

MANUAL OF ACADEMIC PERSONNEL POLICIES

NORTH PARK UNIVERSITY

MAPP 2010

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# MANUAL OF ACADEMIC PERSONNEL POLICIES (MAPP)

## NORTH PARK UNIVERSITY

This document and its appendices contain personnel policies for the faculty in effect as of the current approved version of this manual. These are subject to amendment by the Board of Trustees following consultation with the administration and university faculty. (see 11)

### 1 RELEVANT BOARD POLICIES, MISSION AND VISION, EDUCATIONAL IDEALS, AND LEARNING OBJECTIVES

#### 1.1 Board of Trustees Policies

The North Park University personnel policies are grounded in our mission and educational values and are meant to promote student success in achieving North Park's learning objectives. (see 1.4) The personnel policies are consistent with the Board of Trustees' policies. Of particular relevance are (1) the relationship with the Evangelical Covenant Church (ECC) including mission and mutual support, personnel selection and development, and academic freedom and accountability; and (2) terms of employment, including compensation and evaluation, equal opportunity, and tenure and personnel contracts (See Appendix A for relevant Board of Trustees Standing Policies).

North Park University seeks to appoint the most qualified and competent persons available who are in harmony with the mission and vision of the university and its educational ideals and learning objectives. All full-time faculty members are expected to be committed Christians both in faith and action. The rationale of Board Policy I.B, Church Relationship/Personnel Selection and Development (see Appendix A) is explanatory:

The staff and faculty of North Park constitute the University's most precious organizational resource. In a "non-confessional" Christian academic community, the careful selection and development of personnel provides the best assurance of accomplishing the University's stated mission. North Park's mission and vision as a Covenant institution in the broad evangelical and pietist Christian tradition requires a conscious balancing of the Christian perspectives in the faculty and staff who are the "bearers" of the tradition. At the same time, inclusion of Christian faculty and staff beyond this tradition as well as from diverse racial and ethnic backgrounds creates a campus ethos energized by the insights and experience of the whole body of Christ.

Wherever possible, part-time faculty should reflect the same hiring criteria as full-time faculty. Faculty are recruited from a diversity of Christian denominations, but at least a sizable minority of the university's full-time faculty positions should be held by members of the ECC. The university seeks to make clear the character, core concerns, and theological distinctiveness of the Covenant in the hiring process for its entire faculty (both full- and part-time). All faculty members are expected to be fully supportive of the educational and spiritual mission of the university.

#### 1.2 Mission and Vision

The mission of North Park University, as an intentionally Christian university of the Evangelical Covenant Church, is to prepare students for lives of significance and service through education in the liberal arts, professional studies, and theology. Our vision, building on our core institutional identity – Christian, urban, multicultural – is to fashion a university of uncommon character and enduring excellence where faith, learning, and service meet.

#### 1.3 Educational Ideals

Reflecting the core values which shape our distinctive learning community, students at North Park University experience an education that:

Is rooted in and committed to the Christian faith and its sacred text, the Bible.

Engages Chicago as a dynamic context for learning and service.  
Embraces all people and celebrates the richness of cultural difference.  
Affirms learning in all its forms – in the classroom and beyond – as a gift, a joy, and a sacred obligation.  
Encourages dialogue as a means of learning where civility, integrity, and open inquiry guide our life together.  
Seeks to form and transform the whole student (intellectually, socially, and spiritually).  
Values each student for who he or she is and who they will become.

#### 1.4 University Learning Objectives

In accordance with the stated mission of North Park, we intend the entire student experience, including both curricular and co-curricular activities, to achieve the following learning objectives. These are stated with the understanding that learning objectives can only be developed in a content-rich environment, and that academic objectives are best formed as students attempt to enter into the community of scholars in a variety of disciplines. A list of learning objectives is an inadequate way to convey the whole of a person's formal education, let alone the whole of one's life. The arrangement of the learning objectives as presented here is not to suggest a hierarchical or sequential relationship.

1. A Life of Significance
  - a. Introspection: examining who one is and who one should become
  - b. Wellness: physical and psychological well being
  - c. Character: moral maturity
  - d. Faith: spiritual maturity
2. A Life of Intellectual Growth
  - a. Learning: a deep commitment to and pleasure in the acquisition of information and other knowledge
  - b. Responsibility: the ability to monitor, direct, and take ownership for one's own learning
  - c. Inquiry: the ability to use a variety of means for acquiring knowledge and constructing meaning
  - d. Analysis: the ability to evaluate information, knowledge, and beliefs
  - e. Aesthetics: appreciation and understanding of different kinds of aesthetic experience
3. A Life of Service
  - a. Collegiality: the ability to work respectfully with others of all backgrounds
  - b. Communication: the ability to convey one's beliefs, ideas, and feelings to others in a variety of ways and media and the ability to listen to and to understand others
  - c. Problem solving: the ability to take one's knowledge and skills and apply them to solving a problem
  - d. Social responsibility: desire to work with others in creating a better world

## 2 DEFINITION OF THE FACULTY

The North Park University Faculty [excluding the North Park Theological Seminary] consists of those tenured, tenure track, and professional full-time appointees

1. whose primary responsibility is teaching on a tenure track or professional appointment and who also hold the rank of professor, associate professor, assistant professor, or instructor;
2. who are Deans and center directors, the Provost, and the President, provided they also hold faculty appointments in an academic department or program; and
3. who are library faculty with academic rank.

With the exception of those identified in 2.1, 2.2, and 2.3, non-tenure track faculty employees are not members of the North Park University Faculty because they are not expected to meet the qualifications for appointment, promotion, tenure, and criteria for rank (4.6-4.7, 4.8.2-4.8.8.3). Faculty employees who do not meet the criteria for membership of the North Park University Faculty as defined in this section do not have voting privileges in matters requiring action by the North Park University Faculty.

### 3 DEFINITION OF ACADEMIC RANK AND TITLES

#### Definition of Tenure

After the expiration of a probationary period, faculty should have continuous tenure, and their service should be terminated only for adequate cause, or for discontinuance of program, financial exigency, or medical disability precluding continued fulfillment of the faculty member's obligation (see 7.1). A faculty appointment with tenure is not an unconditional promise of continuous permanent employment. Tenure is viewed by the university as an important means to assure: (a) freedom of teaching and research and freedom of activity outside the classroom (see 10.1); and (b) a sufficient degree of economic security to make teaching at North Park attractive to persons of ability. Freedom and economic security are viewed as indispensable to the success of the institution in fulfilling its mission.

#### 3.1 Tenured, Tenure-track and Professional Appointments

All full-time faculty receive one of three appointments within the College or Schools of the University. Each appointment is accompanied by a rank of Assistant, Associate, or Professor depending on the qualifications of the individual. Tenure-track and Professional faculty work on renewable contracts with the understanding that the university is under no obligation to renew a contract.

#### 3.2 Tenure-track

Tenure-track faculty are full-time faculty who are eligible for tenure and are placed on a six year probationary period before a formal tenure review is scheduled. Failure to receive a successful review results in termination or non-renewal of a faculty member's contract.

#### 3.3 Professional Faculty

1. Professional faculty are full-time faculty members who add to the North Park faculty individuals of high accomplishment outside the ranks of tenure track positions.
  - a. Professional faculty bring to the university's activities knowledge, skills, and perspectives that are unavailable within the tenure track faculty.
  - b. Professional faculty allow the requisite staffing of a full-time faculty while preserving a necessary and helpful level of flexibility in how full-time faculty positions are allocated across the various academic units.
2. Professional faculty are appointed to support one or more of the following purposes:
  - a. to meet temporary school or department needs;
  - b. to meet faculty needs in academic program areas where long-term stable enrollment is uncertain;
  - c. to attract individuals who hold terminal degrees and may be retired from other institutions of higher education;
  - d. to attract individuals who have not followed a traditional pattern of academic preparation or professional certification for college-level teaching yet bring the requisite expertise, especially in applied disciplines; or
  - e. to facilitate pursuing terminal degrees with the intention to move into tenure track positions at North Park (as agreed upon by the Provost at the time of initial appointment).
3. Professional faculty positions may be designated for any part of the university's academic program but generally will be more widely assigned in the applied disciplines, including the Schools of Business and Nonprofit Management, Education, Music, Nursing, and Adult Learning.
4. The Provost is responsible to monitor the distribution and relative balance of approved tenure-track and

professional faculty positions in each school and division to assure the presence of a highly qualified, stable faculty for each academic program. No more than 15 percent of the total faculty may be professional faculty.

5. Each professional faculty position shall be reviewed every six years by the appropriate dean to determine its appropriateness as a professional position; that is, whether a recommendation should be made to make it a tenure-track position, whether it is no longer needed as a full-time position, or whether it will continue to serve university needs well as a professional faculty position. Up to three years service as a professional faculty member may count toward fulfillment of the probationary period leading to tenure.

### 3.4 Visiting Faculty, Scholar or Artist in Residence

The title of “visiting” may be assigned at the discretion of the Provost to those individuals who, because of specialized expertise, are appointed for short-term teaching or scholarly activities, usually a portion of a semester, a full semester, or an academic year. These individuals will provide teaching, research, creative activities, or public service. The rank of a visiting faculty member is determined by the Provost. Visiting faculty members may be employed by another institution of higher education, a corporation, or retired from a corporation. Compensation for visiting faculty is not guaranteed and is subject to availability of funds. Time served as a visiting faculty member shall not count toward fulfillment of the probationary period leading to tenure.

### 3.5 Academic Administrative Faculty

Many academic administrators are assigned teaching loads in addition to their administrative responsibility. When teaching is included in the responsibility, the Provost will assign a faculty rank to the administrator where it is appropriate. A previously tenured faculty member who becomes an administrator will maintain his/her faculty title in addition to the administrative title. The assignment of rank will allow the administrator full participation in faculty meetings.

### 3.6 Provost, Deans, and Center Directors

Titles of academic administrators that report to the President may change as institutional needs and resources change. Changes will be instituted after consultation with the faculty. The university’s chief academic officer (Provost) is appointed by the President. Academic administrators who report to the Provost are appointed by the Provost with approval of the President.

The Provost, Deans, Center Directors and other such administrators are appointed after the same search process that is used for full-time faculty appointments, including provision for faculty participation in the search process, (an internal search may be designated by the President, as appropriate). In such cases, the full faculty of the department or school in which the candidate will be tenured and hold rank shall have the opportunity to review the candidate’s academic credentials and to assess projected departmental faculty needs. The recommendation of the department or school shall be forwarded to the Provost. The decision to start the tenure track is made at the time of appointment by the Provost and is based upon the appointee’s qualifications (see section 4.6) and record in academic administration, and with consideration of the affected department or school’s recommendation. Because of the academic nature of the service by the Provost, Deans, and Center Directors, and provided that the administrator teaches at least four semester hours per academic year, one year of service in administrative roles is the equivalent of one year of service as a faculty member during the probationary period.

If the initial appointment of the academic administrator is not tenure track, and if at the end of his or her appointment as an administrator a tenure track or professional faculty position is available, he or

she may apply as a candidate. If selected for a tenure track position, credit for years of service in the administrative position toward tenure will be determined by the Provost at the time of faculty appointment.

### 3.7 Division Directors

Division directors in the arts and sciences are chosen by closed-ballot election of the majority of the voting, full-time members of the disciplinary faculty.<sup>1</sup> The Provost may choose not to approve the appointment of the elected candidate in which case the Provost will consult with the division faculty to reach agreement. If agreement cannot be reached, the case is reviewed by the President (in consultation with both the division faculty and the Provost) whose decision is final.

### 3.8 Adjunct, Affiliate, and Clinical Faculty

Adjunct faculty is used for part-time faculty members who teach less than a full load and whose responsibilities are limited to the courses they teach. On recommendation of the dean to the Provost, adjunct faculty who are employed for three years or more on a less than full-time, continuing basis to meet ongoing departmental needs, and who receive consistent positive evaluations from the department chairperson, division director and dean, may be appointed as affiliate faculty, and become eligible for an enhanced stipend if approved by the Provost and if financial resources allow. As valued members of the academic community, affiliate faculty members also may be invited to attend faculty meetings (non-voting), retreats, and other activities, as deemed appropriate by the dean. (See Job Description in Appendix D.) Clinical faculty are part-time faculty in the Schools of Nursing and Education who supervise students in clinical settings.

### 3.9 Proportional Faculty

Under exceptional circumstances, upon recommendation of the appropriate dean, full-time, tenured or tenure track faculty may be appointed to proportional status including proportional salary and proportional TIAA/CREF. Such faculty member's initial appointment may not be proportional. A proportional faculty member may seek a single extension of the probationary period to permit the faculty member to qualify for tenure. The length of any extension will be determined by the Provost in consultation with the appropriate dean, and for Family Medical Leave Act related requests, the director of human resources, but shall in no case exceed three years. Proportional loads for teaching and expectations for institutional service, advising, and research are negotiated annually with the school or faculty director, in consultation with the appropriate dean. Proportional faculty members are expected to attend meetings of the full faculty, departments, and schools or divisions, and hold committee membership.

### 3.10 Emeritus Status

Faculty members who have at least 10 years of service at North Park University and who retire while holding faculty appointment may be granted emeritus status by the Board of Trustees upon recommendation of the Provost and President.

A recommendation for emeritus status originates with the retired faculty member's former division director or school dean, and is based upon the retiree's contributions to teaching, scholarship, and service to the university during his or her tenure as a faculty member at North Park. The division director or school dean should write a recommendation to the Provost, who will, in turn, make a recommendation to the President. If the Provost or the President do not recommend emeritus status, the division director or school dean shall

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<sup>1</sup> Disciplinary faculty refers to faculty members in a specific professional school (e.g., Nursing or Education) and faculty members in the arts and sciences whose departments are grouped in "divisions" (e.g., Division of Physical and Mathematical Sciences or Division of the Humanities).

be notified. Emeritus status at North Park is entirely honorary and carries no obligation on the university's part to provide any kind of support, such as an office or use of facilities, or remuneration to such person.

#### 4 POLICIES ON RECRUITMENT, APPOINTMENT, AND PROBATIONARY PERIOD

North Park's philosophy on recruitment, appointment, and probationary period of full-time faculty is based on Board of Trustees' standing policies (see 1.1 and Appendix A). The university strives to recruit and retain the best qualified faculty within its means.

The same care that is used for recruiting and hiring tenure track faculty members should be used to hire all full time faculty appointments. Although flexibility must be retained to hire some faculty members on "emergency" bases (e.g., as a result of last minute resignations), non-tenure track faculty should be part of well-conceived staffing plan.

##### 4.1 Equal Employment Opportunity

It is the policy of North Park University to appoint the most qualified faculty members. We do not and will not discriminate on the basis of race, national origin, sex, age, disability, marital status, or status as a disabled veteran or Vietnam-era veteran, or any other basis prohibited by law. However, as a religious educational institution owned and operated by the Evangelical Covenant Church, North Park is permitted by law and reserves the right to select and promote employees on the basis of their religious faith and their conformity with principles of significance to the Evangelical Covenant Church. To implement this policy most effectively, searches are to be guided by the approved statements on mission, vision, core values, and educational ideals, North Park University Board of Trustees Multicultural Vision Statement (see Appendix B), and the Guidelines and Procedures for Faculty and Administrative Appointments (see Appendix C ).

##### 4.1.2 Notice of Vacancy

Announcements of faculty vacancies are to be given conspicuous circulation nationally, regionally, and locally. The goal in every search is a diverse and highly qualified applicant pool, with special effort to attract under-represented demographics.

##### 4.2 Recruitment Procedures

Request for all new or replacement faculty positions must be made in writing by the appropriate Dean, Associate Dean or Director to the Provost. The Provost will review proposals with the President. If the request is approved, the School Dean, Associate Dean or Library Director will facilitate the development of a search committee in consultation with the appropriate academic program. The search committee should, whenever possible, reflect the cultural and gender diversity of the university. The Provost is responsible for final approval of all search committees. The School Dean, Associate Dean or Library Director in consultation with the Provost shall determine the chair of each committee. In the College of Arts and Sciences, the division director (or her or his designate) will serve as chair of the search committee and the Dean of the College shall serve as an ex-officio member.

Based on a template prepared by the Provost's Office, the chair of the search committee will prepare a notice of vacancy that should include the following: title and rank, position description, effective date of appointment, anticipated dates for recruitment and selection, deadline for application/nominations, minimum and desired academic/professional credentials, and identification of the university as a comprehensive university with a core identity which is distinctively Christian, intentionally urban, and purposefully multicultural that seeks to hire faculty who can relate these ideals to their disciplines and vocations as teachers. The notice of vacancy is reviewed and approved by the Provost and the Director of Human Resources.

#### 4.2.1 Formal Application

Formal application for a faculty position is made by submission of complete faculty application form on file in the office of the Provost. Included in the form is a statement on institutional history and philosophy to which each applicant is asked to respond. References are contacted and a file is developed for each applicant. If the applicant has compiled a placement file, a copy of the file is requested. Applicants with whom the University wishes to conduct further explorations are furnished materials describing the university. Applicants are asked to complete three essay questions addressing their faith journey, educational philosophy and commitment to the university's identity. The files of candidates are maintained by the search committee and upon completion of the search all files are presented to the office of the Provost.

#### 4.2.2 Review of Applications

The search committee reviews all applications to determine finalists to invite to campus. Finalists are presented to the Deans or appropriate Director for recommendation to the Provost. Only candidates approved by the Provost are invited to campus. The campus interview includes meetings with the search committee, an appropriate classroom or public presentation, individual interviews with the appropriate Dean, Dean of Diversity and Intercultural Programs, the Provost and President. Other interviews on occasion may be appropriate depending on the responsibilities of the position.

#### 4.3 Appointment of Tenure Track or Professional Faculty

A recommendation to the Provost for appointment of a faculty member originates with the appropriate dean, associate dean, or library director. The appointment is made by the Provost, subject to the approval of the President. The terms and conditions of every appointment to the faculty are stated in writing and a copy of the appointment letter from the Provost is supplied to the President and appropriate dean, associate dean, or library director and the Director of Human Resources. The faculty appointee will be advised, at the time of initial employment, of the substantive standards and procedures currently employed in decisions affecting renewal and tenure. Notwithstanding such disclosure, the University retains the right to modify its policies in accordance with the MAPP. The Provost initially sends all new hires an offer letter, stating the salary, rank and appointment status. After receipt of a signed offer letter and completion of all stipulations in the offer, the Provost sends a formal contract to the new appointee with a copy to the Director of Human Resources and the President.

#### 4.3.1 Experience Equivalents

Teaching experience at the elementary or secondary levels is recognized only to the extent that such teaching contributes to the competence and effectiveness of the teacher at the higher education level in the specific field of appointment. Such experience is evaluated at the rate of not more than a half-year of teaching for every full year of experience. Evaluation of such experience is made at the time of initial appointment and shall in no case exceed two years of equivalency for purposes of rank and promotion at associate professor and five years for purposes of rank and promotion at professor. The minimum degree and minimum experience requirements must be in the field of the teaching appointment. If relevant to the appointment, other kinds of professional experience may be recognized as prior teaching experience on approximately the same basis of calculation.

#### 4.4 Appointment of Adjunct Faculty

The Provost approves appointment of all Adjunct faculty members after a recommendation to hire from the appropriate Dean or Director. Adjunct faculty members are contracted per course by semester. Offers of employment are always conditional based on sufficient enrollment in the respective course section; each Dean or Director has the authority to nullify the contract due to under-enrollment in the assigned course. A description of the Adjunct's responsibilities is found in Appendix D.

#### 4.5 Special Appointment

The President may appoint a person of unique or pre-eminent academic qualifications or reputation to a position of

tenured, tenure track, professional, or other non-tenure track faculty in any status without regard to the foregoing procedure. The President shall consult with the Provost and the appropriate dean or library director before making such an appointment.

#### 4.6 Qualifications for Full-Time Faculty Appointments, Promotion, and Tenure

At a minimum the appointee must:

1. Meet the qualifications for the appropriate initial rank (see 4.7)
2. Be a person of exemplary character, integrity, and self-control.
3. Support the mission and vision of the university. (see 1)
4. Be actively involved in discovering how the assumptions and implications of the Christian faith are related to his or her disciplines.
5. Be a “committed Christian in faith and action” (see 1.1 and 4.1)

#### 4.7 Criteria for Rank of Tenure Track or Professional Faculty Appointments

Appointment to a faculty position is based on the following minimum criteria, which must be met upon the effective date of the appointment. Professional faculty need only have a master’s degree in their field of teaching.

##### 1. Instructor<sup>2</sup>

- a. Master’s Degree
- b. Demonstrated capability for effective teaching

##### 2. Assistant Professor

- a. Earned doctorate or approved terminal degree<sup>3</sup>. A person in the final stages of completing a doctorate (e.g., completing the dissertation) may be appointed to assistant professor rank with a clear understanding of timeline for defense of the dissertation and notification to the Provost’s office of completion of the degree. This is to be negotiated with the Provost and the faculty member, in consultation with the appropriate dean or library director, at the time of appointment.
- b. Capability for teaching effectiveness
- c. Evidence of scholarly work and professional promise
- d. Participation in professional activities

##### 3. Associate Professor

- a. Earned doctorate or approved terminal degree
- b. Completed six years of teaching experience in higher education. Up to two years of professional experience outside of higher education may be credited for rank and promotion (see criteria in section 4.3.1).
- c. Evidence of teaching effectiveness.
- d. Active and responsible participation in institutional activities
- e. Record of scholarship, creative, or professional attainment
- f. Evidence of participation in professional societies
- g. Evidence of participation in institutional activities (e.g. faculty and department meetings, faculty

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<sup>2</sup> Since attainment of the doctorate or appropriate terminal degree (see 4.7) is a precondition for tenure (see 5.2), instructors are not eligible for tenure track appointments. Faculty appointments for those who hold terminal master’s degrees shall be made by the Provost on recommendation of the appropriate dean or library director. When a master’s degree is considered a terminal degree, individuals should be assigned a rank of assistant professor or above.

<sup>3</sup>At this time, the master’s level terminal degrees recognized by North Park University are the Master of Fine Arts, and Master of Library Science. A Masters degree is the terminal degree in Athletic Training. Recognition of any other terminal degree must be approved by the Provost after a case is made by the appropriate college dean, school dean, or library director. The criteria for recognition of a terminal degree will consider departmental/school norms, professional standards within the discipline, and evidence of recognition of the terminal degree by other comparable institutions/programs. Recognition of the terminal degree must be made in writing by the Provost as part of the initial appointment.

professional development, standing committees and task forces, and commencements and convocations).

#### 4. Professor

- a. Earned doctorate or approved terminal degree
- b. Completed ten years of teaching in higher education. Up to five years of professional experience may be credited for rank and promotion.
- c. Consistently high level of teaching effectiveness.
- d. A record of active leadership and responsible participation in institutional activities (e.g. faculty and department meetings, faculty professional development, standing committees and task forces, commencements and convocations)
- e. Record of research, scholarly, creative, or professional attainment.
- f. Meaningful contribution to professional societies

#### 4.8 Probationary Review Process

##### One-, Two-, and Three-Year Tenure Track Appointments

Full-time tenure track faculty appointments are generally tendered in the following sequence:

1. A one-year appointment (year one). A conference with the appropriate school dean or division director to review a written evaluation of the first semester and to set goals toward tenure and promotion should be completed no later than March 1 of year one. New faculty will receive at least one classroom observation by dean or designee prior to the initial review. If the school dean or division director does not recommend a two-year appointment, the conference and written evaluation should cite reasons. In reviews of probationary faculty, the dean/director's judgment is not final. That is, the decision to continue or terminate a faculty member is reviewed by the Provost with a final decision by March 15th. The school dean or division director shall evaluate evidence of
  - a. the faculty member's continued qualifications for full-time faculty appointment(see 4.6);
  - b. the faculty member's potential long-term contributions to the department/school and university (in consultation with the provost);
  - c. progress in portfolio development (see 5.1 and appendix F);
  - d. the present and long-term needs in the department/school and university; and
  - e. the effectiveness of teaching.
2. A two-year appointment (years two and three). In year two, the faculty member works towards goals established during the first-year conference. Each faculty member will receive a classroom evaluation in year two and in year three prior to conference with the dean or director. A comprehensive written review is completed by the school dean or division director and discussed in a conference with the faculty member no later than March 1 of year three. Included in the evaluation is the school dean or division director's recommendation either for (1) a three-year appointment or (2) a one-year, terminal appointment. The school dean or division director shall evaluate evidence of
  - a. the faculty member's continued qualifications for full-time faculty appointments (see 4.6);
  - b. the faculty member's potential long-term contributions to the department/school and university (in consultation with the appropriate dean);
  - c. progress in portfolio development (see 5.1 and appendix F)
  - d. the present and long-term needs in the department/school and university; and
  - e. the effectiveness of teaching.

If a three-year appointment is recommended, the evaluation and conference should include a review and possible revision of goals toward tenure and promotion. If the school dean or division director does not recommend a three-year appointment, the conference and written evaluation should cite reasons. In reviews of probationary faculty, the dean/director's judgment is not final. That is, the decision to continue or terminate a faculty member is reviewed by the Provost with a final decision by March 15<sup>th</sup>.

3. A three-year appointment (years four through six). In years four and five, the faculty member continues to work toward goals established in the third-year review including development of their portfolio. In year five each faculty member is expected to request a classroom observation by at least one faculty member within the department and one faculty member outside of the department.
4. In the event of a less than satisfactory two-year or three-year review, the Provost has the discretion of making a one-year appointment. The one-year appointment would include a development plan to address areas of concern.

#### 4.8.1 Length of Probationary Period

Beginning with the appointment as a full-time tenure track faculty member, the probationary period leading to tenure may not exceed seven years, unless extended as provided in 5.2. This period of time may include full-time teaching at other institutions of higher education or its equivalent, provided that an agreement to count such service has been made by the university in writing at the time of the initial appointment. Normally at least a two-year probationary period must be completed at North Park University before tenure is granted (this includes faculty members who are returning after previous experience at North Park University). Under exceptional circumstances, the university may grant tenure at the time of appointment to a faculty member holding tenure at another institution.

#### 4.8.2 Non-Reappointment of Probationary Faculty

The university reserves the right to recruit and retain the best-qualified faculty within its means and to terminate a probationary appointment. Until tenure has been attained, both the faculty member and the university are in a probationary period with no obligation on the part of either party to renew the appointment upon its expiration. University faculty personnel policies preserve the distinction between probation and tenure. Nevertheless, the university seeks to maintain conditions of academic freedom and standards of fairness for probationary as well as tenured appointments.

### 4.9 Professional Faculty Review Process

Professional faculty members are appointed with two-year renewable contracts following an initial one year appointment.

1. In year one a conference with the appropriate school dean or division director is held to review a written evaluation of the first semester and to set goals for the second year if a two-year renewable contract is recommended. The review should be completed no later than March 1 of year one. New professional faculty will receive at least one classroom observation by dean or designee prior to the initial review. The school dean or division director shall evaluate evidence of
  - a. the faculty member's continued qualifications for full-time professional faculty appointment(see 4.6);
  - b. the faculty member's potential contributions to the department/school and university (in consultation with the provost);
  - c. progress in portfolio development;
  - d. the needs in the department/school and university; and
  - e. the effectiveness of teaching.
2. In the second year the faculty member works towards goals established during the first-year conference. Each professional faculty member will receive a classroom evaluation prior to conference with the dean or director. A comprehensive written review is completed by the school dean or division director and discussed in a conference with the faculty member no later than March 1 of year two of the renewable contract. Included in the evaluation is the school dean or division director's recommendation regarding contract renewal. The school dean or division director shall evaluate evidence of
  - a. the faculty member's continued qualifications for full-time faculty appointments (see 4.6);
  - b. the faculty member's potential contributions to the department/school and university (in

- consultation with the appropriate dean);
- c. progress in portfolio development
- d. the needs in the department/school and university; and
- e. the effectiveness of teaching.

#### 4.10 Criteria for Faculty Evaluation

##### 4.10.1 Teaching Competence

North Park is committed to holistic evaluation of teaching, including feedback from peers, students, department chairs, division directors, college and school deans, and alumni, as appropriate. Evaluators, including students, will be asked to address the following categories of teaching competence: (1) instructional delivery skills; (2) instructional design skills; (3) content expertise; and (4) course management.<sup>4</sup> Evidence shall be presented by the faculty member including a current curriculum vita, classroom observation, peer input, student evaluations, and other materials deemed appropriate in demonstrating evidence of effective teaching.

4.10.1.1 Instructional Delivery Skills are defined as those interactive skills and characteristics which (a) make for clear communication of information, concepts, and attitudes, and (b) promote or facilitate learning by creating an appropriate and effective learning environment. Examples include:

- a. Faculty member uses class time effectively.
- b. Faculty member uses effective instructional techniques and tools (including lecture, discussion, audio/visuals, group activities, or technology).
- c. Faculty member stimulates student interest and achievement.
- d. Faculty member communicates enthusiasm for subject matter and teaching.
- e. Faculty member creates an inclusive learning environment for all students, including a safe and respectful classroom climate, and inclusive course content and teaching materials.

4.10.1.2 Instructional Design Skills are defined as technical skills in (a) designing, sequencing, and presenting experiences that induce student learning, and (b) designing, developing, and implementing tools and procedures for assessing student learning outcomes. Examples include:

- a. Faculty member prepares comprehensive syllabi to inform students of expectations and schedules. The syllabi should contain clearly stated learning outcomes that link to program/major outcomes and the university learning outcome categories.
- b. Faculty member prepares assignments, handouts, exams, and/or activities to promote student interest, enhance learning, and alignment with stated learning outcomes.
- c. Faculty member provides evidence of attention to active learning, writing, and critical thinking skills as appropriate.
- d. Faculty member implements course objectives appropriately.
- e. Faculty member demonstrates knowledge of, and effective implementation of, the assessment process.
- f. Faculty member develops learning outcomes appropriate for the specific discipline.

4.10.1.3 Content Expertise is defined as the body of skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced education, training, and/or experience. Examples include:

- a. Faculty member demonstrates currency in knowledge of subject matter and methodologies of the discipline.
- b. Faculty member demonstrates knowledge of course content that is relevant and thorough.

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<sup>4</sup> Arreola, R.A. (2007). *Developing a comprehensive faculty evaluation system* (3<sup>rd</sup> Ed.). Bolton, MA: Anker Publishing.

- c. Faculty member increases knowledge of discipline and/or pedagogy.
- d. Faculty member exhibits continuous growth as a teacher.
- e. Faculty member demonstrates knowledge of other fields, especially those related to his or her own field.
- f. Faculty member seeks to integrate Christian faith with the academic discipline in which he or she teaches.

4.10.1.4 Course Management is defined as the skills needed to operate and manage a course. Examples include:

- a. Faculty member adheres to established university, discipline, and departmental policies and procedures,
- b. Faculty member is available to students outside class,
- c. Timely submission of course grades,
- d. Timely grading of examinations,
- e. Maintenance of published office hours.
- f. Starts and finishes classes on time.

#### 4.10.2 Scholarly and Professional Attainment

Faculty members are expected to have an active, continuing commitment to scholarly and/or creative and professional attainment. The university recognizes the broad spectrum of scholarship and professional attainment across the disciplines. The Carnegie foundation lists four categories of scholarship as appropriate for evaluation of faculty work.<sup>5</sup> Examples of Scholarship and Professional Attainment are listed in Appendix E.

##### 4.10.2.1 Types of Scholarship

Faculty members are expected to identify scholarship in one or more of four categories:

- A.** *Scholarship of Discovery* – the traditional concept of scholarship in the academy. The major question: “What is to be known, what is yet to be found?” These questions are also appropriate for the creative and performing arts.
- B.** *Scholarship of Integration* –activities that attempt to interpret, draw together, and bring new insights to bear on original research or creative art forms. The major question: “What do the findings mean?”
- C.** *Scholarship of Application* – sometimes referred to as the scholarship of engagement in which the work merges intellectual understanding to the application process. Major question: “How can knowledge responsibly apply to consequential problems?”
- D.** *Scholarship of Teaching* –activities that include the discovery and use of new pedagogies, technologies and student learning assessment practices for instructional design.

##### 4.10.2.2 Types of Professional Attainment

Faculty members are expected to remain engaged with professional associations and other external organizations related to their field of expertise or areas of interest. These activities may include: attendance and/or presentations at conferences, leadership in professional societies, planning and facilitating professional activities for colleagues in the field, work with accrediting bodies and consultations with community organizations. (See appendix E.)

##### 4.10.3 Responsible Participation in Institutional Activities

Faculty members are expected to demonstrate a well-rounded pattern of consistent participation.

- 1. Participates in spiritual, social, and co-curricular activities of the campus.
- 2. Participates in faculty professional development activities.
- 3. Conscientiously advises students.
- 4. Establishes and maintains positive relationships with students, other faculty members, and administrative and staff colleagues.
- 5. Actively participates in committee work.
- 6. Is involved in departmental, division, college, school, and university faculty meetings and programs, as appropriate.
- 7. Serves as chairperson of committees, department, and division when called upon to do so.

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<sup>5</sup> The four types of scholarship are framed from Ernest Boyer’s book *Revisiting Scholarship*.

8. Contributes to institutional growth through proposals of new programs and procedures.
9. Supports other institutional activities and offices (e.g., admissions, university development, athletics, student development, university ministries).
10. Participates actively in religious and community affairs.

#### 4.11 Documents and Records

##### 4.11.1 Personnel File

A personnel file for each faculty member is kept in the office of the Provost. This file contains the application form originally submitted, together with supporting documents, a service record, summary of evaluations without identifying the source, copies of letters and memos to and from the faculty member that relate to the performance of responsibilities, and any other relevant documents including the summaries of contract reviews and tenured faculty reviews.

##### 4.11.2 Evaluation File

A second file, also kept in the office of the Provost, contains documents collected by the faculty personnel committee in the performance of its duties in evaluating faculty members for promotion and tenure.

##### 4.11.3 Access to File

Faculty personnel and evaluation files are confidential in nature. Upon written request, a faculty member may inspect his or her personnel file but not his or her evaluation file. Letters of reference or external peer review documents are strictly confidential and not open to the subject of the file.

## 5 POLICIES ON TENURE AND PROMOTION

### 5.1 Process for Granting Tenure

Tenure is conferred by the Board of Trustees upon recommendation by the President after approval by the Provost. Fitness for tenure is determined through a review process involving faculty, department and school dean or division director and the faculty personnel committee, who consider evidence of the candidate's significant contributions to the department and total university program (see 4.10). When considering candidates recommended for tenure, the President and Provost will assess the candidate in terms of his or her potential long-term benefit to the university. The final recommendation by the President to the Board of Trustees also is based on the present and long-range needs in the department and in the university as determined by the Provost in consultation with the Deans.

Candidates for tenure are expected to be Christians in faith and action, and to support the educational and spiritual mission of university (see Board of Trustees Standing Policies, Appendix A.) In order to receive tenure, Faculty should demonstrate, in addition to effective performance in all three areas, meritorious teaching and meritorious activity in at least one of the other two categories (e.g. scholarly/professional attainment, service). (see 4.10) All faculty members are expected to present a portfolio to assist in the tenure review process. The portfolio should be kept updated each year following the general format in appendix F.

#### 5.1.1 Extensions of the Probationary Period

Ordinarily tenure is conferred after satisfactory completion of a probationary period not to exceed seven years, and tenure track faculty must be reviewed for tenure in year six of the probationary period. Under special circumstances, the probationary period may be extended. Bases for granting extensions to the probationary period include requests in accordance with the Family and Medical Leave Act Policy (see Faculty and Staff Policies Manual, section IV). A request for an extension must be submitted prior to the year in which the faculty member is to be reviewed for tenure, and the additional time granted may not exceed three years. The length of the extension will be made by the Provost in consultation with the division director or dean, and the director of human resources (for FMLA related requests). Except as otherwise specified by the Provost, periods of approved leave of absence are not counted toward the probationary period.

### 5.1.2 Effective Date

In the case of positive recommendations for tenure and subsequent approval by the Board of Trustees during year six, tenure and promotion take effect with the next contract period (i.e., August 15). If tenure is denied by the Board of Trustees, the faculty member is awarded a one-year, terminal contract to take effect the next contract period. Notice should be given at least one year prior to expiration of the seven-year probationary period if the faculty member is not to be continued in service after the expiration of that period.

## 5.2 Timetable for Tenure Review

April 15: A review for tenure is initiated by the Provost sending a list of names of those faculty members to be reviewed for tenure to the Faculty Personnel Committee.

May 1: The Faculty Personnel Committee notifies faculty members that they will be reviewed for tenure and notifies faculty members of materials needed for review.

August 1: Faculty portfolios are due to the Faculty Personnel Committee.

March: Faculty Personnel Committee representative meets with faculty member to present its recommendation.

April 1: Faculty Personnel Committee makes recommendations to the Office of the Provost.

May: President and Provost make recommendations for tenure to the Board of Trustees.

## 5.3 Procedures for Evaluation of Faculty Leading to Tenure

All faculty are expected to receive an evaluation in teaching, scholarly/professional attainment, and institutional service in consideration for promotion and tenure. Faculty members are also expected to include in their portfolio an essay that addresses their growth and commitment to the mission and core identity of the university; Distinctively Christian, Intentionally Urban, and Purposefully Multicultural.

North Park University is principally a pedagogical institution. Faculty members are expected to develop expertise in instructional design and student learning outcomes. Effectiveness of teaching will be the most significant requirement for tenure. Faculty are expected to show evidence of accomplishment in other areas of evaluation (e.g. scholarly/professional attainment, service to the institution).

Determination of the year in which faculty members will be reviewed for tenure is made at the time of their initial appointments. The procedures for evaluation of faculty leading to tenure are designed to assemble responsible professional judgment in the evaluation process and to avoid arbitrary evaluation. The process is also intended to provide the faculty member with specific suggestions for further improvement of his or her performance and further development of his or her competence. All matters brought to the attention of the faculty personnel committee are to be treated as confidential to the degree possible.

5.3.1 The candidate assembles a portfolio of materials supporting the application, including a current vita; a self-evaluation that includes a statement of the candidate's contributions as a teacher and a colleague; a full statement of the candidate's professional accomplishments and aspirations, with supporting materials, if appropriate; a statement of the candidate's faith journey, including comments about his or her life as a committed Christian in faith and action; and his or her support of the university's educational and spiritual mission and core identity as a Christian, Urban, and Multicultural institution of higher education.

5.3.2 Candidates for tenure shall write an essay on faith and learning integration. While the faith and learning integration essay may take various forms, it should describe how the faculty member brings his or her Christian faith perspective to bear on scholarship and teaching. Areas the essay may include are:

- i. biblical values or perspectives affecting one's approach to the discipline;
- ii. discipline-related assumptions or perspectives that enrich one's approach to the Christian life;
- iii. areas of controversy or conflict between the Christian faith and the academic discipline, and the faculty member's approach to these areas;
- iv. the faculty member's approach to teaching as a professional scholar at a Christian university.

5.3.3 In addition to the faculty member's portfolio, the faculty personnel committee requests evaluations of the candidate's competence, performance, and fit with the university's educational and spiritual mission from each of the following sources:

- a. All full-time faculty members of a candidate's school or department (tenure track, tenured and professional faculty) as of May 1 of the current year;
- b. Selected tenure track, tenured, and professional faculty members outside the school or department of which the candidate is a member. The selection of these sources is made by the faculty personnel committee based on a list of recommendations from the candidate. The recommended list should be comprised of individuals who are able to make informed comments about the candidate's teaching performance and who can knowledgeably evaluate the candidate's scholarly, professional or creative work and institutional service;
- c. Selected professional references from outside the university as provided by the candidate.
- d. The school dean or division director of which the candidate is a member; and
- e. Evaluative comments from committee chair or chairs.
- f. Current and former students of the candidate

#### 5.4 Procedure for Evaluation of Tenured Faculty

5.4.1 Tenured members of the faculty should be evaluated by school dean or division directors, or in the case of deans by the Provost or division directors by the Dean of the College every fifth year. Each evaluation should cover the preceding four full years of service.

5.4.2 The purpose of periodic evaluation of tenured faculty is to nurture the professional growth of the individual faculty members.

5.4.3 The evaluation of tenured faculty will take the form of a report to be discussed with the reviewed faculty member and submitted to the Provost.

5.4.4 Criteria used in the evaluation of tenured faculty members are explained in 4.10.

#### 5.5 Timetable for Evaluation of Faculty for Promotion

Promotion procedures are only initiated at the request of candidates eligible for promotion. Faculty members are responsible for monitoring their eligibility for promotion. The Office of the Provost will publish only the initial notice of eligibility.

April 15: the Provost publishes a list of faculty members who meet the minimum years of service for promotion

May 1: Faculty members notify the Faculty Personnel Committee of their intention to apply for promotion.

October 1: Faculty portfolios are due to Faculty Personnel Committee.

March: Faculty Personnel Committee representative meets with faculty member to present its recommendation.

April 1: Faculty Personnel Committee makes recommendations to the Office of the Provost.

May: President and Provost make recommendations for promotion to the Board of Trustees.

## 5.6 Criteria for Promotion by Rank

Effectiveness of teaching will be a basic requirement for promotion. Faculty seeking to move from Assistant Professor to Associate professor are expected to show evidence of accomplishment in other areas of evaluation (e.g. scholarly/professional attainment, service to the institution). (see 4.7 and 4.10) Faculty seeking promotion to Full Professor should demonstrate, in addition to effective performance in all three areas, meritorious teaching and meritorious activity in at least one of the other two categories (e.g. scholarly/professional attainment, service.)

### 5.6.1 Associate Professor

- a. Earned doctorate or approved terminal degree
- b. Completed six years of teaching experience in higher education. Up to two years of professional experience outside of higher education may be credited for rank and promotion.
- c. Demonstrates effectiveness as a teacher, including evidence of continued growth from time of appointment to assistant professor, and accordance with the university mission, educational values, and learning objectives
- d. Active and responsible participation in institutional activities
- e. Record of research, scholarly, creative, or professional attainment.
- f. Responsible participation in professional societies

### 5.6.2 Professor

- a. Earned doctorate or approved terminal degree
- b. Completed ten years of teaching in higher education. Up to five years of professional experience may be credited for rank and promotion.
- c. Demonstrates consistently high level of effectiveness as a teacher, including evidence of continued growth from time of appointment as associate professor, and accordance with the university mission, educational values, and learning objectives.
- d. A record of active leadership and responsible participation in institutional activities
- e. Continuing record of research, scholarly, creative, or professional attainment.
- f. Meaningful contribution to professional societies

## 5.7 Procedures for Evaluation of Faculty for Promotion

5.7.1 The main steps in the evaluation process are the following:

1. The candidate assembles a portfolio of materials supporting the application, including a current vita; a self-evaluation that includes a statement of the candidate's contributions as a teacher and a colleague; a full statement of the candidate's professional accomplishments and aspirations, with supporting materials, if appropriate; a statement of the candidate's faith journey, including comments about his or her life as a committed Christian in faith and action; and his or her support of the university's educational and spiritual mission and core identity as a Christian, Urban, and Multicultural institution of higher education.

2. Candidates for promotion to professor also shall write an essay on faith and learning integration. While the faith and learning integration essay may take various forms, it should describe how the faculty member brings his or her Christian faith perspective to bear on scholarship and teaching. Areas the essay may include are:

- a. biblical values or perspectives affecting one's approach to the discipline;
- b. discipline-related assumptions or perspectives that enrich one's approach to the Christian life;
- c. areas of controversy or conflict between the Christian faith and the academic discipline, and the faculty member's approach to these areas;
- d. the faculty member's approach to teaching as a professional scholar at a Christian university.

3. In addition to the faculty member's portfolio, the faculty personnel committee requests evaluations of the

candidate's competence, performance, and fit with the university's educational and spiritual mission from each of the following sources:

- a. All full-time faculty members of a candidate's school or department (tenure track, tenured and professional faculty) as of May 1 of the current year;
- b. Selected tenure track, tenured, and professional faculty members outside the school or department of which the candidate is a member. The selection of these sources is made by the faculty personnel committee based on a list of recommendations from the candidate. The recommended list should be comprised of individuals who are able to make informed comments about the candidate's teaching performance and who can knowledgeably evaluate the candidate's scholarly, professional or creative work and institutional service;
- c. Selected professional references from outside the university as provided by the candidate.
- d. The school dean or division director of which the candidate is a member; and
- e. Evaluative comments from committee chair or chairs.
- f. Current and former students of the candidate.

5.7.2 The faculty personnel committee also considers relevant data provided by the candidate that he or she believes will be helpful for an adequate consideration of his or her circumstances. The faculty personnel committee will advise the candidate of the time schedule of the review and of the time when decisions affecting promotion will be made.

5.7.3 The faculty personnel committee may also review prior evaluations of the candidate prepared for two-year and three-year contract reappointments, and for promotions, tenure review and previous actions of the FPC related to the candidate.

5.7.4 After duly considering the relevant data, the faculty personnel committee prepares a Report and Recommendation, a written summary of the data received and a recommendation for action based on that data. Such a summary need not be comprehensive of all data reviewed.

5.7.5. It is the responsibility of the faculty personnel committee to arrange for an in-depth consultation with each evaluated colleague, interpreting and explaining the committee's Report and Recommendation. This consultation should be timely so as to permit the evaluated colleague an opportunity to contest the recommendation according to established appeal procedures. The consultation may involve the department chairperson, the appropriate dean or division director, the chairperson of the faculty personnel committee, or some other suitable person as determined by the provost and the chair of the faculty personnel committee. A copy of the Report and Recommendation should be presented to the candidate.

5.7.6 The Report and Recommendation of the faculty personnel committee and, in the absence of a unanimous vote, a tally of the committee's vote on the recommendation is forwarded to the Provost. The entire record of proceedings, the portfolio and evidence considered in establishing the recommendation of the faculty personnel committee is forwarded to the Office of the Provost no later than April 1. For candidates in the Arts and Sciences the Dean of the College will prepare his or her own recommendation to the Provost. The Provost will then prepare his or her own recommendation to the President. If the Provost's recommendation should be at variance with the faculty personnel committee's recommendation, there will be a meeting of the Provost and the faculty personnel committee, during which such differences will be discussed.

5.7.7 The final responsibility for recommending promotion and tenure to the President rests with the Provost. The recommendation of the Provost is to be made no later than four weeks prior to the meeting of the Board of Trustees at which meeting the recommendation would be acted upon.

5.7.8 Following receipt of a recommendation on faculty promotion or tenure from the Provost, the President will review the recommendation. If the President concurs in the recommendation, it will be submitted to the Board of Trustees by the President. If the President decides not to submit to the Board a recommendation consistent with the

recommendation of the faculty personnel committee, the committee, the Provost, and the candidate will be advised no later than one week prior to the meeting of the Board.

5.7.9 The timeline detailed in 5.3, paragraphs 8-10, does not imply that the Board must act upon the President's recommendation at its next scheduled meeting. Rather, once the Board receives the recommendation and any accompanying materials, the Board may take up to six months to render a decision.

## 6 Appeals Related to Denial of Tenure or Promotion

The following appeal procedure will be followed:

### 6.1 Denial of Tenure

6.1.1 In the event that a faculty member is not recommended for tenure by the faculty personnel committee, the faculty member may submit to the Provost, and the chairperson of the faculty personnel committee within ten days of the consultation, a written request for a review. The request will state the grounds on which it is claimed that the review procedure has failed to give adequate consideration to the circumstances bearing on the decision.

6.1.2 The Provost and the faculty personnel committee will then meet to review the evidence of the appeal. The faculty member has the option of presenting his or her case in person. At the conclusion of the meeting, the Provost and committee will prepare a document stating the reasons that (1) support the original decision or (2) suggest revision of the original decision. In the case of a decision favorable to the faculty member, a joint recommendation to rescind the original decision will be forwarded to the President for possible action by the Board of Trustees. If the original decision is supported by the Provost and the faculty personnel committee, the faculty member shall be informed of his or her right of appeal to the faculty appeals and sanctions committee (see below, section 7.1.5.4). If the Provost's recommendation should be at variance with the faculty personnel committee's recommendation, there will be a meeting of the Provost and the faculty personnel committee, during which such differences will be discussed.

6.1.3 If the Provost does not recommend tenure, on appeal the faculty appeals and sanctions committee will review all documents bearing on the evaluation. If the faculty appeals and sanctions committee decides that a formal hearing is warranted, it will conduct such a hearing. The faculty appeals and sanctions committee will determine the course of the hearing and will have control of the proceedings. It may seek further information from whatever source it deems necessary.

6.1.4 The faculty appeals and sanctions committee reports its findings of fact and makes a recommendation to the Provost with copies to the President, the faculty personnel committee, and the faculty member. The Provost will make a ruling on the appeal and will submit his or her findings to the President for possible action by the Board of Trustees. If this ruling is at variance with the recommendation of the faculty appeals committee, he or she shall be requested to transmit it to the committee in writing with a rationale for his or her decision.

6.1.5 The President will decide whether to recommend tenure and will notify the faculty member, the Provost, and the appeals and sanctions committee of this decision at least twenty days before the next Board of Trustees meeting.

6.1.6 If the faculty member is not satisfied with the President's decision, he or she may direct his or her appeal to the Board of Trustees in writing. The letter of appeal, the entire record prepared by the faculty appeals and sanctions committee, along with any written or oral statements that may be requested of the principals by the Board, will be forwarded to the academic committee of the Board for its review. For this review, the chair of the Board of Trustees will chair the academic committee. The Board's review will be confined to the record forwarded. The decision of the Board of Trustees is final.

6.1.7 The appeals process in matters of tenure customarily will be concluded by the time of the Fall Board meeting following the academic year in which the faculty member was considered for tenure by the faculty

personnel committee. The processing of such an appeal in this time frame will not alter a faculty member's final year of his or her contract with the university. If tenure is not recommended, and if an appeal of the tenure decision is not successful in favor of the faculty member, the academic year following the original decision by the faculty personnel committee shall be the faculty member's final year of employment in a full-time tenure track faculty position in the university.

## 6.2 Denial of Promotion

6.2.1 In a matter involving promotion, the faculty member addresses a request for reconsideration within ten days of the consultation to the faculty personnel committee if its action has been to deny promotion. In the event of failure to achieve satisfaction, the faculty member may petition the Provost within ten days of the reconsideration.

6.2.2 The faculty member will set forth in detail the reasons supporting promotion and the bases for challenging the decision. The petition to the Provost will contain any factual or other data which the petitioner deems pertinent in her /his case.

6.2.3 Submission of a petition will not automatically entail investigation or detailed consideration thereof. After consultation with the faculty personnel committee, the Provost may seek to bring about a settlement of the issue satisfactory to all parties. The Provost will report her or his decision to the President, to the faculty personnel committee, and to the petitioner.

6.2.4 In matters involving promotion where the faculty personnel committee has ruled favorably but the Provost has recommended to the President that promotion be denied, the faculty member may petition the President to review within ten days. The content of the petition shall be the same as the petition submitted to the provost. The decision of the President will be communicated to the petitioner, to the Provost, and to the Chair of the faculty personnel committee and shall be final.

## 7 POLICIES AND PROCEDURES RELATING TO SEVERANCE

### 7.1 Termination of Appointments with Tenure or of Appointments of Full-Time Probationary Faculty Before the End of a Specified Term

#### 7.1.1 Financial Exigency

Termination of an appointment with tenure, or of a full-time appointment before the end of the specified term, may occur because of a bona fide financial exigency, e.g., financial crisis that threatens the survival of the institution as a whole and which cannot be alleviated by less drastic means.

1. Prior to declaration of financial exigency, the President and Provost will meet with the Deans Council and the Faculty Senate to review feasible alternatives to the termination of appointments. The Deans Council may consult with a faculty elected financial exigency review taskforce. The final decision to declare a state of financial exigency rests with the Board of Trustees upon recommendation by the President.
2. Once a state of financial exigency has been declared, a representative faculty body composed of the deans, division directors, the director of Brandel Library, one additional elected member from each school or division, and a non-tenured person elected by the faculty at large, with the Provost serving as an ex officio non-voting member, shall make a recommendation to the Provost and President identifying the individuals whose appointments are to be terminated in accordance with established criteria. The criteria to be used in determining which faculty member(s) will be retained in departments with several members, in order of priority, shall be the following: (a) qualifications for meeting the needs of the continuing program; (b) performance evaluations; (c) the appropriateness of academic credentials; and (d) seniority in the program.
3. The President has final authority to terminate appointments due to financial exigency.
4. If the institution, because of financial exigency, terminates appointments, it will not at the same time create new faculty appointments except in extraordinary circumstances where a serious distortion in the

academic program would otherwise result.

5. In all cases of termination of appointment because of financial exigency, the position of the faculty member concerned will not be filled by a full-time replacement for a period of three years unless the released faculty member has been offered reinstatement and a period of sixty days in which to accept or decline has elapsed.
6. Nor shall a part of the terminated faculty member's position be staffed for a period of three years unless the part-time position(s) has (have) first been offered to the terminated faculty member and a period of sixty days in which to accept or decline has elapsed.
7. Before terminating an appointment because of financial exigency, the President in consultation with the Provost will consider the faculty member concerned for any suitable, vacant, position within the institution.
8. Such terminations as may occur under a declaration of financial exigency are of an emergency nature. Financial exigency should not be generally or capriciously used to place entire departments under part-time contracts.

#### 7.1.1.2 Severance and Notice

In all cases of termination of appointment because of financial exigency, the university shall either give the faculty member notice of termination according to the following schedule or terminate the faculty member with less notice, but with severance salary as specified below. The periods of notice or severance salary will be calculated based on the date of notice of dismissal and dismissal effective date.

1. First year probationary faculty shall be notified three months prior to the expiration of the first year of probationary service or shall receive severance pay that is the equivalent of three months of annual salary.
2. Second and third year probationary faculty and professional faculty shall be notified of contract termination by March 1 of the current academic year or shall receive severance pay that is the equivalent of three months of annual salary.
3. Prior to declaration of financial exigency, the President and Provost will meet with the Deans Council and the Faculty Senate to review feasible alternatives to the termination of appointments. The Deans Council may consult with a faculty elected financial exigency review taskforce. The final decision to declare a state of financial exigency rests with the Board of Trustees upon recommendation by the President.
4. Faculty members who are in their fourth, fifth, or sixth year of the probationary period shall be notified of termination of employment at least three months ahead of time, or receive severance pay that is the equivalent of three months of their annual salaries.
5. Tenured faculty shall be notified of termination of employment at least twelve months ahead of time or receive severance pay that is the equivalent to twelve months of annual salary.

#### 7.1.2 Discontinuance of Program, Department or School Not Mandated by Financial Exigency

Termination of an appointment with tenure, or of a probationary full-time appointment before the end of the specified term, may occur as a result of bona fide discontinuance of a program (e.g., academic major, professional sequence, certification program, specialty area of instruction), department, or school. The following standards and procedures will apply:

1. The decision to discontinue a program, department, or school will be based upon educational considerations (e.g., institutional educational priorities in the context of limited resources, long term patterns of student enrollment, institutional mission) as determined by the Provost in consultation with the Deans Council and the Faculty Senate.
2. Before the administration issues notice to a faculty member of its intention to terminate an appointment because of discontinuance of a program, department, or school, the institution will make every reasonable effort to place the faculty member concerned in another suitable, vacant position. If placement in another position would be facilitated by a period of training, not to exceed six months, financial and other support for such training will be proffered. If no position is available within the institution, with or without retraining, the faculty member's appointment then may be terminated, but

only with a notice of termination or severance in accord with the schedule in 7.1.1.2.

3. A faculty member may appeal a proposed relocation or termination resulting from discontinuance and has a right to hearing before the faculty appeals and sanctions committee. The hearing shall generally utilize the procedures set forth in sections 7.1.5.5 and 7.1.5.6. In such a hearing, the issues shall be limited to the university's compliance with the conditions specified in Paragraph 7.1.2.2 of this Section.

#### 7.1.3 Termination for Medical Reasons

Termination of an appointment with tenure, or of a probationary full-time appointment before the end of the period of appointment, for medical reasons, will be based upon clear and convincing medical evidence that the faculty member cannot continue to fulfill the terms and conditions of the appointment.

1. The decision to terminate will be reached only after there has been appropriate consultation and after the faculty member concerned or someone representing the faculty member has been informed of the basis of the proposed action and has been afforded an opportunity to present the faculty member's position.
2. If the faculty member so requests, the medical evidence will be reviewed by the faculty personnel committee. Upon conducting a requested review, the faculty personnel committee shall make a non-binding recommendation to the President.
3. A final decision is made by the Board of Trustees on the recommendation of the President.
4. No severance is paid on termination of an appointment for medical reasons. The faculty member may be eligible to receive disability benefits.

#### 7.1.4 Dismissal for Adequate Cause

Adequate cause for a dismissal of tenured or probationary, full-time faculty before the end of the period of appointment will be related directly and substantially to the fitness of the faculty member in his or her professional capacity as a teacher or researcher.

1. Adequate cause for dismissal includes, but is not limited to: (a) demonstrated incompetence or dishonesty in teaching or research; (b) significant and/or repeated neglect of duty; (c) extended absences after exhaustion of approved leaves; (d) personal conduct which substantially violates Board of Trustees' policies; and (e) personal conduct which impairs the individual's fulfillment of his or her institutional responsibilities and support of the educational and spiritual mission of North Park.
2. Dismissal of a faculty member for adequate cause is effective immediately upon the Board's final determination.
3. A faculty member dismissed for adequate cause is not eligible for any severance payment.

#### 7.1.5 Dismissal for Adequate Cause Procedures

7.1.5.1 Pre-charge procedures. The dismissal of a faculty member with tenure, or with a full-time probationary appointment before the end of the specified term, will generally be preceded by one or more of the following steps:

1. Documentation of relevant events by the appropriate supervisor. This file could contain major and minor sanctions, complaints of students and/or faculty, and other appropriate annotated records.
2. Discussions between the faculty member, the appropriate dean or division director, and the Provost looking toward a mutual settlement.

7.1.5.2 Proffer of Charges. The dismissal process shall be initiated by a statement of charges, framed with reasonable particularity by the Provost or the Provost's delegate.

1. In determining whether to proffer charges the Provost may consider any recommendation received from the personnel committee, review documentation of relevant events as outlined in 7.1.5.1 and consult with the President.
2. The statement of charges shall be accompanied by a notice to the faculty member that he or she may request a hearing before the faculty appeals and sanctions committee (see below) before action is taken. The statement of charges may be delivered electronically.
3. A written request for a hearing must be made to the faculty appeals and sanctions committee with a copy to the Provost within two weeks after delivery of the proffer of charges.

#### 7.1.5.3 Determining Whether Charges Are Sustained

1. If the faculty member against whom charges have been proffered does not request a hearing, the faculty appeals and sanctions committee shall determine whether the charges are sustained based upon the written submissions of the Provost and the charged faculty member.
2. If the faculty member against whom charges have been proffered requests a hearing, the faculty appeals and sanctions committee shall promptly set a hearing date. In setting the hearing date the faculty appeals and sanctions committee should consider the complexity of the case and the difficulty of assembling relevant information. In the absence of unusual circumstances, the hearing date should be no later than 60 days but not less than 15 days after the date charges are proffered.
3. If a hearing is requested, the faculty appeals and sanctions committee shall determine whether the charges are sustained based on the hearing record and any post hearing written submissions it requests from the Provost and the charged faculty member.
4. Whether or not a hearing is requested, the University bears the burden of demonstrating, by a preponderance of the evidence in the record considered as a whole, that adequate cause for dismissal exists.

#### 7.1.5.4 Suspension of Faculty Member

1. Pending a determination by the faculty appeals and sanctions committee, the faculty member may be suspended or assigned to other duties in lieu of suspension. However, suspension of the faculty member during the proceedings is justified only if immediate harm to the faculty member, other persons, or the university is threatened by the faculty member's continued participation in campus life.
2. Unless legal considerations forbid, salary will be continued during the period of suspension.
3. Salary continuation terminates upon a determination by the faculty appeals and sanctions committee that the charges are sustained.

#### 7.1.5.5 Pre-hearing Procedures

1. The faculty appeals and sanctions committee, in consultation with the President or her or his designee, should (a) determine whether the hearing should be private or public and (b) whether facts are in dispute.
2. The faculty appeals and sanctions committee may, with the consent of the faculty member and the Provost, hold joint pre-hearing meetings with the parties in order to (a) simplify the issues; (b) effect stipulations of facts; and (c) achieve such other appropriate pre-hearing objectives as will make the hearing fair, effective, and expeditious.
3. The faculty appeals and sanctions committee shall set pre-hearing dates by which the faculty member and the Provost will (a) exchange documentary information on which they will rely; (b) identify witnesses they will present; and (c) identify any attorney or other representative who will attend the hearing. Failure to identify a witness or exchange documentary information will preclude consideration of such testimony or information unless specially excused by the faculty appeals and sanctions committee for good cause shown by the proponent of the evidence.
4. If needed, the faculty appeals and sanctions committee shall provide such assistance as it can to aid in securing the attendance of witnesses. The faculty appeals and sanctions committee may also identify and summon additional witnesses not identified by the parties, but whose presence it deems necessary. The faculty appeals and sanctions committee will notify the parties, in advance of the hearing, of any such witnesses it intends to call.
5. The faculty appeals and sanctions committee shall determine the most suitable method for recording the hearing (stenography, audio recording, video recording), taking into account the nature of the issues likely to be presented. The committee shall notify the faculty member and Provost of the method chosen at least one business week in advance of the hearing date. The Provost shall make arrangements for the appropriate equipment and/or personnel, and the University shall bear the associated costs.

#### 7.1.5.6 Procedures During Hearing

1. The faculty appeals and sanctions committee shall determine the order of proof and the process to be

followed.

2. In a hearing on charges of incompetence, at least 2 qualified faculty members from the University or other institutions of higher education shall be in attendance and give testimony.
3. The President and/or her or his designee may be in attendance during the hearing. University counsel may also be present.
4. Attorneys or other representatives shall be limited to an advisory role, including responding to questions by the faculty appeals and sanctions committee concerning relevant law, legal principles, or the interpretation of the Manual of Academic Personnel Policies.
5. Formal rules of evidence shall not apply, and testimony will not be taken under oath. The faculty appeals and sanctions committee should normally conduct the primary questioning of witnesses. The committee chair will assign initial responsibility for questioning particular witnesses to various committee members, but should permit a reasonable opportunity to all committee members, the faculty member, and the Provost, to pose questions. The committee chair shall exercise discretion to prevent unduly repetitive, irrelevant, or otherwise improper questions.
6. In the absence of special circumstances, e.g., the inability of a witness to attend, or a witness' refusal to attend based on objectively reasonable concerns, all witnesses should appear in person. If such special circumstances exist, the faculty appeals and sanctions committee may allow introduction of written statements from witnesses, provided their identities and the statements have been disclosed in advance of the hearing. These requirements do not apply to anonymous student evaluations, which may be considered whenever relevant to the issues before the committee, without regard to the presence of the student.
7. Adjournments will be granted only in unusual circumstances, when fairness requires; e.g., when the committee permits presentation of previously undisclosed evidence pursuant to Section 7.1.5.5.3, such evidence is of substantial significance, and the opposing party needs time to gather responsive information.
8. If the faculty member believes he/she is entitled to additional procedural rights during the hearing based on the 1940 Statement of Principles on Academic Freedom and Tenure, the faculty member may request such rights at the time of hearing, provided they are not inconsistent with the procedures set forth in the Manual of Academic Personnel Policies.

#### 7.1.5.7 Deliberations and Decision by the Faculty Appeals and Sanctions Committee

1. Upon the conclusion of the hearing, the faculty appeals and sanctions committee may proceed to decision promptly, without having the record of the hearing transcribed, when it feels that a just decision can be reached by this means.
2. At the discretion of the faculty appeals and sanctions committee, it may request that the record of the hearing be transcribed. If the record is transcribed, a copy will be made available to the Provost, and, upon request but without charge, to the faculty member.
3. The faculty appeals and sanctions committee may give opportunity to the faculty member, the Provost, their respective counsel, and the university counsel, to argue orally before it. It may also request written briefs, if it believes such briefs would be helpful. If argument or briefs are requested or allowed, the chair person of the faculty appeals and sanctions committee shall prescribe time and/or page limits for the submissions, and may, in his or her discretion, also limit the argument or brief to particular issues.
4. The faculty appeals and sanctions committee should deliberate and reach its decision in closed-door conference, whether or not the hearing has been public. The decision shall be made on the basis of the record of evidence, and may take into account the oral and written arguments of the parties.
5. The faculty appeals and sanctions committee should make explicit findings with respect to each of the grounds for removal presented, and a reasoned opinion may be desirable.
6. The decision of the faculty appeals and sanctions committee will be reported to the Provost. If it concludes that adequate cause for dismissal has been established, but that an academic penalty less than dismissal would be more appropriate, it will so recommend, with supporting reasons.

#### 7.1.5.8 Decision by Provost, President, and Board of Trustees.

1. The Provost may accept or reject the faculty appeals and sanctions committee's decision, to the extent

- the decision is contrary to the Provost's initial request for sanctions.
2. If the Provost rejects the faculty appeals and sanctions committee's decision, the Provost will state, in writing, his or her reasons for doing so to the committee and the faculty member, and allow the committee and faculty member no less than 10 days to respond prior to transmitting the case to the President.
  3. Upon receipt of the faculty appeals and sanctions committee's decision, and any response provided pursuant to Section 7.1.5.7.2, immediately above, the Provost shall transmit the decision, any response, and his or her final recommended action to the President.
  4. The President shall review all materials transmitted by the Provost, and may also review any transcript of the hearing that has been prepared. Based on his or her review, the President will submit a recommendation for action to the Board of Trustees, along with the full report of the appeals and sanctions committee.
  5. The Board of Trustees may adopt the recommendation of the President without further review. Alternatively, the Board of Trustees may elect to review the matter.
  6. A review by the Board of Trustees shall be made on the record of the hearing before the faculty appeals and sanctions committee, together with any supplemental written or oral argument the Board of Trustees requests.
  7. The Board of Trustees may adopt, modify, or reject the recommendation of the President following its review. The Board of Trustees decision is final.
  8. Alternatively, the Board of Trustees may direct that the matter be returned to the faculty appeals and sanctions committee for further development of the record, in which event the faculty appeals and sanctions committee shall reconvene a hearing pursuant to Section 7.1.5.5, take further evidence, and all parties shall repeat the process set forth in Section 7.1.5.6 and this Section 7.1.5.7.

#### 7.1.6 Publicity

Except for such simple announcements as may be required regarding the time of the hearing and similar procedural matters, public statements about the case by the faculty member, committee members, or administrative officers should be avoided. Announcement of the final decision shall be made through the President's office, if deemed appropriate. Any announcement of the final decision should include a statement of the faculty appeals and sanctions committee's decision.

#### 7.1.7 Faculty Appeals and Sanctions Committee Operations

1. The faculty appeals and sanctions committee consists of 15 tenured faculty members with professor rank, elected by the voting faculty for three year, rotational terms. (Unranked faculty and members of the faculty personnel committee are not eligible to serve on the committee.) Representatives shall be elected from both arts and sciences and professional education and continuing studies, based on a roster of candidates selected by the then chair of the faculty appeals and sanctions committee. The choice of candidates for the faculty appeals and sanctions committee should be on the basis of their objectivity, competence, and personal standing in the North Park academic community.
2. Immediately following the election of its members, the faculty appeals and sanctions committee shall elect a chair, whose vote in decisions will serve as a tie-breaker.
3. In any hearing pursuant to Section 7.1.5, the chair may excuse any member for cause. Additionally, the charged faculty member and the Provost may each excuse up to two members without cause.
4. A quorum of nine members shall be necessary for the faculty appeals and sanctions committee to conduct business at a session. In the event that a quorum cannot be achieved due to the recusal of members pursuant to Paragraph 7.1.7.3 immediately above, the chair shall appoint such substitute members as necessary to establish a quorum.

## 8 PROCEDURES FOR IMPOSITION OF SANCTIONS OF DISMISSAL

### 8.1 Tenured Faculty or of Faculty with Probationary Appointment Before the End of Their Specified Term (See 7.1)

## 8.2 Sanctions Other Than Dismissal

### 8.2.1 Major Sanctions

If the appropriate dean and the Provost believe that the conduct of a faculty member, although not constituting adequate cause for dismissal, is sufficiently grave to justify imposition of a severe sanction, such as suspension from service for a stated period, they may institute a proceeding to impose such a severe sanction; the procedures outlined in 7.1.5 (Dismissal Procedures) shall govern such a proceeding.

### 8.2.2 Minor Sanctions

If the appropriate dean and the Provost believe that the conduct of a faculty member justifies imposition of a minor sanction, such as a reprimand, they shall notify the faculty member of the basis of the proposed sanction and provide him/her with an opportunity to persuade them that the proposed sanction should not be imposed. A faculty member who believes that a minor sanction has been unjustly imposed, may petition the faculty grievance procedure as in 10.4.1.

## 9 FACULTY DUTIES AND RESPONSIBILITIES

### 9.1 Professional Ethics

Academic freedom carries with it certain responsibilities. The AAUP Statement on Professional Ethics (1969) serves as one reminder of the variety of obligations, which are part of the integrity of the academic profession.

- 1. The professor, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognizes the special responsibilities placed upon him or her. His or her primary responsibility to his or her subject is to seek and to state the truth as he or she sees it. To this end, he or she devotes his or her energies to developing and improving his or her scholarly competence. He or she accepts the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. He or she practices intellectual honesty. Although he or she may follow subsidiary interests, these interests must never seriously hamper or compromise his or her freedom of inquiry.*
- 2. As a teacher, the professor encourages the free pursuit of learning in his or her students. He or she holds before them the best scholarly standards of his or her discipline. He or she demonstrates respect for the student as an individual, and adheres to his or her proper role as intellectual guide and counselor. He or she makes every reasonable effort to foster honest academic conduct and to assure that his or her evaluation of students reflects their true merit. He or she respects the confidential nature of the relationship between professor and student. He or she avoids any exploitation of students for his or her private advantage and acknowledges significant assistance from them. He or she protects their academic freedom.*
- 3. As a colleague, the professor has obligations that derive from common membership in the community of scholars. He or she respects and defends the free inquiry of his or her associates. In the exchange of criticism and ideas, he or she shows due respect for the opinions of others. He or she acknowledges his or her academic debts and strives to be objective in his or her professional judgment of colleagues. He or she accepts his or her share of faculty responsibilities for the governance of his or her institution.*
- 4. As a member of his or her institution, the professor seeks above all to be an effective teacher and scholar. Although he or she observes the stated regulations of the institution, he or she maintains his or her right to criticize and seek revision. He or she determines the amount and character of the work he or she does outside his or her institution with due regard to his or her paramount responsibilities within it. When considering the interruption or termination of his or her service, he or she recognizes the effect of his or her decision upon the program of the institution and gives due notice of his or her intentions. As a member of his or her community, the professor has the rights and obligations of any citizen. He or she measures the urgency of these obligations in the light of his or her responsibilities to his or her subject, to his or her students, to his or her profession, and to his or her institution. When he or she speaks or acts as a private person, he or she avoids creating the impression that he or she speaks or acts for his or her university. As a citizen engaged in a profession that depends upon freedom for its health and integrity, the professor has a particular obligation to promote conditions of free inquiry and to further public*

*understanding of academic freedom.*

## 9.2 Full-Time Faculty Workload

### 9.2.1 Teaching Load

The typical instructional load for full-time tenured, tenure track and professional faculty is 24 semester hours per academic year.<sup>6</sup> An overload may not exceed eight semester hours per academic year without the approval of the Provost.

Based on a range of criteria appropriate to the specific discipline, the Provost, with the approval of the appropriate dean (with the Division Director or Department Chair) and faculty member involved, may assign up to eight semester hours per academic year without overload compensation in order to preserve an equitable work load distribution across the faculty as a whole.

Such assignments may not affect more than ten percent of the full-time faculty in any academic year.

### 9.2.2 Student Advising

1. All faculty members are expected to assume advising responsibilities for students in their major programs and undeclared students in support of the Center for Academic Services.
2. Faculty members in each department serve as major advisors unless specifically notified. The Records Office in consultation with the appropriate department chair or school dean makes exact assignments.
3. Major advisors are responsible for (a) working with their advisees to ensure that all general education requirements are fulfilled; (b) advising students about major requirements; and (c) recommending advisees to the division or school for graduation.
4. Students who have not declared majors will be distributed to faculty without heavy major advising loads.

### 9.2.3 Syllabi and Accreditation Materials

Each faculty member, including adjunct, affiliate, and clinical faculty, is expected to have on file with his or her school dean or division chair copies of syllabi from all courses each semester. These are to be retained for the accreditation visits. Additionally, faculty should maintain a file of syllabi, samples of student work (with student permission to use), assignments, exams, and, especially, assessment data to provide longitudinal evidence of faculty and student work. A priority is to demonstrate, using assessment data, that student learning outcomes have been met and that data are used for ongoing improvement of the student educational experience.

### 9.2.4 Student Evaluations

1. Student evaluations shall be administered for all scheduled offerings by each member of the faculty, regular or part-time. The instructor will designate a student who will place the completed forms in a large mailing envelope, suitably labeled, seal it, and immediately deliver it to the appropriate school or divisional office.
2. These evaluations shall be filed and saved in the appropriate school or division office for three years. Disposal of older files will be made with due regard for security.
3. Faculty members may inspect evaluations made by their own students at any time subsequent to the assignment of grades for the course in which the evaluations were made.
4. Access to these files is permitted only to the President, the Provost, the relevant school dean or division director, the faculty member, the department chairperson, the faculty personnel committee or other authorized personnel (when conducting an authorized review.)
5. Student evaluations of part-time faculty should be administered and collected exactly as for regular faculty.

### 9.2.5 Service to the Institution

1. Committee Work: A full-time faculty member is expected when called upon to serve on and contribute to one major committee of the university faculty.
2. Administrative Work: A full-time faculty member may be asked to share in the administrative, planning,

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<sup>6</sup> The work load for graduate nursing is six, three semester hour courses.

and decision-making activities of his or her department and school or division. Workload allowance for dean or division director varies from case to case, depending on the size and administrative complexity of the unit.

3. Additional Expectations: A full-time faculty member is expected to participate in the university and community life beyond the fulfilling of contracted workloads (see 9.2.4). The expectations include: department, school, division, university faculty meetings; committee memberships; attendance at general faculty retreats, baccalaureate services, commencements, convocations and chapel. Each faculty member possesses gifts, which he or she, as a member of the university community, is expected to share.

### 9.2.6 Faculty Availability and Office Hours

North Park University is an intellectual and spiritual community in which faculty members are expected to participate fully. While it is understood that many faculty have professional responsibilities that require them to be off-campus (e.g., nursing clinicals, student teacher visits, internship visits, etc.), it is not possible for the community to reap the benefits of having a strong faculty if faculty members are only on campus during teaching and meeting times. Additionally, at North Park University the quality of personal student-faculty contacts is of the utmost importance. The frequency and nature of such contacts vary widely, of course, from instructor to instructor, but each faculty member is responsible to take appropriate steps to invite and encourage such contacts. For this purpose it is essential that each full-time instructor post and maintain a schedule of regular office hours for meeting with students without appointment. These meeting times should be no less than five hours weekly and should be scheduled on a staggered basis so that a student will not experience multiple conflicts with a single course. The schedule should be posted conspicuously and maintained. Copies of this schedule shall be sent to the School or Faculty office. In case of unavoidable absence, notice of hours that will be missed should be posted with the schedule, together with an indication of alternative times for meetings wherever that is possible. Students should be helped to make appointments with faculty conveniently and such appointments should be conscientiously kept. In addition, however, faculty members should maintain schedules that ensure their visibility and participation in the life of the university.

### 9.2.7 Research

Faculty research and publication at North Park University is seen as complementary to excellent teaching. The institution will assist faculty to be productive teacher-scholars in every way possible, including faculty development grants, faculty travel stipends, academic leave, and on occasion, reduced teaching load.

## 9.3 Sabbatical

Sabbatical is release granted a faculty member for the purpose of encouraging sustained engagement in academic research, production, or other activities that promote scholarly development and capacity for service to the university.

### 9.3.1 Eligibility and Criteria for Sabbatical

To be eligible for sabbatical, a faculty member must be tenured and have completed at least six full-time years of service at North Park University. Service at a prior institution does not count toward the six-year requirement. One may apply for sabbatical during the sixth year of service, provided North Park tenure has been previously granted; one cannot apply for tenure and sabbatical in the same year.

To be eligible for subsequent sabbaticals a faculty member must complete an additional six years of full-time teaching at North Park, with the service interval beginning in the fall semester following the previous sabbatical.

Sabbatical shall not be considered automatic; it will be awarded on the basis of the merits of the proposal presented and depending on the staffing requirements of the university. Proposals should demonstrate how the project is mutually beneficial both to the faculty member, for his or her professional development, and to the university, for advancing its educational mission, priorities, and values. Approval of sabbaticals is subject to the financial ability of the university to support this benefit. In consultation with the Deans Council, the Provost annually recommends the number of sabbaticals available in a given year, for approval by the president.

### 9.3.2 Stipend

Sabbatical leaves generally are for one semester at full salary and benefits. In exceptional cases, faculty members may propose a full year sabbatical at two-thirds salary and benefits. Because sabbatical release is granted to encourage sustained engagement in scholarly research and productivity, a faculty member is temporarily relieved of all service to the University, including teaching, committee, and administrative obligations. A faculty member is expected not to engage in remunerated employment during the period of academic leave; however, faculty on full-year leaves may contract with another institution for up to one-third of a full-time position.

### 9.3.3 Application Policies and Procedures

Application for a sabbatical must be made in writing using the form on file in the Office of the Provost. The application includes a detailed description of the planned activities and an evaluation of the benefits that will be produced. The application also requires recommendation from the school dean or division director indicating a satisfactory arrangement for covering the instructional activities of the faculty member during the period of leave. The completed application must be presented to the Provost by October 1 of the year prior to the proposed leave. The Provost may seek the advice of the Deans Council to assist him/her in developing a recommendation to the President. Sabbatical is granted by the Board of Trustees upon recommendation of the President.

### 9.3.4 Obligations of Sabbatical Recipients

Faculty members have an obligation to return for further service following a sabbatical unless other arrangements are mutually agreed upon. Because the university is holding a faculty members position open while he or she is on leave, whether paid or unpaid, the obligation for further service typically will be one year, unless other arrangements are mutually agreed. The precise terms of the sabbatical should be in writing and should be given to the faculty member prior to the commencement of the leave.

Even if there is an agreement for a faculty member not to return following a sabbatical, the faculty member who resigns while on leave should give notice according to accepted standards. Moreover, a university or college should not knowingly invite a person to join its staff at a time when the individual cannot properly accept the invitation. In most instances, an institution that invites a faculty member to accept a new appointment while on sabbatical will pay back the cost of the leave over three years. Failure of the hiring institution to comply with this requirement will obligate the recipient to pay back to the university the stipend received.

A brief written report to the Provost, for referral to the Board of Trustees, summarizing the accomplishments of the recipient during sabbatical is required by March 31 for fall sabbaticals or August 31 for spring or full year sabbaticals. The report form is on file in the Office of the Provost.

### 9.3.5 Special Leave of Absence

In addition to the regular sabbatical leave here described, a special leave of absence, without salary, may be granted if such leave is considered to be in the best interests of the institution. Such special leaves of absence do not count as time of service and do not affect the terms of eligibility for regular academic leave. Application procedure is the same as for sabbatical leave. Explanations of other leave benefits (e.g., family leave, military leave) appear in section III of the Faculty and Staff Handbook, Employee Benefits.

## 9.4 Public Service

Involvement in community activities is encouraged. In exceptional cases workload allowance may be made for service to community agencies, churches, or professional societies. Such an arrangement is negotiated by a faculty member with the appropriate dean and approved by the Provost.

## 9.5 Faculty Development

### 9.5.1 Professional Meetings

The university expects and supports faculty attendance and participation in meetings of professional organizations.

Each faculty member will submit a plan for annual professional development by September 1<sup>st</sup> to the appropriate dean. The plan may include a request for funding.

### 9.5.2 Individual Development Program

Faculty members are encouraged to submit Individual Development Plans to the Faculty Development Committee for possible funding of academic projects related to long-term professional growth. Specifically, the plans should focus on one of the following projects:

1. Improvement of an existing course, development of a new course, improvement of pedagogical skills or any other abilities necessary to fulfill contractual responsibilities.
2. Scholarly research or any other similar project, with an emphasis on publication, exhibition, or performance.

### 9.6 Outside Employment and/or Business Interests

When a faculty member accepts full-time employment at North Park University, the institution assumes the primary claim on the person's employment time for the length of the faculty member's contract. Professional consulting and outside creative activities (e.g., directing a church choir) by faculty members can enhance the student learning experience and enhance the professional development of faculty members. However, if outside employment or interests interfere with the duties and responsibilities of a faculty member, he or she must limit or terminate such activities at the university's request. Outside employment should be reported annually to the appropriate school or faculty director. All contractual work with an outside employer in excess of one day per week, on average, must have prior written approval of the appropriate dean and Provost. Exceptions to this policy include those faculty members who must meet certification requirements in their professional fields (e.g., nursing). All non-contractual business is also subject to review and approval by the appropriate dean and the Provost.

### 9.7 Policy on Accepting Honoraria

An honorarium, received by a member of the faculty or administration, for speaking, preaching, or consulting off-campus, should be handled in the following manner:

If North Park has incurred costs in the employee's travel to the speaking engagement and if the honorarium received is less than the actual costs incurred, then the honorarium should be directed to North Park and credited to the account to which any costs have been charged, unless other arrangements have been approved by the Provost. If the honorarium is more than the actual costs incurred, then only as much of the honorarium as is required to cover the actual costs shall be directed to North Park and the remainder may be retained by the speaker/preacher/consultant.

If North Park has incurred no costs in the employee's travel to the engagement, then the employee may retain the entire amount of the honorarium.

## 10 FACULTY RIGHTS AND PRIVILEGES

### 10.1 Academic Freedom

North Park University is firmly committed to the traditions of academic freedom and seeks to maintain conditions that are conducive to open inquiry. Academic freedom is understood in several ways. For the scholar, it means the full opportunity to follow the course of research and inquiry wherever it leads. For the teacher, it means the opportunity to determine the content and methodology of instruction. For the student, it means the opportunity to learn through questioning and evaluation of evidence.

The university agrees with the 1940 Statement of Principles on Academic Freedom and Tenure of the AAUP, which states in part:

*Institutions of higher education are conducted for the common good and not to further the interest of either the*

*individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.*

*Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights. (a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution. (b) The teacher is entitled to freedom in the classroom in discussing his or her subject, but he or she should be careful not to introduce into his or her teaching controversial matter, that has no relation to his or her subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of appointment. (c) The university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he or she speaks or writes as a citizen, he or she should be free from institutional censorship or discipline, but his or her special position in the community imposes special obligations. As a person of learning and educational officer, he or she should remember that the public may judge his or her profession and his or her institution by his or her utterances. Hence he or she should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he or she is not an institutional spokesperson.*

In further clarification of the university's position, the following statement on academic freedom was adopted by the General Faculty and the Board of Trustees in 1956.

Inasmuch as North Park University is a denominational school, it functions in the same tradition of freedom within the Scriptural faith as the Covenant at large. This means that its faculty members are expected to be committed Christians in faith and action.

Inasmuch as North Park is a school dedicated to this mature ideal of freedom, it encourages every teacher to investigate, to draw conclusions, and to communicate his or her findings. It is understood that in sharing his or her conclusions, the teacher will act judiciously and responsibly toward his or her students and toward the larger Christian community.

## 10.2 Freedom from Harassment

North Park is committed to providing and maintaining a welcoming environment, and will not tolerate the harassment or intimidation of students, faculty, or staff by any person in any form. The institution will take prompt and appropriate action when complaints of harassment are registered, including appropriate disciplinary action up to dismissal, if the complaint is substantiated and such discipline is deemed necessary. See Appendix C of the Faculty and Staff Handbook for a detailed description of North Park's harassment policy and complaint procedure.

## 10.3 Appeals Procedure

10.3.1 Appeals Related to Denial of Tenure  
(See 6.1)

10.3.2 Appeals Related to Denial of Promotion  
(See 6.2)

10.3.3 Appeals Related to Termination of Tenured Faculty and Faculty with Probationary Appointments Before the End of Their Specified Term  
(See 7.1)

## 10.4 Grievance Process

### 10.4.1 For Matters Involving Non-Renewal of Appointments, Teaching Loads, and Other Academic Issues Involving Faculty

In matters relating to academic decisions affecting individual faculty members, the following reconsideration process will apply:

1. The faculty member will address her or his request for reconsideration to the appropriate dean or division director, who will seek to bring about a settlement of the issue satisfactory to the faculty member.
2. If the dean or division director is involved in the concern, the faculty person will address her or his request for reconsideration to the Provost. If the Provost requests, the faculty member will set forth in writing the nature of the concern and against whom the concern is directed. The petition shall contain any factual or other data that the petitioner deems pertinent. The decision of the Provost will be final and will be communicated both to the faculty person and to her or his school dean or division director.
3. If the Provost and the dean or division director are involved in the concern, the faculty member will address her or his request for reconsideration through a similar process to the President whose decision will be final. The President's decision will be communicated to the faculty member, the Provost, and the appropriate school dean or division director.

### 10.4.2 For Matters Relating to Academic Decisions Affecting Deans and Division Directors

1. The dean or division director will address her or his request for reconsideration to the Provost. If the Provost requests, the dean or division director will set forth in writing the nature of the concern and against whom the concern is directed. The petition shall contain any factual or other data that the petitioner deems pertinent. The decision of the Provost will be final and will be communicated to the dean or division director.
2. If the Provost is involved in the request for reconsideration, the dean or division director will address her or his request for reconsideration through a similar process to the President, whose decision will be final. The President's decision will be communicated to the dean or division director and the Provost.

## 11 REVISION PROCESS FOR ACADEMIC PERSONNEL POLICIES

North Park University is committed to maintaining fair, relevant personnel policies for the faculty. The MAPP and its appendices shall be reviewed every five years by the Faculty Senate. The Faculty Senate shall solicit suggested changes and concerns from the faculty personnel committee. Concerns raised in the interim by faculty or the administration may be presented in writing to the Provost for evaluation by the Faculty Senate. Substantive adjustments shall be brought for a vote by the faculty after approval by the office of human resources, the President, and university legal counsel. Final approval of revised MAPP rests with the Board of Trustees. The Board of Trustees may initiate a review of MAPP at any time. The Board of Trustees has the final authority to amend MAPP and the appendices at its discretion.

**North Park University**  
**Board of Trustees**  
**Standing Policies**

**I. Church Relationship**

- A. Mission and Mutual Support
- B. Personnel Selection and Development
- C. Academic Freedom and Denominational Accountability

**II. Governance**

- A. Boards and Administration
- B. Strategic Plan

**III. Academic Programs**

- A. Accreditation
- B. North Park Theological Seminary
- C. Undergraduate Education
- D. Liberal Arts
- E. Professional Education
- F. Non-Traditional Education

**IV. Student Programs**

- A. Admission of Students
- B. Financial Aid
- C. Student Development
- D. Spiritual Life Development

**V. Terms of Employment**

- A. Compensation and Evaluation
- B. Non-Discrimination
- C. Tenure and Personnel Contracts

**VI. Finance**

- A. Annual Operating Budget
- B. Endowment Fund Management
- C. Debt Management
- D. Independent Audit
- E. Fund-Raising

**VII. Campus and Community**

- A. Campus Maintenance and Development
- B. Community Relationships
- C. Use of Campus Facilities

I. CHURCH RELATIONSHIP

A. MISSION AND MUTUAL SUPPORT

Date Adopted: 10/25/97

Dates Reviewed: 1/30/99

Dates Amended: 1/30/99

POLICY

North Park University is committed to maintaining its identity as a vitally church-related institution of higher learning, owned and operated by the Evangelical Covenant Church. The University deploys its resources to support the denomination's ministries and priorities and serves as a unique context for the development of leadership, both pastoral and lay, for the church. In turn, the denomination *contributes to the growth and development of the University* through every feasible means (e.g. annual appropriations, periodic capital campaigns, volunteer leadership, encouragement of student enrollment etc.) Special attention is paid to the recruitment of Covenant members for the University's faculty, staff, and student body and volunteer leadership.

RATIONALE

North Park University was founded in 1891 by and continues to be owned and operated by the Evangelical Covenant Church as the denomination's only accredited undergraduate and graduate institution of higher education. The University, therefore, holds a special and sacred obligation to reflect and to support the mission and ministry of the Covenant, while at the same time serving the wider Church and society through activities and programs consistent with and/or complementary to this primary calling.

I. CHURCH RELATIONSHIP

B. PERSONNEL SELECTION AND DEVELOPMENT

Date Adopted: 10/25/97

Dates Reviewed: 1/30/99

Dates Amended: 1/30/99

POLICY

All full-time faculty and full-time personnel in personnel classifications E1-E11 and N1-N6, whether Covenant or non-Covenant, are *(as expressed in the language of the Manual of Academic Personnel Policies) "expected to be committed Christians in faith and action" (as traditionally understood by the Evangelical Covenant Church) "without the necessity of pledging conformity to any written creed or particularized code of behavior."* Wherever possible, all other personnel, including part-time personnel, should reflect the same hiring criteria; exceptions to this policy for non-permanent or *part-time* personnel are permitted on a case-by-case basis (e.g. *non-permanent visiting faculty*.) At least a sizable minority of the University's full-time faculty, exempt and non-exempt positions should be held by current members of the Covenant Church. Resources are allocated to faculty and staff development programs aimed at nurturing professional and/or job competence as well as understanding of and commitment to the University's educational and spiritual mission. *The University seeks to make clear the character, core concerns and theological distinctives of the Covenant in the hiring processes for all its personnel, and all faculty and staff (both full-time and part-time) are expected to be fully supportive of the educational and spiritual mission of the University. The University actively recruits women and men of racial and ethnic diversity for staff, administrative and faculty positions.*

RATIONALE

The staff and faculty of North Park constitute the University's most precious organizational resource. In a "non-confessional" Christian, academic community, the careful selection and development of personnel provides the best assurance of accomplishing the University's stated mission. North Park's mission and vision as a Covenant institution in the *broad* evangelical and pietist Christian tradition requires a conscious balancing of the Christian perspectives in the faculty and staff who are the "bearers" of the tradition. At the same time, *the inclusion of Christian faculty and staff beyond this tradition as well as from diverse racial and ethnic backgrounds* creates a campus ethos energized by the insights and experience of the whole Body of Christ.

**I. CHURCH RELATIONSHIP**

**C. ACADEMIC FREEDOM AND DENOMINATIONAL ACCOUNTABILITY**

**Date Adopted:** 1/30/99

**Dates Reviewed:** \_\_\_\_\_

**Dates Amended:** \_\_\_\_\_

**POLICY**

The University continues to adhere to the policy on academic freedom as articulated in the Manual of Academic Personnel Policies (M.A.P.P.), which is approved by the Board of Trustees, including the following statement on academic freedom (which) was adopted by the General Faculty (i.e. College and Seminary Faculty) and the Board of Directors in 1956:

*“Inasmuch as North Park College and Theological Seminary (now N.P.U.) is a denominational school it functions in the same tradition of freedom within the Scriptural faith as the Covenant at large. This means that its faculty members are expected to be committed Christians in faith and action, without the necessity of pledging conformity to any written creed or particularized code of behavior.*

*Inasmuch as North Park is a school dedicated to this mature ideal of freedom, it encourages every teacher to investigate, to draw conclusions, and to communicate his/her findings. It is understood that in sharing his/her conclusions, the teacher will act judiciously and responsibly toward his/her students and toward the larger Christian community.”*

For a full statement of the University’s understanding of academic freedom, see M.A.P.P. Section 9.1. Processes for adjudicating issues of unresolved conflict are outlined in Faculty and Staff Handbooks approved by the Board of Trustees.)

**RATIONALE**

The Evangelical Covenant Church and North Park University are committed to upholding the tradition of academic freedom which is foundational to the American tradition of higher education. At the same time, the University and the denomination also recognize that such freedom justifiably may and in some respects must be limited by North Park’s foundational mission as a vitally church-related institution of higher learning. *Such a recognition is consistent with the historic 1940 Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors, which is quoted at length in the current Manual of Academic Personnel Policies (M.A.P.P.)*

Occasional conflicts between the views of any sponsoring religious body and any vigorous academic community are, historically speaking, inevitable. North Park University and the Evangelical Covenant Church are committed to protocols of relationship which deal realistically yet redemptively with such possibilities and instances.

**II. GOVERNANCE**

**A. BOARDS AND ADMINISTRATION**

**Date Adopted:** 4/24/99

**Dates Reviewed:** 4/24/99

**Dates Amended: 4/24/99**

**POLICY**

Subject only to those restrictions or limitations of powers identified in the North Park University By-Laws (e.g. issues requiring notification and/or approval of the Executive Board of the Evangelical Covenant Church), the Board of Trustees is the highest authority on all issues related to the governance of the University. The Board approves all major institutional policies and is kept informed through its regular plenary sessions and committee structure of the results of all significant institutional operations. The Board delegates to the President responsibility for institutional administration (academic, student life, fiscal etc.) and, except under emergency and exceptional circumstances, does not involve itself in the administrative affairs of the University. The Board undertakes periodic evaluations of the President's performance. All other institutional boards (e.g. Boards of Advisors, Board of Visitors, Alumni Board etc.) operate under the authority of the Board of Trustees. Membership on the Board is accorded to individuals of: demonstrable wisdom; personal Christian faith; capacity and commitment to serve and to support the institution. At least 75% of the members of the Board must be drawn from the Evangelical Covenant Church. (See Board Bylaws for specific Board categories.) Selection of candidates for the Board *shall be coordinated by the Vice Chair, based on an ongoing projected Board profile. The Vice Chair shall solicit names of candidates from existing Board members and consult with the President of the University. As for nominees of Class A and B trustees, the Vice Chair shall forward a list of recommended candidates to the Evangelical Covenant Church Board of Human Resources, which in turn will develop a slate of nominees (in consultation with the President of the University, for presentation to the denomination's Annual Meeting). As to nominees for Class C trustees, the Vice Chair shall present a slate of nominees to the Board for approval and recommendation to the Executive Board of the denomination. As to nominees for Class E trustees the Vice Chair shall present a slate of nominees to the board of Trustees for approval.* Board members are expected to attend a minimum of two-thirds of the regularly scheduled Board meetings. The integration of new Board members is facilitated through a Board orientation and mentor program. *Representation to Board committees by campus and constituency representatives is determined and announced annually (after the Spring Board meeting) based on consultation with each Board committee.*

**RATIONALE**

The careful selection of members of and the considerable authority vested in the Board of Trustees assures that the University benefits from the oversight of a substantial, mature, experienced, committed group of Christian women and men, the majority of whom are active in the life of the Evangelical Covenant Church. The relatively short amount of time each member spends on the campus precludes involvement in administrative matters. However, the Board's active leadership in discussion and decisions of a policy nature as well as the Board's advocacy for and financial support of the University represent critical institutional resources.

## II. GOVERNANCE

### B. STRATEGIC PLAN

Date Adopted: 1/30/99

Dates Reviewed: \_\_\_\_\_

Dates Amended: \_\_\_\_\_

#### POLICY

The administration is charged with the responsibility of developing and maintaining an institutional strategic plan. The overall purpose of the plan is to provide a blueprint of the University's "optimal path." The strategic plan is typically presented at the Board's fall meeting, *adopted at the winter meeting* and is available for review and comment by the Executive Board of the Covenant at their subsequent regularly scheduled meetings. Executive Board approval of revisions to the Strategic Plan are not required except in the case of truly major alterations (e.g. a decision to merge with another organization, to relocate the campus etc.) At the same time, however, the administration seeks to include the denomination's priorities in its ongoing planning. The strategic plan is the basis for the "strategic management" of the University and, in order to be maximally effective, must be translated into the administrative decisions and activities of every department of the University. Documents available to the Board in support of the strategic plan include the Data Book, containing detailed historical and trend data on institutional operations.

#### RATIONALE

The strategic plan clarifies the institutional direction and priorities for both the short and longer term; it represents the "fleshed out" vision for what the University hopes and expects to become as well as the basic strategies for realizing its mission and vision.

## ACADEMIC PROGRAMS

### A. ACCREDITATION

Date Adopted: 10/28/00 Dates Reviewed: \_\_\_\_\_

Dates Amended: \_\_\_\_\_

#### POLICY

The University seeks the external accountability of appropriate accrediting bodies wherever possible for both the institution as a whole (i.e. North Central Association) and specific schools or academic programs (e.g., Association of Theological Schools.) It is expected that the University will seek the highest standards of accountability consistent with its mission, vision and resources.

#### RATIONALE

Accreditation provides North Park University's constituents, particularly its students, with the assurance of satisfactory institutional quality. Independent evaluators use standards and criteria that are considered within higher education and/or disciplines to be acceptable indicators of quality. Accreditation also encourages consistent critical self-analysis by the University that leads to enhanced educational experiences.

**B. NORTH PARK THEOLOGICAL SEMINARY**

**Date Adopted:** 4/24/99

**Dates Reviewed:** \_\_\_\_\_

**Dates Amended:** \_\_\_\_\_

**POLICY**

North Park Theological Seminary (NPTS) has a distinctive mission (see below) within the overall organizational framework of North Park University. The support of this distinctive mission is one of the University's highest priorities. The University is committed to offering a comprehensive and high quality graduate theological curriculum through degree programs ranging from the master's to the doctoral (Doctor of Ministry) level. Priority is placed on the development of programs which reflect the needs and expectations of the Evangelical Covenant Church, while also cultivating a Seminary environment which welcomes the presence and perspectives of other denominations and traditions.

**RATIONALE**

As the primary training ground for the pastors, Christian educators, youth ministers, institutional chaplains, and missionaries of the Covenant, the strength of North Park Theological Seminary is a central denominational concern. The Seminary also represents a unique strategic resource in the "positioning" of North Park University as a Christian and Church-serving higher education institution.

### III. ACADEMIC PROGRAMS

#### C. UNDERGRADUATE EDUCATION

Date Adopted: 10/25/97

Dates Reviewed: \_\_\_\_\_

Dates Amended: \_\_\_\_\_

#### POLICY

Traditional undergraduate education, offered to a residentially-based, full-time student body comprised primarily of 18-22 year old students, constitutes (along with the Seminary) the “core business” of North Park. The University’s resources are to be deployed substantially to preserve and to build the strength of traditional undergraduate curricular and co-curricular programs.

#### RATIONALE

Higher education offered to full-time undergraduate students has been the foundational program of North Park for virtually all of its history. Providing an appropriate environment for the education and maturation of its post-high school youth continues to be one of the sponsoring denomination’s highest goals for North Park. Recognizing the wisdom of “sticking to the knitting,” traditional undergraduate education must be an ongoing focus of the University.

**III. ACADEMIC PROGRAMS**

**D. LIBERAL ARTS**

**Date Adopted:** 10/25/97

**Dates Reviewed:** \_\_\_\_\_

**Dates Amended:** \_\_\_\_\_

**POLICY**

Consistent with its institutional mission statement, North Park seeks to maintain a strong liberal arts focus at the undergraduate level. All undergraduates of the University are required to complete a broad general education program in the liberal arts representing at least one-third of their total graduation requirements and a comprehensive range of undergraduate majors is offered. Based on responsibilities delegated by the Board of Trustees, curricula are developed by the faculty and, in the case of major curricular components, are submitted to the Board for approval. Each of the major liberal arts disciplines is supported by at least two full-time faculty members.

**RATIONALE**

According to its mission statement North Park regards the liberal arts as the foundation of its academic culture. As of 1994, only 13 other members of the Coalition for Christian Colleges and Universities (total membership equaling 90 institutions) could match North Park's comprehensive offerings in the liberal arts. North Park is committed to maintaining its investment in the liberal arts as an essential feature of its overall academic offerings and as a mark of its dedication to quality Christian higher education.

**III. ACADEMIC PROGRAMS**

**E. PROFESSIONAL EDUCATION**

**Date Adopted:** 10/25/97

**Dates Revised:** \_\_\_\_\_

**Dates Amended:** \_\_\_\_\_

**POLICY**

While not seeking comprehensive coverage of all professional disciplines, the University is committed to extensive professional education at the undergraduate and/or graduate levels in the following fields: business; community development (1998); education; music; nursing; health sciences; social work (1998); theology and ministry. Professional disciplines may be added from time to time to the curriculum, subject to Board approval, based on the following criteria: support of the University's Christian mission; basis in historic or emerging strengths of the institution; net revenue potential; and synergy with existing academic programs.

**RATIONALE**

The undergraduate curriculum at North Park, while strongly based in the liberal arts, has never been "purely" liberal arts; professional education has been present from the institution's founding in 1891. Today, a more comprehensive curriculum, integrating undergraduate liberal arts with selected professional disciplines at both the undergraduate and graduate levels, broadens the University's market appeal and provides significant avenues of service to society, the Covenant and the wider Church as well as substantial net operating revenue.

**III. ACADEMIC PROGRAMS**

**F. NON-TRADITIONAL EDUCATION**

**Date Adopted:** 10/25/99

**Dates Reviewed:** \_\_\_\_\_

**Dates Amended:** \_\_\_\_\_

**POLICY**

Non-traditional education (e.g. part-time students, adult students, evening and weekend students, extension locations, work-site locations, distance education etc.) offers the potential for considerable enrollment and service growth. The University will pursue prudent expansion of its non-traditional program offerings, particularly in areas which will reinforce or strengthen existing traditional academic programs. It is expected that the Christian mission of the University will be appropriately reflected in non-traditional programs as is the case with traditional academic programs.

**RATIONALE**

North Park has a long history with non-traditional education. In the 1950s and 1960s the institution served a substantial number of part-time evening students. This clientele was lost with the development of Northeastern Illinois University just several blocks to the west of North Park. More recently (i.e. since 1990), non-traditional students account for a sizable proportion of the University's impressive enrollment growth and financial recovery. Given this recent history and the facts that (1) most of Chicagoland's adult population is not 18-21 years of age, (2) non-traditional education is burgeoning nationally, and (3) the University's unique church constituency is national and even international, North Park's expansion in this area is appropriate and necessary.

#### IV. STUDENT PROGRAMS

##### A. ADMISSION OF STUDENTS

Date Adopted: 1/30/99

Dates Reviewed: \_\_\_\_\_

Dates Amended: \_\_\_\_\_

##### POLICY

Students are admitted into the University's various academic programs based on demonstrated academic proficiency to perform at the level of North Park's various curricula. Typically this proficiency is demonstrated through prior academic performance (e.g. class rank or grade point average at a previous academic level and standardized test scores.) The University consciously attempts to serve a range of student academic ability while also recognizing the necessary limits of this range in order to attract the most capable students and to be recognized as a competitive alternative among its peer institutions. *Ethnic and racial diversity as well as the full participation of women and men is a conscious goal of the University's enrollment initiatives.* With the exception of the Seminary, the University admits students into its various academic programs without regard to religious criteria. The University reserves the right to deny admission to any student based on the belief that the student's and/or the institution's interests would not be well served by their enrollment. In cases of enrollment limits, preference is given to members of the Covenant church, alumni and children of alumni. Covenant enrollment should approximate at least 30% of the traditional undergraduate student body and rank as the largest denominational group.

##### RATIONALE

As the only accredited undergraduate and graduate institution of higher education of the Covenant, an admissions policy which is sufficiently broad so as to make North Park a realistic option for a relatively wide range of Covenant students is appropriate. At the same time, because colleges and universities are frequently evaluated on the basis of their admissions selectivity and because it is not possible to create an academic environment which is simultaneously challenging for the most capable students and supportive of the needs of much less able students, a purely open admissions policy is not appropriate (assuming the University wishes to attract and to serve well the most capable of Covenant students.) A critical mass of Covenant students is essential to maintaining North Park's identity as a Covenant institution.

#### **IV. STUDENT PROGRAMS**

##### **B. FINANCIAL AID**

**Date Adopted: 4/24/99**

**Dates Reviewed: 4/24/99**

**Dates Amended: 4/24/99**

##### **POLICY**

North Park's various programs of financial aid at the undergraduate and graduate levels are operated in accordance with all relevant state and federal requirements. Substantial proportions of institutionally funded financial aid are based on family/student financial need. Targeted aid (e.g. through financial aid "leveraging" in the traditional undergraduate program) seeks to optimize enrollment mix and institutional financial performance. Special scholarship/grant provisions are accorded children of Covenant pastors, selected students of color (traditional undergraduates) in specific socio-economic and academic circumstances, and designated Seminary students of color committed to ministry in the Evangelical Covenant Church. *It is a goal of the Financial Aid office to attenuate the increase of, and even reduce, the percentage of financial aid costs over time in the undergraduate program.*

##### **RATIONALE**

Institutionally funded financial aid represents a very substantial portion of North Park's annual operating budget and an increasingly strategic resource in the competition for qualified students. North Park's management of financial aid is designed to: optimize enrollment mix; respond to family financial circumstances; address issues of educational access and justice, and contribute to overall institutional financial performance.

#### IV. STUDENT PROGRAMS

##### C. STUDENT DEVELOPMENT

Date Adopted: 4/24/99

Dates Reviewed: 4/24/99

Dates Amended: 4/24/99

##### POLICY

The goal of the University's student development efforts is to promote and encourage a community that is spiritual, purposeful, open, just, disciplined, caring, and celebrative. It strives to meet these goals through the offices of the Dean of the Chapel, the Dean of Student Development, and the Director of Athletics. Specifically, these goals are addressed through the work of the departments of academic services, athletics, campus ministries, career planning, counseling, health services, residence life, student activities and Urban Outreach. (For a more detailed description of spiritual life see Policy IV.D.) The Student Handbook, which outlines student services and programs as well as establishes standards of student conduct, is approved by the Board of Trustees and administered by the Dean of Student Development. Disciplinary processes reflect a *facilitative*, versus an *authoritarian* or *laissez faire*, philosophy of student development. These processes aid to promote the positive growth and development of undergraduate students as emerging adults while also acknowledging the need for community responsibility and appropriate support structures. Specific rules or guidelines for undergraduate students are based on relevant state or federal legislation, general standards of community welfare, and biblical, Christian norms. The University reserves the right to deny continuing enrollment to any student based on the belief that the student's and/or the institution's interests would not be well served by their enrollment. Student programs and events are expected to reflect the values and perspectives that are consistent with those of the Evangelical Covenant Church.

##### **RATIONALE**

*Co-and extra-curricular programs immeasurably* enrich a student's undergraduate experience. The University is committed to making this experience as rich as possible. By their nature, such programs necessarily raise values and conduct issues in which the University's sponsoring denomination has a vital interest. The University has an obligation to reflect this interest in its approach to the full range of student life activities.

#### IV. STUDENT PROGRAMS

##### D. SPIRITUAL LIFE DEVELOPMENT

Date Adopted: 4/24/99

Dates Reviewed: \_\_\_\_\_

Dates Amended: \_\_\_\_\_

##### POLICY

The emphasis on and approach to spiritual nurture varies with the level of educational program of the University. A comprehensive spiritual life program for undergraduates is *coordinated by the Dean of the Chapel's office and the departments of campus ministries and Urban Outreach*. *Spiritual life programming includes opportunities for regular worship, Bible study, prayer, service and evangelism*. Through Urban Outreach undergraduates are encouraged to experience the Christian call to service through a wide range of projects on *both the national and local levels*. Short-term mission opportunities are offered annually. Respecting the range of religious beliefs in its students, the University's spiritual life programs are offered on a voluntary basis. It is expected that the University Chaplain be an ordained member in good standing of the Covenant Ministerium. In the Seminary, spiritual formation is interwoven into the curriculum as well as co-curricular activities. Faculty and staff are encouraged and expected to model and to give expression to appropriate Christian witness. The identification and nurture of leaders for the diverse ministries of the Church, both lay and pastoral, is a primary institutional priority.

##### RATIONALE

The University's understanding of and approach to the faith development of students is rooted in the evangelical and pietistic heritage of the Evangelical Covenant Church. Seeking to foster the holistic development of students in their undergraduate experience and recognizing spiritual development as a foundational aspect of this total personal development is a natural extension of this heritage. Viewing Christian witness as part of the University's mission is consistent both with the tradition of diversity in American higher education and with the Covenant's broader evangelical impulse.

V. TERMS OF EMPLOYMENT

A. COMPENSATION AND EVALUATION

Date Adopted: 4/24/99

Dates Reviewed: 4/24/99

Dates Amended: 4/24/99

POLICY

North Park University is committed to a philosophy of compensation which is guided by the dual aims of “external competitiveness” and “internal equity.” Appropriate compensation is considered to be an urgent institutional priority. The University maintains a salary scale and position classification system which is based on appropriate external norms and periodically updated (i.e. every 3-4 years) to assure its ongoing competitiveness. Where financial resources do not permit full funding of compensation goals, it is expected that the administration will take steps to assure equity across all classification levels. The University’s personnel benefits program complies with all appropriate legislation and is publicly available and distributed to all personnel in Staff and Faculty Handbooks approved by the Board of Trustees. Opportunities for improvement and *evaluation* are provided through *regularly scheduled* performance *reviews* of both academic and non-academic personnel.

RATIONALE

The Christian values of fairness and justice guide North Park’s philosophy of compensation. The provisions outlined above represent the University’s best effort to operationalize these values through its approach to compensation.

V. TERMS OF EMPLOYMENT

B. NON-DISCRIMINATION

Date Adopted: 4/24/00

Date Reviewed: \_\_\_\_\_

Dates Amended: \_\_\_\_\_

POLICY

The University does not discriminate on the basis of sex, age, racial or ethnic background, or social or financial position in the conducting of its various programs. Ethnic and racial diversity as well as the full participation of women and men is consciously sought throughout the University in student enrollment and faculty, staff and volunteer leadership appointments.

RATIONALE

North Park acknowledges the legal, moral and biblical imperatives of pursuing policies and practices of non-discrimination. Further, the University recognizes the strength and richness brought by the significant presence and full participation of both women and men as well as persons of diverse racial and ethnic backgrounds in all of the University's programs and leadership roles.

C. TENURE AND PERSONNEL CONTRACTS

Date Adopted: \_\_\_\_\_

Dates Reviewed: \_\_\_\_\_

Dates Amended: \_\_\_\_\_

**POLICY**

The University awards tenure, by action of the Board of Trustees, to full-time faculty after an appropriate period of evaluation as outlined in the Faculty Handbooks approved by the Board of Trustees. Periodic evaluation of performance is required of all personnel, including tenured faculty. Removal from tenure is provided for under terms also specified in Faculty Handbooks. Other than tenure and fixed-term contracts given to tenure track full-time faculty, no personnel contracts for service are provided by the University.

**RATIONALE**

The University accepts the traditional rationale for the awarding of tenure to full-time faculty: academic freedom and the ability to attract candidates to the academic profession.

**VI. FINANCE**

**A. ANNUAL OPERATING BUDGET**

**Date Adopted: 1/30/99**

**Dates Reviewed: \_\_\_\_\_**

**Dates Amended: \_\_\_\_\_**

**POLICY**

The preliminary annual operating budget is presented at the winter meeting of the Board for the fiscal year beginning the next July. (The fiscal year of the University runs from July 1-June 30.) Operating budget planning parameters include the expectation of a balanced budget under reasonable and defensible enrollment and fund-raising assumptions. General salary increases are provided typically on January 1, after fall enrollment has been confirmed. In the case of an end-of-year budget surplus, the surplus will be allocated by action of the Executive Committee of the Board (based on recommendation of the Board's Finance Committee and the University administration) to appropriate institutional priorities. For the foreseeable future these priorities include: deferred maintenance, reduction of the accumulated operating deficit, and investment in strategic initiatives with high return on investment potential. Monthly operating budget reports are submitted to the full Board in the President's regular management report.

**RATIONALE**

A balanced annual operating budget is a requirement of fiscal viability. The University's accumulated operating deficit (accumulated in the early 1980s) should be reduced regularly and eventually eliminated.

**VI. FINANCE**

**B. ENDOWMENT FUND MANAGEMENT**

**Date Adopted:** 1/30/99

**Dates Reviewed:** \_\_\_\_\_

**Dates Amended:** \_\_\_\_\_

**POLICY**

Endowment spending and investment policies are developed, reviewed and revised as appropriate by the Board's Finance Committee -- subject to the ratification of the full Board. These policies include provisions related to: asset allocation; independent review of investment management results, and spending rates to protect the endowment's long-term buying power. The general long-term goal is to build the endowment fund balance so as to provide sustainable increased levels of support for the University's operations.

**RATIONALE**

An adequate institutional endowment is a foundational long-term fiscal goal of the University. Prudent spending and investment policies and management as well as ongoing deferred gift expectancies growth through Estate Planning Services should make this goal achievable.

**VI. FINANCE**

**C. DEBT MANAGEMENT**

**Date Adopted:** 1/30/99

**Dates Reviewed:** \_\_\_\_\_

**Dates Amended:** \_\_\_\_\_

**POLICY**

The University recognizes the need to utilize debt financing to fund certain aspects of its operations. Generally, debt financing will be used to secure properties, fund construction and renovation, buy equipment and fund other needs related to the physical development of the campus (i.e. plant fund debt). In addition, the University will maintain appropriate line-of-credit borrowing capacity to provide working capital to enable operations to continue uninterrupted during periods of uneven cash flow demands. The University administration and the Board are committed to operating without incurring the need for permanent financing of operations, and are committed to the retiring of all past debt incurred to fund the University's accumulated operating deficit. Internal borrowing from other institutional assets is acceptable from time to time provided these assets are not permanently robbed of the competitive return they might achieve in the financial markets.

Plant fund debt levels should be reviewed regularly and should not significantly exceed the debt ratios of the "best-in-class" comparison group of institutions.

**RATIONALE**

The present use of debt financing is required to improve and maintain the campus' physical assets. Debt should not be used to fund operations (except as needed on a temporary working capital basis) because permanent operating debt is a sign that budgets are not being balanced and creates a financial albatross that risks the institution's future financial viability.

**VI. FINANCE**

**D. INDEPENDENT AUDIT**

**Date Adopted:** 1/30/99

**Dates Reviewed:** \_\_\_\_\_

**Dates Amended:** \_\_\_\_\_

**POLICY**

Annual, independent financial audits are performed by a major public accounting firm appointed by the Executive Board of the Evangelical Covenant Church. Focused audits (e.g. financial aid program audits) are also performed periodically by external, governmental agencies. Audit results are shared with the Finance Committee of the Board (including committee discussion with the annual external auditors) and reported to the full Board at regularly scheduled Board meetings.

**RATIONALE**

Accrediting and state and federal government requirements as well as normal standards of prudent, professional management make an independent financial audit mandatory. Utilization of the denomination's appointed auditor constitutes a cost-effective approach which maximizes financial accountability within the Covenant.

**VI. FINANCE**

**E. FUND-RAISING**

**Date Adopted: 1/30/99**

**Dates Reviewed: \_\_\_\_\_**

**Dates Amended: \_\_\_\_\_**

**POLICY**

The University is committed to an aggressive, comprehensive fund-raising program to support the accomplishment of North Park's mission. Through the Annual Fund, unrestricted operating support is sought and periodic special campaigns raise support for capital or other designated purposes. The University joins with the denomination and Covenant Ministries of Benevolence as owners of the Covenant Trust Company and partners in Covenant Estate Planning Services in order to secure and to manage deferred gifts and trusts, the majority of which are typically designated for endowment. The University adheres to the highest professional standards with respect to the solicitation, receipting and reporting of charitable support.

**RATIONALE**

Higher education institutions are not sustainable on tuition and fee income alone. Therefore, the University must develop as professional, competent and comprehensive a fund-raising program as possible to undergird its educational mission.

**VII. CAMPUS AND COMMUNITY**

**A. CAMPUS MAINTENANCE AND DEVELOPMENT**

**Date Adopted:** 1/30/99

**Dates Reviewed:** \_\_\_\_\_

**Dates Amended:** \_\_\_\_\_

**POLICY**

A campus master plan is included as part of the University's strategic plan. The master plan, which is reviewed periodically by the University's Board (beginning with the Board's Campus Development Committee) and administration in consultation with the University-appointed architect and campus planner, projects future facilities (including cost estimates) and assesses deferred maintenance requirements. An annual allocation for deferred maintenance is included in the University's annual operating budget with a target of consistently raising this allocation over the next several years in order to reduce the deferred maintenance backlog.

**RATIONALE**

The maintenance of an attractive, functional campus is an essential component in assuring the ongoing viability of the University. After nearly three decades of substantial inactivity in the construction of new facilities, current and anticipated programs as well as competitive forces require facilities expansion and concerted attention to deferred maintenance.

**VII. CAMPUS AND COMMUNITY**

**B. COMMUNITY RELATIONSHIPS**

**Date Adopted: 4/24/99**

**Dates Reviewed: 4/24/99**

**Dates Amended: 4/24/99**

**POLICY**

The University seeks to initiate activities and/or to join with others to promote the welfare of its surrounding community. University leadership is expected to take an appropriately active part in community organizations, and the resources of the institution (personnel, facilities, finances) are to be applied, to the extent possible, to support positive community initiatives. While maintaining a stance of institutional political neutrality, the University cooperates wherever possible with local, city, state and national officials. Students are encouraged to view themselves as members of the community beyond the campus and to undertake projects of service in the community.

**RATIONALE**

North Park regards itself as an institutional citizen of the complex urban community which has been its home for more than 100 years. Both in an effort to be a responsible institutional citizen and recognizing its historic role as a vital resource in the community, the University seeks every way possible of exerting a constructive influence in its surrounding environment. Such efforts are motivated by both a sense of Christian duty and an awareness of institutional self-interest.

**VII. CAMPUS AND COMMUNITY**

**C. USE OF CAMPUS FACILITIES**

**Date Adopted: 4/24/99**

**Dates Reviewed: 4/24/99**

**Dates Amended: 4/24/99**

**POLICY**

Priority for campus facilities usage is to be given to ongoing programs of the University which implement North Park's educational and spiritual mission. Other uses of the campus facilities (e.g. rental by external groups) which do not conflict with regular University programs, is permitted and encouraged. Appropriate fee schedules are established by the administration (including special consideration for Covenant events.) Rental of a campus facility does not constitute institutional endorsement of a particular group, its programs or personnel, and such groups need not subscribe to the spiritual mission of the University (i.e. non-religious or religious groups other than Christian are not excluded.) Given these broad parameters, the administration may at its discretion deny campus access to individuals and/or groups.

**RATIONALE**

Providing use of campus facilities to members of the surrounding community and others represents good stewardship of assets, providing income to support the University's operations as well as effective public relations contacts with potential constituents.

## Appendix B

### North Park University Board of Trustees Multicultural Vision Statement—Approved October 2002

North Park is an intentionally Christian, urban and international/Intercultural Institution. Consistent with the preamble to the constitution of the Evangelical Covenant Church, our sponsoring denomination, we are committed to reaching across boundaries of race, ethnicity, culture, gender, age and status in the cultivation of communities of life and service.<sup>7</sup> This commitment will permeate every aspect of North Park University, including our leadership, faculty, student experiences, curriculum and co-curricular activities, and ministries.

#### ◆ **Leadership**

Since leaders are responsible for making decisions that affect the whole community, it is our vision that North Park leadership (Board of Trustees, administrators, faculty, staff and students) will reflect the Kingdom of God. It is our vision that the institutional character of North Park will reflect the resemblances and differences of all God's people in a shared, responsive decision making process.

#### ◆ **Faculty and Staff**

Faculty and staff are vital educational partners central to the mission of North Park University. The University commits itself to recruiting intentionally and supporting a diverse faculty and staff of women and men. It is our desire that our faculty and staff will model a commitment to diversity and respect for multiculturalism in and out of the classroom. For diversity to become a living reality, it is our vision that faculty and staff will continue to value, embrace, and actively shape the development of a diverse community.

#### ◆ **Students and Student Life**

It is our vision that students at North Park will, in both required and voluntary settings, be prepared to live skillfully and constructively in and contribute to shaping, developing, and cultivating communities of life and service in the church and in the world. It is our vision that this model of community is rooted in a Biblical understanding of the Kingdom of God. This engagement in community will take place through both formal academic and non-formal experiences that are transformational and developmental. Activities such as the North Park Dialogue will be critical processes in helping students to become aware and to embrace multicultural experiences and perspectives. We will remain mindful of the need to integrate all of our students—residential and commuter, graduate and undergraduate—into the life of the community so that we all will benefit from the rich tapestry of cultural diversity present at North Park. The university takes its responsibility seriously to provide a safe and welcoming environment for all students.

#### ◆ **Curriculum**

The core of the North Park educational experience is the intellectual engagement that takes place in the formal classroom setting. It is our vision that faculty will integrate the views, voices, and experiences of non-European peoples and women into the core curriculum—including the undergraduate majors, general education, and the honors program—as well as the graduate and professional programs. It is our desire that faculty evaluate and construct courses with an emphasis on critical thinking and multiple perspectives/points of view.

#### • **Co-curricular Activities**

Learning and growth take place for our students inside and outside of the formal classroom. Students' lives are enriched by the diverse co-curricular activities in which they are involved. It is our vision that each of these co-curricular spheres creates communities within the broader community that model inclusion and that are enriched by cultural diversity. It is our desire that the student government reflect the diversity of the student body that it serves. It is our desire that athletic programs and teams will intentionally seek to be distinctively international, urban and Christian, enriched by cultural and religious differences, and will present this model of inclusion at all athletic events. Our understanding of multicultural inclusion is broadened by participation in creative and performing arts that include culturally diverse female and male voices. It is our desire that we listen with increasing sensitivity to a greater variety of voices, expanding the story of the minority group who began the NPU story to include chapters about new groups who have also experienced minority status and commitment. Being enriched by such expressions of cultural and faith differences will stimulate life-long theological reflection and encourage continual attention to relational bridges that create inclusive communities.

#### ◆ **University Ministries**

University Ministries is the integration of multicultural distinctives into all areas of our lives, a holistic application for the good of the larger community. Our dialogue is Christian, with a global scope, respectfully maintaining an evangelical focus. Our Christian dialogue extends to our Christian witness—our service on our campus, to our neighboring communities, and to the world around us. Our story begins with one minority group of Christians but is constantly expanding the story to include new chapters about other groups. We are theologically reflective regarding all aspects of our lives, individually and communally emphasizing the Evangelical Covenant denomination's theological stance of focusing on Christ as central. It is therefore our vision that Christianity will be forthrightly presented for consideration and evaluation by all—as we are respectful of non-

<sup>7</sup> Preamble, Constitution and By-Laws of the Evangelical Covenant Church  
<http://www.covchurch.org/cov/constitution/index.html>

Christian students' faiths and as we welcome their perspectives, we do not retreat from our Christian witness and we ask from them mutual respect for our core spiritual commitments.

## Appendix C

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### Guidelines and Procedures for Faculty and Administrative Appointments

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#### Procedures for Position Approvals

Proposals for all new and replacement positions in all sectors of the University (curricular and co-curricular, faculty and staff, undergraduate, GOAL, graduate, and seminary) are reviewed by the President and members of the senior administrative team through the procedures outlined below. Searches for positions are not to be announced or advertised in any form until the request to fill a position has been approved by the President.

- Proposals for new and replacement full-time faculty positions (including but not limited to current “vacancies,” temporary appointments, and retirement replacements) are due to the Provost or Seminary President/Dean no later than September 15, with consideration by the senior administrative team and response by the President expected by mid-October.
  - Faculty positions which become vacant (through resignation or retirement) during the fall semester may be proposed for replacement through the end of that semester.
  - Faculty positions which become vacant after the end of the fall semester will be filled, if needed, during the subsequent academic year by use of adjunct assignments, and may be proposed for a full-time search at the beginning of the next academic year.
- Proposals for new “exempt” and “non-exempt” staff positions will be presented to the respective senior administrator no later than January 15 as part of the annual budget preparation process, with consideration by the senior administrative team and response by the President expected no later than mid-April.
- Proposals for replacement “exempt” staff positions will be presented to the respective senior administrator on an as-needed basis, for consideration by the President; following consultation with the senior administrative team and the Director of Human Resources response from the President will normally be available within 30 days.
- Proposals for replacement of “non-exempt” staff positions will be presented by the appropriate Dean/Director to the respective senior administrator on an as-needed basis with response from the senior administrator normally within 30 days, following consultation with the ExVP/CFO and the Director of Human Resources.
- In extraordinary circumstances the President may approve modifications to the above outlined processes on a case-by-case basis.

#### Framework for New and Replacement Position Proposals

Each request for a new or replacement position should include a proposal which responds to the following items:

- Proposed position title and position description.
  - For faculty assignments the position description should include the anticipated teaching load and any administrative load.

- For staff appointments the position description should include anticipated major tasks.
- Summary of current positions in the respective department or work unit and discussion of how the proposed position will change existing responsibilities.
- Narrative description of recent changes in the University and/or relevant department(s) which inform the need for the new/replacement position.
- Presentation of relevant data which inform the need for the proposed position.
- Full cost of the proposed position. Consulting with the Human Resources Office will be helpful in identifying salary, benefits, office space requirements, ancillary expenses such as technology equipment, etc.

### **Search Guidelines and Expectations**

Searches to fill approved positions should follow the guidelines presented below. Exceptions should be noted in advance by discussion with the President and the respective senior administrator.

- Position announcements for all searches should be coordinated with the Office of Human Resources and the respective senior administrator; the intent is to assure approaches which reflect the mission and identity of the University, give attention to diverse populations, are compliant with legal regulations, and are cost effective.
- For each position, the group of candidates selected for campus interviews must include gender and racial/ethnic diversity. Generally this means that at least one candidate should be a woman and at least one candidate should be a person of color.
- The Director of Human Resources should be notified as early as possible of any potential finalists (i.e., candidates invited for campus interviews) who have non-resident alien status so that clear and accurate communication can be assured about the candidate's and the University's respective responsibilities in the visa acquisition process and other immigrant legal issues that may need to be considered.
- In addition to position-specific requirements, application materials for all faculty positions and all administrative positions which report directly to a senior administrator should include:
  - Narrative statement addressing the candidate's personal interest, commitment, and expertise related to the three ideals of the University's core institutional identity – Christian, urban, and multicultural
  - Short essay on the candidate's spiritual life-journey
  - For faculty positions only, a short essay on "Reflections on Teaching and Learning"
- The search process for each position should include a small search committee with responsibility for (a) advising candidate selection and (b) encouraging and facilitating the candidates' engagement with the University.
  - Search committees are an important and necessary part of the process for filling faculty and upper level administrative positions. The use of a search committee for positions reporting to a dean/director is optional, as determined by the respective senior administrator, dean/director, and Director of Human Resources.
  - Composition of search committees must be approved by the respective senior administrator and should include disciplinary, gender, and racial/ethnic diversity; in selective cases search committees may include one or more students.

- Each search committee is responsible to the individual to whom the respective position reports.
  - Search committees will review and comment on applications and recommend candidates for campus interviews. Final selection of candidates for campus interviews will be determined by the administrator in charge, the respective senior administrator, and the Director of Human Resources.
  - Members of the search committee (either individually or collectively) will interview each candidate during the campus visit, and provide evaluative comments on each candidate.
- Campus interviews should include sessions with various members of the campus community, as determined by the administrator in charge of the respective search. Minimally, campus interviews should include the following:
    - Faculty
      - Search Committee
      - Department/School Faculty Members
      - Director of Human Resources
      - Dean of Diversity and Intercultural Programs
      - Seminary President and Dean
      - School Dean
      - Provost
      - President
    - Administrative Positions with Direct Reports to a Senior Administrator
      - Search Committee
      - Selective Peer Colleagues
      - Director of Human Resources
      - Dean of Diversity and Intercultural Programs
      - Seminary President and Dean
      - Senior Administrator
      - President
    - Administrative Positions Reporting to a Dean/Director
      - Search Committee (if comprised for the search)
      - Selective Peer Colleagues (as deemed appropriate by the Dean/Director and the Director of Human Resources)
      - Director of Human Resources
      - Seminary President and Dean (for selective appointments with a high level of contact with individual students, e.g., coaches and residence assistants)
      - Dean/Director
      - Senior Administrator
- Appointment decisions will be informed by evaluative comments by all interviewing parties; final appointment decisions will be made collaboratively according to the groups listed below:
    - Faculty
      - School Dean
      - Director of Human Resources
      - Provost or Seminary President/Dean
      - President
    - Administrative Positions with Direct Reports to a Senior Administrator
      - Director of Human Resources
      - Senior Administrator
      - President
    - Administrative Positions Reporting to a Dean/Director
      - Director of Human Resources
      - Dean/Director
      - Senior Administrator

- For each position, compensation and other items particular to the employment agreement will be agreed to by the respective senior administrator, Director of Human Resources, and (when appropriate) the respective Dean/Director.
- Each position appointment should be finalized in a letter to the selected candidate. The letter should note the position title, salary, starting date, and any other items particular to the appointment. A standard form for this letter will be prepared by the Director of Human Resources. Using the form letter as a guide, the person to whom the employee will report writes and signs the actual letter, with copies to the respective senior administrator and the Director of Human Resources.

### **Protocol for Change of Status for Existing Positions**

- Occasionally it may be appropriate to consider a “change of status” for a continuing employee. Such changes may include (but are not limited to) (a) reclassifying from a staff to a faculty appointment, or from professional faculty to tenure-track faculty, (b) revising contractual stipulations which affect compensation such as the number of hours assigned per week, the number of months required each year, or the credit load requirements, and (c) promoting a staff position by way of a title change with a corresponding revision in the position description.
- Recommendations for Change of Status should be proposed by the respective senior administrator for approval by the president. In preparing the recommendation discussion should take place with the Director of Human Resources and with the respective Dean/Director to assure that the change of status is consistent with institutional policy and to review pertinent salary considerations. The proposal submitted for approval by the president should be affirmed by the senior administrator, the Director of Human Resources, and the respective Dean/Director, or reservations from any of these parties should be noted with the recommendation as submitted.

## Appendix D Adjunct Faculty Job Description

Position Title: Adjunct Faculty

Department: School/Division

Reports To: College Dean/School Dean/Division Director

### Position Summary/Purpose

- The adjunct faculty member is responsible for maintaining academic standards and professional expertise in his/her particular discipline. The individual is expected to act in a professional manner in all activities related to the academic role and in interactions with colleagues, students, and peers. A commitment to North Park's mission of Christian higher education is required.

Note: The position of adjunct faculty member is temporary, and is contracted as needed. There is no obligation on behalf of North Park University to renew the contractual agreement. Terms and conditions are listed in the contract agreement form.

### Essential Responsibilities

- Demonstrates a commitment to the mission, vision, and core identities (Christian, multicultural, urban) of North Park University.
- Attends the adjunct faculty orientation program within the first semester of teaching at North Park University.
- Adheres to University Rules and Procedures, which reflect Federal, state, and local laws that govern the educational process.
- Participates in campus-wide activities, meetings, and events as possible and/or at the request of the department chair/division director/dean.
- Is readily available to the department chair/division director/dean.
- Prepares syllabi, course materials, and supplemental materials as needed.
- Maintains accurate records of student attendance, assignments, and course grades.
- Completes required midterm and final grades in accordance with university policy and deadlines.
- Teaches all scheduled classes on the assigned day of the week and time unless otherwise specified by the department chair/division director/dean.
- Demonstrates a professional attitude, philosophy, and commitment to encourage student growth and learning.
- Uses appropriate technology to enhance instruction and the student learning experience.
- Documents available office hours in the course syllabus.
- Promotes and maintains a positive and safe educational environment, free from harassment and discrimination. (disability, harassment policy wording)
- Complies with all aspects of the contractual agreement.

### Essential Qualifications

- Master's degree in the discipline, doctorate is preferred
- Experience teaching in higher education or an equivalent

- Demonstrates professional development and subject matter expertise using current and effective teaching techniques.
- Maintains current licensure or certifications, as required
- Typically provides own transportation to the University and/or extension site

## Documentation Requirements

- Provide an updated resume and original transcripts to the Office of the Provost and copies to the appropriate division director or school dean
- Complete any additional department/division/school documentation requirements

## Effective Date

March 2, 2009

*NOTE: Nothing in this job description restricts the supervisor's right to assign or reassign duties and responsibilities to this job at any time.*

## **Appendix E**

### **Examples of Scholarly and Professional Attainment**

#### **1. Publishing** (beyond the campus community).

- Books.
- Book Reviews.
- Chapters.
- Articles in peer-reviewed journals.
- Research projects.
- Musical compositions and recordings, poetry, plays, novels, short stories, etc.
- Production of a work of art.
- Collaboration on textbooks, workbooks, and teaching materials.
- Translations.
- Editing/editorial responsibility.
- Technical reports/books.

#### **2. Professional.**

- Significant involvement in professional organizations (offices, committees, convention planning).
- Regular attendance at professional conferences, events and/or workshops.
- Consulting and/or outside peer reviews.
- Applied research.
- Receipt of external grants.
- Grant writing.
- Writing or Editing Accreditation reports.
- Clinical activity.
- Professional travel.
- Honors, awards, and recognitions from beyond NPU.
- Interpreting/ translating.
- External evaluations
- National Exam Reading
- Discipline related Community Projects
- Maintaining professional credentials (e.g. Nursing, Education)

#### **3. Presentations** (primarily off campus).

- Workshops.
- Papers.
- Conferences (organization of conference, chairing a session)
- Invited speeches
- Or plenary presentations of a scholarly nature on campus
- Interview in Public Media ( newspaper, TV or radio)
- Art Shows and Museum exhibitions

#### **4. Performance.** This category is applicable only where appropriate.

- Plays (directing, acting).
- Exhibitions.
- Original poetry or narrative readings.
- Concerts
- Film and video production

**Note:** Development or revision of Majors, Minors or Courses, Assignments to Special Task Forces, Website design and Development would fall into the Institutional Service category.

## **Appendix F**

### **Suggested Outline for Portfolio**

The Portfolio serves as an organized documentation of a faculty member's work prepared for the peer review process. Each faculty member is expected to maintain evidence of competent teaching, service, scholarly and professional attainment. Samples of student learning, publications, service projects are all appropriate documents for this binder.

This document is made available for review by the Faculty Personnel Committee, the Provost, President and members of the Academic Committee of the Board of Trustees.

#### **Suggested Outline:**

1. Narrative Summary
2. Table of Contents
3. Curriculum Vitae
4. Reflections on the mission, values and identity of university.
  - a. Self- Assessment paper
  - b. Christian Integration paper
  - c. Samples of integration of faith and learning (articles, white paper).
  - d. One, Two and Three-year Evaluations
5. Documentation of Teaching Expertise
  - a. Narrative summary
  - b. Philosophy of Teaching & Advising
  - c. Syllabi,
  - d. Instructional innovations, assessments and exams, samples of student work, projects, learning experiences
  - e. Student evaluations- faculty summary comment
  - f. Classroom observations
  - g. Student letters, notes, e-mails
  - h. Alumni letters
  - i. Teaching recognition: awards and honors
  - j. Letters from selected advisees
6. Documentation of Scholarship and/or Professional Attainment
  - a. Narrative Summary – (how this area informs teaching)
  - b. Reverse Chronology of publications or professional activities
  - c. Faculty research grants, sabbatical work
  - d. Professional conference participation
  - e. Samples of work
  - f. Letters from colleagues in the field
  - g. Publications, book contracts, evidence of citations, shows, presentations.
  - h. Honors, recognition and awards.
7. Documentation of Service

- a. Service narrative
  - b. Reverse chronology of activities
  - c. Supporting materials
  - d. Committee Assignments with evaluative comments by committee chairs
  - e. Special Institutional appointments
  - f. Institutional Service to the Community (Urban Engagement)
8. Significant Professional Development Activities
  9. Letters of Support