchase additional life and AD&D Insurance for themselves as well as their eligible dependents. If you do not enroll in the Voluntary Life and AD&D benefits when you were first eligible, you may enroll during open enrollment however you will be subject to underwriting review, must complete an EOI form and are not guaranteed coverage.

4. **Short Term Disability and Long-Term Disability Insurance**

The university also provides as a voluntary benefit, short term disability insurance plan (STD) and long term disability insurance plan (LTD) to provide 70% of monthly gross pay in the event of short term disability or long-term disability. Due to tax implications, employees pay the premium for STD and LTD.

5. **Flexible Spending Accounts**

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 open enrollment period unless there is a qualified event as defined by the IRS.

6. **Other**

- a. The university offers, at no cost to employees, a confidential employee assistance program and travel assistance program for employees and dependents.
- b. The university participates in state and federally mandated benefits: Social Security (FICA), State Disability Insurance, Worker's Compensation, and Unemployment Insurance.

B. Retirement

1. **TIAA.** The university provides a basic contributory retirement program with immediate vesting through Teachers Investment & Annuity Association.

- 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.

C. 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.

D. 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/Senior VP and the personnel director.

E. 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/Senior VP'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/Senior VP'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-J

APPENDIX A: Creating a Syllabus

The following syllabus templates are available at Intranet.fresno.edu, the Provost page, Course Preparation Resources:

- Course Syllabus Template – F2F
- Course Syllabus Template – OL and Blended

A syllabus is a quasi-contractual document. The outline of work and expectations imply that if a student performs certain activities, gains particular knowledge, skills and understandings, and demonstrates the attainment of learning outcomes in identified ways they will receive certain rewards (grades, units toward graduation, etc.). Student have held and will hold faculty members accountable (and courts have upheld their claims) for what they have or have not included in course syllabi. Syllabi are also the first official, written welcome of a student to a course. They set the stage for the work of the semester and the tone for how the course will be conducted.

Faculty members have some latitude in the development of their course and syllabi. However institutional policies supersede those developed by individual faculty members for their courses. A few of these institutional policies are:

- The syllabus template adopted by the faculty must be used for all courses.
- Grading standards as outlined in the catalog take priority over individual faculty grading policies.
- Students must be allowed excused absences from classes without penalty for participation in official university sponsored activities (e.g. music and athletic performances). They may be required to complete the work of the sessions they miss.
- Official university deadlines, add and drop dates, etc. must be observed.
- Class sessions must be held according to the academic calendar identified for the course and for the full semester or session.
- Content as determined by program faculty for particular courses and programs must be included in courses and syllabi.

Faculty members can also do a few simple things that will help students understand their responsibilities for the work of the course:

- A syllabus should be posted in the course hosting platform (Campus Cruiser or Moodle) and, if possible, distributed during the first session of the course.
- Policies regarding grading, assignments submitted late, due dates, attendance and participation should be clearly worded and easily understandable.
- Due dates for assignments and tests should be included on the syllabus.
- Assignment due dates should not be changed except when absolutely necessary, and not moved forward from those originally announced; assignments should not be added to the course after the syllabus has been distributed.
- Grades for assignments, quizzes and exams should be posted regularly in the hosting platform so those students know where they stand in relation to expectations for grades.

One of the best resources for faculty members constructing (or revising) a syllabus is the experience of other professors. Deans and Program Directors can supply samples of syllabi from faculty members who have been particularly effective. And most professors are happy to share their ideas and experience.

F2F Template

(Available at Intranet.fresno.edu, the Provost page, Course Preparation Resources)



SCHOOL OF
XXXXXXXXXXXXXX
1717 S. Chestnut Ave.



[First Section: all elements required, in the order presented here.]

Traditional Course Syllabus

Semester/Year:

Instructor:

Units:

Office Hours:

Office Location:

Phone number:

Email:

Length: xx weeks (First/Last day of class)

This class is delivered in the following format:

Schedule

Face-to-Face (no online attendance required)

All classes meet on (day/s):

Time:

Total class meeting hours:

Course Description

From University Catalog, including prerequisites (where applicable)

Student Learning Objectives

Course SLOs – linked to Program SLOs (where applicable)

[Second Section: the following categories are required--the order is optional. Other elements may be added, at the professor's discretion: course introduction, educational philosophy, etc.]

Course calendar – including topics covered, assignments, readings, tests, etc.

Required/recommended texts and supplementary materials

Assessment and grading system for major assignments

Include the following:

- Grading policies
- Description of assignments
 - % of course grade
 - Percentages for A, B, C, D, etc.
- Signature Assignment and
 - Signature Assignment Scoring Rubric

Estimated time to complete homework assignments

[See sample charts at the end of this template]

Include general categories from the “Credit Hour Worksheet” – i.e. Face-to-face, reading, writing, quiz/test preparation.

Course/classroom policies

Include course and classroom policies unique to this course – i.e. late assignment policy.

University Policy and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A *University Policy Summary* may be found on the university website at <https://www.fresno.edu/students/registrars-office/university-policies>

Homework Credit Hour Chart Samples for use in Syllabi

See Credit Hour Worksheet—“Provost Page” FPU Intranet

Sample #1

Estimated Homework Time

	Hours
<i>READINGS</i>	
Text 1	
Text 2	
<i>ASSIGNMENTS</i>	
Assignment 1	
Assignment 2	
<i>REVIEW FOR EXAMS</i>	
Review 1	
<i>[Expand table by inserting rows: Select a row, right click, & select insert.]</i>	
<i>TOTAL ESTIMATED HOMEWORK HOURS</i>	
(UG:30 hrs/unit; GRAD:45 hrs/unit)	

Sample #2

Estimated Homework Time

	Hours
Weekly Reading (~3 hours per week)	45
Presentation Preparation	4
Research Paper (~2 hours per page)	30
Exam Preparation: Mid-term	4
Exam Preparation: Final	8
[additional lines as needed]	
Total Estimated Homework Hours (UG:30 hrs/unit; GRAD:45 hrs/unit)	91

OL and Blended Template

(Available at Intranet.fresno.edu, the Provost page, Course Preparation Resources)



SCHOOL OF
XXXXXXXXXXXX
1717 S. Chestnut Ave.



[First Section: all elements required, in the order presented here.]

Online or Blended Course Syllabus

Semester/Year:

Instructor:

Units:

Office Hours:

Office Location:

Phone number:

Email:

Length: xx weeks (First/Last day of class)

Delivery Mode:

Schedule

100% Online

All classes meet on: (day)

Blended (Combination of Face to Face and

Time:

Online)

Campus and Room:

Course Description

From University Catalog, including prerequisites (where applicable)

Student Learning Objectives

Course SLOs – linked to Program SLOs (where applicable)

[Second Section: the following categories are required--the order is optional. Other elements may be added at the professor's discretion: course introduction, educational philosophy, etc.]

Course calendar – including topics, assignments, readings, tests, etc.

	Direct Instruction Hours		Independent Work
Week	Weekly Topics and Class Time 15 hrs/unit Not applicable for 100% OL Courses UG 3U Blended: 4 hrs/wk for 6 wks	*Estimated Online Direct Instruction Assignments UG 3U Blended: 3 hrs/wk for 6 wk UG 3U OL: 6.25 hrs/wk for 6 wk	*Estimated Homework Assignments UG: 30 hrs/unit UG 3U Course: 15 hrs/wk for 6 wks GRAD: 45 hrs/unit

	GRAD 3U Blended: 4 hrs/wk for 8 wks		GRAD 3U OL: 6.25 hrs/wk for 8 wk		GRAD 3U Course: 17 hrs/wk for 8 wks	
1		4 hrs		x hrs		x hrs
				x hrs		x hrs
2		4 hrs		x hrs		x hrs
				x hrs		x hrs
3		4 hrs		x hrs		x hrs
				x hrs		x hrs
4		4 hrs		x hrs		x hrs
				x hrs		x hrs
5		4 hrs		x hrs		x hrs
				x hrs		x hrs
6		4 hrs		x hrs		x hrs
				x hrs		x hrs
Delete the last two weeks below for 6-week courses						
7		4 hrs		x hrs		x hrs
					x hrs	
8		4 hrs		x hrs		x hrs
					x hrs	
	Total Class Hrs		Total *Estimated Online Hrs		Total *Estimated HW Hrs	

*Supplementary Course Materials may be accessed through Moodle: [link]"

*Estimated Hours for Online Instruction and Homework will vary depending upon individual reading or writing styles, interest levels, and previous training. Some students will complete assignments in less time, others in

more time. Grades are not calculated on the basis of the number of hours spent on assignments. They are assigned based on the quality of completed assignments submitted to instructors.

Required/recommended texts and supplementary materials

Assessment and grading system for major assignments

Include the following:

- Grading policies
- Description of assignments
 - % of course grade
 - Percentages for A, B, C, D, etc.
- Signature Assignment and
 - Signature Assignment Scoring Rubric

Course/classroom policies

Include course and classroom policies unique to this course – i.e. late assignment policy.

University Policy and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A *University Policy Summary* may be found on the university website at <https://www.fresno.edu/students/registrars-office/university-policies>

Homework Credit Hour Chart Samples

See Credit Hour Worksheet—“Provost Page” FPU Intranet

The following worksheets do not need to be included in the syllabus if the course calendar above has been completed with all assignment details as indicated below.

Sample #1

Estimated Homework Time

<i>READING</i>	<i>Hours</i>
Text 1	
Text 2	
<i>ASSIGNMENTS</i>	
Assignment 1	
Assignment 2	
<i>REVIEW FOR EXAMS</i>	
Review 1	
<i>[Expand table by inserting rows: Select a row, right click, & select insert.]</i>	
<i>TOTAL ESTIMATED HOMEWORK ASSIGNMENT HOURS FOR COURSE</i>	
(UG:30 hrs/unit; GRAD:45 hrs/unit)	

Sample #2

Estimated Homework Time

	Hours
Weekly Reading (~3 hours per week)	45
Presentation Preparation	4
Research Paper (~2 hours per page)	30
Exam Preparation: Mid-term	4

Exam Preparation: Final	8
[additional lines as needed]	
Total Estimated Homework Hours (UG:30 hrs/unit; GRAD:45 hrs/unit)	91

APPENDIX B: Evaluation Portfolio: Checklist & Preferred Organization

The following check list is an elaboration of Chapter 4, Section 6 of the Faculty Handbook, organized in the preferred pattern for faculty portfolios. This chapter has a more definitive explanation. Faculty members should exercise discretion in the preparation of the portfolio so that appropriate and important information can be easily found, the development of the faculty member's career can be clearly followed, and illustrative material recognized.

[Note: The portfolio prepared by the faculty member, letters of the Dean and Division/Department/program chair, and additional surveys of advises and peer evaluations of teaching and other professional contributions, and relevant materials from the faculty member's permanent file on results of prior evaluations constitute the sole source of evidence in the faculty evaluation process.]

Elements Prepared by the Faculty Member

- Current *Curriculum Vita*, including:
 - a summary listing of educational background,
 - current position/assignment,
 - teaching and scholarship,
 - university and community service,
 - awards and recognition,
 - pre-FPU professional experience, and
 - current professional memberships,
 - other involvements and accomplishments.

[Note: the *Curriculum Vita* should include information that allows the reader to follow the career of the faculty member. This may require accurate dates of degrees, promotions, positions, publication reference information, website addresses, and any other information that will assist the evaluation committee and provide a complete and accurate representation of the faculty member's career, activities and professional development.]

- Yearly workload summaries indicating courses taught, other assignments within load, and overloads;
- Current syllabi for all courses taught within the period of evaluation;
- Student evaluations for all courses taught since hiring (three year review) or, for all courses, a minimum of the past two years of FPU employment;

- Reflective self-assessment addressing teaching and advising, scholarship and professional development, and university and community service (refer to evidence in portfolio);

[Note: this element represents a major component of the evaluation. Accordingly, appropriate care and thoughtfulness should be given in the development of this self-assessment. See Chapter 4, Section 3 and Section 6.4-6,A,B,C for further guidance.]

- Copy of most recent professional development plan;
- Job description or position explanation for those with administrative assignments;
- Additional materials submitted in response to suggested Characteristics and Evidence.

[Note: these might include copies of publications or presentations; signature assignments developed; letters from professional colleagues or students; program materials from conference and professional societies, performances, and exhibits indicating participation; work illustrating administrative and/or committee contributions; website material and/or other media; any others materials illustrating and contributing to the understanding of the faculty member's professional progress, career and accomplishments. See Chapter 4, Section 6.6A,B,C]

Portfolio Contents Prepared by Others

Dean and Division/Program Chair:

- The Dean and Division or Department/Program chair will prepare, and independently submit to the Provost/Senior VP's Office for inclusion in the portfolio, an evaluative letter addressing the three primary criteria for faculty evaluation: teaching and advising, scholarship and professional development, and university and community service (see Chapter 4.6.2);
- Teaching evaluations by two faculty members selected by the dean;
- Evaluations submitted by faculty member's advisees (sent out and collected by Dean's office);

Faculty Member:

- Teaching evaluations by up to two faculty selected by the faculty member being evaluated (optional);
- Other faculty peer evaluations of faculty member's professional contributions (optional; requested by faculty member being evaluated). Note: Faculty peer evaluations of teaching and student advisor evaluations will be completed on approved standard evaluation forms.

Provost/Senior VP Office and/or Faculty Member:

- Relevant materials from the faculty member's permanent file on results of prior evaluations. [See Chapter 3, Section 12.B.2 and Chapter 4, Section 4.6.2.]

APPENDIX C: 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

APPENDIX D: Faculty Salary Scale 2017-18

Amounts below are for a 9 month contract

10 month contract = amount x 1.11

11 month contract = amount x 1.22

<u>Step #</u>	<u>Instructor</u>	<u>Asst. Professor</u>	<u>Assoc. Professor</u>	<u>Full Professor</u>
1	41,000			
2	43,050			
3	45,100			
4	47,150			
5	49,200			
6	51,250	51,250		
7	53,300	53,300		
8	55,350	55,350		
9	57,400	57,400		
10	59,450	59,450	59,450	
11	61,500	61,500	61,500	
12	63,550	63,550	63,550	
13	65,600	65,600	65,600	
14	67,650	67,650	67,650	67,650
15	69,700	69,700	69,700	69,700
16	71,750	71,750	71,750	71,750
17		73,800	73,800	73,800
18		75,850	75,850	75,850
19		77,900	77,900	77,900
20		79,950	79,950	79,950
21		82,000	82,000	82,000
22			84,050	84,050
23			86,100	86,100
24			88,150	88,150
25			90,200	90,200
26			92,250	92,250
27				94,300
28				96,350
29				98,400
30				100,450
31				102,500

APPENDIX E: 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 there from 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 F: 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/Senior VP. 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/Senior VP 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 G: 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, Executive 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 Executive 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, Executive 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 H: Tuition Waiver

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. NOTE: The FAFSA needs to be completed before Financial Aid can process a tuition waiver. 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 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.
- Tuition waivers are not available for a 2nd bachelor's degree, whether from FPU or an outside institution. (Executive Cabinet 9/27/16)
- Tuition waivers will cover up to 9 non-matriculated units total. (Executive Cabinet 2/21/17)
- 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.
- A tuition waiver application may be submitted for an academic year – fall, spring, summer.
- Years of service at other church related colleges and universities will be counted toward FPU's waiver eligibility criteria.

UNDERGRADUATE COURSES

Employees

- After successful completion of the employee's orientation period (1 semester for faculty and 3 months for staff).
- 2 undergraduate courses per semester regardless of # of units
- 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 and 3 semesters for staff).
 - 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 26 whichever is sooner.
- The same conditions as those immediately preceding apply to married children of University employees, but not to the child's spouse.

DEGREE COMPLETION

Employees, Spouse and Children

- After successful completion of the employee's orientation period (1 semester for faculty and 3 months for staff).
- Up to three employees eligible for a tuition waiver will be allowed in each cohort; a wait list is available.
- Dependent children are eligible to receive a waiver as long as they do not turn 26 years old prior to program end date.
- The same conditions as those immediately preceding apply to married children of University employees, but not to the child's spouse.
- First year of employment 25%
- Second year 50%
- Third year 75%
- Fourth year 100%

Waiver applies to additional units taken to satisfy program requirements.

GRADUATE COURSES

Employees

- After successful completion of the employee's orientation period (1 semester for faculty and 3 months for staff).
- 2 graduate courses per semester regardless of # of units.
- Up to three persons eligible for a tuition waiver will be allowed in each cohort; a wait list is available.
- 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 and 3 months for staff).
- Up to three 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

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. For further information and applications, please contact Tina White at tina.white@fresno.edu.

The Tuition Exchange: <http://www.tuitionexchange.org>

CCCU Tuition Waiver Exchange Program: <http://www.cccu.org/twep>

CIC Tuition Exchange Program: <http://www.cic.edu/Programs-and-Services/Tuition-Exchange-Program/Pages/About-TEP.aspx>

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

HOW TO REQUEST A TUITION WAIVER

A tuition waiver application is available on the Intranet, Human Resources, Employee Benefits page at:

<https://intranet.fresno.edu/human-resources/fpu-employee-benefits>

All applications for tuition waivers for Fresno Pacific should be submitted to the Provost Office; contact Tina White at tina.white@fresno.edu.

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

Approved by Executive Cabinet on 10/13/15

Approved by Personnel Committee on 11/18/15

Review by Staff Exec on 11/20/15

Final review and approval by Executive Cabinet on 11/24/15

Policy Effective Date: June 2017

Revised 6/12/17 (non-matriculated units)

APPENDIX I: Identifying Scholarship at FPU

Scholarship as Practiced at Fresno Pacific University

The following five documents define and illustrate scholarship as practiced by professors at FPU. These words of preface are intended to put these illustrations into the context of the expectations outlined in the Faculty Handbook.

Basic Expectation. Every Fresno Pacific University professor has the privilege and responsibility to carry out scholarship in their discipline to expand the depth and breadth of their own understanding and knowledge, to enrich their teaching for students, and to contribute to the growth and application of knowledge for church and society. In accordance with portions of the FPU Faculty Handbook (see 3.4.A, and 4.5), this privilege and responsibility may take on the characteristics of a broad range of types of scholarship including the scholarship of discovery, of application, of integration, of teaching, and of leadership (in the process of definition).

Basic Standard. Every professor who is part of the faculty evaluation process in their evaluation portfolios and as an ongoing part of their practice will:

- Show evidence of a scholarly agenda actively pursued and resulting in some kind(s) of product;
- Articulate and explain that agenda as purposefully shaped and directed toward an outcome(s) related to their discipline in any one or a combination of the types of scholarship;
- Carry out this articulated agenda according to the commonly understood definitions in the growing body of literature as including (a) problem posing or constructive search for understanding, or the production and/or performance of creative works; (b) analysis of data, evidence, information, or intellectual and creative productions in forms and methods understood within particular disciplines (c) tested by some form(s) of peer or professional review, and (d) presented publically in traditional or alternative forms of publication and/or presentation.

School Definition. As the particular ways in which scholarship is generally accepted are different according to the practices and standards of various academic disciplines, each school prepared a statement of guidelines, standards, expectations, and illustrative examples (an/or other as they determine is useful) for the faculty of the school. The school definitions and illustrations are for the use of individual professors and evaluation committees, including the Rank and Continuous Status Committee, in pursuing and reviewing scholarship at FPU. These statements and examples have been approved by the Personnel Committee and Senate.

Further Notes for Clarification of Terminology: Two distinctions became important in the discussions within the schools and Personnel Committee.

- We refer to the work we do as “scholarship,” rather than research. “Research” in Boyer’s scholarship typology is referred to as the “scholarship of discovery.” Referring to scholarship

as the broadest term for this work, preserves the understanding that there are other forms equally as valuable (teaching, integration, and application).

- The literature on scholarship makes a distinction between, for example, “scholarly teaching” and the “scholarship of teaching.” “Scholarly teaching” refers to the practice of teaching in which the professor keeps up with the discipline, and with the developing practices of teaching in a particular discipline. It refers both to the habit of keeping current, and using effective teaching practices. “The Scholarship of Teaching” refers to an activity illustrated in the proposal as “*(a) problem posing or constructive search for understanding, or the production and/or performance of creative works; (b) analysis of data, evidence, information, or intellectual and creative productions in forms and methods understood within particular disciplines (c) tested by some form(s) of peer or professional review, and (d) presented publically in traditional or alternative forms of publication and/or presentation*” as stated above. It might be said that all professors would be expected to be “scholarly teachers,” only some would work in the “scholarship of teaching,” while others would work in with the “scholarship of discovery,” or “integration,” or “application.” Scholarly teaching, application, or integration, however, is not the “scholarship of” those areas of work. The documents identify varieties of the “scholarship of” forms of professorial work.

Scholarship in the School of Education

The fundamental purpose of scholarship is best summed up by Boyer's (1996) statement regarding the scholarship of engagement, which he defines as: "connecting the rich resources of the university to our most pressing social, civic and ethical problems, to our children, to our schools, to our teachers and to our cities" (19-20). With this, Boyer defines the overarching purpose of the faculty members' scholarly effort: to be both relevant and significant in the context in which they live. Scholarship, then, is both a responsibility of the professoriate as well as a privilege: the right to speak to the most pressing needs in society by virtue of their training and position in the university.

Basic Standard

In creating these expressions of Scholarship, the School of Education (SOE) builds on the FPU Basic Standards of Scholarship (Fresno Pacific University, 2014):

Every professor who is part of the faculty evaluation process in their evaluation portfolios and as an ongoing part of their practice will:

- Show evidence of a scholarly agenda actively pursued and resulting in some kind(s) of product;
- Articulate and explain that agenda as purposefully shaped and directed toward an outcome(s) related to their discipline in any one or a combination of the types of scholarship;

Carry out this articulated agenda according to the commonly understood definitions in the growing body of literature as including:

- a) problem posing or constructive search for understanding, or the production and/or performance of creative works,
- b) analysis of data, evidence, information, or intellectual and creative productions in forms and methods understood within particular disciplines,
- c) tested by some form(s) of peer or professional review, and
- d) presented publically in traditional or alternative forms of publication and/or presentation.

The *Scholarship at FPU* document also charges Schools with coming up with their own interpretation and application of the Basic Standard:

School Definition. As the particular ways in which scholarship is generally accepted are different according to the practices and standards of various academic disciplines, each school will prepare a statement of guidelines, standards, expectations, and illustrative examples (an/or other as they determine is useful) for the faculty of the school.

The School of Education statement of guidelines, standards, expectations, and illustrative examples

The SOE statement on scholarship purposes to define and affirm the role of scholarship in the life of the professor and avoid two critical errors: One, making the process too formulaic: “this many journal articles in this many peer reviewed journals,” which could introduce superficiality and encourage a “check the box” approach to the professors’ scholarly work. The second error to avoid is to give so little guidance to professors that they are unsure of themselves as they work their way through the review process. The SOE would not want to create an environment where a well-meaning, hard-working professor is so unsure of their contributions that they would be concerned about “keeping their job” come review time.

Scholarship Defined

There is sometimes a blurred line that separates “scholarly work” and “scholarship.” All professorial work can, and probably should, be seen as scholarly work – work that is informed by one’s informed understanding of their craft. Scholarship has come to be seen as something more discrete and with better defined criteria and assessment standards (Boyer, 1990, 1997; Hutchings, Huber, & Ciccone, 2011). For the purposes of this examination, the SOE defines Scholarship as:

The careful and systematic application of knowledge to produce an artifact (i.e. book, article, book review), event (i.e. presentation, conference), or a significant scholarly contribution (i.e. program creation/revision, consulting work).

Along with a definition of scholarship is the need to define the audience, the “consumer,” of the results of scholarship. The audience is defined along two continuums: (see Table 1)

- The “situation” of the audience – from the general audience, to the practitioner, to participants in the academy.
- The “learned expertise” of the audience – from the unreflective, but interested, reader to the critical eye of the professional in the academy.

In Table 1, several examples of scholarship are plotted along these continuums:

- A presentation to parents of high school students about the challenges facing their children,
- An article in a “trade magazine” (i.e. *Scholar Speaks*), and
- A peer-reviewed journal article (i.e. *Teacher Education Quarterly*).

In the first example – the presentation to a parent group – is an instance where “scholarship” can seem more like “scholarly work,” or even, simply, an act of service. In order for this to be viewed as “scholarship” several key elements would need to be present. First, the presentation would

need to be based on research conducted according to the guidelines of the Basic Standard above. Additionally, there would need to be reference to the research conducted by the professor, either by way of primary or secondary investigation. This event would best be seen as an act of service – a professor participating and contributing to the community, and, possibly, it is best left at that. Or, this presentation could be seen as an effort that is “scholarly enough” to be counted as an act of professorial service AND evidence of the Scholarship of Application – with elements that could form the foundation for later and more comprehensive scholarship efforts.

In the second example, the intended audience would be a bit more “learned,” but would not function at the same level as a “jury of ones peers.” This would be a “step up” from the example above in that the audience could be somewhat familiar with the topic and, most likely, be conversant with the canons of scholarship and able to judge its worth. The editor of the journal would also be able to stand in some kind of editorial judgment of the piece, but would not possess the same level of expertise as a professional in the field.

In the third instance, an article in a peer-reviewed journal would both reach professionals in the field and be subject to a more rigorous judgment of research. This judgment provides both professors and their reviewers (e.g. RCSC, third, sixth, and fifth-year review committees) confidence regarding the academic quality of the work.

The Portfolio

A professor could use *each* of the artifacts listed above in presenting a holistic expression of their scholarly activity for the period of review. Each artifact would play a unique role in presenting the professor’s scholarly activity. The presentation to the high school parent group could be viewed as scholarly involvement in an important community challenge, but without peer-review, there would be no way for a review committee to determine the veracity of the work. Similarly, an article in a trade magazine would speak to the professional associations of the professor, but with a less rigorous review process, again, the quality of the work would be difficult to determine. The peer-review article would provide a “stamp of approval” on the professor’s work, validating the quality of the work.

This holistic approach to the evaluation processes allows for a wider-range of materials that each would communicate part of the professors’ work while still emphasizing and even requiring some level of peer-review. Additionally, it would require of professors a sifting through of the artifacts to determine the role that each plays in “telling the story” of their scholarship-related activity.

Evaluation

Given the SOE approach above, the following would be evaluations principles for evaluating the scholarship of professors in the School of Education.

The Principal of Standing – the contribution each faculty member will be judged relative to their progress in their academic careers, with the expectations higher for more advanced and experienced faculty.

The Principle of Relevancy – the scholarly work of the professor should address significant and relevant issues in the field of education.

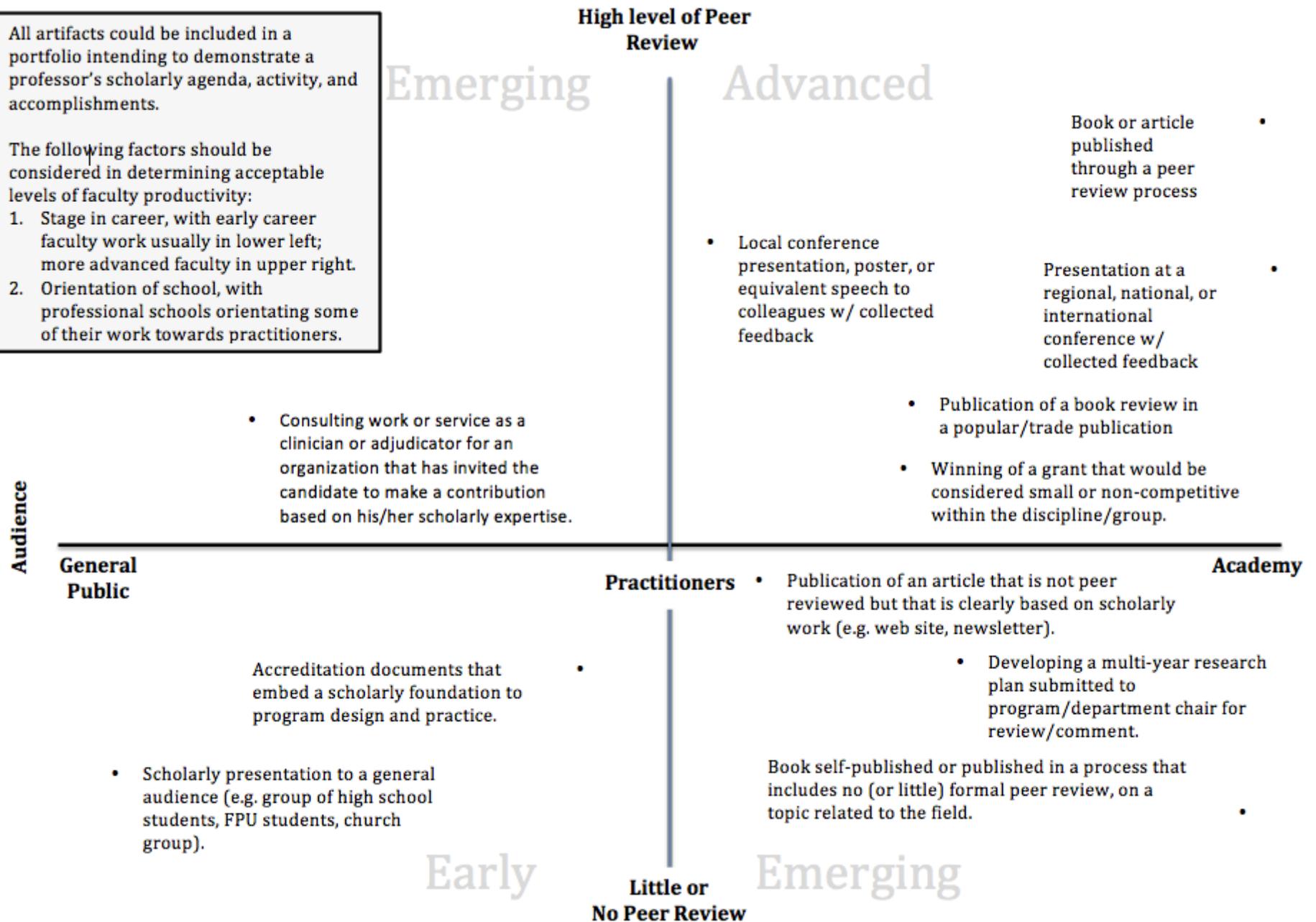
Holistic evaluations – Professors' contributions needs to be based on the entirety of their scholarly work. Contributions along both axes of the continuum have a place and purpose and can be used by the professor to present a holistic expression of their contribution.

Peer Review – Professors will need to demonstrate the veracity of their scholarship by some sort of peer review of their findings. A level of peer review could be evident in many forms: i.e. formal peer review of a journal article, professional responses to a conference presentation, responses from a professional association or relationship. This principle is a critical consideration in the scholarly process because it affirms the scholarship of the professor. A collection would be viewed as incomplete without considered peer review of the professor's work, no matter how extensive the collection.

All artifacts could be included in a portfolio intending to demonstrate a professor's scholarly agenda, activity, and accomplishments.

The following factors should be considered in determining acceptable levels of faculty productivity:

1. Stage in career, with early career faculty work usually in lower left; more advanced faculty in upper right.
2. Orientation of school, with professional schools orientating some of their work towards practitioners.



References

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- Boyer, E. (1997). *Scholarship Assessed: Evaluation of the professoriate*. San Francisco: Jossey-Bass.
- Hutchings, P., Huber, M. T., & Ciccone, A. (2011). *The scholarship of teaching and learning reconsidered*. San Francisco: Jossey-Bass.
- Fresno Pacific University (2014). *Defining scholarship at Fresno Pacific University*.

Scholarship in the School of Humanities, Religion, and Social Sciences

During each review period beginning with the third-year review, an HRSS faculty member will be expected to have completed one of the following three options. For the third-year review, the completion of a dissertation would be sufficient for candidates who are ABD. For the sixth-year and Continuing Status reviews, candidates will be evaluated based on their cumulative scholarly work during the previous six years, not just the previous three years. The examples listed are representative, not exhaustive. Each review committee will make decisions based on the faculty member's unique situation and performance in the other two areas of teaching and service.

Each candidate must include evidence in the portfolio that fully documents the scholarly work, for example copies of PowerPoint slides used during a presentation, a photograph of a poster, or a copy of a journal article. Simply stating that something has been done will not be considered sufficient. Candidates who wish to make a case for the prestige or competitiveness of a venue must include evidence that supports the claim, for example information printed from a journal's website about the number of submissions received and the percentage accepted. Research projects that involve students are encouraged; student involvement should be explained and documented.

1. Option One: Entry-Level Scholarship

The following would be appropriate for a new faculty member or one who is absorbed with an unusually demanding project related to teaching or service during a review period. These projects are not sufficient for a faculty member's entire career, but can be helpful as a stepping stone to the projects in option two or as a method to continue one's scholarship at the minimum level during a time period when one's focus must be elsewhere. If a local venue is also prestigious or competitive, the candidate could make an argument that the project belongs in one of the categories below.

- Local conference presentation, poster, or equivalent speech to colleagues.
- Professional performance or service as director or conductor in a local setting (e.g., solo performance, performance within a professional group, or conducting of a non-FPU ensemble).
- Performance or exhibition of an original creative work in a local setting.
- Publication of a book review (or equivalent, such as review of printed music or recording).
- Publication of an article that is not peer-reviewed but that is clearly based on scholarly work (e.g., website, newsletter, Scholars Speak news article).
- Winning of a grant that would be considered small or non-competitive within the discipline. (For disciplines in which a large amount of grant money is available, this would be less than \$10,000.)
- Committee membership and work in an organization relevant to the candidate's scholarship.
- Consulting work or service as a clinician or adjudicator for a local organization that has invited the candidate to make a contribution based on his/her scholarly expertise.
- Creation or significant revision of a program, study abroad trip, curriculum, etc. that is based on scholarly research into theory and best practices.
- Substantial work on a project listed in option two that has been started during this review period and will be completed during the following review period. Candidates will be expected to complete such a project within two review periods at most, although exceptions may be made for long-term research studies.

2. Option Two: Mid-Level Scholarship

The following would be appropriate for a faculty member carrying a full-time teaching and/or administrative load. Since these projects require more time than those in option one, a smaller number would be expected.

- Presentation at a regional, national, or international conference specific to the scholar's discipline or field of expertise.
- Professional performance or service as director or conductor in a regional, national, or international setting where selection is by special invitation or peer-reviewed audition.
- Performance or exhibition of an original creative work in a regional or national setting.
- Performance of a short musical composition by a respected group (e.g., another college choir).
- Article published in a peer-reviewed journal or book collection (or equivalent, such as publication of an original music composition, arrangement, or scholarly edition of a short musical work). An article in *Pacific Journal* would fit into this category.
- Performance or composition released on a recording through a peer review process (e.g., one or more tracks on a CD).
- Book self-published or published in a process that does not include peer review, but that represents quality scholarship specific to the scholar's discipline or field of expertise according to the committee's judgment.
- Winning of a grant that represents the median amount of money and/or competitiveness for the discipline. (For disciplines in which a large amount of grant money is available, this might be between \$10,000 and \$100,000.)
- Consulting work or service as a clinician or adjudicator for a regional, national, or international organization that has invited the candidate to make a contribution based on his/her scholarly expertise.
- Editorial work for a scholarly publication (e.g., serving as a regular reviewer).
- Substantial work on a long-term project listed in option three, for example writing three new chapters of a publishable book.

3. Option Three: Advanced Scholarship

The following would be appropriate for a faculty member whose scholarship is central to the portfolio, or who is applying for a position or promotion based on exemplary scholarship (possibly including a merit-based step increase or a full professorship).

- Coordination of a regional, national, or international conference, workshop, competition, or series specific to the scholar's discipline or field of expertise.
- Keynote speech at a regional, national, or international conference.
- Professional performance or service as director or conductor in a prestigious setting.
- Performance or exhibition of an original creative work in a prestigious setting.
- Performance of a long musical composition (e.g., full-length symphony or opera) by a respected group.
- Article or original work published in a highly competitive or prestigious journal or collection.
- Book published through a peer review process (monograph, edited collection, or scholarly edition, for example of a major musical work).
- Performance or composition released on a recording through a prestigious label (e.g., CD or DVD).

- Winning of a large, competitive, or prestigious grant. (For disciplines in which a large amount of grant money is available, this might be \$100,000 or more.)
- Top leadership position in an organization relevant to the candidate's scholarship.
- Lead editorial position for a scholarly publication.
- Winning of a competitive fellowship.
- Special recognition or award for exemplary work done as a consultant, for the design of a new program, for a presentation or published article, etc.
- Multiple projects listed under option two.

Scholarship in the School of Natural Sciences

A. Examples which provide guidance in identifying scholarship

The School will maintain a compendium of “case studies”, exemplifying both what is considered scholarship and what is not considered scholarship. Such examples can be drawn from practical experience as various activities within the school are evaluated. Each example should be accompanied by commentary which provides guidance regarding how the particular case was evaluated and how a conclusion was drawn regarding whether the particular activity qualified as scholarship. The compendium will provide both faculty and future evaluators with guidance in an advisory sense. Examples of such ‘case studies’ which the committee considered in a generic sense included

- the 'project that fails' -- e.g., 3 y of scholarship but the findings end up not being publishable
 - qualifies as scholarship (as long as the investigator presents evidence (e.g., hypotheses, methodology, data collected, ...) indicating a clear intent to develop the project to a publishable point)
- a student project intended primarily to introduce the student to the process of science and which does not collect qualitatively novel data nor develop any sort of novel theory or novel methodology
 - doesn't qualify as scholarship (not something that realistically would be intended for external peer-review)
- a faculty project evaluating the interactions between mites and tomatoes where the work is based on a previous, similar study, looking at interactions between mites and potatoes
 - qualifies as scholarship (as it would be publishable)
- a faculty project which, at the point of evaluation (2 y after initiation of the project), has not yet yielded publishable data, but has resulted in the acquisition of new technical expertise which will serve as the foundation for the remainder of the project
 - qualifies as scholarship (as evidence can be presented of a clear intent to develop a publishable study)
- a faculty project which, at the point of evaluation (8 y after initiation of the project), is still characterized as developing instrumental or technical expertise but has not yet collected substantial data which would be required for a publishable work
 - *likely* not scholarship (intent to develop a publishable work is questionable given the time which has elapsed since the initiation of the project)

B. Qualities which characterize scholarship

The definition of scholarship should remain broad and inclusive of all types of scholarship. Also, scholarship is not preeminent, but equal to and supportive of teaching and service.

Defining characteristics of scholarly activities include both of the following:

- the work is intended for peer review and
- the work is intended for public dissemination

Whether a work is intended or has been subjected to “peer review” should be evaluated on a case-by-case basis and the definition of “peer review” should remain both open and flexible.

We note that a faculty member should have the opportunity to have his/her work reviewed by competent and knowledgeable peers. This includes work submitted for peer review (whether rejected or accepted) as well as work which was directed toward peer review but has not been submitted for peer-review (such work may be incomplete, but still in progress) or may have been completed but is not of publishable quality (e.g., negative findings). At a small school such as ours, meaningful peer review will, in many cases, be synonymous with external peer review. In such circumstances, the onus is on the faculty member under evaluation to provide guidance to the committee regarding (1) an appropriate route of peer review (e.g., identifying possible peer reviewers) and (2) appropriate material to aid the committee in better understanding why the item of scholarship under consideration was not publishable or is not yet publishable.

We strongly encourage those in a position of evaluating scholarship to exert significant effort to evaluate the quality of the work under consideration. Those in a position of evaluating should *not* blindly use publication in a professional journal as a surrogate for quality peer review. Those acting as evaluators might find their motivation might be enhanced by reviewing a few of the recent articles touching on issues related to peer review quality (Begley and Lee, 2012, Bohannon, 2013, and Nosek 2012).

The group considered the criterion of novelty and concluded that, ultimately, a study with even limited novelty is typically publishable and, thus, falls under the criterion of work directed toward external review.

C. Quantity of scholarship

The group concluded that attempts to characterize scholarship in terms of “amount” should involve at least:

1. consideration of the context in which scholarship is encouraged and facilitated
2. a sense of weighting of different scholarly activities

D. The context of scholarship

Scholarship does not occur in a vacuum. Most faculty would love to pursue scholarship. The university should look not only to motivate, but to enable, faculty to engage in such pursuits. We note that, at the present:

- FPU does not encourage new faculty members, via explicit provision of time and resources, to pursue any sort of external support for research programs
- FPU does not encourage most faculty members, via explicit provision of load, to pursue research activities
- activities within different disciplines require very different resources (e.g., it may be more realistic to expect a composer to produce a new, creative work deemed “scholarship” than to expect a scientist to produce new, creative work in nuclear physics)

E. Weights associated with scholarly activities

Within the sciences, it is understood that certain activities represent milestones on the path to formal presentation of one's work in a peer-reviewed journal article. Such activities include poster presentations at professional conferences as well as uninvited presentations at professional conferences. These activities are representative of scholarship and, given that they are subjected to less rigorous peer-review, should be given significant weight in

the evaluation process. Such activities should not be given the same weight as activities (e.g., publication in a peer-reviewed journal) which are associated with a more rigorous peer-review process and which typically represent major milestones in a research program.

References

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Bohannon, John (4). "Who's Afraid of Peer Review?". *Science* 342.6154 (2013): 60–65.

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Nosek, Brian A., Jeffrey R. Spies, and Matt Motyl. "Scientific Utopia II. Restructuring Incentives and Practices to Promote Truth Over Publishability." *Perspectives on Psychological Science* 7.6 (2012): 615-631.

Scholarship in the FPU Biblical Seminary

The document starting below at the heading "Guidelines and Examples. . ." is in response to the request from the Provost's office (processed and revised by RCSC, Personal Committee, Senate Exec, and Faculty Senate). I have copied the request to put our document in context. I have drafted a possible set of standards as a discussion starter with the assumption it will be revised and improved by your input. I leaned heavily on the book: *Institutionalizing a Broader View of Scholarship Through Boyer's Four Domains*, Braxton, Luckey and Helland (2002), available from the dean's office.

Scholarship at FPU: Defining Further our Practices and Offering Guidance for Future and Current Work
Proposal: Approve the process outlined below with the timeline indicated.

Basic Expectation. Every Fresno Pacific University professor has the privilege and responsibility to carry out scholarship in their discipline to expand the depth and breadth of their own understanding and knowledge, to enrich their teaching for students, and to contribute to the growth and application of knowledge for church and society. In accordance with other portions of the FPU Faculty Handbook (see 3.4.A, and 4.5), this privilege and responsibility may take on the characteristics of a broad range of types of scholarship including the scholarship of discovery, of application, of integration, of teaching, and of leadership (in the process of definition).

Basic Standard. Every professor who is part of the faculty evaluation process in their evaluation portfolios and as an ongoing part of their practice will:

- Show evidence of a scholarly agenda actively pursued and resulting in some kind(s) of product;
- Articulate and explain that agenda as purposefully shaped and directed toward an outcome(s) related to their discipline in any one or a combination of the types of scholarship;
- Carry out this articulated agenda according to the commonly understood definitions in the growing body of literature as including (a) problem posing or constructive search for understanding, or the production and/or performance of creative works; (b) analysis of data, evidence, information, or intellectual and creative productions in forms and methods understood within particular disciplines (c) tested by some form(s) of peer or professional review, and (d) presented publically in traditional or alternative forms of publication and/or presentation.

School Definition. As the particular ways in which scholarship is generally accepted are different according to the practices and standards of various academic disciplines, each school will prepare a statement of guidelines, standards, expectations, and illustrative examples (an/or other as they determine is useful) for the faculty of the school. These statements and examples will be presented to the Personnel Committee for review and response for revision, and recommendation to the Faculty Senate for final recommendation. The Personnel Committee and/or Senate may seek the guidance of the Rank and Continuing Status Committee as they think would be useful.

[Note on Approved Process. It remains and will remain the responsibility of the Rank and Continuing Status Committee to review portfolios of faculty work for rank and promotion recommendations as set forth in the FPU Faculty Handbook. The above definitions do not replace the process or expectations for faculty evaluation as set forth in the Handbook. . .]

Guidelines and Examples of Scholarship for the Faculty of Fresno Pacific Biblical Seminary

FPU faculty are evaluated in regards to their teaching, academic advising, leadership in institutional affairs, institutional and community service, and scholarship. Under the category of scholarship a broad range of

scholarship is recognized, including: the scholarship of discovery, of application, of integration, of teaching. This document will further describe and give examples of these four types of scholarship.

The Seminary's distinct characterization of scholarship assumes and builds on the basic standard of scholarship of Fresno Pacific University:

Basic Standard. Every professor who is part of the faculty evaluation process in their evaluation portfolios and as an ongoing part of their practice will:

- Show evidence of a scholarly agenda actively pursued and resulting in some kind(s) of product;
- Articulate and explain that agenda as purposefully shaped and directed toward an outcome(s) related to their discipline in any one or a combination of the types of scholarship;
- Carry out this articulated agenda according to the commonly understood definitions in the growing body of literature as including (a) problem posing or constructive search for understanding, or the production and/or performance of creative works; (b) analysis of data, evidence, information, or intellectual and creative productions in forms and methods understood within particular disciplines (c) tested by some form(s) of peer or professional review, and (d) presented publically in traditional or alternative forms of publication and/or presentation.

The basic standard points to an important distinction between scholarly activity and scholarship. "Scholarly activities denote a process that applies professional knowledge and skill."³ Faculty members perform scholarly activities in relation to many of their roles including aspects that are evaluated under headings other than scholarship. A product of scholarly activity is considered scholarship if it is public, susceptible to critical review and evaluation by peers, and is in a form that is exchangeable.⁴ Thus not all scholarly activity qualifies as scholarship, but scholarship is broader than the narrow definition of published, peer reviewed works.

Scholarship of Discovery

The traditional form of scholarship is discovery. Its aim is to acquire knowledge for its own sake. It tests and generates theory; originality is highly valued.⁵ The seminary faculty members have degrees in and teach classes in academic fields dependent on the scholarship of discovery. Its practice is affirmed, but as a professional school it is not expected of all faculty members.

*Examples of unpublished and published scholarship of discovery:*⁶

- Paper presented that reports on research designed to gain new knowledge, or that describes a new theory developed by the author
- Book or book chapter that reports on research designed to gain new knowledge or that describes a new theory developed by the author
- Journal article that reports on research designed to gain new knowledge or that describes a new theory developed by the author

Scholarship of Application

Whereas scholarship of discovery focuses within the discipline, the scholarship of application seeks to apply disciplinary knowledge and skill for constituencies outside of the discipline. "This approach differs from the

³ John M. Braxton, William Luckey, and Patricia Helland, *Institutionalizing a Broader View of Scholarship Through Boyer's Four Domains, Volume 29, Number 2*, 1st ed. (Jossey-Bass, 2002), 18.

⁴ *Ibid.*, 61,105, 141; examples of exchangeable forms are paper, audio or video tape, website.

⁵ *Ibid.*, 39.

⁶ Many of the examples, in each section, are quoted from or adapted from Appendix B in Braxton, et. al., 141-146.

scholarship of discovery, where the research comes first and is followed by presentation and publication. In the scholarship of application, presentation is the focus, while the generation of new knowledge comes later in the process.”⁷ Because of the seminary’s close relationship with the church, para-church organizations, counselors, schools and mental health institutions the seminary faculty has rich opportunities to practice the scholarship of application.

Examples of unpublished and published scholarship of application

- Seminars conducted for ministry or counseling practitioners or laypeople
- Study conducted for a church, denomination, para-church organization, non-academic professional association, government agency, community development organization, etc.
- Resource developed for a church, denomination, para-church organization, non-academic professional association, government agency, community development organization, etc.
- Paper contributed to the Center for Community Transformation Think Tank or similar on-line forum.
- Paper, magazine or journal article, chapter or book “that applies disciplinary knowledge to a practical problem”
- Paper, journal article, chapter or book “that describes new knowledge obtained [or outlines a new research problem identified] through the application of knowledge and skill of one’s own academic discipline to a practical problem”

Scholarship of Integration

It takes original research and fits it into larger intellectual patterns, interpreting, drawing together and bringing out new insights. It is often interdisciplinary, working at the boundaries where fields converge. It is when scholars “give meaning to isolated facts, illuminate data in a revealing way, make connections across the discipline and synthesize the knowledge of the discipline.”⁸ The seminary is a rich setting for the scholarship of integration; it is affirmed and valued.

Examples of unpublished and published scholarship of integration

- Seminars, workshops, talks on disciplinary topics given for practitioners or lay people
- Review essay of two or more books on similar topics
- Critical book review
- Review of literature on a disciplinary or interdisciplinary topic
- Dictionary article
- Bible study guide books
- Paper, article, chapter or book that uses interdisciplinary work to bring out new insights
- Article, chapter, or book addressing current disciplinary concepts for a lay audience
- Textbook
- Edited book

Scholarship of Teaching

The scholarship of teaching is not the practice of teaching itself, but reflecting on teaching in ways that can be shared with a wider community of educators. The classroom becomes a place of research addressing questions about learning. “The purpose of the scholarship of teaching is the development and improvement of pedagogical practices.”⁹

- “Presentation about new instructional techniques to colleagues”

⁷ Braxton, Luckey, and Helland, *Institutionalizing a Broader View of Scholarship Through Boyer’s Four Domains, Volume 29, Number 2*, 27.

⁸ Ibid.

⁹ Ibid., 106.

- “Development of a collection of resource materials for one’s subject area”
- Working at a new instructional practice, altering it until successful and sharing results with others
- Reporting results and implications for teaching of research on student learning
- Article in a journal like *Teaching Theology and Religion* that reports on a new teaching approach developed by the author
- Presentation or publication “of a method to make ungraded assessments of students’ learning of course content”

Next steps/work to be done:

- Clarification, editing, adding to the above of description and examples
- Discussion of whether to make any mention of how the above apply or do not apply to professors in different fields
- Add a statement that describes for seminary faculty and the Personnel Committee what kinds, extent and level will meet the standard of seminary faculty scholarship
- After discussion and revision, a statement affirming our endorsement of these categories, standards and examples

Scholarship in the School of Business

The School of Business at Fresno Pacific University seeks to be a center for excellent scholarship in keeping with the FPU Idea and our status as a liberal arts college. We understand this, in keeping with Ernest Boyer's [*Scholarship Reconsidered*](#), to include teaching, service, and research. (Boyer, xii)

We seek to heed Boyer's call for balance between the role of the scholarship of teaching and the scholarship of discovery (research) at liberal arts institutions: "While teaching remains central at the liberal arts college, faculty members may, from time to time, choose to focus on a research project, at least at one point or another in their careers. And funds should be made available for such work. It is unacceptable to expect faculty to conduct consequential investigation and to publish without the time and resources to do the job." (Boyer, 60) The constraints of the operating environment, including the availability of funding and time for research, will be carefully considered as we seek to protect the quality of our scholarship of teaching. One of Fresno Pacific University's recognized strengths is the quality of our teaching. As a School of Business, we commit to extending that reputation, developing excellence in the scholarship of teaching, and working with pedagogical experts in our own community to facilitate this dynamic.

Much of what we perceive as scholarly activity will be commonly accepted throughout the University. The examples below represent items that the business faculty offer as particularly significant to those engaged in the academic disciplines typically found in business. This list is not intended to be exhaustive, but rather exemplary.

Four categories, four tests

The four categories of scholarship as outlined by Boyer include the scholarship of discovery (original research), the scholarship of application (theory is linked to practice, performance, and creation of new works), the scholarship of integration (interdisciplinary inquiry and synthesis), and the scholarship of teaching (the practice developed and tested through scholarly measures). (Boyer, 16) To these four, the FPU Faculty Handbook adds the scholarship of leadership (governance and administration in academy and community) (Faculty Handbook, 3.4.A).

The tests for the validity of each activity as scholarship are defined in the FPU Faculty handbook as thesis or hypothesis, documentation of evidence, rigorous analysis, innovative significance, replicable presentation or dissemination, and capability of peer review. We recognize that activities will meet these tests in varying degrees, so preference in evaluation will be given to those activities which meet the largest number of criteria with the greatest possible fit.

Professors in the School of Business should be able to demonstrate the rationale for inclusion of a particular activity as scholarship. This should be done with an emphasis on how the activity benefits students. In the case of consulting work, the depth and nature of the consulting work will be taken into account when determining whether it qualifies as scholarly activity. There should be some shareable work output that's able to be reviewed by peers.

Scholarly Activities

The following list provides examples of possible artifacts/evidence, but is not exhaustive:

- Publishing academic journal articles
- Presenting or co-presenting at an academic conference, seminar or workshop
- Chairing or being invited to be a keynote speaker at an academic or professional conference, seminar or workshop
- Publishing scholarly books or chapters in scholarly books
- Consulting work in a field relevant to the academic discipline, with work product which could include case studies, articles, or other scholarly output
- Obtaining a competitive grant of at least \$5,000
- Serving by invitation as a visiting professor/lecturer
- Reviewing academically appropriate books, articles, or other publications
- Serving as a reviewer/editor on an academic journal
- Authoring textbook revisions, supplements, or case studies with instructional materials
- Obtaining/maintaining a professional license, credential, or designation that includes contribution and peer review
- A publication resulting from serving by invitation on a board or committee, or consulting, outside of the university

Service as defined in faculty handbook:

- Service on committees and taskforces; service on senate executive, division or department chair, or program director; service on search or evaluation committees; 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
- Serving by invitation on a board or committee, or consulting, outside of the university without any resulting publication

Works cited

Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching, 1990. Print.

"Faculty Professorial Rank: Preamble." *FPU Faculty Handbook*. N.p.: n.p., July 2016. 3.4.A. Print.

APPENDIX J: FPU Academic Integrity Policy

Introduction/Definition

All Fresno Pacific University students are expected to act with honesty and integrity in all aspects of their academic work. All assignments and exams are to be the original work of the enrolled student, unless the instructor specifies that an assignment is collaborative. Online students' academic integrity responsibilities also include not sharing their sign-on credentials with anyone else.

Academic Integrity Violations

Academic dishonesty includes, but is not limited to, the following actions:

1. **Cheating on exams.** Students may not give or receive unauthorized assistance when taking an exam. Students may not copy answers or access notes, study outlines, problem sets, old exams, answer keys, textbook, internet sources, etc., during an exam, without the instructor's permission.
2. **Plagiarizing papers or other assignments.** Using the writings or ideas of another or copying materials without proper citation is plagiarism. Paraphrasing also requires proper citation. Submitting a paper or assignment written by someone else in whole or part is plagiarism. Ideas generated in authorized collaborations should be cited.
3. **Reusing an Assignment.** Students may not submit work or significant portions of work for use in more than one course without the instructor's permission.
4. **Fabricating Evidence.** Students may not submit altered or contrived information in any assignment. Examples of fabrication include falsifying data, text material, or sources.
5. **Facilitating Academic Dishonesty.** Students may not allow other students to use or copy any portion of their exams, assignments, labs, reports, etc. Brief citation of another student's work may be appropriate if properly referenced.

Restorative Discipline Ethos

Violations of academic integrity reflect on the perceived value of the university as a whole. Yet, FPU faculty desire that the offense and response be viewed as an opportunity for constructive learning and growth. The opportunities for learning through a more restorative process hold more potential in first-time offenses, with decreasing opportunities as offenses increase.

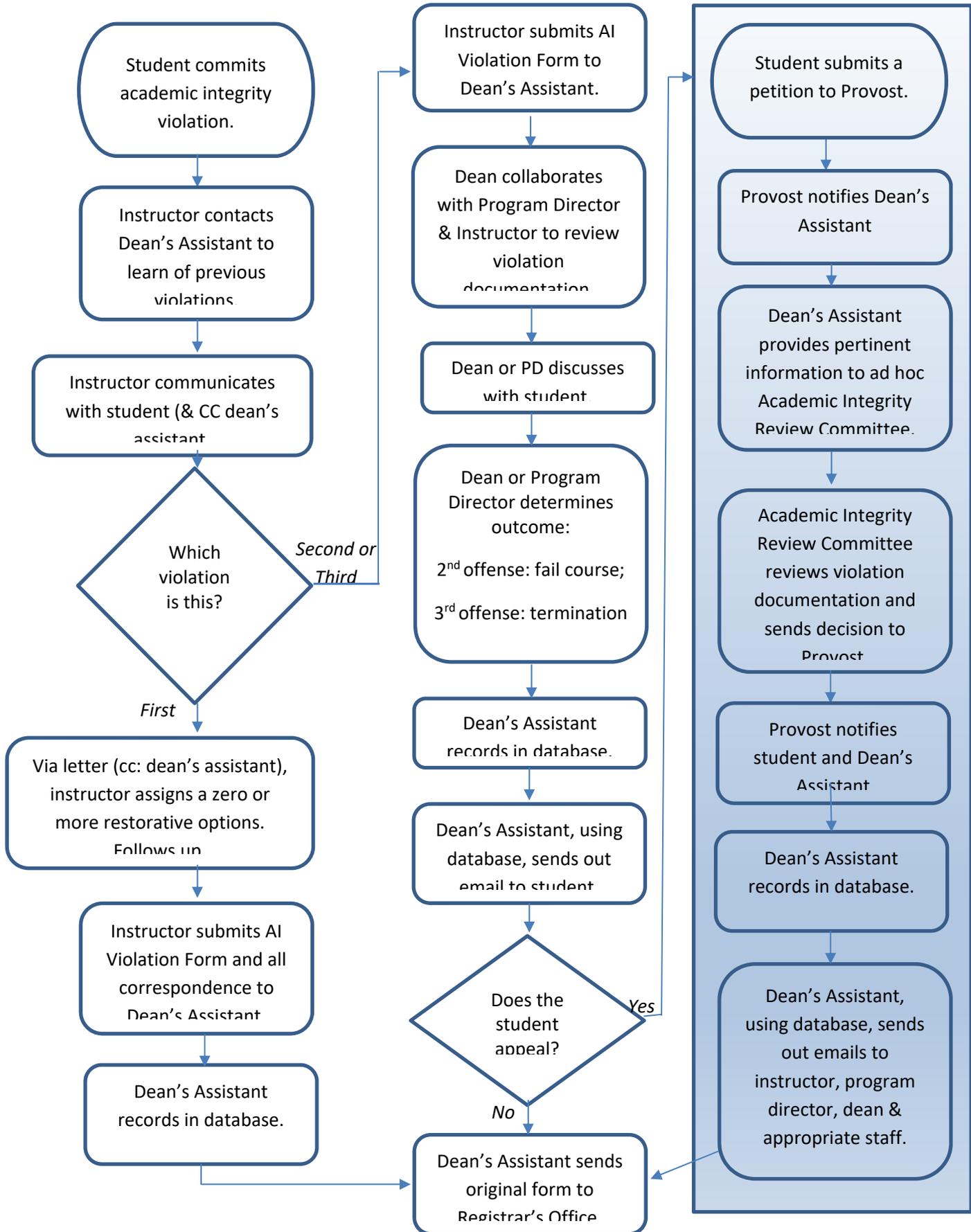
Options for a first offense may include receiving no credit on the original assignment/exam, reduction in course grade, requirement to re-do the original assignment/exam, additional assignments, etc. All violations will be reported to the dean of the school. Completing an optional restorative assignment, while repairing the harm in significant ways, does not remove the violation from university records. A panel (dean, program director, and instructor) confirms cases of subsequent offenses and determines outcomes designed for learning and growth. Typically, a second offense results in failing the course, while a third offense results in enrollment termination from the university.

Appeals

Students who do not believe they have violated academic integrity or believe the options/outcomes are disproportionate may appeal the decision through the Provost's Office.

Academic Integrity Violation

Process



FPU Academic Integrity Process

1. Faculty should consider using an assignment honor statement. (See below for examples.)
2. If faculty are convinced that academic dishonesty has occurred, continue with the next step. If a violation is only suspected, faculty may wish to consult with the student and other faculty before reaching a conclusion.
3. If a violation has occurred, contact the Dean's Assistant to determine if this is a first offense or if previous offenses have been recorded.
4. If a first-time violation has occurred, faculty may develop more restorative options that allow the student to actively learn from their actions. Examples are available below. If this is a second (or greater) offense, the dean, program director, and instructor will determine outcomes.
5. Faculty should discuss the violation with the student and copy the dean's assistant on all correspondence.
6. Faculty complete the Violation of Academic Integrity form. The form includes a summary of the violation and a description of the plan of action to address the harm.
 - a. For the first violation, a personal letter from the faculty member is sent to the student (and the dean's assistant is copied). After the student has completed any restorative assignments, the form is sent to the Dean's Assistant, along with a copy of all correspondence with the student.
 - b. If this an additional offense, the form is sent directly to the dean's assistant.
7. The Dean's Assistant creates an AI record in a designated database. (Copies of all AI records are kept in the database, including communications, alleged violation, actions taken, etc. Originals are sent to the Registrar's Office for placement in the student's academic record.)
8. If multiple violations have occurred, the dean is notified and meets with the program director and instructor.
 - a. The dean or program director discusses the violation with the student.
 - b. The dean or program director determines the consequences, and reports them to the Dean's Assistant. The typical consequence of a second offense is to fail the course. The usual consequence of a third offense is termination from the university.
 - c. Notifications are sent via the database to the student, the advisor, and the Associate Dean for Student Success (for TUG students).

Examples of Restorative Options

While a zero on the violating assignment provides for some learning, the following more restorative outcomes can be pursued:

- Appointment with the director of the Center for Writing and Learning.
- Meet with the instructor, a special tutor, the program director, their mentor/advisor, or the dean.
- Re-do assignment or exam with guidelines for re-submission.
- Complete an additional assignment with a deadline.
- Reduction of grade for the assignment or test.
- Reduction of overall course grade.

In addition to the above, the following options may also be assigned to help the student learn how to prevent future violations.

- Read appropriate sections from the APA manual or Turabian, etc.

- Write an essay on academic integrity.
- View the APA tutorial in Atomic Learning.
- View the Academic Integrity tutorial in Atomic Learning.

Syllabus Statement [Add to University Policy Summary document]

All Fresno Pacific University students are expected to act with honesty and integrity in all aspects of their academic work. All assignments and exams are to be the original work of the enrolled student, unless the instructor specifies that an assignment is collaborative. Online students' academic integrity responsibilities also include not sharing their sign-on credentials with anyone else.

Assignment Honor Statements--Examples

At faculty discretion, students may be required to write and sign an honor statement on every assignment/exam turned in. Examples:

- "On my honor as a student, this is my original work. I did not use work written by a current or former student in this course. Help was limited only to having persons not enrolled in this course read and identify unclear sections."
- "I have neither received nor given aid while taking this exam. My signature affirms that I have not accessed any notes, study outlines, problem sets, old exams, answer keys, or the textbook while taking this exam and I have not obtained any answers from another student's exam."
- "On my honor as a student, I have neither given nor received unauthorized aid on this academic work."

Appeals Process

Students who do not believe they have violated academic integrity or believe the options/outcomes are disproportionate may appeal the decision through the Provost's Office.

1. The Provost requests pertinent information from the Dean's Assistant and calls for a meeting of the Academic Integrity Review Committee.
 2. The Academic Integrity Review Committee reviews documentation of the violation and sends its decision to the Provost.
 3. The Provost notifies the student and the dean's assistant of the decision.
 4. The dean's assistant records the results in the AI database and notifies the instructor, program director, dean, and other appropriate staff.
-

Sample Letters

First Time Offense: Sample 1, Letter from Faculty

[Date Sent]

[Student First & Last Name]

Student ID: [#####]

Dear [student's first and last name],

All Fresno Pacific University students are expected to act with honesty and integrity in all aspects of their academic work. All assignments and exams are to be the original work of the enrolled student, unless the instructor specifies that an assignment is collaborative. We are writing you regarding an academic integrity violation of [type of violation] in [course number, section number, course title] of [semester]. The violation observed involves [describe the details of the violation]. While the situation is quite serious, the university desires to see this situation as a restorative/learning experience. [For this assignment, you will receive a zero with hopes that you will improve your work in the future so as to uphold academic integrity.] OR [You are invited to acknowledge this violation and may repair harm with the university community by completing these restorative options:]

[Description of Restorative Options and/or Assignments]

The due date for these assignments is [due date]. Since this is your first violation, the consequences are as follows:

1. If you complete the assignment on time:
2. If you do not complete the assignment on time:

A report of academic dishonesty has been filed about this incident. Records indicate that this is your first violation of the Academic Integrity Policy. A copy of this letter will be kept on file in the dean's office. Our intent is to address this matter with your best interests in mind as a student. If you believe this conclusion of a violation of academic integrity was reached in error, you may submit a petition to the Provost's Office, providing your reasoning for why/how a violation has not occurred.

In closing, if you have questions, please feel free to email me. I am available to answer questions, provide clarification, and help support you in upholding academic honesty and integrity.

Sincerely,

[Faculty Name]

CC: Assistant to the Dean of the School of []

First Time Offense: Sample 2, Letter from Faculty

[Date Sent]

[Student first & Last name]

Student ID: [#####]

Dear [Student Name],

This letter references the [XYZ] paper that you submitted as a requirement for [PSY100 General Psychology].

In an electronic scan of your paper, significant portions of your paper were noted to have been copied word-for-word from an outside scholarly source and/or from other students' submitted papers, without citation or inclusion of that source in your references. Please review your paper in TurnItIn to better understand the errors. At this time, you are receiving a zero for the paper. While the situation is quite serious, you are allowed the opportunity to re-write the paper for partial credit, with a due date of [insert date].

A report of academic dishonesty has been filed about this incident. Records indicate that this is your first violation of the Academic Integrity Policy. A copy of this letter will be kept on file in the dean's office. This matter is addressed prayerfully, compassionately, and with concern for your welfare.

[Name,] it is ultimately my desire to use this situation to teach you and to ensure that it does not happen again. My strong recommendation for you is to [enroll in an APA Workshop.] It is ultimately your responsibility to ensure that you cite material appropriately and that there is no question, in your written assignments, about what is your work and what is the work of other scholars.

You are also urged to read the FPU academic integrity policies enclosed extremely carefully so that you understand the expectations and the consequences for any future violation. Please ask me, other faculty members, or administrators questions, if you are uncertain of your responsibilities.

In closing, if you have questions, please feel free to email me. I am available to answer questions, provide clarification, and help support you in upholding academic honesty and integrity.

Sincerely,

[Instructor's Name]

CC: Assistant to the Dean of the School of []

Enclosure: FPU Academic Integrity Policy

Second Offense: Notification Template (Salesforce)

The [fields] for this template are drawn from the Academic Integrity Violation form.

[Date sent]

[Student First & Last Name]

[Address]

Student ID: [#####]

Dear [student's first name],

We are writing you regarding an academic integrity violation of [type of violation] in [course number, section number, course title] of [semester]. The violation observed involves [describe the details of the violation].

While the situation is quite serious, the university desires to use this situation as a restorative/learning experience. Since this is your second offense, the usual outcome is to receive a grade of F in the course. In such a case, you would have the opportunity of retaking the course.

If you believe this conclusion of a violation of academic integrity was reached in error, you may submit a petition within two weeks to the Provost's Office, explaining your perspective. As your second offense, this will be given consideration by the Academic Integrity Review Committee to determine whether you will receive a grade of F in the course or face some other consequence.

Sincerely,

[Dean's name]

Third Offense: Notification Template (Salesforce)

The [fields] for this template are drawn from the Academic Integrity Violation form.

[Date Sent]

[Student First & Last Name]

Student ID: [#####]

Dear [student's first name],

We are writing you regarding an academic integrity violation of [type of violation] in [course number, section number, course title] of [semester]. The violation observed involves [describe the details of the violation]. The situation is quite serious and you have had multiple academic integrity violations, therefore, the following consequences will be enforced:

[Consequences]

If you believe this conclusion was reached in error you may submit a petition to the Provost's Office, providing your reasoning for why/how a violation has not occurred within two weeks of the document sent date.

If you accept the consequences outlined in this letter, you may secure restoration with the university community at a later date by re-applying for admission and gaining approval from me.

Sincerely,

[Dean's name]