

Chapter 4

FACULTY DEVELOPMENT PROGRAMS

Faculty development at NNU is a career-long process that begins in the hiring process and continues through resignation or retirement. The university community takes seriously its responsibility to promote the growth and development of the faculty of the university.

This chapter describes the formal programs that have been developed to aid faculty as they join the NNU faculty and develop their careers at the university.

The university makes every attempt to maintain policies and procedures in keeping with Federal and State of Idaho laws. However, if any policy or procedure is found to be contrary to Federal or State of Idaho law, the provisions of the law shall prevail over university policy. Upon discovery of incompliance the university will change its policies and/or procedures to bring them into compliance with the relevant law or laws.

I. THE HIRING PROCESS

The hiring process is a time when prospective faculty members are introduced to the university, its mission, its structures, and its personnel. By means of interviews with students, with members of the department, search committee members, academic administrators, the university president, and others the prospective faculty member starts to become acquainted with NNU's religious commitments, academic structures, values, and culture. Prospective faculty members are given copies of the university catalog and other documents which describe the university. Copies of the *Faculty Policy Manual* and this *Faculty Handbook* are also made available to prospective faculty. The contract is viewed as an important teaching tool in communicating to faculty important performance expectations.

II. NEW FACULTY ORIENTATION

New faculty members participate in a one-day orientation workshop at the beginning of their first year of employment at the university. This program, administered by the vice president for academic affairs, brings new faculty into contact with other faculty and campus leaders who share their perspectives on life and work at NNU and who describe their responsibilities. Information about the various operations of the university is discussed in depth at this orientation.

III. COURSE FOR NEW FACULTY

All new faculty are expected to participate in a course designed specifically for them which introduces those faculty to the Christian, Wesleyan, and academic heritages of the university. This course is taught every other year by an NNU faculty member, so faculty can take the course during their first or second year at NNU. Participating faculty members read books and take part in discussions as part of the class activities.

IV. FACULTY WORKSHOPS

Each year workshops are scheduled for the faculty to deal with one particular area of academic work. These workshops are provided by the university to assist in faculty development and the general improvement of the quality of the academic program.

V. EVALUATION PROGRAMS FOR ONE-YEAR-CONTRACT FACULTY

New faculty members are typically given one-year contracts and are classified as one-year contract faculty. After being at the university for a period of time, as described in the *Faculty Policy Manual*, the faculty member may be granted a three-year contract and is then classified as a three-year-contract faculty member.

One-year-contract faculty members are given considerable attention by department chairs and school deans. Special care is given to assure that these individuals are supported by advice concerning their performance and fit in the university community.

A. Student Evaluation

One-year-contract faculty members have all courses evaluated by students. The course evaluations are read by their department chairs and school deans and feedback is given to the faculty member. Each year the school dean provides the vice president for academic affairs a report on the professor's course evaluations.

B. Self Evaluation

Each year one-year-contract faculty members are asked to prepare a self-evaluation in which they give an evaluation of their work for the year and describe the development activities for the following year. These evaluations are given to the department chairs and school deans.

C. Administrative Evaluation

Each winter before February 1, in preparation for the spring meeting of the Board of Trustees, the department chairs and school deans review the work of one-year-contract faculty members. The school dean provides a recommendation to the vice president for academic affairs as to whether a new one-year contract should be issued.

VI. MOVEMENT TO THREE-YEAR-CONTRACT STATUS

One-year-contract faculty members who have given satisfactory service to the university may be considered at any time for movement to a continuing contract; however, this normally occurs in or after the third year of full-time faculty employment at the university. Faculty members may be recommended for three-year-contract status by their department chair and/or school dean, with such recommendation given to the vice president for academic affairs. The recommendation will include a review of faculty member's portfolio which considers such matters as teaching effectiveness, Christian commitment, contribution to the university and church, and scholarly activity. The recommendation is normally made by February 1 in preparation for the spring meeting of the Board of Trustees.

The vice president for academic affairs will add his or her recommendation concerning movement to a three-year contract and send the recommendation on to the president of the university, who in turn will determine whether to submit the recommendation to the Board of Trustees for its consideration and disposition.

VII. EVALUATION PROGRAMS FOR CONTINUING FACULTY

Faculty members on three-year-contract status participate in a four-part evaluation program involving student, self, peer, and administrative evaluation. This process of evaluation culminates in a substantive review each three years.

A. Student Evaluation

All faculty members on three-year-contract status are expected to have their courses evaluated by their students. Courses will be evaluated using the forms and procedures established by the Faculty Policy Council. Faculty members teaching multiple sections of a single course will have the option of selecting one section of each course per academic year to be evaluated. Except in the year of administrative evaluation, and except for special evaluations requested by the department chair, school dean, or the vice president for academic affairs, the results of the student evaluations will be reviewed and retained by the faculty member.

In the two semesters preceding the faculty member's administrative review, all student evaluations will be reviewed by the department chair, school dean, and the vice president for academic affairs. The school dean will prepare a written evaluation of the course evaluations for the faculty member's file.

Faculty members preparing for their administrative evaluation will review the results of the student evaluations and summarize the results for their self-evaluation packet.

B. Self Evaluation

A self-evaluation packet will be completed by faculty under continuing contract every three years. Informed by both student and peer evaluations, the self-evaluation packet should identify perceived strengths and weaknesses in teaching, institutional service, identification with and support of a local church, and professional activity. The self-evaluation document should also outline the plan the faculty member will use to build on strengths and address weaknesses.

The self-evaluation is to be completed by the end of the fall semester of the academic year of the faculty member's administrative evaluation. Copies of the self-evaluation packet are to be given to the school dean and department chair.

C. Peer Evaluation

All faculty members on three-year-contract status will participate in a peer review program. The peer evaluation program is designed to be formative, and the results are intended for the use of the faculty member alone. The peer evaluation process is to be completed prior to the end of the fall semester of the academic year of the faculty member's administrative evaluation.

Faculty members will select a peer reviewer from among faculty on three-year-contract status. The peer review process must include--but is not limited to--the observation of instruction, the review of syllabi, a conference between the reviewed faculty member and the peer reviewer, a written report from the reviewer to the reviewed, and a statement of completion to the school dean signed by both the reviewed faculty member and the peer reviewer.

The reviewed faculty member will have the option of including the reviewer's written report in his or her self-evaluation packet. All faculty members are expected to include a response to the peer review in their self-evaluation packets.

D. Administrative Evaluation

Every three years, prior to February 1, faculty members will participate in an administrative evaluation. In preparation for the administrative evaluation, faculty members will compile a self-evaluation packet as described above. The packet will be informed by the results of peer and student evaluations and will include professional development plans for at least the following three years. The self-evaluation packet will be delivered to the faculty member's department chair and school dean. When the faculty member being reviewed is a department chair, the faculty member will select a member of his or her school to assist in the administrative evaluation process.

Using a form provided by the Faculty Policy Council, the school dean will respond to the faculty member's self-evaluation packet. This response will be presented to the faculty member and department chair at least forty-eight hours prior to an administrative review conference. After the review conference, the school dean, department chair, and reviewed faculty member will work together to prepare a final report. If there is disagreement, the dean's report will be signed and filed with the option that the faculty member and/or chair may submit a response or rebuttal.

Copies of the response form and any response or rebuttal will be given to the faculty member and kept on file in the offices of the vice president for academic affairs and the school dean.

One result of the administrative evaluation may be an assistance or remediation program in which the faculty member will be required to participate. A written statement of these requirements, if any, will be given to the faculty member and kept on file in the offices of the vice president for academic affairs and school dean.

A specific result of the evaluation process will be a recommendation from the school dean to the vice president for academic affairs concerning the extension of a new contract to the faculty member. On the basis of the school dean's recommendation, the vice president for academic affairs will either recommend the reviewed faculty member to the president as a faculty member on three-year-contract status in good standing or recommend a change in contract status from a three-year- contract status to another contract status.

VIII. PROFESSIONAL DEVELOPMENT I FUNDS

Each year the university sets aside funds to support faculty development activities. The Professional Development I Fund supports attendance at professional meetings, professional memberships, journal subscriptions, and routine faculty development activities.

The Academic Budget Committee determines each year the amount allocated for each faculty member, and that amount is transferred to a school budget for administration by the school dean. These funds are protected funds and, except in the case of a general financial need of the university, unspent funds are held over from year to year in the school budgets.

Faculty members normally apply for these funds by means of their professional development plans. Faculty without approved professional development plans may not have access to these funds. By agreement of the school dean, funds for a given faculty member may be held for up to three years to allow for higher cost projects that might not be afforded with one year's allocation.

IX. PROFESSIONAL DEVELOPMENT II FUNDS

Each year the university sets aside funding to support a small number of academic projects related to curricular or faculty development. These projects usually range in the \$1000-\$2500 category. The

Academic Budget Committee determines each year the amount allocated for this fund which is administered by the vice president for academic affairs. These funds are protected funds and, except in the case of a general financial need of the university, unspent funds are held over from year to year in the vice president for academic affairs' budget.

During the spring term the vice president for academic affairs sends out a notice and the forms for application for these funds to be used in the following fiscal year. These applications are considered by the Faculty Development Committee that recommends to the vice president for academic affairs the awarding of funds for these projects.

Funds are normally not granted for stipends, for normal academic equipment, or for support of dependents. Preference will be given to projects that will improve the quality of the teaching and advising programs of the university. Projects that support several faculty or classes will be given preference over projects that are directed to a single professor or class.

X. FACULTY AND ACADEMIC PROGRAM ENHANCEMENT FUND

The Faculty and Academic Program Enhancement Fund is an endowed fund that has been established to support the research and scholarly involvement of Northwest Nazarene University faculty and thereby enhance its professional development and the overall quality of the academic program. The purpose is to provide funds to enable faculty to pursue development activities that lead to the accomplishment of departmental and school goals.

The fund was initiated with a generous donation from Dr. and Mrs. Kenneth Watson. Dr. Kenneth Watson was Vice President for Academic Affairs at NNU from 1985 to 1987. During his tenure as vice president, Dr. Watson was a strong advocate of faculty development.

It is the intention of the university administration to invite alumni and friends of NNU to join in building the fund balance in recognition and appreciation of the value and centrality of faculty in the success of the university.

The amount of funds available each year depends on the earnings on the endowment. The amount of earnings is generally known by March of each year, so awards will normally be announced in April, as indicated below. These funds may not be commingled with other university funds. Unused funds will revert back to the endowment.

A. Criteria for Awards

Award support is provided for projects of individual faculty development. The proposed activity must relate to the focused objectives for excellence of the academic unit to which the faculty member is associated. Direct review/support by departmental colleagues must accompany the proposal.

1. Applicant must be a full-time faculty member of the university.
2. Generally, the minimum award amount will be \$2500 per proposal to guarantee that the fund supports projects of major significance.

Awards may represent multi-year characteristics of the proposed project, although ongoing support will require annual review of progress and confirmed ongoing support.

Upon completion of the project, the faculty member is expected to sponsor some type of dissemination effort, such as a conference, workshop, publication, etc.

Completion of terminal degree requirements is not appropriate for support by these enhancement awards.

B. Application Process

The Faculty and Academic Program Enhancement Fund will be administered by the vice president for academic affairs with the participation of the Faculty Development Committee.

Each fall the vice president for academic affairs will send out a notice inviting applications for funding under this category. This notice will give the deadline for receiving applications, a description of the process, and any forms that are to be used in the application process.

In brief, the proposal will consist of a letter of interest; a three-to five-page presentation of the project background, objectives, and anticipated expenditures and outcomes; and a favorable review by the department chair and school dean indicating how the proposal is congruent with the academic unit's plans for improvement. A copy of the departmental and school goal statements should be attached to the proposal.

The Faculty Development Committee will evaluate and provide a peer critique of the proposal using the award criteria. The review will be submitted to the vice president for academic affairs, with whom authority for approval rests.

Applicants will be notified on or about April 1 of the decision regarding their proposals.

Following completion of the project, recipients of funds from this category will be expected to give a report to the faculty concerning the project.

XI. FACULTY LECTURESHIP

A. Description

The faculty lectureship is an annual, academic event held one evening in April of each year. An NNU faculty member will write a formal paper and deliver it as a scholarly presentation to the NNU community. The faculty member will be selected competitively and will be given an honorarium for the work. One other NNU faculty member or faculty member from an institution in the Treasure Valley will be asked to give a formal response to the lecture. There will be a reception given in honor of the faculty member after the evening lecture.

B. Presentation

The ideas in the lecture should be original in content or in relationship to each other--there must be novelty in content or in insight or both. The lecture should demonstrate scholarship informed by a Christian worldview and the value of the disciplines at the Christian university as a whole or one of its disciplines. The lecture should be appropriate to an audience of generally educated persons. The presentation will normally be in lecture form but may involve other

scholarly and creative means of expression.

The vice president for academic affairs will serve as master of ceremonies and will introduce the program, lecturer, and respondent.

C. Application Process

Announcement of the lectureship will normally be done in October, with applications requested by January 15. Applicants will give an outline of the central features and ideas of the lecture demonstrating that the lecture has already been thought out and only needs to be elaborated. The thesis shall be clearly stated in the proposal.

The application will be reviewed by the Faculty Development Committee, and a recommendation will be given to the vice president for academic affairs who will then appoint that year's award winner. In any year the Faculty Development Committee will have the right to recommend that no award be given. The winner will be announced by January 1.

The winner will provide the written manuscript together with the name of the recommended respondent to the Office of Academic Affairs by March 1. Formal, printed announcements will go out approximately one month before the date of the lectureship.

XII. SABBATICAL LEAVES

Each year the university sets aside funds to support a small number of sabbatical leaves of NNU faculty members. The Academic Budget Committee recommends the amount of funds to be dedicated to the sabbatical leave program.

A. Purpose

The purpose of the sabbatical program is to revitalize the faculty member by providing opportunities for individual intellectual enrichment, scholarly research, writing, or other professional pursuits. It is understood that sabbatical activities will also benefit the university. A sabbatical leave is not given solely as an award for past service, and it is more than the expenditure of university funds. It is an investment in the future for both the individual faculty member and the university itself.

B. Eligibility

Any person who has served NNU as a full-time faculty member for a minimum of five years and plans to serve for another three years following the year of leave is qualified to apply for a sabbatical leave. Applicants who have been granted a previous sabbatical must have served the university an additional five years since returning from their last sabbatical leave. Faculty without a terminal degree may apply for a sabbatical; however, sabbaticals are not to be used to pursue a terminal degree.

Only full-time service will be considered as a basis for leave. Periods of time during which the faculty member is away from the university on other types of leave (e.g., graduate study) shall not be used in computing total years of service. Ordinarily this calculation would not include summer absences when the faculty member would not be employed by the university.

C. Period of Leave and Compensation

The faculty applicant may apply to receive full salary for a leave of one semester's duration or

one-half salary for a leave of two semesters' duration. All faculty fringe benefits apply to the sabbatical recipient, with payments for retirement to be determined by the amount of salary received during the leave. The faculty member is encouraged to seek supplemental funding from sources outside of the institution to support his or her plan. In his or her proposal the applicant shall describe how those additional resources will be obtained and used.

The faculty applicant also may apply for additional allowance for travel and/or special expenses. The additional expenses must be clearly identified with the objectives of the leave. Normally, funds for adjunct faculty replacements will not be granted. Similarly, requests for support for dependents will not be funded. The timing of disbursements and appropriate verification of expenditures shall conform to university and IRS reporting requirements and shall be coordinated through the office of the vice president for financial affairs.

D. Agreement to be Signed

Before approval of a sabbatical leave is finalized, successful applicants must sign a form, consenting to the following conditions of the sabbatical leave:

1. The sabbatical recipient shall not accept employment during a sabbatical leave without the written approval of the vice president for academic affairs.
2. If the sabbatical recipient does not return for three years of full-time service to the university after the leave, one-third of the salary and total cash allowance received from the university for the leave will be due and payable to the university for each year less than three in service after the leave. Faculty who are separated involuntarily or who take medical retirement will not be required to repay funds to the university if the termination of employment comes before the three required years are served.

E. Application Procedure and Process

In the spring the vice president for academic affairs will send out notice of the sabbatical program and request applications. The applications will be due in the school office in September. Those applications approved by school deans will be forwarded to the office of the vice president for academic affairs who will present the applications to the Faculty Development Committee for their consideration and recommendation. The committee will recommend to the vice president for academic affairs those sabbatical programs it deems appropriate and within budget. Taking into consideration the Committee's recommendations, the vice president for academic affairs will then make his or her recommendation to the president of the university, who will in turn make the final recommendations to the Board of Trustees at the board's fall meeting.

XIII. LEAVES OF ABSENCE

Faculty members may apply for unpaid leaves of absence from the university to engage in professional development, for service to the church or the government, for other professional service, or for health reasons. Such applications will be considered on a case-by-case basis taking into account the needs of the academic program and the applicant.

Unpaid leaves, when granted, are normally given for no more than one year at a time. Upon returning, the faculty member will have the same type of contract he or she had before taking the leave, and the years left on the contract, if any, will be the same when returning. The years spent on unpaid leave will not accrue toward "years of experience" at the university. Faculty members on leave may continue their

fringe benefits at their own expense. Tuition benefits for dependents will continue while the faculty member is on leave.

Faculty desiring such leaves will make application in writing to the vice president for academic affairs through the school dean. The vice president for academic affairs will administer this program with the approval of the president and Board of Trustees.

XIV. CONDITIONAL GRADUATE LOANS

NNU encourages faculty members who do not have terminal degrees to pursue such degrees. To foster this, NNU has established the conditional graduate loan program which provides up to \$10,000 in the career of a given faculty member, not to exceed \$5,000 at any one time. Portions of the loan may be forgiven after a period of service to NNU. Additional details of this program may be found in the *Faculty Policy Manual*.

Faculty members desiring loans should make application to the vice president for academic affairs through their school chair. The vice president for academic affairs will administer the funds with the approval of the president of the university.

XV. DOCTORAL COMPLETION PROGRAM

Doctoral completion program grants are designed for persons who are enrolled in doctoral programs approved by the school dean and the vice president for academic affairs. The area of study must enhance the faculty member's ability in an area of importance to the university's program.

Applicants must be full-time professors at NNU on regular contract who must agree to pursue doctoral studies full time with no other remunerative employment, with the exception of appointment to an academic job related to his or her studies, such as a research or teaching assistant.

Additional details about this program may be found in the *Faculty Policy Manual*.

Faculty members desiring to participate in the doctoral completion program should make application to the vice president for academic affairs through the school chair. The vice president for academic affairs will administer the program and its funding with the approval of the president of the university.

XVI. SCHOLARSHIP AND RESEARCH

Northwest Nazarene University prizes scholarship and research. As a teaching institution, the university places special emphasis on the scholarship of teaching. Other forms of scholarship are encouraged as well, and the university assists faculty through several formal programs.

The scholarly work of the professorate may be thought of as having five separate, yet overlapping, functions. These are the scholarship of teaching, the scholarship of creativity, the scholarship of application, the scholarship of integration, and the scholarship of discovery.

A. The Scholarship of Teaching

The scholarship of teaching is a dynamic endeavor involving all the analogies, metaphors, and images that build bridges between the teacher's understanding and the student's learning. Pedagogical procedures must be carefully planned, must be continuously examined, and must

relate directly to the subject taught. Scholar/teachers stimulate active, not passive, learning and encourage students to be critical, creative thinkers with the capacity to go on learning after their university days are over. The scholarship of teaching requires that teachers be models of learning who transmit and extend the store of human knowledge.

B. The Scholarship of Creativity

The scholarship of creativity employs artistic talents and technical knowledge to create works in art, music, literature, dance, and in other domains in which aesthetic and literary talents are utilized.

C. The Scholarship of Application

The scholarship of application applies knowledge in responsible ways to consequential problems. It seeks to determine how knowledge can be helpful to individuals as well as to institutions and seeks substantive problems for investigation of social problems.

D. The Scholarship of Integration

The scholarship of integration is the task of giving meaning to isolated facts, putting them in perspective, and making connections across the disciplines. This is serious, disciplined work that seeks to interpret, draw together, and bring new insight to bear on original research.

E. The Scholarship of Discovery

The scholarship of discovery includes the search for knowledge for its own sake, freedom of inquiry, and following, in a disciplined fashion, an investigation wherever it may lead.