



The Faculty

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Definitions**FACULTY CATEGORIES**

Whenever the term **faculty** is used by itself in this *Handbook* it means those who hold regular academic rank as defined below or comparable professional rank such as those defined in "Equivalence Guidelines."

The term **teaching faculty** is used to designate those of the faculty who are either full-time or salaried part-time teachers.

The term **general faculty** designates a larger group consisting of administrators, teaching faculty, all other salaried personnel and those associated with the College by a part-time teaching function who do not carry regular academic rank.

ACADEMIC RANKS AND TITLES

Faculty members holding regular academic rank are classified in the following ranks: instructor, assistant professor, associate professor, professor and professor emeritus. Qualifications for the various ranks are determined by the guidelines detailed below in "Criteria for Assigning Rank and Title." Deviations from those guidelines (either accelerated or retarded promotion rate) are based on the teacher evaluation criteria in the section entitled "Faculty Member Review and Evaluation."

Regular Academic Ranks

Instructor: Master's degree, or bachelor's degree with at least one year of successful college teaching (or equivalent) or unusual scholarly promise.

Assistant Professor: Master's degree and at least three years of successful college teaching (or equivalent); or master's degree plus 30 graduate quarter hours in the teacher's field of service and at least one year of successful college teaching (or equivalent); or evidence that the doctoral degree has been earned prior to the beginning of the Autumn Quarter and the promotion is recommended by the department chair and the College administration.

Associate Professor: Doctoral degree and a minimum of five years of successful college teaching (or equivalent), at least three at the assistant professor level; or a master's degree plus 30 graduate quarter hours in the teacher's field of service and a minimum of ten years of successful college teaching (or equivalent), at least three as an assistant professor. In each case, a teaching portfolio (**Appendix B-12**) must be submitted. (See also Terminal Degrees on page I-4.)

Professor: Doctoral degree and a minimum of seven years of successful college teaching experience (or equivalent), at least three at the associate professor level, and the submission of a teaching portfolio (**Appendix B-12**). (See also Terminal Degrees on page I-4.)

Emeritus Status

Professor or Associate Professor Emeritus: Upon retirement from denominational service a faculty member on continuous appointment may be accorded emeritus status in the last earned academic rank. To become eligible for emeritus rank, the recipient must have served the denomination in a distinguished manner, must have been a member of the Pacific Union College faculty for at least ten years prior to retirement, and must be retiring from Pacific Union College at the earned rank of Professor or Associate Professor.

Candidates for this honorary rank are recommended by the department chair to the Vice President for Academic Administration, who then presents the recommendation to the Rank and Tenure Committee for consideration.

As part of the nomination process, the Committee seeks information on the career and service of the retiring faculty member. Included with the nomination documents should be information about service to the College, evidence of teaching excellence, and contribution to the discipline. Information on nomination procedures is available from the chair of the Rank and Tenure Committee.

The College *Bulletin* carries listings of emeritus personnel as long as they live, and emeriti are invited to certain social and all academic functions of the College. There are no other obligations of the emeriti or the College with respect to this relationship. Emeriti are not expected to remain active in any significant academic endeavors such as teaching or research. An emeritus may engage, however, in academic functions such as teaching, research, or administrative duties to the extent agreed upon by the college administration and the chair of the department in which the emeritus appointment is held.

Those personnel who assist with the teaching function of the College but are not regular faculty members are classified in the following categories:

Lecturer: One employed by the College on a temporary and/or part-time basis.

Adjunct Professor: A professional in another institution with a part-time role as a teacher in a Pacific Union College program.

Affiliate Professor: A full-time teacher in a Pacific Union College program in an affiliated institution.

Research Professor: A full-time researcher (who may also teach) who in view of scholarly attainments would otherwise be eligible for the rank of professor but who does not meet the requirement of years in the classroom.

Visiting Professor: One carrying academic rank in another institution who is temporarily employed by Pacific Union College in a teaching capacity.

Teaching Assistant: A full-time or part-time employee of the College who is assigned to teaching duties but does not qualify for faculty rank.

There are several types of professionals not directly involved with classroom instruction who provide an educational service either to academic departments or directly to students. These are grouped as academic support personnel. Those serving in this category provide support to the College in general as well as to the academic departments' educational function. Academic support personnel function in:

- Media Services
- Educational Computer Facility
- Library

Professional staff in these departments do not carry regular academic rank by virtue of position but may hold academic rank earned in other capacities and may simultaneously hold comparable professional rank.

Both instructional departments and academic support departments are academic departments for purposes of definition in this *Handbook*.

Librarian Rank: Librarians have professional rank (librarian, associate librarian, assistant librarian), comparable to professor, associate professor, and assistant professor, with the understanding that the rank is to be related to academic and professional degrees held, supervised training, effectiveness, and length of professional service.

Ranking for library staff members is by action of the Board of Trustees upon recommendation of the President. Prior to making formal recommendation to the Board of Trustees, the President will consult with the Vice President for Academic Administration who will bring to the President's attention the recommendations of the Director of Library Services and the Rank and Tenure Committee.

In matters of job security, salary, tenure, fringe benefits and vacations, professional librarians are on the same basis as full-time teaching personnel. They are entitled to participate in

**Categories Without
Regular Academic
Rank**

**Academic Support
Personnel**

Librarians

the faculty governance structure with voting privileges and in academic ceremonies, wearing the academic regalia appropriate to their degrees and institutions.

CRITERIA FOR ASSIGNING RANK AND TITLE

The criteria discussed in this section are to be regarded as guidelines, not as rigid requirements. They are to be used as the basis of recommendations to and by the Rank and Tenure Committee. Faculty promotion and assignment of rank for new faculty members are by action of the Board of Trustees upon recommendation of the President. Prior to making formal recommendation to the Board of Trustees, the President consults with the Vice President for Academic Administration who brings to the President’s attention recommendations of the appropriate department chair and the Rank and Tenure Committee.

Terminal Degrees

For those fields of study in which the doctoral degree is not normally considered the terminal degree, the term “terminal degree” may be substituted for “doctoral degree.” For those fields for which the terminal degree is in the process of change, the promotion process will be guided by appropriate adjustment of the guidelines by the Rank and Tenure Committee.

Equivalence

The following are equivalence guidelines for activities and achievements not listed in the definitions of academic rank:

- One year of professional experience closely related to college teaching is equivalent to 1/3 to 1 year of college teaching experience, depending upon the nature of the experience.
- The CPA (Certified Public Accountant) may be considered the equivalent of up to 1/2 year (15 semester hours) of graduate study and 1/2 year of professional experience.
- Equivalency for college teaching experience is limited to five years of college teaching.
- For the purpose of promotion, three years of secondary teaching is considered equivalent to one year of college teaching.
- Recognition for outstanding professional achievement by the larger academic community within one’s profession may be judged equivalent to the Ph.D. for promotion purposes.

Rank for Teachers Transferring to PUC

A teacher transferring from another four-year college or university ordinarily comes to Pacific Union College in the same rank, provided the other institution has similar guidelines for faculty rank. Exception to this may be made in special circumstances, in which case the prospective faculty member is to be so informed at the time the position is offered. Promotions at Pacific Union College are subsequently based upon service at Pacific Union College and prior service information.

Degrees from Non-Accredited Institutions

Pacific Union College normally recognizes academic degrees awarded by undergraduate and graduate schools that are fully accredited by an appropriate regional or professional accrediting association. A degree awarded by an institution not accredited by the appropriate accrediting association is not recognized by Pacific Union College in determining rank, in the assignment of salary, or for publicity purposes, including listing in the College *Catalog*, unless specifically authorized by vote of the Board of Trustees. No financial assistance is granted to a faculty member in pursuit of a degree from a non-accredited institution.

The President, after consultation with the Vice President for Academic Administration, may recommend to the Board of Trustees the recognition of a degree from a non-accredited institution. Any member of the College faculty may submit to the President, in writing, a request for recognition of such a degree. Each request will be determined on its own merits and is not to be construed as setting a precedent for other cases.

APPOINTMENTS AND CONTRACTUAL ARRANGEMENTS

Faculty appointment is by action of the Board of Trustees upon recommendation of the President. Prior to making formal recommendation, the President will have consulted with the Vice President for Academic Administration who brings to the President the recommendations of the appropriate department chair and the Rank and Tenure Committee.

As secretary of the Board of Trustees, the President notifies the prospective faculty member of the appointment offer, in writing, and issues a contractual statement outlining responsibilities to the College, the remuneration and other perquisites that may be expected, and the specific duration of the appointment.

The contractual statement is signed in duplicate by the President and one copy is signed by the faculty member and returned to the President's Office. The agreement is considered binding on both parties. Any deviation from the agreement must be a matter of written record signed by both the President and the faculty member, except in cases of dismissal.

Part-time employment does not normally carry regular academic rank, and is arranged by an exchange of letters between the part-time teacher and the Vice President for Academic Administration, who will specify the term of employment, the responsibilities of the part-time teacher, and the amount of remuneration to be paid by the College.

Calls for College personnel from other Adventist institutions are directed through the General Conference to the chair of the Board of Trustees, who passes them on to the President of the College. The President, in consultation with the Vice President for Academic Administration, determines whether the call should be passed on to the faculty member. If the call is passed on, the President reports back to the Board chair the decision of the person concerned.

Outgoing calls for personnel employed in other Adventist institutions to service at Pacific Union College are processed through the Board of Trustees and reported to the General Conference by the Pacific Union Conference Secretary.

An orientation program for new faculty members is conducted by the Vice President for Academic Administration at the beginning of each school year. Orientation sessions include a discussion of the *Faculty Handbook*; an overview of College facilities, services and auxiliaries; information regarding routine matters such as ordering of supplies, mail and duplication services, submission of expense reports, and other appropriate information. Orientation of new teachers into the teaching program and departmental procedures is the responsibility of the department chair.

Procedures for handling indebtedness of employees transferring to another organization, including health care institutions, are detailed in **Chapter IV Financial Policies** of this *Handbook*.

Types of Appointment

Faculty members are salaried personnel whose terms of appointment are classified as one-year appointments, three-year appointments, or continuous appointments. These terms of appointment are intended to describe the period of review for reelection to the faculty. The employment of all faculty members in these categories is established by one-year contracts.

The term *non-salaried teacher* is used to designate a person who ordinarily teaches less than half-time, is not salaried, and is paid at the basic rate per academic load unit as defined below in "Guidelines for Assigning Teacher Loads" and "Salary Scale for Lecturers."

Recruitment and Appointment

Recruitment from or to Another SDA Institution

Orientation of New Faculty Members

Indebtedness of Transferring Employees

Non-salaried, Part-time Teachers

One-year Appointment

All faculty members are employed initially on a one-year appointment that may be renewed on the basis of satisfactory service.

Three-year Appointment

After three one-year appointments a faculty member ordinarily will be given either a three-year appointment, which is renewable, or will be notified that employment will not be continued. In unusual cases, by agreement that is mutually satisfactory to the faculty member and the Board of Trustees, there may be additional one-year terms. A three-year appointment means that the faculty member receives one-year employment contracts annually but that this status is reviewed for reelection to the faculty at the end of three years, or on the recommendation of a superior.

Continuous Appointment (Tenure)

The Board of Trustees may at any time confer continuous appointment upon a faculty member who holds the rank of associate professor or professor. After the end of the second three-year appointment, a faculty member may ordinarily expect to be given either continuous appointment status, or an explanation of the delay. Though it may be reviewed at any time on the recommendation of a superior, the status of a faculty member on continuous appointment is normally reviewed every five years. This review includes submission of a teaching portfolio (**Appendix B-12**). Those on continuous appointment receive one-year employment contracts annually.

A continuous appointment, or a three-year appointment during the three-year period, may be terminated only by special action of the Board of Trustees for reasons listed below in the section “Dismissal for Personal or Professional Reasons.”

The term *tenure* when used in this *Faculty Handbook* means continuous appointment as defined in this section.

Contract Period

Contract terms for all faculty appointment categories are from July 1 to June 30. The locus or site of appointment is the academic department unless otherwise specified.

Transferring Teachers

A teacher transferring to Pacific Union College from another Adventist senior college or university where the teacher had continuous appointment, normally will be considered for continuous appointment at Pacific Union College to begin after two years of service.

Change of Appointment Status

The appointment status of each faculty member is determined by action of the Board of Trustees upon recommendation of the President. The President’s recommendation is normally based upon the recommendation of the Rank and Tenure Committee whose work is based upon the faculty evaluation criteria and procedure detailed later in “Faculty Review and Evaluation.”

Documents and Records

Personnel files are housed in the Human Resources office. Academic files are housed in the office of the Vice President for Academic Administration. Information in the Academic files is accessible to the Vice President for Academic Administration and the Rank and Tenure Committee. Faculty members have the right to review their official academic and personnel files upon written request, which will be accommodated within a reasonable time. Faculty members will review copies of their file in the presence of an office representative. Written responses to any record may be submitted by the faculty member for inclusion in the file.

Unofficial files may be kept by the President or department chair. Copies of such files are made available to the faculty member at the discretion of the office or department in which they are housed.

Credentials and Licenses

Credentials

Faculty members and administrative personnel receive official papers indicating that they are authorized Seventh-day Adventist workers. These include:

- Ministerial Employees: Ordained, Commissioned, and Licensed.

1.a. Ministerial Credential: To ministerial employees who have demonstrated a divine call to ministry and have been previously classified as licensed ministers and ordained to the ministry. An ordained minister is authorized to perform all the ministerial functions of the Church without limitation.

1.b. Ministerial License: To ministerial employees who have demonstrated a divine call to ministry that is recognized by a conference with an assignment as a spiritual leader, pastor, chaplain, or evangelist. Such employees must have been ordained as a local elder, and are authorized to perform substantially all the religious functions within the scope of the tenets and practices of the Seventh-day Adventist Church in the territory of the assigned organization. A licensed minister is on the path toward ordination.

2.a. Commissioned Minister Credential: To ministerial employees who have demonstrated a divine call to ministry and have been previously classified as a licensed commissioned minister, in which capacity he/she has served for at least five years. In addition, individuals who have demonstrated a divine call to ministry and whose spiritual leadership is acknowledged by election or appointment to serve in full-time spiritual leadership positions (administrative, departmental, and institutional) normally occupied by an ordained minister prior to the adoption of this policy are also eligible to receive Commissioned Minister Credentials. Commissioned ministers are authorized to perform substantially all the religious functions within the scope of the tenets and practices of the Seventh-day Adventist Church in the territory of the assigned organization, institution or congregation.

1) An appropriate commissioning service shall be conducted when an employee is granted a Commissioned Minister Credential.

2) It is not the normal practice to ordain an individual holding a Commissioned Minister Credential.

2.b. Commissioned Minister License: To ministerial employees who have demonstrated a divine call to ministry that is recognized by a conference with an assignment as a pastor, institutional chaplain or commissioned minister in a leadership position. Such employees must be ordained and must currently serve as a local elder, and are authorized to perform substantially all the religious functions within the scope of the tenets and practices of the Seventh-day Adventist Church in the assigned institution or congregation. Commissioned ministers holding a license are not normally on the path toward ordination to the ministry.

- Non-Ministerial Employees.

1. Administrative Ministries Credential: To non-ministerial employees who are in leadership positions with not less than five years in denominational service. These individuals have demonstrated proficiency in the responsibilities assigned to them and are salaried employees in the denominational remuneration scale. These may include North American Division, union, conference and institutional officers and administrators, directors and associate directors.

2. Administrative Ministries Licenses: To non-ministerial employees who are leaders with limited experience (less than five years) including North American Division, union, conference, and institutional officers and administrators, directors and associate directors.

3. Missionary Credential: To employees with significant experience in denominational service, usually not less than five years, who demonstrate proficiency in the responsibilities assigned to them and whose remuneration is at approximately the maximum for their category in the denominational remuneration scale. These may include regularly employed field, institution, and office employees.

4. Missionary License: To employees with limited experience (less than five years) including regularly employed field, institutional and office employees.

Nepotism

Nepotism

Two members of the same immediate family are not generally to be employed in an area where one would have direct supervision over the activities of the other.

Non-Discrimination

Equal Opportunity Commitment

The College, in practice, abides by the following policies:

1. The College is committed to providing equal opportunity for qualified persons regardless of gender, sexual orientation, creed, physical or mental disability, medical condition, marital status, citizenship status, military service status, race, color, national or ethnic origin, ancestry, age, or any other characteristic protected by state or federal law or local ordinance. It extends to them all the rights, privileges, programs, and activities generally accorded or made available to members of our College community. Administration of all educational and admissions policies, financial affairs, employment programs, student life and services, or any other College-administered program is covered by this commitment to equality of opportunity.
2. The College reserves the right to discriminate to the extent constitutionally permitted and set forth in 42 U.S.C. Section 2000(a).
3. Decisions for the promotion of an employee are based on the employee's qualifications for the position applied for.

WORKPLACE HARASSMENT POLICY

Sexual Harassment

A work environment may be made uncomfortable and, in extreme cases, intolerable by sexual harassment. Employees, volunteers, and other individuals providing services to the College are prohibited from making unwelcome sexual advances, requesting sexual favors, or otherwise engaging in verbal, visual, or physical conduct with sexual implications. Such behavior can create an environment that reasonable people find intimidating, hostile, or offensive. Sexual harassment is not tolerated at the College. It is illegal, and it will result in appropriate discipline, up to and including dismissal.

Harassment Defined

Examples of conduct that may constitute sexual harassment include, but are not limited to, sexually suggestive verbal (oral or written) or visual harassment or abuse (e.g., degrading sexual comments, unwelcome propositions, and offensive sexually oriented jokes and materials), unwelcome requests for sexual favors or activity, and inappropriate touching of a sexual or abusive nature (e.g., pinching, hugging, patting, or repeated brushing against another's body). Other examples may include any suggestion, threat, or action that makes the affected individual's employment, work-related opportunities, or benefits subject to submission to sexual demands, harassment, or sexually offensive conduct.

Such behavior will constitute harassment in violation of this policy when

- submission to such conduct is made, either explicitly or implicitly, a term or condition of employment,
- submission to or rejection of such conduct is used as the basis for an employment decision, or
- such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Intimidation of employees reporting harassment, or retaliation against them, is prohibited. The College is sensitive to privacy issues and will not unnecessarily divulge to third parties any information relating to harassment complaints, investigations, and corrective actions.

Anyone who feels that another person is harassing him or her should request without delay that the offending behavior be stopped. If the action perceived as offensive was indeed unintentional or innocent, simply drawing the offender's attention to it should resolve the problem. If the offending behavior persists, however, or if the person feeling harassed is uncomfortable in confronting the offender, he or she should follow the complaint procedure outlined below.

Employees who believe that they have been harassed by supervisors, fellow employees, clients, or non-employees should immediately follow this complaint procedure:

- Report the offense immediately (within 24 hours, if possible) to facilitate prompt follow-up and any necessary investigation.
- Report to the department director, the Human Resources Director, or the immediate supervisor of the person the complainant feels has engaged in prohibited harassment.
- Submit the complaint orally or in writing. (Oral complaints must be written and signed by the complainant before a formal investigation begins.)

The Human Resources Director will confer with all involved persons attempting to determine with appropriate objectivity whether an act of harassment did occur.

- If the facts presented appear to justify further investigation or action, the Human Resources Director will appoint a three-member investigative team of persons appropriate to the type of alleged harassment. The team will obtain written statements and will seek to define and remedy the problem.
- If the investigating team determines that the complaint of harassment is valid, immediate and appropriate disciplinary action will be taken. Depending on the severity of the offense, the discipline may range from a written warning to the offender (with a copy to his or her personnel file) to relocation, suspension, or termination of employment. The offender may respond in writing to any written warning or discipline. That written response will be placed in the offender's personnel file.
- The Human Resources Director (or designee) will then explain to the complainant what type of action has been taken.

During the sequence of complaint, investigation, and (if necessary) disciplinary action, personnel responsible for investigating an alleged incident of harassment will do their work as expeditiously as care and thoroughness will allow, and as confidentially and as objectively as possible. Because of the sensitive nature of allegations of harassment, both those interviewed and those on the investigating team will be instructed to respect the rights of privacy of all participants by refraining from divulging information to third parties except as required by law. They will also be asked and expected to refrain from any retaliatory behavior.

Supervisors' Reporting Responsibility

All supervising employees of the College who are aware of incidents of harassment in the workplace are responsible for reporting such incidents to the Human Resources Director (or designee), President, Vice President, supervisor, department chair or director, or another official for investigation.

False Allegations

Unfounded allegations of sexual or other harassment can irreparably damage one's reputation and can limit an employee's ability to perform his or her duties. Therefore, though the College encourages individuals to report incidents of offensive behavior that they sincerely perceive as harassment, any employee who maliciously brings false allegations of harassment

Initial Action

Complaint Procedure

Investigation Process

Confidentiality

	<p>will be subject to disciplinary action, which may range from a written warning (a copy of which is placed in the employee’s personnel file) to relocation, suspension, or termination of employment.</p> <p>Non-sexual Harassment</p> <p>Actions or words involving slurs and other verbal or physical conduct relating to an individual’s race, color, religion, gender (excluding harassment that is sexual in nature), national origin, age, or disability, may constitute harassment when such conduct</p> <ul style="list-style-type: none"> • has the purpose or effect of creating an intimidating, hostile, or offensive working environment, • has the purpose or effect of unreasonably interfering with another’s work performance, or • otherwise adversely affects an individual’s employment opportunities. <p>Employees, volunteers, and others providing services to the College are prohibited from engaging in such actions, which are intolerable and illegal and will result in appropriate discipline, up to and including dismissal. If such action persists or if the person feeling harassed is uncomfortable in confronting the offender, the complaint procedure outlined above should be followed.</p>
<p>Non-fraternization Policy</p>	<p>FACULTY-STUDENT NON-FRATERNIZATION POLICY</p> <p>The faculty and staff of Pacific Union College assist the College in meeting its mission of providing a quality higher education in a Christian environment for its students. Students should be assured that the relationships they develop with faculty and staff members will always be built upon the highest ethical precepts of the educational profession.</p> <p>In order to promote the efficient and fair operation of the College and to avoid misunderstandings, complaints of favorites, supervision problems, security problems, morale problems, questions regarding academic achievement, and possible claims of sexual harassment, faculty are strictly prohibited from fraternizing with students, including but not limited to, dating, pursuing to date, and pursuing or having romantic or sexual relationships with students. Faculty who violate this policy will be subject to discipline, up to and including termination of employment.</p>
<p>Non-reappointment</p>	<p>SEVERANCE POLICIES</p> <p>A faculty member completing a one-year or a three-year appointment may be separated from the College by non-renewal of contract. The decision for renewal or non-renewal is based upon the evaluation process described in “Faculty Review and Evaluation.” Notice of non-reappointment is to be given by the President, in writing, not later than four months before the close of the contract year.</p>
<p>Resignation</p>	<p>A teacher who intends to resign must give the President written notice of intended withdrawal at least three months before the end of the last school year in which the teacher intends to serve.</p>
<p>Separation</p>	<p>A teacher on a three-year appointment or continuous appointment who has not completed a term specified in a contract, may be separated from the institution by the Board for institutional, professional, or personal causes as detailed in the following sections:</p> <p>A. Separation for Institutional Causes (Lay-off)</p> <p>The Board of Trustees may terminate the employment of a faculty member because of one of the following institutional conditions:</p>

Discontinuance of the program in which the teacher is employed or a modification of the program that leaves no position available that the teacher is appropriately qualified to fill will result in termination, except that the College will make a reasonable effort to relocate or retrain the teacher. The President will seek the advice of the Vice President for Academic Administration and the recommendation of the Curriculum and Efficiency Committee.

A drop in enrollment may result in the President's recommending to the Board of Trustees a reduction in the number of faculty positions. Prior to the recommendation for separation of specific faculty members, the President will seek the counsel of the Vice President for Academic Administration and the appropriate faculty committee(s) for a recommendation of priorities for the necessary retrenchment.

In case of severe financial crisis as determined by the Board of Trustees, the President may recommend a reduction in the number of faculty positions. Prior to the recommendation for separation of specific faculty members, the President will seek the counsel of the Vice President for Academic Administration and the appropriate faculty committee(s) for a recommendation of priorities for the necessary retrenchment.

Termination Procedure

When it becomes necessary for institutional causes to terminate one or more faculty members, the President, after counsel with the Vice President for Academic Administration and the appropriate faculty committee(s), usually the Curriculum and Efficiency Committee, recommends termination to the Board of Trustees.

A teacher on continuous appointment who is relieved of employment for an institutional cause, upon signing a release agreement (available at the Human Resources Office), receives full salary and all regular allowances, refunds, *et cetera*, for a maximum of twelve months from the day of notification of separation, or until the date on which the teacher begins other satisfactory employment, whichever occurs first.

A teacher on an uncompleted three-year appointment will be informed at least four months before the close of the contract year that separation has been voted. No monetary compensation or benefits will be provided after the close of the contract year. If for some reason the above schedule cannot be met, the faculty member's salary will be continued for four months from the date of notification of separation.

B. Separation for Personal or Professional Causes (Dismissal)

A teacher may be separated from the institution by the Board for one of the following personal or professional reasons:

- **Gross and Inexcusable Inefficiency:** Unwillingness or inability to maintain the quantity and range of tasks expected at the required level of quality.
- **Neglect of Duty:** Failure to perform significant portions of a teacher's job description.
- **Incompetence:** Inability to perform the duties required by the job description due to lack of knowledge, understanding or skill.
- **Insubordination:** Constant or continuing refusal to obey a direct or implied order, reasonable in nature, and given by and with proper authority.
- **Unethical Behavior:** Gross violation of the standard of professional ethics as presented under "Faculty Duties and Responsibilities" later in this chapter.
- **Misconduct:** Conduct in clear violation of the standards or regulations of the school as expressed by the school objectives and the statement of ethics. Misconduct includes but is not limited to dishonesty, immorality or conviction of a felony. The President may place a faculty member on leave when charged, pending further action. Such relief from duties in no way abridges the rights of the faculty member to hearings and other proceedings of the

Discontinuance of Academic Program

Enrollment Reduction

Financial Exigency

Reasons for Dismissal

**Dismissal
Procedures**

grievance process. (See “Grievance Committee” in **Chapter II Faculty Governance** of this *Handbook*.)

- **Repudiation of Church Standards:** As an employee of a Seventh-day Adventist Church institution, a teacher at Pacific Union College is expected to support its standards and teachings. Repudiation or defiance of the purposes, standards and beliefs of the Church is reason for separation from College employment.

The President is the only person empowered to recommend to the Board the separation of a teacher. Normally the necessity for separation will be determined by recommendation from the Department Chair to the Rank and Tenure Committee. If the committee agrees with the need for separation, its decision will be communicated to the President by the Vice President for Academic Administration. If the teacher concerned prefers privacy, the teacher may request that the decision concerning separation be made by the President.

When the President has decided that separation is necessary, the teacher is to be notified in writing of the reason(s) and of the basis for the recommendation of dismissal. This notification must be delivered early enough so that the teacher will have adequate time for a hearing before the Grievance Committee (if that course of action is chosen) and for the President’s careful consideration of the Grievance Committee’s report.

If the President determines that the report of the hearings before the Grievance Committee does not provide adequate justification for retaining the teacher, the recommendation for separation will be presented to the Board of Trustees, whose decision will be final.

The President may relieve a faculty member of teaching or administrative duties at any time after the faculty member is notified of intent to recommend separation. In that case the salary and benefits of the faculty member will continue until the time specified by the final action of the Board of Trustees. Such relief from duties in no way abridges the rights of the faculty member to hearings and the other procedures outlined above.

Retirement
Retirement

Employees are eligible to earn service credit from the first month in which they attain the age of 20 until the first of the month in which they attain the age of 68, up to a maximum of 40 years. In order to be eligible for retirement benefits, an employee must have begun denominational service before attaining age 55 and must earn ten full years of service credit before attaining the age of 65.

The normal retirement age is 65. An employee who retires on the normal retirement date is entitled to receive retirement benefits in a monthly amount starting on the first day of the month in which the age of 65 is attained.

An employee who has attained age 62 and has earned at least 35 years of service credit may retire at any time prior to the normal retirement date, and thereupon is entitled to receive a retirement benefit in a monthly amount starting on the first day of the month following the date of actual retirement from employment, or, if not in denominational service at that time, the first day of the month in which the age of 62 is attained. Continuous appointment status automatically terminates at the conclusion of the contract year during which the faculty member reaches age 65. By special action of the Board of Trustees, a faculty member may be issued a one-year contract after reaching age 65, and one-year appointments may continue thereafter by special vote of the Board. In compliance with federal legislation, age 70 is the minimum age for mandatory retirement. For the retirement benefits of employees see “Retirement Plan” in **Chapter IV Financial Policies**.

If a faculty member continues to teach full time after retirement, the College may subsidize the difference between retirement and full salary. The retired teacher who wishes to give volunteer service to the College may be assigned teaching and non-teaching responsibilities as

mutually agreed upon by the administration, department chair and the retired teacher. Such services should in no way reduce the departmental budget.

FACULTY REVIEW AND EVALUATION

Evaluation of faculty members occurs at regular intervals for its usefulness in determining a teacher's appointment status and eligibility for promotion, improving the effectiveness of the individual teacher, assessing the overall success of the College in fulfilling its mission, and as a basis for rewarding those qualities and characteristics that contribute to excellence in the College as a whole.

The factors listed below are considered in a faculty review. Information on the first four factors is kept in the faculty member's personnel file, maintained in the office of the Vice President for Academic Administration. This file may be made available to authorized persons or committees, particularly the Rank and Tenure Committee.

Professional Preparation: This information is also printed in the faculty listing in the *College Catalog*.

Teaching Experience: This information is part of the individual's service record.

Research/Publication/Creative Works: The activity of a faculty member within the profession/specialization in the form of books, papers, works of art or musical compositions.

Service to the College: A faculty member's participation in efforts of importance to the College outside of the teaching assignment, such as advising, committee work, promotional activities, recruiting and representing the College in other public ways, as well as comments from peers or the Rank and Tenure Committee regarding the individual's quality of service.

Teaching Effectiveness: Teaching effectiveness is determined or judged in three ways:

- An annual student evaluation by an instrument shown in **Appendix B-1**. The results are available to the faculty member evaluated, the faculty member's department chair, the Vice President for Academic Administration and the Rank and Tenure Committee.
- The judgment of peers within the academic department, conveyed by the department chair to the Vice President for Academic Administration when the information is needed for promotion or appointment status.
- Self-evaluation in which the faculty member observes the results of his/her own work and keeps informed about materials and techniques in the professional literature.

Professional Competence and Activities: Competence and activity in the professional field; that is, competence as a chemist or a historian as differentiated from criteria above which concern the teaching of chemistry or history. This may be determined by the judgment of peers with whom the teacher is or has been professionally related, by activity in a related professional society, and by participation in the various options provided by the professional growth allowance.

Professional Ethics: This criterion is described in the next section of this *Handbook*, "Faculty Duties and Responsibilities." The Faculty Personnel Information and Evaluation Form (**Appendix B-2**), lists the principles in the code of professional ethics and asks for an evaluation on each. That form is provided to the Rank and Tenure Committee in support of recommendations regarding rank and appointment status.

Dedication to the Mission of the Church: Because of the relationship of the College to the Seventh-day Adventist Church, this criterion is important and must be considered even though the evaluation, based upon the judgment of students, colleagues and superiors, will be relative and subjective.

Evaluation Criteria

Evaluation Process

Faithfulness to Responsibilities and Duties: The performance of a faculty member compared with the expectations described below in “Faculty Duties and Responsibilities.”

Quality of Interpersonal Relationships: An assessment of the way the faculty member relates to students, colleagues, and administrators.

The faculty evaluation process is administered by the Rank and Tenure Committee. All recommendations to the Committee, whether for periodic review of appointment status or in support of a recommendation for promotion in rank, use the Faculty Personnel Information and Evaluation Form (**Appendix B-2**). That form requests information regarding all the criteria listed above.

The faculty member’s department chair completes the evaluation form. Additionally, if they wish, the chair and the faculty member choose another member of the department to complete a form. Further, the Rank and Tenure Committee or department chair may request a completed form from all members of the department. Although the Committee and those completing the form will consider all criteria listed above, a faculty member is not expected to rank high on all the criteria. Specifically, the individual may choose, for example, to emphasize career accomplishments in “Service to the College” and show little or no accomplishment in “Research/Publication/Creative Works,” or vice versa. Such a service record should not have a negative impact in consideration for promotion.

A faculty member who feels that the normal channels have not been effective may appropriately discuss promotion with the department chair and may initiate a request to the Rank and Tenure Committee.

If in the review, whether routine or requested by the administration or the department chair, it is determined that a teacher on continuous appointment has fallen sufficiently short in the performance of responsibilities as to justify change in appointment status, the President will provide the teacher with a written list of particulars to support the Committee’s action removing continuous appointment status. In six months (excluding summer months) the Committee will review the case again in light of the specifics provided to the teacher and at that time may recommend restoration to continuous appointment or other appropriate action.

FACULTY DUTIES AND RESPONSIBILITIES

PROFESSIONAL ETHICS

Ethics

The simplest statement of professional ethics applicable to faculty members on the campuses of Pacific Union College is that their primary concern should be to emulate Jesus in their ministry to others. It is expected that faculty members will be guided by statements of eternal principles found in the Scriptures.

Faculty members should always:

- be motivated by the desire to search for truth and to find more effective ways to promote a similar interest on the part of their students,
- show respect toward colleagues and students and be completely honest in dealing with people at all levels, and
- promote integrity as a most valuable characteristic of both teachers and students.

No statement on professional ethics can be complete, but conformity with the statements listed below should contribute to good working relationships on campus:

In their relationship to the College and the supporting Church, ethical faculty members:

- understand and support the goals and policies of the College, while retaining the right to criticize and seek revision of regulations or policies by means of institutionally approved procedures, and attempt to foster similar attitudes among the students.
- make their abilities and influence available for the service of the public relations of the institution. When representing the College they are guided by administrators who have the responsibility for public relations.
- fulfill the schedule of duties assigned to them, presenting the content of their courses in accordance with established curricular processes within the College.
- do not accept remuneration for private instruction, tutoring, or counseling of students enrolled in the College unless the conditions are known and approved by the College Administration; nor do they reveal confidences when making such conditions known.
- demonstrate an attitude of cooperation when questioned by Trustees or by others in positions of authority. They do not take advantage of friendships or confidential relationships with those in positions of authority in order to gain advantages for themselves or for any segment of the campus with which they may be identified.
- are particularly cautious, as members of committees, in regard to the dissemination of sensitive information that may be a necessary part of committee discussions.
- give notice, in writing, of intention to interrupt or terminate their services to the College, at least three months before the end of the last school year in which they intend to serve.

Relation to College and Church

In their dealings with students, ethical faculty members:

- bear in mind their responsibility as influences on the personal development of students, not only through the subject taught, but through their personal deportment and intellectual style.
- guard the academic freedom of their students as they guard their own academic freedom. Students should not be penalized for expressing opinions different from those of their instructors if those opinions are stated in a non-disruptive way.
- do not disclose confidences of students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.
- avoid discussing with students any personal grievances that they might hold against colleagues or administrators.
- provide adequate time for student consultation.
- strive for timely, just and unprejudiced appraisals of all student work and allow students the right of review of those appraisals.
- secure permission and give credit for the use, in their lectures or publications, of original student contributions.
- do not exclude from participation in any program, deny any benefits, or grant any advantage to students solely on the basis of race, color, creed, sex, national origin, marital status or cultural background.
- do not knowingly allow students to be exposed to disparagement, nor tolerate or engage in intimidation, exploitation or harassment, including sexual harassment, of any student. Consistent with the maintenance of professional and ethical relationships with students, faculty do not use their position or influence for financial gain, personal benefit or favors.
- in teaching and advising, give counsel only in those areas in which they are recognized as competent, being particularly cautious in counseling in areas such as sexual conduct, disease and abnormal psychology. In all cases advisers should ascertain where students can get the best help or advice and urge them to utilize such services.

Relations with Students

**Relations with
Colleagues**

In their relationships with colleagues, ethical faculty members:

- encourage colleagues in their individual development.
- base professional judgments of colleagues on their contributions, actual or potential, to the subject, the College, and the profession, and not on a desire to keep another faculty member in a particular position or to gain a competitive advantage.
- in advising students about the selection of courses, are careful to deal fairly with the professional reputation of their colleagues.
- seek to arrive at a solution of conflict of ideas or activities among faculty colleagues through amicable discussion in an effort to reach agreement acceptable to all. If a solution cannot be found by this means the individuals involved may resort to the grievance procedure outlined in the “Grievance Committee” section in **Chapter II Faculty Governance**.

**Relations to
Profession**

With regard to the profession and to their disciplines, ethical faculty members:

- make it their first priority to find ample time for effective teaching. They are faithful in meeting all appointments and continually refresh their knowledge and skills in the subject areas in which they teach.
- do not allow professional activities related to their teaching field to infringe on the time required for teaching. They keep their department chair informed in regard to the extent of such extracurricular activities and are particularly cautious in regard to commitments for extracurricular activities where financial benefits are involved.

**Relations with the
Community**

As members of their community, ethical faculty members:

- do not sponsor partisan views nor promote partisan activities except as private citizens, realizing that some members of the community may find it difficult to distinguish between the role of a teacher as a private citizen and as an agent of the College. They exercise care when functioning as private citizens so that the College does not suffer harm because of their activities.
- have the rights and obligations of any citizen, as members of the community, but measure the urgency of these obligations in terms of responsibility to subject, students, profession, and the College.

TEACHING

**Teaching
Appointments**

The primary duties of the full-time and part-time teaching faculty are teaching courses as assigned by the department chair and the Vice President for Academic Administration. Teaching assignments for all courses, laboratories and related responsibilities, are governed by the “Guidelines for Assigning Teacher Loads.”

Teachers will plan and make adequate preparations for teaching and evaluating the work of students in all assigned courses, laboratory sessions, or related responsibilities. In the event that it is impossible to meet a teaching appointment, the teacher will work with the department chair in arranging for a substitute.

**Excusing Students
from
Appointments**

Teachers will not under any circumstances, without the consent of the Vice President for Academic Administration, excuse students from meeting regularly scheduled end-of-the-quarter examination appointments. Nor are they to dismiss students from class or examination appointments at any time during the quarter, including the days immediately preceding or following a holiday, without a valid excuse.

All teachers will prepare a syllabus for each assigned course, and file a copy of this syllabus in the offices of the department chair and the Vice President for Academic Administration. The *Catalog* description of each course should directly reflect the more detailed course description to be found in the syllabus. The syllabus should also include policies pertaining to course attendance and student evaluation. There should be a listing of texts and references, and a schedule for all laboratories and required field trips. A suggested outline of contents of a syllabus is given in **Appendix B-4**.

Teachers are responsible for keeping an attendance record for all courses. Since this record is considered a legal document, it is essential that it be accurate. Specific regulations and possible penalties related to class absence and tardiness must be clearly stated in the syllabus distributed to all class members at the beginning of the course.

Field trips or related activities are arranged for those courses where it will be a learning experience. A field trip form (**Appendix B-5**) should be obtained from the Vice President for Academic Administration and completed according to instructions. It is essential that all cars and drivers be cleared and that the teacher have administrative clearance *before* leaving the campus. All required field trips must be listed in the syllabus that is presented to students at the beginning of the course.

Teachers are to remind students who attempt to bring their children to class that they need to make other arrangements for child care. Students' children (of any age) are not to attend classes or laboratories with their parents.

Teachers are to turn in a complete list of grades for all their courses *within two working days* after the end of the examination period so that the Registrar will have grade reports complete and ready for students and parents ten days after the end of the examination period. Grade reports represent the scholastic achievement of the students in their courses according to the judgment of the teacher. The teacher bears the sole responsibility for the evaluation of the achievement of each student and must have records to document the grade given. No one is authorized to alter the teacher's grade or the credit hours allowed without the teacher's approval. After grades have been turned in to the Academic Records Office, changes may not be made unless the teacher can establish the fact that a clerical error has been made. Any exceptions to this policy must be referred to the Vice President for Academic Administration.

Teachers are responsible for the evaluation of students' coursework. Caution must be exercised in assigning this task to student assistants. If grading is done by students, the teacher must be responsible for the student assistant's work and be able to defend the assistant's qualification to make just evaluations.

Teachers are encouraged to conduct research as their teacher loads, interest, and/or funds permit.

DEPARTMENTAL RESPONSIBILITIES

Department Meetings: Teachers are expected to attend and participate in department meetings.

Department Committees: Teachers are expected to serve as needed on department committees.

Housekeeping: Teachers are to be responsible for keeping assigned areas such as classrooms, laboratories, storage areas, and/or stockrooms of the department in a reasonably neat and orderly condition.

As a matter of safety and preservation of College buildings, skateboards, bicycles, roller blades and roller skates are not to be used in the buildings. Bicycles may be stored in offices or dorm rooms; otherwise, bicycles are to be stored in bicycle racks or appropriate bicycle storage areas as listed in the *Student Guide*.

Locking Up: Teachers are expected to participate in the lock-up arrangements coordinated by the department chair.

Syllabi

Attendance Records

Field Trips

Students' Children

Grades

Evaluation of Student Work

Research

Departmental Responsibilities

**College
Responsibilities**

Department Equipment and Supplies: Teachers are expected to participate in department budget planning for supplies and equipment and be responsible for the security of department equipment and/or supplies as mutually decided by the department staff.

Sponsorship: Teachers are expected to accept sponsorship of student organizations as mutually agreed upon with the department chair and listed as part of the teacher's load.

Promotion of Department: Teachers are expected to contribute ideas for promoting the department and to help with implementing them by planning for such activities as College Day, etc.

Recruitment: Teachers are expected to serve on academy and other recruitment teams as need and time permit.

Department Policies: Teachers are expected to participate in the decision- and policy-making processes in the department and subsequently are expected to support those policies that have been established.

Additional Assignments: Teachers are expected to accept and carry through to completion assignments made by the Vice President for Academic Administration with the approval of the department chair.

COLLEGE RESPONSIBILITIES

Office Hours: All teachers are expected to maintain regular office hours at times when they can be available to their students and colleagues. It is expected that full-time teachers will list a minimum of ten hours per week to be available to students for advising and counseling. Part-time teachers are to list a proportional number of office hours per week. A notice of these hours, teaching appointments, and meetings is to be posted outside the teacher's office and should be listed in the course outline given to students. A copy should also be provided to the department chair and the Vice President for Academic Administration.

Colloquium: All full-time faculty are asked to be on campus beginning the Monday one week prior to the beginning of Autumn Quarter classes. This assures that everyone is available for programmed events, including colloquium meetings, during that week, as well as for greeting and advising new and returning students

Telephone: It is required that each faculty member/administrator, as a professional person, have a listed home telephone. Each faculty member will have access to an office phone for school business. Long-distance calling and other details concerning the use of College telecommunications equipment are available from the Telecommunications Office.

Keys: Teachers may check out department keys as needed by taking the Key Request Card, signed by the department chair, to the Payroll Office.

Advising

Advising Students: Student advising is essential to the academic program. Teachers will accept assignments for academic advising and counseling of students as mutually agreed upon by the department chair and the counseling coordinator. If a student changes majors, the past adviser should help the student change to a new adviser so that the student can receive competent academic advice.

Off-Campus Activities: See "Faculty Responsibility for Student Activities" in **Chapter V Student Services**.

Student Labor: Each teacher is responsible for supervision of assigned student assistants and for adhering to the department's plan for the student labor budget distribution.

Participation in College Governance System: Teachers are expected to

- attend all regularly scheduled and special meetings of the College Assembly.

- serve on no more than one governance committee as a part of their teacher load. If they wish to serve on more than one committee, they do so without extra load credit.
- accept assignments made by the Vice President for Academic Administration with the approval of the department chair.

Participation in Commencement: All full-time faculty are required to participate in the spring Commencement exercises and to wear academic regalia. Requests to be excused from participation must be submitted to the President no later than the first week of April. Those faculty members who have been accorded emeritus status, and those who are employed on a part-time basis, are encouraged to participate.

The College will purchase a gown, hood, cap and tassel for the following groups of faculty:

- All faculty members with a doctoral degree whose anticipated continuing service to Pacific Union College will be no less than five years.
- All faculty members with a master's or specialist's degree whose professional area does not normally include the completion of a doctoral program and whose anticipated continuing service to Pacific Union College will be no less than five years.

There will be no regalia reimbursement to faculty members whose academic garb has been purchased by the College. After a five-year amortization period the regalia becomes the property of the faculty member. In all other cases, the College will furnish rental or limited-use academic garb for use at Commencement exercises.

Communication with Accrediting Agencies: Communication with the regional or national accrediting or approving organizations is limited to the President or the Vice President for Academic Administration, except as the Board of Trustees or the officers of the College may direct or authorize.

Image of the College: All teachers are expected to promote a positive image of the College and their professional area.

Image of the Seventh-day Adventist Church: All teachers are expected to promote a positive image of the Seventh-day Adventist Church.

OTHER RESPONSIBILITIES

Community: Teachers are encouraged to participate in community activities as their interest and time permit, when such activities do not interfere with their primary teaching duties. This type of activity provides excellent public relations for the College.

Professional Activities: Teachers are responsible for keeping up to date in their professional area(s) by reading, by library research and by attending and participating in meetings of professional associations. The extent of participation, however, must not interfere with the primary teaching duties.

Jury Duty: Serving on a jury when called is a civic duty, and as such is recognized and supported by the College. A faculty member serving on a jury will be paid for a period of not more than two work weeks in any fiscal year.

GUIDELINES FOR ASSIGNING TEACHER LOADS

The College expects excellent teaching by its faculty, but beyond that it asks for involvement in other valuable and related activities and services both on and off campus. These non-teaching activities, however, are not evenly distributed either among departments or among teachers within departments. Recognizing the consequent inequalities in work assignments, the College has developed guidelines for assigning teacher loads to help to make these adjustments as fair as possible.

Commencement

Regalia

	<p>These guidelines provide a starting point from which to assign teaching loads. The College assumes a mutually supportive “good faith” attitude on the part of those who use these guidelines and assumes that their use will produce optimum economies and efficiencies consistent with quality and integrity in the curricula. Every effort should be made to maintain a sensible balance of classroom responsibilities and other teacher load components within and among department staffs. Efforts toward uniformity, however, should not preclude reasonable or necessary variations unique to certain disciplines, departments, and individuals.</p> <p>Finally, reasonable flexibility in applying the guidelines will allow creative teaching arrangements for improved instruction and efficiency and may also allow adjustments in teaching loads to permit publication-oriented scholarly research.</p> <p>REPORTING ON TEACHER LOADS</p> <p>Frequency</p> <p>During Spring Quarter, the Registrar generates Teacher Load Reports for the current school year, as well as projected loads for the coming year. These go to the Vice President for Academic Administration, who meets with the department chairs to review the loads. Department chairs then share the information on loads for individual teachers with the teachers involved, along with the basis for their calculation. This information may change as the need arises, in which case the teachers involved are notified.</p> <p>Use of the Reports</p> <p>These reports are filed in the office of the Vice President for Academic Administration and are referred to by the Curriculum and Efficiency Committee and the Vice President for Academic Administration. The reports are also used for departmental reviews every five years.</p>
<p>Reporting on Teacher Loads</p>	
<p>Assumptions and Definitions</p>	<p>BASIC ASSUMPTIONS AND DEFINITIONS</p> <p>In these guidelines, the major responsibilities of a teacher are encompassed by the term academic load, which includes the teaching load and other academic load assignments.</p> <p>In general, one load unit (LU) is derived from one credit hour of class time. It is further assumed that one hour of class time will normally require about two hours of outside preparation, consultation, set-up, and grading. Teaching assignments of a non-lecture character will be given a load value based on contact hours and expressed as LU. Other academic assignments may be translated into LU terms using the ratio of 1 LU = 3 work hours per week, or by negotiation between the department chair and the Vice President for Academic Administration. (Guidelines are suggested for campus-wide and/or routine duties such as committee appointments; specialized duties need to be negotiated.)</p>
<p>Normal Academic Load</p> <p>Load Unit Factor (LUF) for Regular Courses</p>	<p>For the school year of three terms, the normal teacher load is 35-41 total LU of teaching and other academic load assignment. Loads that depart significantly from the norm must be approved by the Vice President for Academic Administration and reviewed by the Curriculum and Efficiency Committee.</p> <p>COURSE TYPES AND LOAD UNIT FACTORS (LUF) TO CONSIDER IN ASSIGNING AND REPORTING TEACHER LOADS</p> <p>(Most classes are considered some form of lecture, regardless of teaching style. Use the <i>Catalog</i> as a guide.)</p> <p>For most courses: Simply record the credit hours.</p>

Classes of Unusual Size: If more than 40 students are enrolled, 0.075 load units per credit hour will be added for every 10 additional students.

Courses Requiring Unusual Preparation: If the nature of the course demands unusual preparation time, whether for new lesson plans, excessive homework to grade or elaborate equipment demonstrations, with agreement of the Vice President for Academic Administration the load unit will be multiplied by a factor of from 1.0 to 1.25.

Team-taught Courses: If the team is composed of two people, both of whom are present and interactive at all class sessions, the load unit for each person may be multiplied by 0.75. If more than two teachers are involved, the load units are to be divided so that the total load units for the course do not exceed 1.5 for a course in which all teachers are present and interactive at all class sessions. If the duties are divided between people and are non-interactive at all class sessions, the load units will be multiplied by appropriate factors whose sum is not be more than 1.0 unless the department chair has arranged with the Vice President for Academic Administration to assign full credit to each teacher. Courses that require team grading of numerous essay tests and papers may be eligible for 1.0 LUF for each of the two teachers.

LOAD UNIT FACTOR FOR LABORATORY AND OTHER COURSES

Non-lecture courses vary significantly in contact hours and work demands from department to department. The following guidelines are for internal use as a department seeks to distribute its workload equitably. Evaluating entities must seek the advice of the department chair about the rationale and integrity of the LU assignment. The list below groups courses according to type and estimated preparation time. The typical baseline is 1 LU=3 work hrs/wk. The LU is calculated by contact hours \times "factor." The factors are based on estimated teacher involvement and preparation.

Laboratory: If a course has an L after the number in the course listing, it is counted as a lab. Because of the variation in direct teacher involvement, the load unit factor for labs can be as low as 0.33 or as high as 0.66. General guidelines are given below. Labs credited as being worth 0.66 must be approved by the Vice President for Academic Administration. For specifics, see the detailed list maintained by the Registrar and the Vice President for Academic Administration.

- Labs run by students with teacher overseer: factor = 0.33 (\times contact hours).
(Note: Teachers supervising multiple labs during the same time slot receive credit for one lab only.)
- Labs with normal preparation and direct teacher supervision: factor = 0.5 (\times contact hours).
- Labs with unusual teacher preparation or setup and supervision: factor = 0.66 (\times contact hours).

Other Types of Courses: Since there are many variations in LUs for courses, see the detailed list maintained by the Registrar and the Vice President for Academic Administration. The examples listed here are for illustration only.

- Courses that require preparation similar to that of lecture courses: factor = 1.0 (\times contact hours).
- Directed Study
1 LU per course, not more than 3 LUs/year
- Independent Study
0 LU
- Supervision of senior projects, senior theses, and honors projects (except EDUC)
0 LU

Load Unit Factor for Laboratory and Other Courses

Other Academic Load Assignments**OTHER ACADEMIC LOAD ASSIGNMENTS**

The following activities are administrative and academic support assignments. Actual LU may be negotiated with the Vice President for Academic Administration. A list of current load credits is available in the office of the Vice President for Academic Administration.

COMMITTEES

Only one committee assignment may be counted as part of the non-teaching load. Other duties may be assigned by the department chair but should be approved by the Vice President for Academic Administration. The general guideline for committee load units is based on estimated clock-hours of work each week: 1 LU=3 hours per week.

For specifics on a given committee, see the detailed list maintained by the Registrar and the Vice President for Academic Administration. Some examples are shown below for guidance:

Chairs	Members	Committee
0 LU/yr	0 LU/yr	Committees that meet only occasionally
2 LU/yr	1 LU/yr	Admissions; Faculty Handbook; Grievance; Nominating; Faculty Development, Research, and Honors
6 LU/yr	3 LU/yr	Academic Standards and General Education Rank and Tenure Committees
9 LU/yr	3 LU/yr	Curriculum and Efficiency

ACADEMIC ADVISERS

0.1 per advisee per year

DEPARTMENT CHAIRS

For the school year of three terms, Department Chairs are assigned 12 LU toward their normal academic load.

SPECIAL ACTIVITIES

Special activities earn 0-6 load units per year. This amount is assigned by the department chair with approval by the Vice President for Academic Administration. See the detailed list maintained by the Registrar and the Vice President for Academic Administration. The general guideline is 1 LU=3 work hrs/wk for "required assignments."

Some specific examples are shown below for guidance:

Sponsorships:	
5 LU/yr	<i>Campus Chronicle</i>
3 LU/yr	<i>Diogenes Lantern</i>
0 LU/yr	Department Clubs
0.5 LU/yr	Department honor societies
3 LU/yr	Campus Organist

DUTIES OF TEACHERS OTHER THAN FULL-TIME OR PART-TIME

The duties of lecturers, adjunct professors, affiliated professors, or visiting professors are to be mutually agreed upon at the time of hiring by the Vice President for Academic Administration and the department chair.

PROFESSIONAL DEVELOPMENT

Recognizing that professional growth is unique to the individual and may involve many different types of experience, this policy provides that financial support by the College will be allocated according to the following outline to facilitate budget planning and to enable teachers to select those experiences that are most beneficial.

Under this plan each member of the faculty is allotted an annual faculty development allowance for professional growth. This money is used to cover the following options that are decided upon by the teacher and approved by the department chair and the Vice President for Academic Administration.

ACTIVITIES:

- Convention attendance
- Advanced study (degree or postdoctoral)
- Sabbatical
- Writing
- Research

PREREQUISITES:

- Computers or other appropriate equipment
- Professional memberships
- Subscriptions to professional journals
- Professional books
- Free tuition
- Other

Each member of the faculty is expected to submit to the department chair, in writing, a long-range plan. This plan must include convention attendance and may include other activities as worked out in consultation with the department chair and the Vice President for Academic Administration. Application for funds for supplies, equipment and activities other than convention attendance must be made to the Faculty Development, Research and Honors Committee. Those qualified may incorporate the above activities into a sabbatical proposal.

ADVANCED STUDY

The administration has established a graduate study program to assist faculty members in the enhancement of their teaching and subject matter expertise. In January of each year, when the Vice President for Academic Administration queries the faculty regarding their teaching plans for the following academic year, those interested in applying for a graduate study program should indicate that interest. The Vice President for Academic Administration will supply the faculty member with an application form that shall be returned along with the recommendation of the department chair. The application should indicate the degree being sought, the estimated time for completion, and the anticipated expenses. The college will normally support applicants up to 3 years at the master's level or up to 5 years for the doctoral degree. The application should also explain how the advanced study will improve the teaching competence of the faculty member.

The ad hoc committee on graduate study will review the applications and make its recommendation to the Vice President for Academic Administration. The Administrative Council must authorize any graduate study applications, and arrangements will be a matter of written record between the Vice President for Academic Administration and the faculty member. Approval of the request for graduate study assistance is at the sole discretion of the Board of Trustees.

Upon approval by the Board of Trustees, the College will execute the Advanced Study Agreement with the faculty member. See **Chapter IV Financial Policies** for financial aspects of the advanced study.

**Annual Faculty
Development
Allowance Options**

**Application for
Advanced Study**

Sabbatical

SABBATICAL

The purpose of a sabbatical is to allow faculty members release from their teaching responsibilities for a specified time to pursue research or other scholarly activity unrelated to graduate education.

Eligibility: Faculty members are eligible for a sabbatical if they

1. Teach full time and hold the rank of associate professor or above.
2. Show a pattern of successful teaching.
3. Participate in non-teaching collegiate assignments.
4. Have taught continuously for three calendar years without a sabbatical. (One year of full-time teaching consists of three quarters with a full academic load.)

Requests: Eligible faculty members may request a sabbatical once every three years based on the following guidelines:

1. Requests with the recommendation by the department chair shall be submitted to the Faculty Development, Research and Honors Committee at least two regular academic quarters prior to the requested time for the sabbatical.
2. Requests should delineate a specific proposal, a timeline, and an explanation of how the anticipated outcome will enhance the faculty member's professional growth and contribute to the mission of the College.
3. Requests should generally be made for one quarter (i.e., fall, winter, spring or summer); and in special circumstances may be approved for more than one quarter depending on the proposed activity.

Selection: A sabbatical request may be granted as follows:

1. The Faculty Development, Research and Honors Committee will examine the proposals and make its recommendations to the academic administration.
2. Academic administration will review the recommendations; sabbaticals will be granted subject to financial constraints, scheduling considerations and final approval by the Board of Trustees.

Reporting: At the completion of the sabbatical the faculty member will present a written report to the Vice President for Academic Administration.

For financial provisions associated with the sabbatical, see "Sabbatical Wage" in the **Financial Policy Section**.

Faculty Awards

AWARDS FOR SCHOLARSHIP AND CREATIVITY

The Faculty Development, Research and Honors Committee may grant awards to members of the College faculty or administration for publication of scholarly research or the production of original works in art or music. The size of the award varies according to the scope and quality of the work, considered in the following categories:

A. Research/Scholarly Publication

Category I: A book exhibiting independent thought, scholarly research, and competent writing.

Category II: A major research report in a professional journal, a book similar to the author's thesis/dissertation, or a book edited by the faculty member.

Category III: A short research report, article, or book review in a professional journal.

B. General Interest Publication

Category I: A book for a general audience, adults or children.

Category II: A magazine article for non-professionals (e.g., *Adventist Review*).

C. Creative Work

Category I: Unspecified. Judged on the originality, significance, and aesthetic quality of the work, and on the site and nature of its exhibition or performance.

Not later than the first week of April a copy of the publication or creative work and a brief description of its background and development should be submitted to the Faculty Development, Research and Honors Committee, which determines the awards. See **Appendices B-8** and **B-9** for award guidelines.

EDUCATOR OF THE YEAR AWARD

The Educator of the Year Award is designed to recognize and reward excellence in classroom instruction.

Students and faculty members submit nominations for the award to the Student Association Senate, which proposes three names to the Faculty Development, Research and Honors Committee. From those names the committee makes the final selection, using these criteria:

- classroom performance and relationships with students,
- professional relationships on campus, and
- contribution to the nominee's discipline.

No preference is given to those teaching general education courses, large sections, or popular subjects.

The Educator of the Year receives a plaque and a check for \$1,500 at a colloquy ceremony in Spring Quarter, and is expected to give a speech in a colloquy meeting the following school year.

MERITORIOUS SERVICE AWARD

To assist in the fulfillment of its mission, the College offers the Meritorious Service Award for full-time faculty members. The award recognizes faculty who have gone far above and beyond professional expectations in their contributions to the College's mission. The selection process is described in **Appendix B-10**. A given year may have zero, one, or more recipients.

FACULTY RIGHTS, PRIVILEGES AND LIMITATIONS

ACADEMIC FREEDOM

Academic freedom is an expression of the concern an institution feels for its own integrity, not simply a right sought by and granted to scholars in the exercise of their profession. For a church and its schools, integrity is particularly important since the mission of the church depends upon its spiritual, moral, and intellectual strength, and there is no such strength without integrity.

All learning and teaching take place within the framework of some world view, with explicit or implied assumptions about knowledge, human nature, and virtue. The historical roots of the university may be found in a principle that long undergirded the development of all Western higher education: intellectual growth is best attained within an environment of Christian faith and commitment.

At Pacific Union College, as at most Christian institutions of higher learning, academic freedom has been central to establishing such an environment. A religious institution's endorsement of academic freedom, then, reflects not only a belief that freedom is necessary in a democratic society, but also a recognition that freedom is a God-given necessity for true Christian faith and commitment.

Pacific Union College therefore subscribes to principles of academic freedom generally held important in Western higher education, principles that make possible the disciplined creative

**Academic
Freedom**

**Freedom of
Speech**

pursuit of truth (AAUP).¹ Pacific Union College also recognizes that academic freedom is never absolute and that it implies responsibility. The following statement makes explicit that responsibility and that freedom.

PRINCIPLES AND RESPONSIBILITIES OF ACADEMIC FREEDOM

As residents of a democracy, Pacific Union College teachers are guaranteed the freedom to speak and to write responsibly, free from unwarranted limitation. As members of a learned profession they must recognize that the public to some degree judges the profession by the professor. Therefore, in public speech and writing teachers will be accurate and tactful, making it clear when they are speaking for the institution and when they are speaking for themselves (AAUP 3,4).

As representatives of a religious educational institution, Pacific Union College teachers must remember that the public's view of both the institution and the Church may be strongly influenced by what teachers say and publish (AAUP 4). They should not ignore that fact or abuse their professional status.

**Freedom of
Research**

Scholars are free to do responsible research while they fulfill the obligations outlined in their agreements with the College (AAUP 3).

Freedom to Teach

Teachers are entitled to freedom in the classroom to discuss their subjects honestly; however, they will not introduce into their teaching controversial matter unrelated to their subjects.

The first responsibility of academic and religious leaders is to seek for and to disseminate truth. Their second responsibility is to counsel together when scholarly findings have a bearing on the message and mission of the Church.

Scholars who are humbly seeking truth will not refuse to listen to the findings and the advice of others. They recognize that others also have discovered and are discovering truth. They are willing to learn from them, and will actively seek their counsel before they publicly express views inconsistent with those generally taught by the Church, for they are concerned about the harmony of the Church community.

Limitations

On the other hand, ethical administrators will foster an atmosphere of Christian cordiality within which scholars will not feel threatened if their findings differ from traditionally held views. Since the development of the Church depends on the continuing study of dedicated scholars, the College President, the Board of Trustees, and Church leaders will protect scholars, not only for their sake, but for the cause of truth and the welfare of the Church.

The historic doctrinal positions of the Church have been defined by the General Conference in session and are published in the *Seventh-day Adventist Yearbook* under the title "Fundamental Beliefs." The Church expects that teachers in the Church's educational institutions will not teach as truth what is contrary to those beliefs. Teachers who hold views in conflict with the published "Fundamental Beliefs" will not present their ideas to students or in public forums without first counseling with their peers. Truth, they will remember, is not the only product of the crucible of controversy; disruption also results. Dedicated scholars will exercise discretion in presenting concepts that might threaten Church unity and the effectiveness of Church action.

Aside from the "Fundamental Beliefs," there are broad areas in which honest disagreements occur within the Church but which do not affect one's relationship to it or to its message. When expressing such disagreements, teachers will be fair in their presentations and will make their

¹ The American Association of University Professors and the Association of American Colleges have articulated those principles in a formal document: *1940 Statement of Principles and Interpretive Comments*, reprinted in the 1984 edition of *AAUP Policy Documents and Reports*. This statement refers to that document while making clear the ways in which a Christian institution's special circumstances modify those generally held principles.

loyalty to the Church clear. They will attempt to differentiate between hypotheses and facts, and between central and peripheral issues.

Specific grievances concerning academic freedom should be referred to the Grievance Committee, which will follow procedures for grievance resolution stated in this *Handbook*. This committee should take all possible care to ensure that its actions will be fair and will protect the right of the faculty member. This is not only a matter of justice, but it is also a matter of the integrity of the College as a place of learning.

That integrity is central to the life, and therefore to the mission, of the College. The faculty and administration consequently will recognize the importance of academic freedom and affirm their commitment to its preservation in the institution.

Provision has been made for hearing grievances and complaints and redress of wrongs when found either between faculty members or between a faculty member and an officer representing the institution. A complete description is given under “Grievance Committee” in the **Chapter II Faculty Governance**.

OUTSIDE EMPLOYMENT OR BUSINESS ACTIVITY

A faculty appointment at Pacific Union College including teaching, administrative duties, research and other college service is intended to be a full-time professional position except by special arrangement with the administration. Therefore, activities other than those directly serving the College and considered part of the job description are discouraged. The issues involved are:

- Time involved in the outside activity.
- Relationship between the outside activity and the academic discipline of the faculty member. If the outside activity is closely related or a part of the faculty member’s profession such as consulting in the field of expertise, the activity can be allowed to infringe slightly on service to the College as a part of professional growth. If the outside activity is unrelated to the College service, the time given is the crucial factor and must be restricted to no more than time normally reserved for one’s personal life.

CONFLICT OF INTEREST

All faculty members and other employees of Pacific Union College have a duty to be free of any conflicting interest when they represent the College in a negotiation, a financial transaction, or any dealings with others in which they represent the College. A conflict of interest exists when an employee has such a substantial personal interest due to a relationship with a person or a business that it might affect the judgment that must be exercised in representing Pacific Union College. The College subscribes to the “Conflict of Interest Policy” as stated in the North American Division Working Policy. A more complete description of the policy may be found in that reference.

A “Conflict of Interest” statement must be signed by all administrators and all College employees having responsibility for handling of funds or decisions regarding the use of funds. A copy is included as **Appendix B-6**.

PUBLICATIONS

Publications, printing and other graphic reproductions bearing the name or the emblems of the College or any of its divisions are to be channeled through the Director of Public Relations and approved by the President in order that the total publishing program may be coordinated to maintain a distinctive identity and ensure quality representative of the College, and may be

**Academic
Freedom
Grievances**

**Grievance and
Complaint
Procedure**

Conflict of Interest

**Role of Public
Relations**

administered with economy and with regard for the needs of all divisions of the College. See also page VI-10.

Grant Proposals

GRANT PROPOSALS

Writing grant proposals is important to the success of Pacific Union College's programs. Faculty and staff are encouraged to pursue any leads they might have concerning funding for research and/or program development projects. When processing a grant under PUC's name, please follow PUC's protocol, which can be obtained from the Vice President for Academic Administration (for academic programs) or the Vice President for Advancement (for non-academic programs). See also page VI-10.

Solicitation of Funds

SOLICITATION OF FUNDS

Solicitation of funds to support College programs is under the direction of the Vice President for Advancement, working through the Administrative Council and the Board. Any fund-raising efforts by individual faculty or departments are to be arranged through the Vice President for Advancement. See also page VI-10.

COPYRIGHT

- The College has first claim to the copyright of faculty publications toward which the College has substantially contributed salary, services, equipment or other facilities.
- The College assumes the copyright registration fee when it holds the copyright.
- The Director of Public Relations, on the authorization of the President, is recognized as the publishing agent for books, brochures, monographs, etc., produced in the name of the College and under its copyright.
- The publishing agent and the author(s) are to establish the cost of production and distribution and get approval from the Vice President for Financial Administration.
- In the event the College does not claim the publication, the author(s) will be free to make personal arrangements for publication, subject to the College's control of the use of its name.

LOGO AND SEAL

- The PUC logo is a symbol of the school. When it is employed incorrectly, it reflects negatively on the school. For this reason, permission to use the College logo, **including use in on-campus publications**, must come from the Public Relations Office. This ensures the integrity of the logo and the College's corporate identity.
- Like the logo, the seal represents the College. It is primarily used for formal documents, such as diplomas, the general catalog, official transcripts, and commencement programs. Also, it is used as the official seal from the President's Office. No department may use the seal without the approval of the Public Relations Office, which works closely with the President's Office to maintain the seal's integrity.
- The logo for PUC's Alumni Association is an important symbol, representing thousands of alumni and friends of the College. The logo does not represent the College at large and should only be used on items that pertain directly to PUC's official alumni association. To maintain its integrity, the logo may not be used without the permission of PUC's Alumni Association and the Public Relations Office.
- For additional information and guidelines on the use of the logo and the seals, see "A Guide to a Clear and Consistent Image," available at the Public Relations Office.

REPRINTS, SCHOLARLY ARTICLES

Decisions about paying for reprints of published articles authored by part-time faculty members will be made by the appropriate administrator.

TEACHING NOTES

- Printed or duplicated notes or syllabi produced by a faculty member primarily for the use of students are considered the property of the College.
- The publication and sale of such notes or syllabi should be arranged through the College Bookstore so that the revenue will accrue to the College.
- Since copyright law protects the owners of a work, their work must not be used without permission. It is the responsibility of the individual faculty member or department to obtain the necessary permissions. A Copyright Certification Form is required for all materials duplicated by the College either for free distribution to students by the teacher or for sale to students through the College Bookstore. This form is assigned at the Copy Center (**Appendix B-7**) and asks the instructor to indicate that permissions for using copyrighted material have been obtained from the author, publisher or other copyright holders for all copyrighted material within a syllabus, lab manual, selection of readings, etc., or that there is no copyrighted material being used.
- The doctrine of “Fair Use” *may* allow for the copying of a short item for one-time use on the spur of the moment. For additional clarification of copyright provisions, consult the booklet *Questions and Answers on Copyright for the Campus Community*, available at no charge from the College Bookstore.
- Copyright protection also extends to music materials, and prohibits the copying of printed or recorded music for performance, accompaniment, arranging, etc., unless prior permission is obtained. The “Fair Use” exception does not apply to musical performances by either individuals or groups.

NEWS/PUBLICITY

The following procedures for dissemination of news should be regarded as in the interest of the College:

- How we communicate is just as important as what we communicate. As an academic institution with high standards, PUC’s image is strengthened when what we communicate is well presented and carries a consistent message.
- All off-campus communications representing College business must be approved by the public relations office prior to release. When there is a situation of interest to the media, the College usually appoints a single spokesperson. All **media inquiries** must be directed to the Public Relations Office.
- If you are asked to be a spokesperson, writers in the Public Relations Office are available to help fine-tune your message.
- For additional information, writing tips, and guidelines on news articles and publicity, see “A Guide to a Clear and Consistent Image,” available at the Public Relations Office.

DEPARTMENT CHAIR

The department chair is normally appointed for a four-year term beginning on July 1 and ending on June 30 four years later.

Department chairs are evaluated every other winter quarter by the department faculty, using an electronic survey (**Appendix B-3**). This evaluation is administered by the Vice President for Academic Administration, who shares the results with the chair and also provides input

**Ownership of
Materials****Publicity****Term of Office****Evaluation and
Appointment**

**Academic
Duties**

regarding the quality of leadership outside the department and the effectiveness with which the chair relates to the broader campus. During the last year of a chair's term, the Vice President holds personal interviews with members of the department.

The Vice President shares the results with the Rank and Tenure Committee, which recommends to the College administration one of the following alternatives:

- Continued leadership by the current department chair for another four-year term.
- Continued leadership by the current department chair for a term of less than four years, with another person completing the four-year term.
- Leadership by a new department chair for a four-year term. This option is to be chosen in preference to continuance unless it is judged inimical to the welfare of the department.

When the third option is chosen, the chair-elect is designated during the Autumn Quarter to work closely with the current chair in planning budget, curriculum changes, teaching assignments and schedules for the coming year.

When, in the opinion of the Vice President for Academic Administration, it is inadvisable to appoint a permanent chair, an acting chair will be appointed for a term of not more than one year.

Faculty members who are appointed to departmental leadership will normally hold the rank of professor or associate professor.

The chair of each academic department is responsible to the Vice President for Academic Administration in all academic, personnel, and financial resource matters that affect the department. Specific duties of all chairs include the following:

ACADEMIC DUTIES

- Counsel members of the department regarding their duties, including teaching methods, testing and grading policies, research, attendance at conventions, and other professional activities.
- Maintain high academic standards within the department; encourage all faculty to post and meet office hours, and remind them to use D2L for posting assignments and grades.
- Ask each teacher to prepare syllabi following the guidelines in **Appendix B-4**, and forward electronic copies of these syllabi to the office of the Vice President for Academic Administration, where they are kept on file.
- Supervise the advising of students majoring in the department.
- Meet yearly with each faculty member to discuss course evaluations and his or her growth as a teacher.
- Deal with student and teacher grievances as described on pages II-12 through II-14.
- Conduct the evaluation of department faculty for contract renewal and promotion.
- Conduct searches for new faculty, when approved by Administrative Council.
- Share with individuals in the department their teacher loads and the basis upon which they were calculated.
- Call regular department meetings to discuss curriculum, pedagogy, and other departmental matters.
- Meet with prospective students.
- Be available in the summer to advise incoming students and handle other departmental issues, as needed.
- Perform other duties as assigned by the Vice President for Academic Administration.

FINANCIAL DUTIES

- Supervise the department budget, including authorizing travel and miscellaneous expense reports.
- Prepare an annual budget proposal including labor, supplies, and equipment.

Financial Duties**ADMINISTRATIVE DUTIES**

- Interact with Marketing and Enrollment to promote the department.
- Manage the department office.
- Prepare the yearly class schedule for the department and coordinate classroom space with those responsible for classroom assignment.
- Represent the department in Academic Senate and Chamber of Chairs.
- Request custodial service, maintenance, and building repairs.
- Be responsible for equipment and inventories.
- Collect and maintain detailed class records (as described on page III-4) from all departing faculty and contract teachers.
- Submit a yearly Assessment Report and Strategic Plan to the office of the Academic Dean.
- Submit a Program Review to Curriculum and Efficiency Committee (CECom) as scheduled (every five years).
- Supervise the revision of *General Catalog* copy for the department.
- Prepare requests to CECom regarding substantive changes in the *General Catalog*.
- Hire and supervise quality adjunct faculty and student workers, as needed.

Administrative Duties

In departments appointing an **Associate Chair**, the following procedures are to be followed:

- The department chair is appointed.
- The associate chair is appointed with input from both the department chair and the faculty.
- The associate's term of office is four years or until the end of the current chair's term, whichever is less.
- The evaluation process for associate chairs is the same as for chairs.

Associate Chair

During the summer each academic department is expected to maintain routine departmental business and correspondence and participate in the ongoing academic business of the College. Each department chair will assume this responsibility for the entire summer session, or, with the concurrence of the administration, appoint another faculty member to carry out these departmental responsibilities. These administrative tasks will be a part of the assigned summer load. The load credit will be negotiated on the basis of demonstrated department responsibilities.

Summer Department Functions