

III. POLICIES GOVERNING THE PROFESSIONAL STATUS AND QUALITY OF FACULTY MEMBERS

Policies included in this section govern the professional recognition of faculty, assessment of the fulfillment of their accountability requirements and the provision of opportunities and service assistance for in-service growth and development.

A. ACADEMIC RANK

ACADEMIC RANK AS PROFESSIONAL STATUS

2:305

The granting of academic rank to a faculty member signifies peer and University recognition of the level of experience, professional expertise, academic achievement, and scholarly attainment of a person as researcher/instructor/community servant in the cause of education.

Initial academic ranks are recommended at the time of employment by the constituent schools of the University. With the assignment of rank a designation is usually made as to the area of expertise (see policy #2:306:2).

The provisions outlined in this section represent the regular minimum requirements for the various academic ranks for which a faculty member, another employee, or a non-employee of the University may be eligible.

For those persons engaged primarily in academic functions, the categories of academic rank are designated as approved by the provost in consultation with the dean of a school. The advancement of rank is not automatic and is not a matter merely of years of service, seniority, attainment of degrees or a prerequisite for administrative appointment.

Academic rank is given in recognition of intellectual power, sound spiritual influence, scholarly skill and competence, effectiveness in the classroom, citizenship, professional reputation, and devotion to the tasks of teaching and research.

DETERMINATION OF ACADEMIC RANK

2:306

The initial rank for a new faculty member as well as advancements in rank for faculty members are voted by the board of trustees upon the recommendation of the president, after consultation with the appropriate entities of the university.

For the assignment of rank to a new faculty member or to a faculty member transferring from one school to another (see policy #2:306:2 below), or for advancement in rank, the president shall receive a recommendation from the provost after he/she has consulted with the dean and the department chair of the relevant academic entity or the university Rank and Tenure Committee.

For purposes of the service record, the years of successful teaching or other academic experience are determined by a full-time equivalent of college or university academic duties. A person who performs academic duties full time for two semesters during a year receives

credit for a full year towards retirement. Persons who perform academic duties part time shall receive partial credit based on the fraction of a full load that constitutes their academic duties. The time spent in advanced study leave may be counted toward the number of years of successful teaching and research for advancement purposes.

Types of Academic Rank

2:306:1

The University assigns three types of rank to persons who qualify—regular, temporary, or special rank.

Regular rank is assigned to regular faculty members who teach or do research on a half-time to full-time basis for Andrews University and who do not hold rank at another institution. Regular ranks are assigned to persons on both non-tenure track as well as tenure track positions (see policy #2:310:1).

Academic Titles, Special Designations

2:306:2

When a faculty member is hired and assigned a rank by the Andrews University Board of Trustees, a designation is made as to the area in which the rank is held; e.g., English, Old Testament Theology, Economics, Architecture. A subsequent change in the area in which the rank is held, is also voted by the Andrews University Board of Trustees.

Professorial, instructional, or special titles such as endowed and named professorships, designating the field or fields of teaching and research, shall be determined by the Provost and recommended to the president after consultation with the dean of the school, the department chair, and the faculty concerned.

ADVANCEMENT IN ACADEMIC RANK AND TENURE

2:307

Andrews University is a community of scholars whose mission is guided by the classical tradition of the liberal arts, the professions, and the intellectual and spiritual heritage of the Seventh-day Adventist Church, which acknowledges God as the source of all truth. The University values academic freedom and responsibility, and encourages its faculty to pursue truth in ways that contribute to their disciplines, the University and its schools, and its communities. Andrews University policies, procedures, and practices for advancement in rank and tenure; are driven by the mission, purposes and objectives of the university. (See policies #1:101 and #1:102).

Overview of Advancement Policy

2:307:1

For purposes of this policy, "advancement" shall mean promotion to the rank of Assistant Professor, Associate Professor or Professor, or the granting of tenure. The provisions of this policy shall apply only to faculty who are eligible by policy or hiring provision for consideration for advancement. (See policies #2:310:1 and #2:136)

Advancement is granted to faculty who show promise of sustained development and professional growth based on a record of teaching, scholarship, and service that meets specified criteria.

The process of advancement consists of three steps:

1. The University develops differentiated advancement models each of which meets expectations set by this policy.
2. Each faculty member develops an individualized advancement plan, based on an approved advancement model and its criteria. When the individualized plan is approved, it forms the basis for advancement recommendations.
3. When eligible, a faculty member applies for advancement by submitting a portfolio, which is evaluated according to the model and criteria specified in his/her advancement plan.

Evaluators Involved in the Promotion Process **2:307:2**

Annual Schedule **2:307:2:1**

Advancement in rank will take effect on July 1 of a given year. The process for review by the University Rank and Tenure Committee, the entity concerned, and the administration of the University proceeds according to a pre-determined annual schedule and according to certain criteria. (See policy #2:308).

Committee Responsibility **2:307:2:2**

The advancement process is implemented through two committees. The Advancement Criteria Committee with wide representation from departments and schools across campus will develop standard advancement models and will approve or disapprove additional models proposed by schools or departments.

The University Rank and Tenure Committee will make faculty advancement recommendations. It receives the evaluations of department chairs, faculty members, tenure faculty, and others as appropriate and makes promotion recommendations to the president via the provost. The procedures for the Rank and Tenure Committee are detailed in *The Committee Handbook*.

University Schools **2:307:2:3**

The rank and tenure process for teachers of K-12 grades in the University Schools differs from the process using the University Rank and Tenure Committee. Because teachers in these schools have responsibilities in teacher preparation with the School of Education, candidates for rank promotion or tenure are reviewed and recommendations made by the School of Education to the Operating Board of the school. Recommendations voted by the Operating Board are sent to the provost, who provides them to the president for approval by the Board of Trustees.

Advancement Models **2:307:3**

Definition of Advancement Model **2:307:3:1**

An advancement model is a plan for faculty activities which apply toward advancement, and upon which individual faculty advancement plans are based.

Expectations for Advancement Models

2:307:3:2

All advancement models shall encourage vigorous, intellectual life exemplifying the highest standards of integrity and rigor, and shall require teaching, service, and scholarship.

Teaching is creating an educational experience in which students learn, develop critical thinking, and acquire knowledge, values, and skills in a discipline or profession. Assessment of learner outcomes is an essential function of teaching. See policy #2:440.

Scholarship is activity, which increases knowledge of a discipline or applies it in professional practice, disseminates this knowledge through learned conversation incorporating critical review and documentation by peers, and contributes important value to a community, a discipline, the University, its departments, or schools;

Service is activity other than teaching or scholarship, which directly benefits a community, a discipline, the University, its departments, or schools.

Varieties of Advancement Models

2:307:3:3

Different advancement models may give different emphasis to teaching, scholarship, and service, reflecting variations in roles played by faculty. A given department may use a multiplicity of advancement models.

The Advancement Criteria Committee will develop standard advancement models. Departments and schools are encouraged to propose such additional or alternative advancement models as may be appropriate to their respective disciplines, subject to approval by the Advancement Criteria Committee. All advancement models will be re-evaluated by the committee as needed.

Individual Advancement Plans

2:307:4

Each faculty member will develop an individual plan for advancement to the next rank and/or tenure, based on an approved advancement model, specifying goals and objectives that the faculty member should meet for advancement. The faculty member will be evaluated for advancement based upon this plan. The advancement plan and any substantial alterations; must be approved by the department chair, the school or library dean, and the provost.

The faculty member may change his or her individual plan, subject to approvals as specified above. Once a faculty member's plan is approved, the University may not invalidate the plan because it has changed the model upon which the plan was based, without the consent of the faculty member.

The advancement plan will take into account the interests and abilities of the faculty member while ensuring that the goals of the department, school or library and University will be met. The advancement plan and the long-term assignment of duties for the faculty member should be mutually supportive.

The faculty hiring process should include discussion of professional goals and advancement models. New faculty should choose a model and construct an individual advancement plan before their first annual review. Current faculty who will become eligible for advancement should develop an individual advancement plan within one calendar year after this policy becomes effective.

Annual Review

2:307:4:1

At each annual review, the department chair will evaluate progress toward the objectives detailed in the advancement plan, and will inform the faculty member whether satisfactory progress toward the long-term objectives is occurring. The annual review is the most natural time to make a major change in an individual advancement plan, or elect a different advancement model. See policy # 2:326.

The Portfolio

2:307:4:2

The recommendation for advancement is based upon achievement and performance as evidenced by a portfolio prepared by the candidate. This portfolio will be organized according to the candidate's advancement plan and will contain artifacts, peer evaluations of the artifacts, and any other materials which may be necessary for the committee to judge whether the plan has been fulfilled. The candidate is encouraged to seek advice from colleagues who can evaluate the adequacy of the portfolio and the candidate's case for advancement.

Applying for Advancement

2:307:5

When eligible to apply for advancement, the candidate, his/her dean and chair will be notified by the provost that the time has come when a portfolio may be submitted for evaluation.

The Rank and Tenure Committee will conduct a comprehensive review of the portfolio, its artifacts and peer evaluations, to determine if the candidate has fulfilled the individual advancement plan. Advancement will be recommended if the Committee decides that the candidate has satisfactorily fulfilled his or her individual plan.

Subsequent to the Rank and Tenure Committee process, the provost informs each applicant of the recommendation for approval or denial by the Rank and Tenure Committee. The faculty member may submit an appeal of a recommendation to deny by the Rank and Tenure Committee to the provost who may call for a re-evaluation by the Committee.

Following the recommendations made by the Rank and Tenure Committee, the provost makes a recommendation to the president on the merits of each case. The president presents the recommendation to the Board of Trustees for approval. The provost informs the faculty member of the decision of the Board of Trustees.

Supervisory and Administrative Roles

2:307:6

Role of Department Chair

2:307:6:1

The chair of an academic department has responsibility for the professional development of every faculty member in the department. This includes encouraging and directing the faculty members in that department to maintain a portfolio or record of teaching, research, and other professional experiences. However, the faculty member is responsible for the maintenance and updating of the portfolio.

Development of faculty advancement plans

At the time of hiring, the chair of a newly-recruited faculty member explains to him/her the available advancement models and criteria, and facilitates the new faculty member in preparing the advancement plan for the next appropriate rank and/or tenure. This plan will contain specific long - term expectations with respect to teaching, scholarly activity, and service, including service to the department, school and university (see also policy #2:307:4:1 above).

Approval of faculty advancement plans

The chair is responsible, in consultation with faculty colleagues, to review and approve individual faculty advancement plans and recommend them to the dean for approval.

Monitoring of faculty progress

The chair shall periodically meet with and inform the dean of the school of the status, goals, and progress of each of the faculty members in the department as well as situations in the department that help or hinder the reaching of established goals.

Portfolio Submission

During the promotion process the department chair submits to the Rank and Tenure Committee an evaluation and recommendation for the faculty member under consideration. The recommendation shall constitute part of the considerations for the promotion of a faculty member (see also policy #2:307:4:2 above).

Role of the Dean

2:307:6:2

The dean has overall responsibility for the professional development and advancement of faculty members and department chairs in the school.

1. Development and advancement of department chairs

The dean has responsibility for the professional development of every department chair in his/her academic unit. This includes encouraging and directing the chairs to maintain a portfolio or record of teaching, research, and other professional experiences.

At the time of appointment of a new chair, the dean reviews with the individual the changes, which may be needed in the existing advancement plan so that the chair may prepare for advancement and/or tenure as appropriate. On an annual basis, progress towards advancement is discussed with each chair and adjustments may be recommended.

2. Approval of faculty advancement plans

The dean is responsible, in consultation with the department chair, to review and approve individual faculty advancement plans and recommend them to the provost for approval.

3. Portfolio submission

The dean is responsible to periodically review with a department chair the status of the faculty in the department with regard to advancement in rank and/or tenure. The dean confers with the chair on the readiness for portfolio submission of faculty who are eligible to apply for rank promotion and/or tenure.

During the promotion process, the dean submits a recommendation on a candidate's submitted portfolio to the Rank and Tenure Committee for the committee's consideration.

Role of the Principal in the University Schools or the Dean of Libraries 2:307:6:3

The principal or dean of libraries has responsibility for the professional development of every faculty member in their respective academic unit. This includes encouraging and directing the faculty to maintain a professional portfolio.

At the time of employment, the principal or dean of libraries reviews with the faculty member what the expectations and annual plan will be in preparation for the promotion process. Progress towards promotion is discussed with each person on an annual basis and adjustments may be recommended.

During the promotion process, the principal or dean of libraries submits a recommendation to the appropriate committee for consideration.

Role of Provost 2:307:7

Approval of Faculty Advancement Plans 2:307:7:1

The provost receives recommendations from chairs and deans for individual faculty advancement plans. After consultation as needed with deans and reviewing these for consistency with approved advancement models the provost approves the advancement plans.

Eligibility Notification for Application for Advancement 2:307:7:2

The provost initiates the promotion process by providing notification to faculty of their eligibility to apply for advancement in the next cycle of review. Copies of this notification are provided to the deans and chairs to encourage consultation on readiness of the portfolio. Faculty considered ready are provided with appropriate forms by the dean's office for completion in a timely manner.

Portfolio Development 2:307:7:3

The provost provides portfolio preparation in-service opportunities for interested faculty.

Administering the Advancement Process

2:307:7:4

Subsequent to the Rank and Tenure review process, the provost informs each candidate of the committee's recommendation for approval or denial of advancement.

Appeals, if sought are facilitated by the provost to the Committee (see Appendix 2-G).

After considering the recommendations made by the Rank and Tenure Committee the provost makes a recommendation to the president on the merits of each the case. The provost informs the faculty member of the outcome and the decision of the Board of Trustees.

As part of the provost's responsibilities to monitor the professional and academic growth of academic personnel, the provost maintains orderly academic/professional records for each faculty member in the University.

CRITERIA FOR PROMOTION

2:308

The minimum criteria for promotion in rank and assignment of tenure, were developed by the Advancement Criteria Committee; after consultation with the Faculty Policy Development Committee of the University (see Appendices 2-F and 2-G).

The criteria for promotion in rank and tenure aim at assessing the level of teaching expertise or professional practice of librarian where appropriate, service contributions and scholarly activity of a faculty member as well as his/her acceptability as peer and colleague. These criteria fall into three categories: teaching, scholarly activity, and service. The application portfolio shall present evidence of the faculty member's achievements in these categories.

Teaching Criteria

2:308:1

Andrews University is primarily a teaching university, and therefore expects its faculty to exhibit special dedication to teaching. In fulfilling the university mission and the motto to seek knowledge, affirm faith, change the world, the faculty strive to integrate faith in the learning process and demonstrate how both knowledge and faith can help change the world. Indeed, not only do the Andrews University faculty teach on campus, but also online, at extension sites, and at other off-campus venues.

Desired characteristics of the effective teacher

2:308:1:1

Philosophical Foundation for Teaching. An effective teacher implements professional practices guided by a clear philosophy of Christian teaching which advances the mission of the university and department.

- **Designs Credible Courses:** An effective teacher possesses core knowledge and understanding in the discipline which is evident in the ability to develop representative, rigorous courses and learning experiences.
- **Implements Effective Courses:** An effective teacher delivers well organized courses which engage students in active pursuits of the discipline through various, appropriate teaching approaches.

- **Assesses Student Learning:** An effective teacher assesses important student learning outcomes regularly in order to improve student learning and to provide data for decision making and to improve programs.
- **Reflects on Practice and Refines Courses:** An effective teacher reflects on personal teaching practices and experiences to thoughtfully refine and revise courses.
- **Builds Relationships With Students:** An effective teacher demonstrates a nurturing attitude towards students while building and maintaining appropriate relationships with a diverse student body.
- **Continues Professional Development and Receives Recognition:** An effective teacher maintains the active life of a learner by continuing to grow and remaining current in the discipline.

Description of Rating Scale for Teaching

2:308:1:2

GOOD: the teacher displays the desired characteristics in varying stages of development, some being more developed than others. As a result of assessment, professional reading and other professional development activities, and reflection, the teacher shows evidence of further developing and modifying teaching philosophy/theory and modifying and improving teaching practice.

VERY GOOD: The teacher displays the desired characteristics to a mature level by having successfully integrated the best practices of teaching into all aspects of his/her teaching. Nevertheless, s/he continues to refine philosophy, theory and practice through intentional changes and innovation.

EXCELLENT: The teacher displays the desired characteristics to a mature, creative and exemplary level, and is regarded as a leader, mentor or model in higher education practices. This is partly evidenced by some of the following: successful mentoring of: teachers in earlier stages of development, students in the discipline and/or students at risk; teaching awards voted by students and/or colleagues; requests for consultations, workshops, etc. having to do with teaching.

Percentage of Portfolio Weighting for Teaching

2:308:1:3

In regard to the evaluation of the portfolio for advancement in rank or to tenure, the weighting for teaching will normally be 70%. Some faculty, such as chairs, some program directors, and research professors may have lower weighting.

Scholarly Activity

2:308:2

One of the hallmarks of a Christian scholar is the development and pursuit of a scholarly agenda for new discovery, synthesis, interpretation or application of knowledge. The scholar's discoveries are disseminated and critiqued through publication and learned conversation with peers, and are made available as appropriate to the general public. These activities continue throughout the scholar's professional life. Recently, higher education has described and recognized four categories of scholarship (scholarship of discovery, scholarship of teaching, scholarship of integration, and scholarship of application). Some

scholars may focus exclusively on one of these categories while others may work with two or more. Regardless of the type of scholarship, its culmination in peer-reviewed presentations and publications is what marks the scholar.

Desired Characteristics of Scholarly Activity

2:308:2:1

- **Originality.** Endeavors contribute new, creative activities/productions, expanding knowledge and/or techniques within the discipline
- **Discipline-related.** Activities are connected to the scholar's discipline(s) and area(s) of teaching.
- **Rigor & Integrity.** Scholarly activity must embody structure, thoroughness and careful reasoning and inquiry according to the standards of the discipline. It must be done with scrupulous honesty, attribution, and adherence to high ethical standards.
- **Peer reviewed.** Peer review is the process by which scholars judge the correctness, rigor, and significance of the work of other scholars according to discipline standards, thus ensuring its integrity and value.
- **Sustained.** A pattern of on-going activity is maintained over the scholar's academic career.
- **Variety.** Publication in appropriate journals and other resources or media, and presentations at regional, national, and international venues, including appropriate SDA sponsored events.

Definitions

- *Ongoing*—some dissemination of research/creative activity at least every other year.
- *Peer review*—there are several kinds:
 - Collegial peer review—both scholar and reviewer know one another
 - Anonymous peer review—scholar doesn't know the identity of the reviewer
 - Blind peer review—neither the scholar's nor reviewer's identity is known by the other

Collegial peer review usually yields a less objective evaluation than anonymous peer review, and blind peer review yields the most objective; therefore the latter two are more desirable evaluations.

Examples of Different Kinds of Scholarship

2:308:2:2

Scholarship of Discovery is the traditional search for new knowledge, ranging from laboratory or field research in the natural sciences to the study of ancient manuscripts in the humanities. It also includes original creation in writing (e.g. poetry), as well as creation, performance or production in the fine arts, performing arts, architecture, graphic design, etc.

Scholarship of Teaching is reflective and critical study into the art and practice of teaching and learning and may include philosophy and research in pedagogy, curriculum development, and the integration of faith and learning, etc.

Scholarship of Integration is the exploration of the connections within a discipline or across disciplines. It may consolidate knowledge from different parts of a discipline, provide new exposition which clarifies or unifies knowledge, or put knowledge in intellectual, social, and ethical perspective, and may include meta-analysis or synthesis of literature or materials from two or more disciplines.

Scholarship of Application is the practice of a discipline, in which its insights are used to solve problems in the professions, government, industry, church, and society. The products of such scholarship may include peer-reviewed consultation reports, patents, and clinical research.

Scholarly Activity Rating Descriptors

2:308:2:3

The primary way the applicant is evaluated as a scholar is by the documentation of scholarly activity, but the evaluation may include other forms of recognition, such as awards and prizes for scholarly products or activity. In the evaluation of scholarly activities, both the quality and quantity of the dissemination are considered.

GOOD: Applicants have a developing scholarly activity agenda/portfolio with dissemination in more than one venue.

VERY GOOD: Applicants demonstrate a maturation in their scholarly activity agenda with increased activity in a variety of venues.

EXCELLENT: Applicants are scholars of repute within their areas of expertise and display leadership in their fields through an outstanding record of scholarly contributions in a variety of venues. Examples of such recognition: editing a scholarly journal, chairing peer review (jury) panel, awarded grants and/or fellowships for research, awards or prizes won in area of research, and where discipline-appropriate, collaborating with junior faculty and student scholars in research.

Percentage of Portfolio Weighting

2:308:2:4

In regard to the evaluation of the portfolio for advancement in rank or to tenure, the weighting of scholarly activity will be at least 10%.

Service Criteria

2:308:3

As a Christian institution of higher education, Andrews University takes seriously the need for and desirability of service both within and outside its academic community. The professional expertise and spiritual gifts of its faculty can bless and enrich a variety of communities. Service for purposes of promotion or tenure may be provided to four types of communities:

- University Community
- Church Community
- Scholarly Communities
- Other Communities

While all four types of communities are worthy, faculty members are expected to provide substantial service to the university community, i.e. their department, school, and/or the university in general.

Desired characteristics of service

2:308:3:1

- Reflects Christian care and concern for others
- Advances the mission of the University
- Advances the mission of the department
- Connects to the faculty member's area of academic/professional expertise
- Is voluntary, when outside the university

In general, activities outside the University for which one receives compensation are not considered service, though honorarium or incidental compensation is acceptable. An exception to the voluntary criterion may be made by certain departments with clinical/practice service expectations.

Examples of service to the four communities

2:308:3:2

- **University Community** includes departmental, school, and university-wide levels. Examples of this kind of service would be student academic advising, student and peer mentoring, department chairship or program director, student club sponsor, committees, councils, task force, recruiting, etc.
- **Church Community** includes the local, union, division and GC or international levels. While the primary church community would be the SDA church, this category also includes other religious or spiritual organizations, including ecumenical ones. Examples would include holding a church office or position, intensive if temporary assistance in a special program/series, committees, taskforce, writing articles in lay church periodicals, etc.
- **Scholarly Communities** include professional and scholarly groups/societies. Examples would include serving as a board member or officer in a society, organizer or moderator of a professional session, planning committee member, etc.
- **Other Communities** include civic life, community service agencies, and local, national and international humanitarian efforts. Examples of this type of service would include everything from helping with a soup kitchen to being a member of a national or international task force appointed by a head of state.

Service Rating Descriptors

2:308:3:3

GOOD: Majority of the service contributions must exhibit the above desired characteristics and must meet department/school expectation of service. Documentation: participation, contribution, and impact particulars should be documented by letters, citations, evaluation forms, etc....

VERY GOOD: Majority of the service contributions must exhibit the above desired characteristics; and must meet department/school expectation of service. The service must include successful leadership of committees or other units which have done significant

work. Documentation: contribution and impact particulars should be documented by letters, citations, etc....

EXCELLENT: Majority of the service must exhibit the above desired characteristics and must exceed department/school expectation of service. The service must be considerable and noteworthy with an extraordinary/outstanding impact. Documentation: this level of merit must be documented through official letters, citations and/or awards received, newspaper or journal articles, etc....

Some individuals, such as chairs of academic departments, program directors and librarians, may choose to make service their area of excellence. Documentation of excellence for a chair should include items such as: a successful accreditation report, approval of a new program or renewal, evaluation forms from his/her faculty and/or students showing he/she has nurtured or served them in an outstanding way, etc....

Percentage of Portfolio Weighting for Service **2:308:3:4**

In regard to the evaluation of the portfolio for advancement in rank or to tenure, the weighting of service will be at least 10%.

FACULTY RANKS IN THE UNIVERSITY SCHOOLS **2:309**

Recognizing the special educational partnership between Ruth Murdoch Elementary School, Andrews Academy and Andrews University, especially with the School of Education in the training of educators, Andrews University, assigns appropriate regular ranks to faculty in the above two schools. Advancement in rank for faculty in the Andrews University K-12 system is processed with the advice of the faculty of the School of Education (see policy #2:307:1:2). Except where otherwise indicated, rank titles are given to identify the area of expertise according to the relevant departmental/school rules (see policy #2:307:2).

Assistant Instructor **2:309:1**

Eligibility **2:309:1:1**

To qualify for this rank a person must hold a bachelor's degree. Limited or no teaching experience is expected. The assistant instructor rank is assigned to beginning faculty in the Andrews Academy and Ruth Murdoch Elementary School who hold entry level denominational and state certification in harmony with the K-12 education code of the Lake Union Conference of Seventh-day Adventists, but who do not otherwise qualify for higher rank. Because of involvement in the training of educators, the rank title shall be Assistant Instructor in Education.

Length of Term **2:309:1:2**

Promotion of an assistant instructor will not be considered until the fourth year of service in this rank or later.

Appointment Period **2:309:1:3**

Faculty holding the assistant instructor rank qualify only for an annual appointment.

Expectations **2:309:1:4**

Assistant instructors who are employed in regular and permanent positions are expected to show evidence of promising and improving skills in teaching; scholarly activity by attendance at scholarly meetings/workshops/in-service training sessions; community involvement; and engagement in further study. Assistant instructors fulfill the requirements for promotion to the next rank or should make substantial progress towards such promotion within the minimum years allowed in this rank.

Instructor **2:309:2**

Eligibility **2:309:2:1**

To qualify for this rank a person must hold a master's degree or the equivalent OR must hold a bachelor's degree with a minimum of three years of successful teaching or other academic or practical experience. Teaching experience below the college level may be taken into consideration for the Instructor rank. A faculty member in the K-12 system will be considered for this rank on the recommendation of the relevant principal, the school's operating board, and the teacher preparation faculty of the School of Education.

When this rank is assigned to faculty in the University K-12 system because of involvement in the training of educators, the rank title shall be "Instructor in Education".

Length of Term **2:309:2:2**

Promotion of an instructor will not be considered until the fourth year of service in this rank, or later.

Appointment Period **2:309:2:3**

Faculty holding the instructor rank qualify only for an annual appointment.

Expectations **2:309:2:4**

Instructors are expected to show evidence of promise and improving skills in teaching, appropriate scholarly activity by attendance of scholarly meetings/workshops/in-service training sessions, attendance and participation in professional societies, research activities, community involvement, and engagement in further study. After the first year in this rank the faculty member may be assigned committee, advising, or other responsibilities as deemed appropriate by his/her principal, or provost.

Instructors in the K-12 system should fulfill the requirements for promotion to the supervising instructor rank OR should make substantial progress towards promotion to the supervising instructor rank within the minimum years allowed in this rank AND retain the

confidence of the patrons of the school as revealed by formal evaluations (see policy # 2:326 for information on faculty evaluations).

Supervising Instructor **2:309:3**

Eligibility **2:309:3:1**

To qualify for this rank a faculty member must be employed on a full-time basis for instructional purposes in either the Andrews Academy or the Ruth Murdoch Elementary School. The faculty member must hold the master's degree, work at the Professional Certificate 6 level, earn credit in at least one graduate course in the area of supervision of instruction, and participate in supervision of student teachers enrolled in the Andrews University School of Education for a minimum of three years. The rank shall be "Supervising Instructor in Education" and shall be recommended to the president by the Provost after being advised by the dean of the School of Education in consultation with the relevant principal, the operating board of the relevant K-12 school, and faculty of the Department of Teaching and Learning.

Length of Term **2:309:3:2**

Promotion of a Supervising Instructor of Education will not be considered until the fourth year of service in this rank or later and the accumulation of six years of teaching. Completion a doctor of philosophy degree or its equivalent prior to the end of the term for this rank also justifies consideration for promotion.

Appointment Period **2:309:3:3**

A faculty member who holds the rank of Supervising Instructor in Education and who has not attained the tenure status, (see policies #1:712, #2:135, and #2:320); shall qualify for a one year appointment or, after six years of successful teaching experience, for a three-year appointment.

Expectations **2:309:3:4**

The Supervising Instructor in Education is expected to show appropriate scholarly involvement by activities such as attendance at scholarly meetings/workshops/in-service training sessions; attendance and participation in professional societies; participation in research activities; community involvement; willingness to use appropriate experimental methods in the classroom; and continued involvement in the supervision of student teachers. Completion of at least three graduate courses beyond the master's degree is expected. The Supervising Instructor in Education should improve his/her modeling expertise, and knowledge of supervision of instruction while ALSO maintaining the confidence of the patrons of the school as verified by formal evaluation (see policy #2:326).

FACULTY RANKS IN THE UNIVERSITY **2:310**

The eligibility, length of term, appointment period, and expectations for each of the regular, temporary, and special ranks are described below.

Regular Faculty Rank **2:310:1**

Instructor **2:310:1:2**

Eligibility **2:310:1:2:1**

To qualify for this rank a person must hold a master's degree or the equivalent OR must hold bachelor's degree with a minimum of three years of successful teaching or other academic or practical experience. Teaching experience below the college level may be taken into consideration for the Instructor rank..

Length of Term **2:310:1:2:2**

Promotion of an instructor will not be considered until the fourth year of service in this rank, or until completion of a doctoral degree.

Appointment Period **2:310:1:2:3**

Faculty holding the instructor rank, qualify only for an annual appointment

Expectations **2:310:1:2:4**

Instructors are expected to show evidence of promise and improving skills in teaching; appropriate scholarly activity by attendance of scholarly meetings/workshops/in-service training sessions; attendance and participation in professional societies; participation in research activities; community involvement; and engagement in further study. After the first year in this rank the faculty member may be assigned committee, advising, or other responsibilities as deemed appropriate by his/her chair, dean, principal, or provost.

Instructors should fulfill the requirements for promotion to the assistant professor rank or should make substantial progress towards such promotion within the minimum years allowed in this rank.

Assistant Professor **2:310:1:4**

Eligibility **2:310:1:4:1**

To qualify for this rank a faculty member must hold a doctor of philosophy degree or its equivalent. Candidates may apply who hold a master's degree or equivalent and have either three years of successful teaching or academic experience as an instructor or supervising instructor, additional graduate study, or practical/clinical experience in the faculty member's specialty. Teaching experience below the college level may be taken into account.

Length of Term **2:310:1:4:2**

Promotion from assistant professor will not be considered until the fifth year of service in this rank or later in this rank.

Appointment Period **2:310:1:4:3**

Faculty holding the rank of assistant professor qualify only for an annual appointment.

Expectations

2:310:1:4:4

Assistant professors are expected to show scholarly activity by attendance and participation in professional societies, participation in research, consulting, exhibitions and competitions, or professional artistic performances; community involvement; efforts to improve teaching, and engagement in further study where possible. The faculty member must also fulfill his/her committee, advising, and other responsibilities at the University. An assistant professor should fulfill the requirements for promotion to the associate professor rank. Within the minimum years allowed for this rank, the faculty member should make substantial progress towards such promotion.

Associate Professor

2:310:1:5

Eligibility

2:310:1:5:1

The doctor of philosophy degree or equivalent is required for this rank, together with at least four years of successful teaching or other academic experience as an assistant professor, and evidence of continuing scholarship; OR in special cases, a master's degree or for other justified reasons. The holder of a master's degree should manifest significant professional attainment with four years of successful teaching and professional experience while at the rank of assistant professor along with evidence of continuing scholarship.

Note: The disciplines and special cases where a doctoral degree is not considered necessary will be designated by the dean of the school and the provost upon the recommendation of the department chair.

Length of Term

2:310:1:5:2

Promotion from associate professor will not be considered until the fifth year of service or later in this rank.

Appointment Period

2:310:1:5:3

Faculty holding the rank of associate professor and who have not attained tenure status shall qualify only for a one year appointment.

Expectations

2:310:1:5:4

While an associate professor, the faculty member should be in the process of establishing a reputation of significant accomplishment in teaching and scholarly endeavors.

An associate professor who holds graduate faculty membership but who does not progress in scholarly activity may jeopardize promotion, may lose such graduate faculty membership, or even re-employment.

Professor

2:310:1:6

Eligibility

2:310:1:6:1

To achieve the rank of professor a faculty member must have four years of successful teaching or other academic experience as an associate professor; and recognition from colleagues, professionals in the field and the university as regards the faculty member's dedication and achievements in teaching, scholarly activity, service to the university and Working Policy, Section 2: Faculty

community, and support of the ideals of the university and higher education. Significant achievement is expected in two of the categories of faculty performance, and excellence in the third category.

Appointment Period

2:310:1:6:2

A faculty member holding the rank of professor who has not attained the tenure status shall qualify only for a one-year appointment.

Expectations

2:310:1:6:3

The rank of professor is not considered a final plateau. Indeed, the honor of this rank brings new responsibilities as a senior faculty member, a mentor and role model for younger colleagues. There is an obligation to continue the pursuit of excellence in academic matters, to maintain a portfolio of scholarship and professional experiences, and review this periodically with the department chair and the dean of the school.

A professor who holds graduate faculty membership but who does not progress in scholarly activity may jeopardize graduate faculty membership or (as a non-continuous faculty member) re-employment.

Emeritus Ranks

2:310:1:7

Emeritus rank is assigned to persons who reach retirement after a minimum of ten (10) years of full-time service to the University and have distinguished themselves in two or more of the following areas: (a) distinguished teaching record, (b) outstanding scholarly publication record; (c) professional achievement in administrative or other duties, (d) acclaimed creative work, (e) recognized advising and mentorship for students, and (f) distinguished volunteerism in service to the community and church. The emeritus status is assigned at the commencement of retirement in the rank held by the individual at that time. The recommendation for emeritus rank is made by the relevant department to the dean of the school and thence to the provost who makes recommendation to the president. The Board of Trustees votes the rank of Emeritus.

Emeritus faculty, who are listed in the annual bulletins of the University, are granted the following faculty privileges:

- Notification of departmental, school, and General Faculty meetings as well as minutes for the same.
- An academic account on the campus' computer network.
- Invitations to Board of Trustees/Faculty/Staff banquets and special convocations.
- Invitations from the Grand Marshall to march in the academic procession for graduation.
- An I.D. card with the concomitant privileges of a faculty member.
- The privilege of a faculty member or spouse to take one free class per semester as allowed by policy.
- Inclusion in the Andrews University telephone directory as Emeritus Faculty.

The provost shall be responsible for ensuring that the above privileges are assigned to emeritus faculty.

Non-Tenure Track Faculty Ranks

2:310:2

Regular Ranks

2:310:2:1

Faculty who are hired on the non-tenure track (see policy #2:135:2), but who fulfill a full range of academic role expectations normally found in a regular faculty position, will be appointed to a regular rank such as instructor, assistant professor, associate professor, or professor. Eligibility and length of term for promotion will be the same as for the parallel ranks on the tenure track (see policy #2:310:1), but tenure status is unavailable. The evaluation for promotion in rank will use the same system as for faculty on tenure (see policy #2:307).

Lecturer

2:310:2:2

This rank is assigned to teaching faculty hired in the non-tenure track category (see policy #2:135:2) who fill only a limited range of expectations. Lecturers are hired on renewable annual contracts for positions with specific role expectations outlined in the annual hire letter. They are not eligible for promotion or expected to meet the research, service, committee, and advisement expectations which tenure track faculty must meet unless such expectations are part of the annual hiring contract. To be considered for promotion to a regular rank, lecturers must first be appointed to a regular rank position.

Under special circumstances, lecturers may be hired on an emergency basis. Circumstances that may qualify as an emergency include: a faculty member becomes ill during the course of the semester; a faculty member assigned to teach a class unexpectedly becomes unavailable a day or two before the class is scheduled to begin; etc.

Temporary Faculty Rank

2:310:3

Temporary ranks are assigned to part-time or full-time faculty for a specific but relatively short periods of time or until the completion of a certain academic or research task. Temporary ranks are not assigned to tenure track positions.

Such temporary ranks play an important role in the life of a university by infusing fresh academic talent to the University while giving qualified individuals recognition for their scholarship and potential.

Temporary ranks are assigned by the Andrews University Board of Trustees on the recommendation of the president; after consultation with the provost, the dean, and the department chair of the relevant school. A faculty member holding a temporary rank enjoys the same privileges as a faculty member holding a regular rank.

Andrews University awards the temporary faculty ranks of visiting professor, senior research fellow, and research associate.

Visiting Professor **2:310:3:1**

This rank is for a full-time position, usually lasting no more than two years, provided to one who holds academic rank elsewhere and is temporarily teaching at Andrews University.

Senior Research Fellow **2:310:3:2**

This rank is assigned to a post-doctoral researcher affiliated with the University to fulfill a research assignment. The person must have sufficient experience for assuming the role of principal investigator if necessary, and usually will have a doctoral degree.

Research Associate **2:310:3:3**

This rank is given to a full-time person engaged in the planning, implementation, and supervision of independent research as an associate to one or more Andrews University faculty members for the duration of the project. A terminal degree in the field is usually expected. This position could also be filled by a Post-Doctoral Fellow (see policy #2:371).

TENURE **2:320**

The status of tenure is recommended by the University Rank and Tenure Committee. The peer review process is similar to that described in policy #2:307. Faculty in the K-12 system are recommended for tenure by the relevant school Operating Board.

A university faculty member is considered for tenure only when he/she:

- is appointed for employment in a tenure track position (see also policy #2:135).
- holds a doctorate or terminal degree in the area of appointment
- holds the associate professor rank
- and has been employed by Andrews University in a faculty position for at least six (6) consecutive years

OR

a faculty member in the K-12 schools is considered for tenure only when he/she:

- has been employed as a faculty member in the Andrews University K-12 system for at least six (6) consecutive years
- holds the master's degree,
- and has been holding the rank of Supervising Instructor in Education or higher rank for at least three (3) years.

The evaluation of a faculty member for tenure takes place after six (6) years as pointed out above.

The evaluation is made within the greater context of achievement and promise with respect to a faculty member's: (a) thorough knowledge of a field as well as its related disciplines, (b) positive collegial relationship to peers and administrators, (c) positive mentoring relationship to students; (d) responsible contribution to the needs, reputation and activity of

the department, school, and university, and (e) the promise of the teacher's sustained role and productivity in the department, school, and university. Relevant material for the evaluation shall be collected from the candidate, peers, department chairs, students, and administrators (see also policy #2:135 for criteria and other details).

For tenure arrangements for administrators, see policies #1:712 and #2:135.