



SEATTLE PACIFIC

**SCHOOL OF BUSINESS,
GOVERNMENT, AND ECONOMICS**

Table of Contents

SPU Context

Mission Statement **MS**
Faith and Mission **FM**
Educational Philosophy **EP**
Christian Community **CC**

SBGE Context

Aspirations **Asp**
Mission **Mis**
Goals **Goa**
Learning Objectives **LO**
Strategic Plan **SP**
Governance and Committee Structure **Gov**

Faculty Status

Faculty Classification and Currency Qualification Standards **AQ**
Participating & Supporting Faculty Standards **Par**
Faculty Scholarship Expectations **SchE**
Tenure and Promotion Scholarship Guidelines **TandP**
Faculty Qualification Expectations for Tenure & Promotion **FQE**
Faculty Expectations
Professional Ethics **Eth**
Special Faculty Appointments
 Clinical Professor Position **Clin**
 Joseph C. Hope Professorship: policy document **Hope**
 Snellman Professorship: policy document **Snel**

Faculty Development

Comprehensive Faculty Development Plan **Comp**
Annual Professional Development Planning with Template **PDP**
Post Tenure Review Policy **PTR**
Faculty Development Workshops and Colloquia **Work**
Guidelines for funding of development activities **Fund**
New Faculty Orientation Policy **NewF**
Adjunct Mentor Policy **Adj**

Awards

Teacher of the Year Guidelines **ToY**
Adjunct of the Year Guidelines **AoY**
Scholar of the Year Guidelines **SoY**
Ambassador of the Year **AmoY**
Honorarium in support of Community Involvement **Hon**

SBGE Faculty Manual

Teaching

Model Syllabus Guidelines **Syll**
Embedded Assessment Policy **Asse**
Office Hours/Availability to Students Policy **OH**
Grading Policy **Gra**
Final Exam Policy **Final**
Academic Appeals **Appe**
Permission to Enroll in Courses **Enr**

Scholarship

Comprehensive Scholarship Plan **SchD**

Service

Committee service
Guild service
Limitations on outside employment **OE**

Miscellaneous

Office Move Priority Formula **OM**
Dean's Summary of Faculty Expectations **FSE**

SPU CONTEXT

Mission Statement: Engaging the Culture, Changing the World

“Seattle Pacific University is a Christian university fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling grace-filled community.”

– Mission Statement, Seattle Pacific University

CORE THEMES

We have adopted three Core Themes to guide us as we engage the culture and help to bring about positive change in the world:

- Academic Excellence and Relevance
- Transformative and Holistic Student Experience
- Vital Christian Identity and Purpose

UNIVERSITY VISION

Engaging the Culture, Changing the World

<http://spu.edu/about-spu/mission-and-signatures>

Faith and Mission

At Seattle Pacific University, we seek to ground everything we do on the transforming gospel of Jesus Christ. Such a claim is both personal, a commitment by each member of our community, and institutional, a corporate aspiration that has guided this institution from its founding.

Even while we celebrate the rich diversity of the Church throughout the world, we anchor our faith on the person of Jesus Christ, the authority of Holy Scripture, and the tradition of the Christian Church throughout history.

Our position of faith within the Christian Church is shaped in four ways:

1. We Are Historically Orthodox ...
2. We Are Clearly Evangelical ...
3. We Are Distinctively Wesleyan ...
4. We Are Genuinely Ecumenical ...

<http://spu.edu/about-spu/statement-of-faith>

SPU's Educational Philosophy

A Vital Learning Community - We are a Christian university that prizes learning and seeks to be a vibrant learning community that grounds its intellectual activity in learning theory. Our faculty and staff are committed learners and are committed to mentoring learners. We are convinced that the best learning occurs within a relational context of the teacher, student, and subject matter, and we therefore prize the relationships between faculty, staff, and students.

We are committed to learning for cultural engagement. We seek to rigorously investigate the critical issues of our time and to offer thoughtful and Christian insight to these issues. We believe these issues can be investigated through a variety of academic disciplines; however, they cannot be fully understood through only one discipline. Therefore, we are committed to interdisciplinary learning — learning that explores these critical issues through several disciplinary lenses in order to come to a clear view of the issue. We are a learning community and all that we do is intended to support learning. ...

SPU's "Christian Community"

Vision - Study in a Christian university provides a unique opportunity to explore answers to life's ultimate questions. While honoring the diversity of the members of our campus community, Seattle Pacific University embraces the commitment that all faculty, staff, and students will explore the meaning and implications of the Christian faith for our academic disciplines, our personal and corporate lives, and for the complex issues we face in our society and world. This involves the integration of academic programs, residential and campus life, personal and corporate reflection, co-curricular activities, and community service. Programs seek to contribute to our vision to be a grace-filled community that nurtures people of competence and character, cultivates the scholarship of wisdom, and equips people to engage our culture with the gospel of Jesus Christ.

Commitment - Our campus community is enriched by the diverse faith traditions within our student body and is therefore committed to honoring and respecting these traditions.

SBGE CONTEXT: MISSION, VALUES, & STRATEGIC PLAN

Mission

Deeply grounded in Christian faith and values, we develop leaders who advance human flourishing through service in business, government, and civil society.

Our Values

At the core of SBGE are guiding principles that help us achieve the mandate and mission of the School. As faculty and staff, we strive to practice these values in each aspect of our work in order to advance human flourishing by developing competent, ethical, engaged, enterprising leaders, focused on loving service to others.

FAITH

We strive to live out our Christian faith perspective and commitments in our words and actions.

LOVE & RESPECT

Our work starts from a place of deep affection and care for every human made in the image of God. We value (“high-touch”) relationships with and respect for others. We are committed to reconciliation.

SERVICE

We expect ethical behavior, personal responsibility, integrity, and stewardship from one another, and model these virtues to those we serve.

EXCELLENCE

We pursue excellence in all that we do.

HOLISTIC THINKING

We value systems-thinking that views the world as a whole, interrelated, and integrated system.

HOPE

We bear witness to Christian hope that God is indeed active in the world, and we are God’s partners in realizing the vision of human flourishing.

DIVERSITY

We value diversity as a gift from God and embrace the multivariate aspects of identity including but not limited to race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, religion, culture, national origin, age, disability, geographic location, political beliefs, and life experiences.

BELONGING & COMMUNITY

We value inclusion and belonging. Each person bears the Imago Dei and should be accepted, respected, and supported as a member of our community.

CREATION CARE

We value the stewardship of creation. We see all life as sacred and relate to all of creation with a sense of care. We strive to steward and honor the goodness of God’s presence in all of creation. We seek to sustain God’s good creation for future generations.

SBGE Faculty Manual

Strategic Plan

(See the updated plan on SharePoint. Copied below as of this revision.)

STRATEGIC OBJECTIVES

- A. Excellent Learning Programs**
- B. Research, Innovation, Thought Leadership**
- C. Sustainable Operations**
- D. Stakeholder Engagement**

A. Excellent Learning Programs

STRATEGIC OBJECTIVE:

Prepare students to serve as leaders in local, global, and multi-stakeholder environments, by providing high-quality, synergistic degree, co-curricular, and non-degree programs that:

“PERFORMANCE” METRICS FOR ACHIEVING OBJECTIVE:

- **QUALITY:**
Achieve the quantified target performance level for each program as set forth in the Assessment of Learning plan (AOL)
- (AOL; see the various program-level curriculum maps)
- **STUDENT SATISFACTION:**
Achieve overall student satisfaction level of 4.0 or higher, as measured in the annual Student Exit Survey
- **JOB PLACEMENT:**
Achieve overall job placement level of 90% within initial 6 months after graduation

Strategy Statements

- **Effectively execute the curriculum management process**
Meet or exceed AACSB/NWCCU standards for knowledge, skills, and attitudes by effectively performing curriculum management processes that assure delivery of excellent and relevant degree program content for societal impact.
- **Effectively execute the faculty management and development process**
Meet or exceed AACSB/NWCCU standards for sufficiency and deployment by effectively performing the faculty management and development processes that assure effective instructional delivery, quality degree programs, and societal impact.
- **Effectively execute the student quality & experience management process**
Enroll students who meet admission standards, mindful of program capacity constraints. Ensure that continuing students meet or exceed minimum academic performance thresholds as identified in SBGE/SPU academic policies and procedures. Ensure that the student experience reflects SBGE’s mission and values and educational aims.
- **Provide practical application opportunities through relevant applied and high impact learning experiences supported by the Center for Applied Learning**
Effectively integrate academic learning with practical application and societal impact by providing curricular and co-curricular experiences such as study abroad, service learning, and guest speakers and other applied learning opportunities facilitated and coordinated by the Center for Applied Learning.

- **Provide opportunities that enhance faith integration and character formation supported by the Center for Faithful Business**
Effectively integrate academic learning with faith related topics by providing curricular and co-curricular experiences partially facilitated and coordinated by the Center for Faithful Business. Resource, cultivate and inspire a Christian understanding of the practice of business in a way that advances God’s purposes in the world and for societal impact.
- **Support student success**
Effectively provide for the learning needs of all students, especially the needs of first-generation and historically underrepresented students.
- **Effectively prepare students for professional employment**
Prepare students for professional employment by offering networking opportunities, encouraging internships, collaborating with the Center for Career and Calling, supporting SBGE clubs and professional organizations as they host events, and embedding professionalism training and vocational discernment exercises.
- **Leverage the Principles of Responsible Management Education**
Utilize the Sustainable Development Goals as a platform for curriculum enhancement, stakeholder engagement, research, integration of SBGE disciplines, and students’ preparation for societal impact through the integration of business, government, and civil society. Maintain PRME Champion school status.
- **Ensure all students are engaged in global learning, both in Seattle and abroad**
Encourage students to study abroad and provide a hospitable learning environment for international students. Encourage faculty research, international partnerships, global learning, and international programming.
- **Enhance students’ awareness of DEIB opportunities & sense of belonging**
Facilitate educational opportunities for faculty, staff, and students to become more aware & understanding of DEIB issues and become a more welcoming and inclusive community. Integrate diverse voices in curriculum, create an internal mentoring program to specifically support typically underrepresented faculty, and facilitate sense of community and belonging.
- **Leverage digital technology to increase learning and access**
Enhance instruction at all levels through digital technology platforms and appropriate technology. In collaboration with university stakeholders, develop and launch online and blended/hybrid graduate degree and graduate certificate programs. Offer the MS-Data Analytics, the MBA, and the MA in HR via the online channel. Offer the MS-Data Analytics and MS-Information Systems in the hybrid channel.
- **Become a hub of life-long learning by intentionally developing and effectively delivering market-relevant non-degree programs**
Create, implement, and manage both new and on-going offerings of faith-related and other market-relevant non-degree programs in continuing and executive education. Offer graduate courses as stackable graduate certificates.

B. Research, Innovation, Thought Leadership

STRATEGIC OBJECTIVE:

To add to society's body of understanding, and connect it to students and other stakeholders' learning, including a) disciplinary research, b) faith integration with discipline area, c) intersection of business, government and civil society, and societal impact, and d) instructional scholarship.

"PERFORMANCE" METRICS FOR ACHIEVING OBJECTIVE:

- **QUANTITY**
Number of total SBGE annual qualifying contributions (at least 1 per faculty per year; 5 per faculty member on a rolling five-year basis); 35% should be instructional scholarship and 30 percent should be discipline-related scholarship; 20% (not mutually exclusive percentages) should relate to SBGE's faith/ethics/societal impact intersection.
- **QUALITY**
Number of total SBGE annual qualifying publications (2 per Accounting, Business, and Economics faculty member; at least 1 per Political Science/GDS faculty member on a rolling five-year basis in approved publication outlets).

Strategy Statements

- **Create a culture of research and thought leadership**
Collectively demonstrate commitment to creating and nurturing a culture of research and thought leadership within SBGE.
- **2. Provide funding to support research and thought leadership**
Provide professional development funds, academic renewal grants, and sabbatical leaves. Provide competitive grants to Hope Fellows, Pollard Scholars, and Center for Faithful Business Fellows.
- **3. Faculty management**
Manage faculty scholarship and thought leadership efforts and outputs through the annual professional development plan and academic qualification status maintenance review processes.

C. Sustainable Operations

Strategic Objective:

Manage our SBGE Operations to achieve a) good stewardship of existing resources, b) expansion of resource availability, and c) honoring of the resource constraints of our people. Annually establish and achieve quantified SBGE targets in the following areas:

“PERFORMANCE” METRICS FOR ACHIEVING OBJECTIVE

- **FINANCIAL**
 - Manage the undergraduate expense budget
 - Meet or exceed the budgeted graduate student head count and credit hours per quarter as per the annual graduate budget plan
 - Achieve \$500K in SBGE fundraising revenue for each SBGE fiscal year

- **PEOPLE**
 - Achieve and maintain a faculty sufficiency level appropriate for AACSB accreditation (at least 75% of overall SCH and at least 60% of each program’s SCH being taught by participating faculty)
 - Achieve and maintain a faculty deployment level appropriate for AACSB accreditation (in each program at least 40% of FTE is provided by scholarly academic faculty, at least 60% is provided by a combination of scholarly academic, practice academic, and scholarly practitioner faculty; and at least 90% is provided by a combination of scholarly academic, practice academic, scholarly practitioner, and instructional practitioner faculty)
 - Achieve a faculty and staff satisfaction level in the upper quartile of SPU faculty and staff as reflected in SPU’s periodic HERI, or similar studies

Strategy Statements

- **Effective management of SBGE financial resources**

Manage existing financial resources by operating within the undergraduate expense budget and deliver a viable return to the University on graduate programs.
- **Effective, developmental management of faculty and staff**

Develop and/or maintain a faculty and staff evaluation process that: 1) recruits and retains to SPU-defined criteria for culture and capability; 2) acknowledges the contributions of our people through annual faculty and staff awards; 3),provides opportunities for growth and development of faculty and staff; 4) conducts regular performance reviews of faculty (PDP process and SPU strong performance standards) and staff (SPU staff review process); and, 5) ensures faculty sufficiency at the appropriate deployment standards.
- **Effective transmission of SBGE mission to the next generation of faculty and staff**

Develop and implement faculty development activities that foster transmission of SBGE’s vision for transforming business through the integration of faith in service of human flourishing.
- **Foster a culture of belonging**

Promote and cultivate being a place of hospitality and welcome for diverse faculty, staff, and students, a place of equity and inclusion in alignment with SPU’s DEIB commitments.

- **Create and implement an effective, integrated demand generation strategy for graduate and non-degree programs, in partnership with key SPU units**
Collaborate with University Communications and others to develop a coherent and coordinated marketing strategy to create viable student leads for graduate/non-degree programming. Utilize appropriate marketing platforms and tools to effectively engage with viable leads.
- **Effectively manage degree programs' capacity constraints**
Admit 100 new students per year in undergraduate Accounting and Business programs; 30 new students per year in Economics; and to capacity in Global Development and in Political Science. Admit a select number of undergraduate minors to budgeted capacity. Manage graduate program capacity to budgeted headcount, student credit hours, and return rate.
- **Sustainability**
Work with the university Sustainability Officer to become a zero-waste school and participate in other university sustainability initiatives.
- **Fundraise a minimum of \$500K for value-added initiatives**
Create a formal initiative with University Advancement to generate a minimum of \$500K in new funding sources through gifts and grants targeted at investments in value-added impact aligned with the strategic plan.

D. Stakeholder Engagement

STRATEGIC OBJECTIVE:

To establish, develop and nurture mutually beneficial relationships with the relevant communities and individuals, with an emphasis on alumni, the Executive Advisory Board, community partners, the business community, government, and civic organizations

"PERFORMANCE" METRICS FOR ACHIEVING OBJECTIVE

- Track the number of mentors, in-class applied learning projects, and guest speakers.
- Track engagement of time and resources from Executive Advisory Board members.
- Track mentor turnover, EAB members, and consistent donors.
- Track alumni engagement – alumni office, and grad events.

Strategy Statements

- **Focused engagement of Executive Advisory Board and alumni**
- Engage and support the EAB to be a self-managed organization focused on engaging our students through the AoL process, program relevancy and student clubs, supporting each other, and supporting SBGE with fundraising. Engage with alumni to support networking and life-long learning.
- **Leveraging stakeholder engagement for student learning, networking, and resources**

SBGE Faculty Manual

- Execute curricular, co-curricular and non-curricular activities to engage and expose students to alumni and professional, civic and government practice opportunities. Engage with university, alumni, and community partners to provide vocational learning and networking opportunities.

Learning Objectives

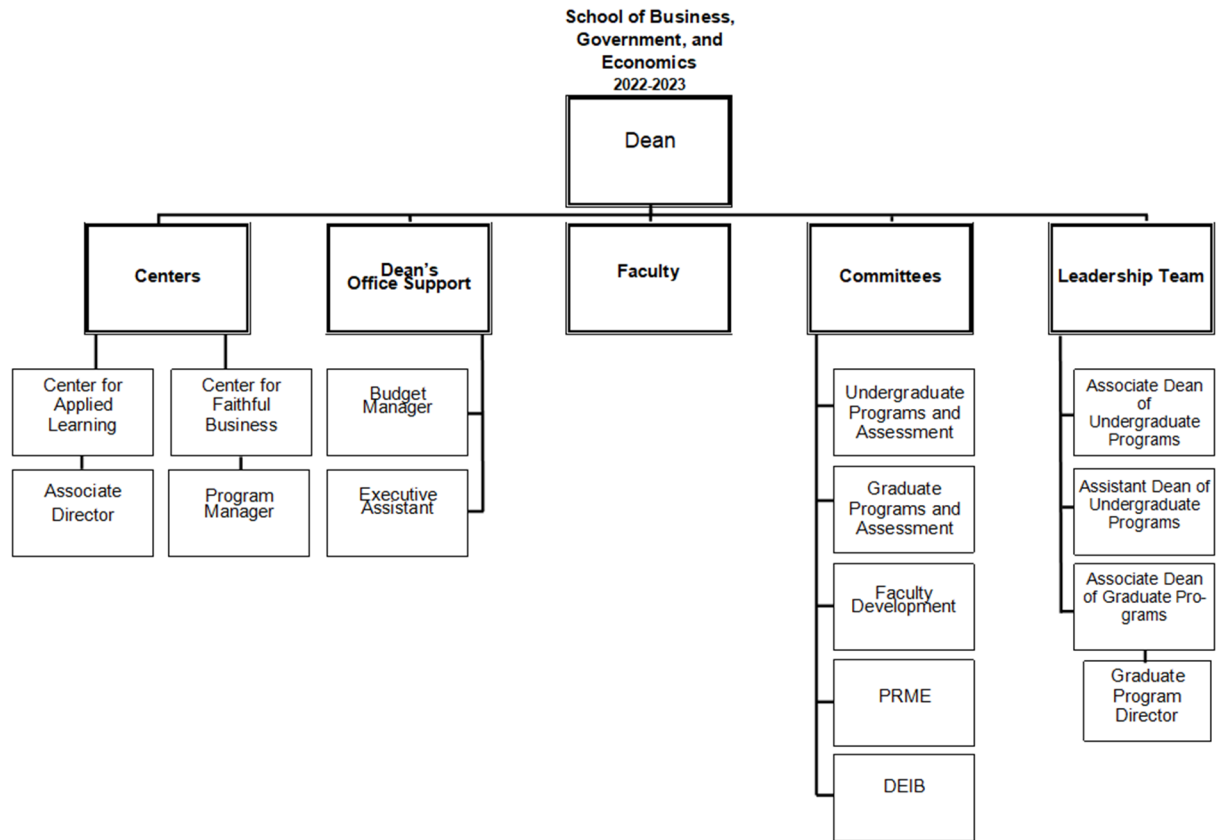
Specific knowledge and skill learning objectives are set forth for each degree program. These emanate from the mission and core themes. (See the Curriculum Maps.)

Governance and Committee Structure

The Dean of SBGE serves as the School's chief administrator reporting to the Provost. He or she will be advised and assisted by faculty who share in governance in accordance with the SPU Faculty Manual & Bylaws.

The administrative affairs of the School are managed by the Dean together with an Associate Dean of Undergraduate Studies and an Associate Dean of Graduate Studies. In addition, SBGE is organized in accordance with the following committee structure:

The Leadership Team (LT) is responsible for the overall organization and leadership on behalf of the SBGE faculty and will be made up of the Dean, Associate Deans, Assistant Dean, and the Center Directors. The Associate Dean of Undergraduate Studies chairs the Undergraduate Committee, the Associate Dean of Graduate Studies chairs the Graduate Committee. The Associate Deans chair their corresponding Assessment Committees. The Dean is an ex-officio member of the LT and all other SBGE faculty committees with a full right to participate and vote.



SBGE Faculty Manual

Standing Committees:

- Undergraduate Committee is responsible for coordinating and giving leadership to the undergraduate programs of SBGE including the regular review and revision of curriculum, the implementation of assessment driven improvements, and the processing of applications and petitions from undergraduate students.
- Graduate Committee is responsible for coordinating and giving leadership to the graduate programs of SBGE including the regular review and revision of curriculum, the implementation of assessment driven improvements, and the processing of applications and petitions from graduate students.
- Undergraduate and Graduate Assessment Committees has primary responsibility for monitoring and reporting on the school's assessment efforts (both as required by AACSB and NWCCU) and coordinating with university-wide assessment efforts.
- Faculty Development Committee is responsible for coordinating and giving leadership to the school's faculty development initiatives.
- PRME is responsible for supporting the United Nations' sustainable development goals (SDGs) as a platform for research, curriculum development, and student and community engagement. It is also responsible for maintaining PRME Champion school status.
- DEIB is responsible for facilitating educational opportunities for faculty, staff, and students to become more aware and develop understanding of DEIB issues and creating opportunities for a more welcoming and inclusive community.

Additional Faculty Leadership Positions:

- One of the School's faculty will be designated by the Dean to serve as the PRME Coordinator/Representative.
- One or more of the School's faculty (or staff) will be designated by the Dean to serve as faculty advisor to the SBGE student groups including BEGIN, Beta Alpha Psi, and the SPU Student Investment Fund.
- One of the School's faculty will be designated by the Dean to serve as the President of SBGE's chapter of Beta Gamma Sigma. Other faculty shall be designated as Chapter Advisors to the Pi Sigma Alpha (Political Science), and Omicron Delta Epsilon (Economics) honor societies.
- One or more of the School's faculty (or staff) will be designated by the Dean to serve as the Study Abroad coordinator for SBGE.

SBGE Faculty Manual

Task Forces:

From time to time, the Dean may appoint specific faculty to task forces for particular tasks of limited duration.

FACULTY STATUS

SBGE's mission to develop leaders who advance human flourishing through service in business, government, and civil society cannot be accomplished without the development of a school-wide portfolio of scholarship that advances the knowledge, practice, and teaching of business, government, and economics and of the faith – business/government/economics intersections.

Faculty Classifications

On initial hiring, faculty in business, accounting, and economics are classified as academic or practitioner based on their preparation and background per guidelines from the AACSB (i.e., the rows in Table 1 below). Faculty in political science and global development studies have a separate faculty status and qualification schema.

Academics typically come to the school from an academic background/career track possessing doctoral/terminal degrees and experience as teachers and researchers. Practitioners generally come to the school from an industry background/career track possessing a substantial record of professional experience and expertise, generally with at least a master's degree. Subsequently, faculty are annually classified based on their on-going currency and qualifications (sustaining engagement) to contribute to the school's mission based on their most recent five years of engagement activities (i.e., the columns in Table 1 below). As a result of this classification schema, faculty in business, accounting, and economics are categorized as either: Scholarly Practitioners, Instructional Practitioners, Scholarly Academics, or Practice Academics. Those business, accounting, and economics faculty not belonging in one of those quadrants are classified as "other."

Unless explicitly excepted by the Dean, SBGE tenure-track and tenured faculty are required to qualify in the categories of Scholarly Academics (SA) or Practice Academics (PA).

Table 1: SBGE Faculty Qualification Classification Schema (Bus, Acct., Econ)

	Sustaining Engagement Determined at the end of each academic year based on the most recent five-years of activity		
	<p>Academic Scholarship sustain currency and relevance through development and engagement involving substantive scholarly activities in their fields of teaching (2 qualifying publications; 5 qualifying contributions in total; tier 1 publication counts double; administrative load offsets 1 qualifying publication; recent PhD qualifies for 5 years)</p>	<p>Applied Practice Engagement sustain currency and relevance through professional engagement, and activities related to their teaching fields (5 qualifying practice activities in total)</p>	Not sustained
<p>Initial Qualification Determined at initial hiring</p>			
<p>Practitioner Degree or certification beyond bachelor's; no terminal qualification, or terminal qualification is out of field, but significant professional experience in teaching field</p>	<p>Scholarly Practitioners (SP) Master's or Bachelor's Degree and certification with 3 years of professional experience; (master's degree with 5 years of professional experience for graduate instructors); sustain currency through development and engagement involving substantive scholarly activities related to their fields of teaching</p>	<p>Instructional Practitioners (IP) Master's or Bachelor's Degree and certification with 3 years of professional experience; (master's degree with 5 years of professional experience for graduate instructors); sustain currency through substantive professional engagement, interaction, and relevant activities related to their teaching fields</p>	Other
<p>Academic Doctoral/ terminal degree qualification (e.g., Ph.D., J.D.) aligned to teaching field</p>	<p>Scholarly Academics (SA) Doctoral/ terminal degree qualification (e.g., Ph.D., J.D.) aligned to teaching field; sustain currency and relevance through development and engagement involving substantive scholarly activities related to their fields of teaching</p>	<p>Practice Academics (PA) Doctoral/ terminal degree qualification (e.g., Ph.D., J.D.) aligned to teaching field; sustain currency and relevance through substantive professional engagement, interaction, and relevant activities related to their fields of teaching</p>	
<p>Neither practitioner nor academic</p>	Other		

Academics

SBGE faculty are expected to participate in such development activities, learning and pedagogical research, contributions to practice, or discipline-based scholarship or appropriate professional engagement as may be necessary to assure that he or she remains qualified at all times.

A faculty member will be classified as currently qualified for a period of five years following the date on which his or her doctoral degree is first granted. A graduate student in a research doctoral program who has completed all but the dissertation in her program of study or met other program requirements that put her into the final stages of the dissertation (e.g., dissertation proposal is formally accepted by the student's faculty committee), will be deemed qualified for up to three years beyond the most recently completed graduate comprehensive examination or other milestone that puts her into the dissertation stage.

Classification as currently qualified may be lost if there is inadequate evidence of engagement, contributions, or development activities in the last five years. The standard requires that faculty members maintain their competence through efforts to learn about their specialty, how it is applied in practice, and how to teach it more effectively. Currency with the applicability and relevance of ideas and concepts in a faculty member's field result in beneficial outcomes for instruction, practice, and inquiry.

Faculty members can sustain their qualifications through a variety of efforts including production of intellectual contributions, professional development, and current professional experience. Each faculty member's annual professional development plan will include a statement as to the currency of his or her qualifications. Determinations of faculty status and whether particular contributions meet these standards will be made by the Dean.

In support of the goal that faculty should maintain qualified status at all times, "unqualified" faculty are not assigned overload instructional duties, may not lead study abroad trips, and may only attend domestic academic conferences in order to focus their time and energies on returning to qualified status.

The following guidelines outline the factors that will be considered by SBGE in assessing a faculty member's sustaining engagement for purposes of establishing their continuing scholarly or applied practice qualification status:

Scholarly Qualification

Intellectual contributions (“IC’s”) are original works intended to advance the theory, practice, and/or teaching of business and management. They are scholarly in the sense that they are based on generally accepted research principles, are validated by peers and disseminated to appropriate audiences. Intellectual contributions are a foundation for innovation. Validation of the quality of intellectual contributions includes the traditional academic or professional pre-publication peer review, but may encompass other forms of validation, such as online post-publication peer reviews, ratings, surveys of users, etc. Intellectual contributions must exist in a public written form and must be available for scrutiny by academic peers or practitioners.

SBGE prizes the scholarship of discovery, teaching, application, and synthesis and incorporates by reference the descriptions contained in Section 5.2.2.2 of the Faculty Employment Handbook. While faculty members are free to pursue their individual scholarly interests, candidates are encouraged to engage in scholarship that contributes to SBGE’s mission of faith integration and the development of a theology of business and/or government. Thus, intellectual contributions may be in any of the following categories:

- a. **Basic or discovery scholarship** that generates and communicates new knowledge and understanding and/or development of new methods. Intellectual contributions in this category are normally intended to impact the theory, knowledge, and/or practice of business and management.
- b. **Applied or integration/application scholarship** that synthesizes new understandings or interpretations of knowledge or technology; develops new technologies, processes, tools, or uses; and/or refines, develops, or advances new methods based on existing knowledge. Intellectual contributions in this category are normally intended to impact the practice of business and management.
- c. **Teaching and learning scholarship** that develops and advances new understandings, insights, and teaching content and methods that impact learning behavior. Intellectual contributions in this category are normally intended to impact the teaching of business and management.
- d. **SBGE mission scholarship** that develops and advances new understandings, insights, and teaching content and methods that impact the school’s development and advocacy for a theologically informed perspective on one’s discipline (i.e., theology and business, ethics, integrity, etc.). Intellectual contributions in this category are intended to impact academics, practitioners, or students. (This category is not mutually exclusive from the basic, applied or teaching scholarship categories.)

SBGE Faculty Manual

A faculty member teaching in an AACSB accredited program should have at least five qualifying intellectual contributions during the preceding five-year period where at least two such contributions are qualifying publications in order to satisfy the “continuing scholarly currency” requirement. (NOTE: During the Covid-19 pandemic the standard has been amended to five ICs within a six-year period.)

A body of substantial intellectual contributions and engagement while fulfilling significant administrative appointments (e.g., dean, associate dean, program, or center director) offsets one qualifying publication for sustaining engagement purposes (but not for tenure or promotion). SBGE encourages collaboration on intellectual contributions, co-authored publications are granted equal standing with single-author publications for this purpose.

Qualifying contributions include qualifying publications (see below), peer-reviewed conference papers & presentations; invited book chapters (provided the review process is on par with that of an academic conference); substantial revisions of textbooks provided that the level of review is on par with that of an academic conference; popular/trade press articles that advance the school’s mission and have impact; publicly available research working papers; papers presented at faculty research seminars; publications in trade journals; in-house journals; book reviews published in an approved peer-reviewed journal; written cases with instructional materials; instructional software; and service on editorial boards of approved peer-reviewed journals. Contributions that reach a wide audience of practitioners, for instance editorials in national newspapers, articles in publications widely read by practitioners, or books that reach a broad audience and contribute to the mission of SBGE may be accepted as “qualifying contributions,” subject to Leadership Team review and approval. Other contributions may be approved by the faculty members of the Leadership Team on a case-by-case basis.

Qualifying publications - publications in refereed academic journals (academic, professional, and pedagogical), research monographs, scholarly books, chapters in scholarly books, textbooks (first editions); invited book chapters and substantial revisions of books may be acceptable provided that in each case, the publication has been peer-reviewed on par with a typical academic journal article and contributes to the fulfillment of SBGE’s mission. Self-published books will not meet these criteria without documentation of rigorous peer-reviews. Publications in top-tier journals with low acceptance rate and/or high impact approved by (the faculty members of) the Leadership Team will count as the equivalent of two publications in other journals. These guidelines apply with respect to the qualification of journals:

- a. Journals must be listed in the current Academic Journal Guide published by the Association of Business Schools or the Australian Business Deans Council (ABDC) journal list. Conflicts between the two lists will be consequential in cases in which the traditional SBGE practice of counting a single top-tier publication as two occurs. In situations of conflict, the journal in which the article is accepted must be ranked either an A* on ABDC or a 4* on Academic Journal Guide; or

SBGE Faculty Manual

- b. The journal is on the list of those approved by the Leadership Team as appropriate for SBGE's innovation, impact, engagement, and mission. (An appendix of approved journals will be prepared by the faculty in each functional area, concentration, or department to reflect SBGE's unique mission. Individual faculty can submit additional journals to the Leadership Team for approval.)
- c. It is expected that under the 5/2 productivity model that each faculty member will meet the "2" requirement with at least 1 qualifying publication in the journals of his/her relevant academic discipline; however, a qualifying publication in a journal that is aligned with the mission of Seattle Pacific University can count as the 2nd contribution.
- d. No payment must be required for publication of a journal article.

Qualifying practice - scholarship synthesizes new understandings or interpretations of knowledge or technology; develops new technologies, processes, tools, or uses; and/or refines, develops, or advances new methods based on existing knowledge for the field of practice. Intellectual contributions in this category are normally intended to engage and impact a field of practice (i.e., business, government, civil society). To meet the standard, Qualifying Practice contributions must be comparable in quality to a Qualifying Contribution, as described for SA faculty (i.e., applying analogic reasoning).

Qualifying Practice contributions include: active roles of significance in a business enterprise, charitable/religious organization or professional event that focuses on the practice of business, management, and related issues (i.e., an active consulting practice; ongoing industry experience; serving on a board of directors); being an expert witness/policy expert; practice-oriented papers, cases, industry/technical reports, textbooks and supporting materials; work with standard setting bodies; obtaining a new or maintaining appropriate professional certification; development and presentation of executive education programs; etc.)

Political Science/GDS

A political science or GDEV faculty member should have at least five qualifying intellectual contributions during the preceding five-year period where at least one such contribution is a qualifying publication in order to satisfy the political science and GDEV scholarship expectations for purposes of tenure and promotion.

A body of substantial intellectual contributions and engagement while fulfilling significant administrative appointments (e.g., dean, associate dean, program, or center director) offsets one qualifying publication for sustaining engagement purposes (but not for tenure or promotion). SBGE encourages collaboration on intellectual contributions; co-authored publications are granted equal standing with single-author publications for this purpose.

Qualifying contributions include qualifying publications (see below), conference papers & presentations; substantial revisions of textbooks provided that the level of review is on par with that of an academic conference; popular/trade press articles that advance the school's mission; legislative testimony; publicly available research working papers; papers presented at faculty research seminars; publications in trade journals; in-house journals; book reviews published in an approved peer-reviewed journal; written cases with instructional materials; instructional software; panel discussions; and service on editorial boards of approved academic journals. Contributions that reach a wide or specialty-based focused audience of practitioners, for instance editorials in newspapers and magazines, articles in publications widely read by practitioners, engagement in important practitioner venues. Other contributions may be approved by the faculty members of the Leadership Team on a case-by-case basis.

Qualifying publications - publications in refereed academic journals (academic, professional, and pedagogical), research monographs, scholarly books, academic chapters in books, textbooks (first editions), popular/trade press books based on scholarly research for a wider audience, peer reviewed conference proceedings. Self-published books will not meet these criteria without documentation of rigorous peer-reviews.

An academically peer reviewed book will count as the equivalent of three publications in other journals; a trade book based on scholarly research will count as the equivalent of two journal articles. An edited book will count as the equivalent of one journal publication, but an edited book with an additional chapter shall count as the equivalent of two journal articles. Publications in top-tier journals approved by (the faculty members of) the Leadership Team will count as the equivalent of two publications in other journals.

The following guidelines apply with respect to the qualification of journals:

- a. The journal is approved by the Leadership Team as appropriate for SBGE's innovation, engagement, and mission. (An appendix of approved journals will be

SBGE Faculty Manual

prepared by the faculty in each functional area, concentration, or department to reflect SBGE's unique mission. Individual faculty can submit additional journals to the Leadership Team for approval.)

- b. No payment must be required for publication of a journal article.

Instructional Practitioners

Both relevant academic preparation and relevant professional experience will be required to establish a faculty member as qualified. Normally, the academic preparation should consist of a master's degree in a field related to the area of the teaching assignment. Normally, the professional experience should be relevant to the faculty member's teaching assignment, significant in duration and level of responsibility, and current at the time of hiring. An Applied Practice Qualified faculty member will also need to be engaged in appropriate continuous development activities that demonstrate the maintenance of intellectual capital (or currency in the teaching field) consistent with the teaching responsibilities.

In assessing the applied practice qualifications of any faculty member, the essential question to be considered is "whether the individual's professional experience rises to a level that can be judged to be comparable to the academic preparation and scholarship of a scholarly qualified faculty member in that it provides the individual with appropriate knowledge and skills to be an effective classroom teacher in the courses and mission components for which the position is expected to contribute?" Since this is the ultimate question, no single set of criteria can be expected to cover every situation. However, the following standards are intended to create presumptions that will govern the determination of status unless appropriately rebutted.

Additional factors that may positively affect an applied practice qualified determination include: an active consulting practice of significance and duration, serving in one or more board of director roles, successfully publishing papers in academic, professional, or trade journals, publishing other intellectual contributions such as cases, industry/technical reports, textbooks and supporting materials, work with standard setting bodies, writing for lay audiences, public talks, ongoing participation in theological training or training to enhance teaching capabilities, prior teaching experience at the executive, collegiate or graduate level, obtaining a new or maintaining appropriate professional certification, ongoing industry experience, faculty internships, development and presentation of executive education programs, and/or continuing in an active role of significance in a business enterprise, charitable/religious organization or professional events that focus on the practice of business, management, and related issues or other activities that place faculty in direct contact with business or other organizational leaders.

Impact, Innovation, and Engagement

All Faculty are expected to have impact on achieving the school's mission and on its constituents growing out of their scholarly and applied practice engagement activities. Faculty are expected to undertake activities that will demonstrate innovation, impact, and engagement with their academy, their profession, with the faith-based community, and with the mission of SPU. These activities will be reported annually in the PDP. In aggregate, these activities will comprise a substantial body of the evidence demonstrating the innovation, impact, and engagement SBGE has delivered.

Assessing Impact, innovation, and Engagement through a faculty member's activities can be subjective, and faculty should be prepared to provide reasoned support via the PDP process. As a guideline, some examples are provided below:

- **Mission Alignment**
 - a) Research awards and recognition that document alignment with SPU's mission
 - b) Publications that align with SPU's mission
 - c) Activities that promote SPU's mission

- **Academic**
 - a) Publications in leading academic journals
 - b) Citation counts / download counts
 - c) Editorships and leadership positions
 - d) Patents, grants, awards

- **Teaching / Instructional**
 - a) Grants for teaching / pedagogical practices
 - b) Case studies of research leading to the adoption of new teaching / learning practices
 - c) Textbooks that are widely adopted
 - d) Publications that focus on research methods and/or teaching
 - e) Mentorship of student research
 - f) Placement of students

- **Practice**
 - a) Publications in practitioner journals
 - b) Consulting
 - c) Presentations and workshops for business professionals
 - d) Expert witness, policy expert at legislative hearings

- **Community**
 - a) Memberships on boards of directors of corporate and non-profit organizations
 - b) Community activities related to the mission of SPU

- c) Invitations to serve on policy-making bodies
- d) Number of external attendees at SBGE-sponsored events

Participating and Supporting Faculty

A participating faculty member in SBGE actively engages in the activities of the school in matters beyond direct teaching responsibilities. Such matters might include policy decisions, educational directions, advising, research, and service commitments. The faculty member may participate in the governance of the school and be eligible to serve as a member on appropriate committees that engage in academic policymaking and/or other decisions. The individual may participate in a variety of non-class activities such as directing extracurricular activity, providing academic and career advising, and representing the school on institutional committees.

The school considers the faculty member to be a long-term member of the faculty regardless of whether or not the appointment is of a full-time or part-time nature, regardless of whether or not the position with the school is considered the faculty member's principal employment, and regardless of whether or not the school has tenure policies. The individual may be eligible for, and participate in, faculty development activities and take non-teaching assignments for such activities as advising as appropriate to the faculty role as defined at the school.

A supporting faculty member does not, as a rule, participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities. Usually, a supporting faculty member does not have deliberative or involvement rights on faculty issues, have membership on faculty committees, nor is the individual assigned responsibilities beyond direct teaching functions (e.g., classroom and office hours). A supporting faculty member's appointment is normally exclusively teaching responsibilities and is normally ad hoc appointment, for one term or one academic year at a time without the expectation of continuation.

SBGE will utilize these general descriptions to designate individual faculty members as either "participating" or "supporting." While no single rule or set of rules will in all cases yield an accurate designation, the following School specific factors will be used for further guidance:

- A. All faculty members who receive an appointment as a clinical professor, clinical instructor, executive-in-residence, assistant professor, associate professor, or full professor are expected to fully engage in the life of the School including participating regularly in functional activities such as curriculum design, course development, course delivery and assessment of learning. Usually, each such faculty member is also expected to serve as an adviser to students, serve on an SBGE internal committee, serve, from time

SBGE Faculty Manual

to time, on SPU university-wide committees, participate in SBGE faculty meetings (and vote as a full faculty member) and participate in SBGE's quarterly faculty retreats. Consequently, there will be a strong presumption that each such faculty member will be functioning as a "participating" member.

- B. An instructor who has not received an appointment as a regular member of the faculty may nonetheless be designated as a "participating" faculty member if (i) teaches at least three classes per academic year, (ii) regularly attends, participates and is eligible to vote on matters considered at SBGE faculty retreats and SBGE faculty meetings; and (iii) serves on one or more SBGE or SPU faculty committees.
- C. An instructor who has not received an appointment as a regular member of the faculty and who does not otherwise satisfy the requirements of paragraph B. above may nonetheless be designated as a "participating" faculty member if (i) he or she has taught (or is scheduled to teach) an aggregate of at least 4 classes in the current and immediately preceding academic year, (ii) and is otherwise participating at a meaningful level in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities as evidenced by a significant involvement in some or all of the following activities:
- pursuit of scholarship in furtherance of SBGE's mission;
 - curriculum review and redesign;
 - the development and/or implementation of assessment activities;
 - course design (beyond the level of course design expected of any adjunct instructor for his or her own course);
 - service on one or more SBGE faculty committees;
 - participation in the development and/or delivery of activities and programs of the Center for Integrity in Business or the Center for Applied Learning;
 - regular (and recurring) service as a mentor or coach for students or student teams;
 - active service on the School's Executive Advisory Board; or
 - development of his or her teaching capabilities for the primary purpose of delivering an enhanced educational experience for SBGE students.

A determination of "participating" or "supporting" status will be made for each faculty member, instructor, and adjunct on an annual basis.

Faculty Scholarship Expectations for Tenure & Promotion (Business, Accounting and Economics)

SBGE seeks to maintain a high level of scholarship and professional development. These standards are appropriate for an AACSB accredited school that has a primary emphasis on teaching. The university's other expectations for tenure and promotion are specified in the *SPU Faculty Employment Handbook*.

Tenure-track faculty members are expected to have Scholarly Academic status (see the **Faculty Status** section of the SBGE Faculty Manual) at all times. Candidates applying for tenure or for promotion are expected to be qualified as "Scholarly Academic" (SA) as described above. The SA requirements are considered minimum standards. At least one qualifying publication must be in a journal related to the candidate's discipline. SBGE's tenure and promotion committee will consider the quantity, quality, impact, and contribution to mission of faculty intellectual contributions when evaluating applications for promotion to associate or full professor. Candidates seeking promotion to full professor are further expected to have at least three qualifying publications since their promotion to Associate Professor while maintaining qualifications currency at all times during the five years prior to promotion. A faculty member not classified as a Scholarly Academic is not eligible for promotion, step increase, or tenure.

It is the candidate's responsibility to provide evidence of the quality and impact of journals by using criteria such as acceptance rates, significance of journal in the field, editorial process, expert/external testimony, and sponsor and its relevance to SBGE's mission and to make the case why his or her contributions are sufficient for tenure or promotion.

Faculty Scholarship Expectations for Tenure & Promotion (Political Science and Global Development Studies)

For purposes of tenure and/or promotion to Associate Professor, a political science or global development studies faculty member is expected to present evidence of a minimum of one significant public scholarly product prized by other scholars in the candidate's field outside the university. For purposes of advancement to Full Professor, a faculty member is expected to present evidence of a minimum of three significant public scholarly products prized by other scholars in the candidate's field outside the University, at least two of which must have been completed since promotion to Associate Professor. Articles, books, and book chapters published by recognized academic journals or presses that have undergone peer-review prior to publication are presumed to have met this standard, but other scholarly products may also meet the standard (e.g., a book published by a trade press as part of the "scholarship of synthesis" that is recognized as important by scholars in relevant fields; a textbook or reference work shown to be a significant contribution to the "scholarship of synthesis" or the "scholarship of teaching"; a

SBGE Faculty Manual

legislative or public policy proposal that is adopted by a government body and is recognized by scholars and policymakers as a significant contribution to public policy). The faculty member is also expected to present evidence of ongoing activity of research and scholarship in at least one area of specialization (e.g., Russian politics, Christianity and politics, French political theory, grassroots political mobilization, environmental policy). Evidence of this ongoing activity is provided not only by the faculty member's PDP but by a list of completed scholarly projects and a description of projects planned and in process that can be incorporated into the faculty member's vita whenever the faculty member is being considered for promotion.

Faculty Conduct Expectations

Teaching & Advising

Each member of the faculty will:

- **pursue excellence in teaching.** According to the faculty manual, undergraduate and graduate faculty are expected to maintain a total workload equivalent of 39 quarter credits per academic year. For undergraduate teaching, the instructional load is said to range from 30-36 credit hours and the non-instructional load may range from 3-9 credit hours. For graduate teaching, it is assumed that 27 quarter credits would be devoted to instruction, six quarter credits devoted to working with graduate students on research and advising, and the remaining six quarter credits being devoted to school and university governance, advising and professional development activities. Many SBGE faculty members cross the undergraduate/graduate line. In our school, we have tended to translate the credit hour formula into an understanding that each faculty member (absent a specific course release) will teach seven classes. Of course, it is not enough just to show up for 7 classes. Each member of the faculty is also expected to devote him or herself to the continuous improvement of teaching both in classroom techniques and in course design.
- **participate in advising students.** The university's approach requires that all professors participate in advising students in a roughly proportional manner. Each faculty member is assigned a number of advisees and is expected to be reasonably available in person and by e-mail to these advisees at appropriate times during the academic year.
- **make him or herself available to students for minimum of 10 hours per week.** At least five of these hours will be stated office hours. Except in rare occasions with appropriate notice, faculty members should be in their office and available to students during stated office hours. This does not negate the desirability of asking students to make specific appointments.
- **prepare a syllabus for each course that is taught.** Each such faculty member will ensure that the syllabus meets the model syllabus guidelines developed both at the SPU and SBGE levels and will forward a copy of the completed syllabus (together with the related certification) to the appropriate staff person for record-keeping.
- **ensure that he or she teaches the particular learning objectives assigned to his or her courses in the curriculum map and will specifically list these objectives in the related syllabi.**
- **incorporate the embedded assessments assigned to his or her class.** He or she will promptly collect and deliver the assignments to the staff person assigned to maintain the related database.

- **submit orders for textbooks by the established deadlines.**
- **return midterms and papers in a timely fashion with appropriate grades and instructive comments.** Graded midterm exams should be returned at least within the next two class sessions after the midterm and papers (that are no longer than 5 pages in length) at least within two weeks of the time that the papers are turned in. Returned papers should include appropriate comments in addition to grades.
- **generally, award grades in his or her classes consistent with the SBGE grading policy.** This policy establishes mean grades for different course levels.
- **share the responsibility of offering required university-wide courses.** Currently, our required load (to carry our fair share of the total burden) is 4 UCOR classes, and 4 Writing in Discipline courses each year.

Scholarship

Each member of the faculty will:

- **stay current on both academic trends and on the ground business practices in his or her field.** This will require regular review of applicable journals and books, attendance at professional conferences and the cultivation of contacts with members of the business community.
- **actively contribute to the development of scholarship in his or her discipline.** According to our handbook, generally 30% of a faculty member's workload should be devoted to scholarship. **Faculty are expected to actively participate in scholarly activity and should produce an average of at least one intellectual output per year.** Over a five-year period, it is expected that at least two of these outputs will be qualifying publications. These expectations are central to our self-identity as a community of scholars and to our ongoing accreditation as an AACSB school.

Service

Each member of the faculty will:

- serve annually on an SBGE committee (Undergraduate, Graduate or Assessment), and contribute to the work of that committee. In addition, faculty may be asked to serve on an ad hoc task force (e.g., search committee, post-tenure review, etc.)
 - Exempted from the SBGE service requirement are:
 - members of the faculty serving on a university-wide committee
 - members of the faculty during their first year with the School
 - These faculty may be assigned to committee, but participation is voluntary.
 - Committee work requires attendance at regular committee meetings and a reasonable amount of committee work outside of the meetings.
 - In general, it is not unreasonable to expect 2-3 hours of committee work per week from all members of the committee.
- **periodically serve on a University standing committee or serve on a significant University task force, as designated by the dean, at least once in every five-year window.** In the aggregate, SBGE faculty should fill about 10% of the all-SPU faculty roles and this responsibility should be widely spread among the SBGE faculty.
- **provide service to his or her church.** At a minimum, this requires church affiliation, regular attendance, and some level of participation beyond mere attendance.
- **serve as a faculty or adjunct mentor at least once every five years.** As new faculty arrive or new adjuncts are selected, an appropriate faculty member is assigned to serve as the mentor and to work through a checklist of activities designed to help the new faculty and adjuncts succeed.
- **accept periodic special assignments.** Each faculty member should be willing to accept his or her share of these additional projects.

Professional Development

Each member of the faculty will:

- **participate in a timely way in the preparation and review of Professional Development Plans and Post Tenure Reviews.** SBGE requires the preparation and review of PDPs on an annual basis. Post tenure reviews are conducted on a five-year cycle unless a comparable review has been substituted in its place. All faculty members are expected to contribute their share of time to reviewing and commenting on the work of their peers as part of the tenure and post tenure review process.

SBGE Faculty Manual

- **regularly attend and participate in faculty workshops and colloquium.** While faculty members may not be able to attend all of these, an SBGE faculty survey suggested that faculty members are expected to attend "most (more than 80 percent)" of these workshops and colloquia.
- **confine him or herself to no more than eight hours per week of outside consulting** (unless an exception has been made with the approval of the Provost) and will submit a notification of all external consulting work (both paid and unpaid) to the Dean prior to the commencement of such work.

Community Development and Professional Conduct

Each member of the faculty will:

- **treat all members of the faculty and staff with professionalism and respect.**
- **participate in the required "high ceremony" events and will attend the annual all-SPU faculty retreat.**
- **attend SBGE faculty retreats** (unless specifically excused by the Dean).
- **regularly attend 80% or more of SBGE faculty meetings.** Again, the "most (more than 80 percent)" standard was indicated in the faculty survey as an appropriate attendance level.
- **attend the "new majors" event and, at a minimum, two of the four (Undergraduate, Accounting, BGS and Graduate) end-of-year lunches or dinners.**
- **be on campus for at least 3-4 relatively full days a week.** In order to do his or her job appropriately, a full-time member of the faculty needs to be on campus as needed for class, office hours and meetings but at least 3 relatively full days a week in any event.
- **regularly participate in the review of classes, files, and papers for other SBGE faculty members.** Third-year reviews, cross-campus interviews, tenure applications, applications for promotion, post-tenure reviews, faculty awards for teaching and scholarship and other comparable assessments all require that individual classes, files, and papers be reviewed by faculty members and each member of the SBGE community is expected to participate.
- **respond to emails and voicemails received from SPU students, prospective students, faculty, staff, parents, and members of the business community by the end of the following business day.** An out of office message (with appropriate details) should be turned on in both the voicemail and email systems if a faculty or staff member will be away from the office for more than 2 days or, in the alternative, the faculty member should arrange to have his or her

messages forwarded to someone who has agreed to review them and respond to them in his or her absence.

Two caveats: first, most faculty are "on contract" for only nine months of the year. Obviously, these expectations are applicable to the "on contract" time frame. Second, this statement of expectations represents the Dean's compilation of expectations from a variety of sources. Obviously, if there are any conflicts between this document and a faculty member's actual contract, such conflicts should be resolved in favor of the contract.

PROFESSIONAL ETHICS (See the SPU Faculty Manual)

Although no rules or professional code can either guarantee or substitute for the faculty member's personal integrity, the 1966 "Statement of Professional Ethics" of the American Association of University Professors states the obligations assumed by all members of the academic profession. That statement, as amended in 1990 and reproduced here in abbreviated form with additions, is made a part of the ethical expectations of faculty members at Seattle Pacific University.

Members of faculty, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end they devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although they may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

As teachers, faculty encourage the free pursuit of learning by their students, holding before them the best scholarly standards of their discipline. They demonstrate respect for the student as an individual and adhere to their proper role as intellectual guide and counselor. They make every reasonable effort to foster honest academic conduct and to assure that their evaluation of students reflects students' true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation of students for their private advantage and acknowledge significant assistance from them. They protect students' academic freedom.

As colleagues, faculty have obligations that derive from common membership in the community of scholars. They respect and defend the free inquiry of their associates. In the exchange of criticism and ideas they show due respect for the opinions of others. They acknowledge their academic debts and strive to be objective in their professional judgment of colleagues. They accept their share of faculty responsibilities for the governance of their institution.

As members of their institutions, faculty seek above all to become effective teachers and scholars. Although they observe the stated regulations of the institution, provided that the regulations do not contravene academic freedom as described in [this](#)

Handbook they maintain their right and obligation to criticize and seek revision of policies. They determine the amount and character of the work they do outside and inside the institution with due regard to their paramount responsibilities as faculty. When considering the interruption or termination of their service, they recognize the effect of their decision on the program of the institution and give due notice of their intentions.

As members of their community, faculty have the rights and obligations of other citizens. They measure the urgency of these obligations in light of their responsibility to their profession and to their institution. When they speak or act as private persons, they avoid creating the impression that they speak or act for their institution. They recognize that, as citizens engaged in a profession that depends on freedom for its health and integrity, they have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

As scholars and researchers, faculty members are responsible to propose, conduct and report research with integrity. This responsibility includes, but is not necessarily limited to, avoiding deception at all stages; conducting research on human subjects only with the highest ethical standards and with appropriate review; proper care of animals used in research; avoiding plagiarism (including use of students' ideas without their permission and without citation of debt to them); and refraining from use of privileged information.

As employees, faculty, in common with all trustees, officers, and other employees, acknowledge a fiduciary relationship with the University based on loyalty, trust, good faith, and candor in performing job-related duties. In order to avoid conflict of interest or appearance of conflict of interest, each employee is urged to use good judgment, high ethical standards, and honesty in all job-related business dealings. Every employee of the University who is involved in a situation, which may give rise to actual or apparent conflict of interest, shall advise the President of that situation. The President will review any perceived conflicts of interest and decide on their disposition.

As Christians. In addition to the normal ethical standards of the profession, and because of Seattle Pacific's commitment to its Christian mission, faculty are called to a standard that even exceeds those of the world. Such Christian standards are based on the authority of Scripture. It is the high calling of the Seattle Pacific faculty member to search for clarity from the Scriptures in all matters of ethical behavior and to seek always to live by these worthy standards.

SPECIAL FACULTY APPOINTMENTS

Clinical Professor or Executive in Residence

1. Purpose

The purpose of the clinical professor/executive in residence position(s) is to enhance SBGE's focus on the applied aspects of business education. The holder of the position is expected to have significant business experience and to bring an interdisciplinary perspective to both the classroom and to his/her colleagues.

2. Rights and Privileges

The clinical/executive in residence professor shall enjoy the same voting rights as other faculty. Note, however, that since this position is not tenure-track, the holder may not vote on tenure or promotion decisions. The professor will participate in the annual PDP process.

3. Hiring Process

Candidates shall be a match with the university's mission and be interviewed by the full SBGE faculty and the dean.

4. Expectations

A. Collegiality - The holder is expected to meet university collegiality standards.

B. Teaching - The holder will have an appropriate teaching load as negotiated with the dean. His/her load may be heavier than other faculty. The holder shall participate in all pedagogical initiatives (e.g., instructional workshops, faith integration, teaching portfolios, syllabi and curricular revisions, etc.) and all other faculty meetings and retreats.

C. Scholarship - The level of scholarship to be expected of each Clinical Instructor will be negotiated with the dean. It is anticipated for AACSB purposes that Clinical Instructors will be professionally qualified. Scholarly activity, if any, should be primarily applied in nature

D. Service – The holder is expected to fully engage in the life of the School including participating regularly in functional activities such as curriculum design, course development, course delivery and assessment of learning. Usually each such faculty member is also expected to serve as an adviser to students, serve on an SBGE internal committee, serve, from time to time, on SPU university-wide committees, participate in SBGE faculty meetings (and vote as a full faculty member) and participate in SBGE's quarterly faculty retreats.

E. Currency - Currency will be maintained by on-going business activities, service, or scholarship, in an appropriate mix.

SBGE Faculty Manual

F. Evaluation - Clinical faculty will participate in the PDP process and will be submit reviews on each 5th anniversary of their hire.

DONALD L. SNELLMAN CHAIR IN ENTREPRENEURSHIP

DONALD L. SNELLMAN CHAIR IN ENTREPRENEURSHIP was established on the 4th day of January 1983 and dedicated to the recognition of the achievements of an outstanding scholar and teacher, calling attention to the importance of small business in the American free enterprise system, and promoting the entrepreneurial spirit in the business community of the Northwest.

The occupant of the Chair is to be a distinguished and productive scholar who embodies the Christian ideals of the University, who is committed to teaching, and who has practical business experience. Such occupant shall be appointed to a three-year term, with renewal or reassignment of the Chair determined by the President of the University upon recommendations from the Provost, the Dean of the School of Business, Government, and Economics, the School of Business Executive Advisory Board, and the faculty.

Reappointment to the Chair shall be governed by the following requirements:

At the end of each three-year appointment, the then-current holder of the Chair may be entitled to reappointment to the Chair for the subsequent three years if he/she achieves the following minimum objectives during the current three-year term:

1. Performs his/her work in a manner such that a contract for the next year is offered at Seattle Pacific University (SPU). The holder may accept a full-time administrative post at the University and retain the Chair, but only with the consent of the Vice President of Academic Affairs and the President.
2. Acts as consultant, with or without pay, to at least six non-SPU organizations. These organizations may be private business firms, non-profit religious or charitable organizations, or governmental or quasi-governmental bodies. If the Chair serves on the board of directors of a profit or non-profit organization, each year of service will be counted as one consulting assignment unless he/she undertakes a special assignment not associated with board membership.
3. Gives six workshops, speeches or lectures dealing with subject matter associated with entrepreneurship, the management of smaller business, or free enterprise. The subject matter should deal with such areas as tools, techniques and concepts of management, the ethics of free enterprise, and the past or future of entrepreneurship and/or free enterprise. This requirement may be filled if the Chair participates in workshops organized and promoted by others, so long as his/her presentation is 45 minutes in length or longer. Presentation of a paper at a professional association such as the Academy of Management, the International Council of Small Business, the Small Business Institute Director's Association, or similar organization counts as two workshops. An invited lecture or paper given at an AACSB accredited college or university counts as two workshops. Radio or television appearance of less than 10 minutes will not count as workshops but are encouraged. Appearances of more than 10 minutes will count.

SBGE Faculty Manual

4. The Chair may take a University approved one-year leave of absence or sabbatical leave and still retain the Chair only if two-thirds of the minimum requirements in (2) and (3) above are met during the three-year period in which the leave or sabbatical takes place.
5. Any other requirements or arrangements with respect to the Chair may be made with the consent of the Dean, the Provost, and the President.

AWARDS

SBGE Teacher of the Year

Objective: To encourage and reward excellence in teaching at SBGE.

Process:

1. Faculty shall nominate SBGE professors at the request of the dean. The nominated professors have to be full-time faculty members with no less than two years of teaching at SPU. No nominating body can nominate more than two professors.
2. Those selected faculty will compile a teaching portfolio which will include:
 - a.) An outline of teaching responsibilities which should include such things as course titles, how many times taught, enrollments, newly designed or traditional offering, relationship to other required or elective courses, and information about students taking the course.
 - b.) A statement of teaching philosophy and goals. This should reflect on such things as the mission of SBGE, integration of faith and business disciplines, nature of student learning and faculty's role, process and content goals for courses taught.
 - c.) Representative Instructional Material. Syllabi, student assignments, grade profiles, professor feedback on student work, reflective memos on syllabi.
 - d.) Evaluations of Teaching. This should include student and peer evaluations and unsolicited evaluations.
 - e.) Any details of teaching honors and activities undertaken to improve teaching.

This portfolio should include teaching over the preceding 24-month period.

3. These portfolios will be submitted to the award committee which will be made up of the Dean and the Faculty Development Committee.
4. The selection criteria will be weighted in the following way:

Teaching Responsibilities	5%
Statement of Teaching Philosophy and goals	20%
Instructional Material	35%
Evaluations of Teaching	35%
Teaching Honors and Activities	5%
Total	<u>100%</u>

See evaluation worksheets attached for the selection committee.

5. The selected professor will be announced at the SBGE Fall Retreat each year.
6. Previous recipients will be ineligible for the award for two years after receiving it.

Adjunct of the Year

SBGE Adjunct Teacher of the Year

1. The purpose of this award is to encourage and reward excellence in teaching by adjunct faculty at SBGE.
2. Faculty shall nominate adjunct faculty at the request of the Dean. Individual faculty may nominate a maximum of two adjunct instructors each.
3. If the Dean requests it, nominated adjuncts should compile a brief (two pages) portfolio. The portfolio may include a combination of the following items:
 - (a) extracts from teaching journals, letters of thanks from colleagues, video vignettes from classroom teaching, statements of purpose and rationale in the course syllabus, and narrative evaluations given to students on their work in progress.
 - (b) incidents in which new materials have been designed or alternative teaching approaches experimented with.
 - (c) responses made to student evaluations of teaching.
4. These portfolios, if requested, should be submitted to the Dean's office. The award Committee shall consist of the Dean and at least two members of the Faculty Development Committee.
5. The selected professor will be announced in an appropriate way at the SBGE Fall retreat every year.
6. Previous recipients will be ineligible for the award for two years after receiving it.

SBGE Scholar of the Year

Objective: To encourage and reward excellence in scholarship at SBGE.

Process:

1. Faculty should submit applications at the initiative of the Dean each year.
2. The nominated faculty should submit a current CV and one page description of their scholarship describing and ranking their scholarship achievements for the preceding 24 months.
3. The time period for consideration of scholarship shall be two years from April 1 to March 31 and include published articles and articles accepted for publication as evidenced by a letter from the journal's editor, books, book chapters, etc. Other achievements such as national and regional presentations, etc. are all evidence of active scholarship. The scholarship should be categorized in the following way: basic scholarship, applied scholarship, the scholarship of teaching, and integration of faith and discipline type scholarship.
4. These materials will be submitted to the award committee which will be made up of the Dean and the Leadership Team.
5. The awards committee shall make the award by considering the quality and significance of the scholarship. Such judgments should be made within the context of the mission of the School of Business, Government, and Economics. Quality issues to be addressed are issues like a description of the review process the research output went through, acceptance rates on the published item, expert/external testimony as to the quality of the output. Significance can be established through a faculty essay explaining why the work is important, to whom, and for what purpose; external reviews; relation to the SBGE mission statement; documentation of individual assignment, i.e., what is SBGE requiring of the faculty person? Quantity will be considered in light of the previous criteria of quality and significance.
6. Previous recipients are ineligible for the award for two years after receiving it.
7. The selected professor will be announced in an appropriate way during the Fall SBGE Faculty Retreat.

SBGE Ambassador of the Year

Objective: To encourage and reward activities that promote the visibility and positive reputation of SBGE in the Puget Sound business community.

- Process:
1. Faculty and staff should submit applications using the attached nomination form in response to an invitation issued by the Dean or the Faculty Development Committee each year. To qualify for this award, the nominee must be a current full time or part time faculty or staff member of SBGE. Self-nominations are appropriate and encouraged.
 2. The activity or activities identified in the nomination form can be ongoing or accomplished during the last 3 years. Here are examples of activities that would qualify for the award:
 - a) Engaging in community activities with organizations like the Greater Seattle Chamber of Commerce, the Downtown Association, United Way, or the offices of the Mayor or Governor to offer expertise and facilitate access of the business community to SBGE resources.
 - b) Cultivating individuals such as the business editor or TV reporters that resulted in positive press for SBGE.
 - c) Delivering the keynote address at local events involving persons active in the business community.
 3. The nomination form (and any related materials that the nominated faculty member would like to supply) will be submitted to the award committee which will be made up of the Dean and the Leadership Team.
 4. The awards committee shall make the award by considering the impact and significance of the activities on the reputation. Such judgments should be made within the context of the mission of the School of Business, Government, and Economics.
 5. Previous recipients are ineligible for the award for two years after receiving it.
 6. The selected professor will be announced in an appropriate way during the Fall SBGE Faculty Retreat.

SBGE Faculty Manual

Ambassador of the Year
NOMINATION FORM

The Ambassador of the Year award was established in 2006 by David Laube, long-time member of the Executive Advisory Committee. The award is designed to build connections between the Business School and the business community. The primary objective is to recognize SBGE faculty and staff who have engaged in activities that promote the visibility and positive reputation of SBGE within the business community.

To qualify for this award, the nominee must be a current full time or part time faculty or staff member of SBGE.

Name of Nominee: _____

Describe the activity that qualifies for nomination:

Describe the way the activity has promoted the visibility and positive reputation of SBGE within the business community:

List at least two other sources or individuals who will help us learn more about the nominee's accomplishments:

Name: _____	Phone: _____
Name: _____	Phone: _____

Submitted by: _____

Return this form to the Dean with any additional supporting documentation by (insert deadline date).

FACULTY DEVELOPMENT

SPU has articulated a faculty development plan. (See the Faculty Manual.) A core element of the faculty development process is the annual Professional Development Plan (PDP).

Professional Development Plan Process and Template

The Faculty Manual states:

“The Professional Development Plan (PDP) allows each faculty member to plan an appropriate course of professional development. The PDP also assists faculty committees and University administrators to plan for faculty development resources, and is used in the faculty evaluation process”

I. Process

Annually, the faculty will prepare a written Professional Development Plan and update his or her curriculum vitae. PDPs will be submitted to the Dean on an annual basis and each member of the faculty will meet at least annually to discuss his or her plans with the Dean. For tenured faculty, a faculty member may opt for an informal consultation in lieu of a full PDP review on an every-other year basis.

II. Template

A. Curriculum vita

A current curriculum vitae is to be submitted along with the written Professional Development Plan in advance of the annual PDP meeting with the Dean. Updates or changes to the CV from the previous year should be highlighted.

B. Scholarship plan for the coming academic year: The faculty member will submit an updated scholarship plan in a form (See, Exhibit 1, Scholarship Ladder instructions & Form below) requested by the Dean.

C. Past reflections

A written reflection on the strategies and projects identified during the prior year’s PDP will likewise be submitted in advance of the annual PDP meeting. Included in the PDP reflection should be an analysis of the faculty member’s Impact, Innovation, and Engagement over the previous year.

D. Future planning

1. Teaching: Reflect on teaching evidence (e.g., student evaluations, colleagues’ feedback from the teaching portfolio process and self-evaluation), addressing the following questions:
 - a. What aspects of my teaching should I target for improvement this year?
 - b. What strategies and activities will enable me to improve in these areas (e.g., new uses of classroom technologies, pedagogical literature, workshops)?

SBGE Faculty Manual

- c. What new strategies and activities do I plan to use this year to address better the SBGE's two mission-driven distinctives (faith integration and experiential learning) and various learning objectives?
2. Scholarly activity: Reflect on your scholarship (including both published work and work in progress) addressing the following questions:
- What will you do with any unmet aspirations from previous year's PDP?
 - What outputs (e.g., presentations, conference papers, publications) do I expect to produce this year?
3. Service to University: Reflect on your service to the University addressing the following questions:
- What committees and/or task forces (SPU and SBGE) will I serve on this year?
 - What other service will I render to the university (e.g., development, recruitment)?
4. Service to Church and Community: Reflect on your service to the church and community addressing the following questions:
- What service will render to the local church and/or wider Christian community?
 - What service will I render to nonprofit organizations?
 - What service will I render via consulting?
5. Personal Qualities: Reflect on your personal circumstances in addressing the following questions:
- In what ways will I foster personal and spiritual growth this year?
 - How will I enhance SBGE's collaborative learning community in terms of collegiality?
6. Please address plans to contribute to the school's body of work in the AACSB categories of Innovation, Engagement, and Impact. (See, Exhibit 2, Impact, Innovation, and Engagement Instructions and Form below)
7. Please describe how you are supporting SBGE's mission by integrating faith into your teaching and scholarship especially through (but not limited to) DEIB and PRME/SDG's. (See, Exhibit 3, SBGE Mission Instructions below)
8. We are working to strengthen the culture of assessment and excellence in all areas—especially our core of teaching and research. With the shift toward more advising for faculty members, one of the ways to increase awareness is the **Advising Evaluation** that is available on Banner. We would like each of you to access your Advisor Evaluation and add it to your PDP materials. Here is how you can access your course evaluations and *advising* evaluations. If you have questions about this part, please connect with Ross Stewart.
- Go to the "Faculty and Advisor Menu" in Banner.
 - Select "Online Evaluations."
 - Click the Go button for "View detailed evaluation reports"
 - Select a term.
 - Choose *advisor evaluations* (rather than course evaluations)

D. Additional materials

SBGE Faculty Manual

1. From time to time, the PDP meetings may also be used as an appropriate time to collect and discuss other information relative to a faculty member's development activities.

Exhibit 1 **Scholarship Ladder Instructions & Form**

PDP 2022-2023 for example

Name:

Year	Number of Refereed Journal Articles	Number of Refereed Conference Papers	Number of Books Published	Other (Count and Describe by category)
22-23				
21-22				
20-21				
19-20				
18-19				
17-18				
16-17				
Totals				

Delete the example below and paste in your own:

SBGE Faculty Manual

https://banweb.spu.edu/pls/prod/!wwskfsar.p_activity?action=REVIEWACTIVITIES&faculty_pidm= - Microsoft Internet Explorer p...

https://banweb.spu.edu/pls/prod/!wwskfsar.p_activity?action=REVIEWACTIVITIES&faculty_pidm=

File Edit View Favorites Tools Help

Go Google

Bookmarks 33 blocked Check AutoLink AutoFill Send to Settings

Favorites Web Slice Gallery

https://banweb.spu... Christian Scholar's Revi... Full Text Electronic Peri... Page Safety Tools

Main Menu Faculty and Advisor Menu Employee Menu Personal Menu

Search Go [RETURN TO FACULTY SCHOLARLY ACTIVITY MENU](#) [SITE MAP](#) [HELP](#) [EXIT](#)

To add an activity, [click here](#).

Current Activities

Article in an academic journal (Peer reviewed)

- Diddams, M., Lisa Surdyk, Denise Daniels and Jeff Van Duzer. "Implications of Biblical Principles of Rhythm and Rest for Organizational Practices." *Christian Scholars Review* 33:3 (2004): 311-333.
- Van Duzer, Jeff. "Managing the High Cost of Litigation: A Business Law Classroom Exercise." *Journal of Business Education* na (2005): na.
- Schlee, Regina and Jeff Van Duzer. "An Examination of Alternative Approaches to the Treatment of Confidential Information in Live Case Projects." *Marketing Education Review* 17 (2007): 71-82.
- Van Duzer, Jeff, Randy Franz, Gary Karns, Terri Dearborn, Denise Daniels, & Ken Wong. "It's Not Your Business: A Christian Reflection on Stewardship." *Journal of Management, Spirituality and Religion* Spring (2007): na.

Chapter/essay/story/poem in book (General readership)

- Van Duzer, Jeff. "Free Markets and the Reign of God." *Global Neighbors: Christian Faith and Moral Obligation in Today's Economy*. Ed. D. Hicks and M. Valeri. Grand Rapids: William B. Eerdmans Publishing Company, 2008. 109-132.

Poster presentation (peer reviewed)

- Wong, Ken, Jeff Van Duzer, B. Dyck., *Dirty hands, necessary Evils and Half-loaves: Ethics and Compromise in Managerial Roles*. Academy of Management . na. 2005.
- Van Duzer, Jeff and Denise Daniels. *Niebuhrian Types as Predictive of Business Dissonance*. Christian Business Faculty Association. Seattle, WA. 2007.

Proceedings (peer reviewed publication)

- Daniels, Denise, Randy Franz, Gary Karns, Jeff VanDuzer, & Ken Wong. "Towards A Statement of the Biblical Purposes of Business." Fifth International Symposium on Catholic Social Thought and Management. 2003.
- Daniels, Denise, Randy Franz, Gary Karns, Jeff VanDuzer, & Ken Wong. "The Biblical Purposes of Business." Business as a Vocation Seminar- University of St. Thomas. 2004.
- Schlee, Regina & Jeff VanDuzer. "What a Litigious World We Live In! Legal Implications of the Treatment of Confidentiality in Student Marketing Projects." Proceedings of the Marketing Educators' Assn. 2005.
- VanDuzer, Jeff and Jon Deming. "Theological Foundations of the Purpose of Business." Western Economics Assn. 2006.
- Karns, Gary and Jeff VanDuzer. "Direct Assessment; A Case Study." Marketing Educators Assn. 2006.
- Wong, Kenman and Jeff VanDuzer. "Navigating Muddy Waters: Preparing Students to Handle Moral Compromise in the Context of Managerial Roles." Christian Business Faculty Assn. 2006.
- Schlee, Regina and Jeff VanDuzer. "An Examination of Alternative Approaches to the Treatment of Confidential Information in Live Case Projects." Marketing Educator's Assn. 2007.
- Daniels, Denise, Margaret Diddams and Jeff Van Duzer. "A magnetic pull on the internal compass: The effects of moral self on ethical sensitivity." Academy of Management Annual Meeting. 2009.

RELEASE: 8.1.1

Done Trusted sites 100%

start Microsoft Offic... https://banweb.s... Search Desktop 3:30 PM

Exhibit 2

Impact, Innovation, & Engagement Instructions and Form [Add new template](#)

For your 2022-23 PDP, please provide a listing of your Impact, Innovation, and Engagement activities.

If in doubt, list it; we will sort it out later. Thank you.

Innovation	Impact	Engagement

Measuring Impact

ACADEMIC IMPACT

- Publications in highly recognized, leading peer-review journals (journals in a designated journal list, Top 3, Top 10, etc.)
- Citation counts
- Download counts for electronic journals
- Editorships, associate editorships, editorial board memberships, and/or invitations to act as journal reviewers for recognized, leading peer-review journals
- Elections or appointments to leadership positions in academic and/or professional associations and societies
- Recognitions for research (e.g., Best Paper Award), Fellow Status in an academic society, and other recognition by professional and/or academic societies for intellectual contribution outcomes
 - Invitations to participate in research conferences, scholarly programs, and/or international, national, or regional research forums
 - Inclusion of academic work in the syllabi of other professors' courses
 - Use of academic work in doctoral seminars
 - Competitive grants awarded by major national and international agencies (e.g., NSF and NIH) or third-party funding for research projects
 - Patents awarded
 - Appointments as visiting professors or scholars in other schools or a set of schools

TEACHING/INSTRUCTIONAL IMPACT

- Grants for research that influence teaching/pedagogical practices, materials, etc.
- Case studies of research leading to the adoption of new teaching/learning practices
- Textbooks, teaching manuals, etc., that are widely adopted (by number of editions, number of downloads, number of views, use in teaching, sales volume, etc.)
- Publications that focus on research methods and teaching
- Research-based learning projects with companies, institutions, and/or non-profit organizations
- Instructional software (by number of programs developed, number of users, etc.)
- Case study development (by number of studies developed, number of users, etc.)

BACHELOR'S/MASTER'S LEVEL EDUCATION IMPACT

- Mentorship of student research reflected in the number of student papers produced under faculty supervision that lead to publications or formal presentations at academic or professional conferences
- Documented improvements in learning outcomes that result from teaching innovations that incorporate research methods from learning/pedagogical research projects
- Hiring/placement of students
- Career success of graduates beyond initial placement
- Placement of students in research-based graduate programs
- Direct input from organizations that hire graduates regarding graduates' preparedness for jobs and the roles they play in advancing the organization
- Movement of graduates into positions of leadership in for-profit, non-profit, and professional and service organizations

PRACTICE /COMMUNITY IMPACT

- Media citations (e.g., number, distribution, and effect)
- Requests from the practice community to utilize faculty expertise for consulting projects, broadcast forums, researcher-practitioner meetings, faculty/student consulting projects, etc.
- Publications in practitioner journals or other venues aimed directly at improving management expertise and practice
- Consulting reports
- Research income from various external sources such as industry and community/governmental agencies to support individual and collaborative research activities
- Case studies based on research that has led to solutions to business problems
- Adoption of new practices or operational approaches as a result of faculty scholarship
- Presentations and workshops for business and management professionals
- Invitations for faculty to serve as experts on policy formulation, witnesses at legislative hearings, members of special interest groups/roundtables, etc.
- Tools/methods developed for companies
- Memberships on boards of directors of corporate and non-profit organizations

EXECUTIVE EDUCATION IMPACT

- Sustained and consistent involvement of research-active faculty in executive education programs
- Sustained success of executive education programs based on demand, level of participation, and repeat business
- Market research confirming value of executive education programs delivered by research-active faculty
- Consulting activities of research active faculty that stem from participation in executive education activities
- Inclusion of cases and other materials in degree programs that can be identified as resulting from executive education activity
- Partnerships between the school and organizations that participate in executive education programs, which benefit the school's teaching, research, and other activities and programs
- Involvement of executive education participants and their organizations in the teaching mission of the school (e.g., executive-in-residence program)
- Linkage between organizations participating in executive education and student internships, as well as placement of graduates in entry-level positions

Exhibit 3

SBGE Mission Instructions

Activity Promoting SBGE Mission

Mission: Deeply grounded in Christian faith and values, we develop leaders who advance human flourishing through service in business, government, and civil society.

The context of our teaching, scholarship, advising, and service is our mission. As such, faith integration is central to our work as is the practical implications of how that faith can serve to advance human flourishing. SBGE choose to be a PRME champion school as a reflection of this commitment to putting hands and feet to our faith. Thus, SBGE has developed two primary initiatives that directly focus our work together: 1) Diversity, Equity, Inclusion, and Belonging (DEIB) and 2) advancement of PRME through integration of the Sustainable Development Goals (SDGs). Given that faith integration and its practical expression through DEIB and PRME, please indicate your efforts and activities in support of the SBGE mission and initiatives. Note: the expectation is that not everyone will be working on everything all at the same time, but it is expected that each person will be working on one of these areas.

1. FAITH INTEGRATION: How are you or how might you include faith integration into your teaching and scholarship?
2. DIVERSITY, EQUITY, INCLUSION, AND BELONGING: How are you or how might you include diversity, equity, inclusion, and belonging topics and issues in your courses?
3. PRME/SDGs: How are you or how might you include sustainable development goal topics and issues in your courses?

Diversity, Equity, Inclusion, and Belonging

Some ways you might do this:

1. Expose students to information on the history of eugenics in the US and the role that your field played in the past oppression of people of color. Honestly discuss the lingering effects of eugenics into our present time.
2. Talk about historical bias events, such as the intelligence testing that occurred on Ellis Island in the early 1900's to prevent "unintelligent" individuals from entering the U.S.
3. Integrate in perspectives of scholars of color in your courses, especially if their ideas challenge the status quo and our personal comfort.
4. Expose students to current events that are happening at the intersection of economic, racial, and climate injustice.
5. Invite students into a holy, loving resistance to ideas and systems that stand against bringing the kingdom of Jesus into our present world.

Example

DIVERSITY, EQUITY, INCLUSION, AND BELONGING:

XXX and I plan to do a class session in XXX where we reverse role play a scenario where race affects loan decisions in America. I also plan to take advantage of book clubs in SBGE and SPU around this topic to continue to learn more about anti-Black racism (ABR). Lastly, I will review on my own time the Magna Mentor videos as I am able and new ones become available. With regards to my research, I am working to find relevant articles about this topic to teach in my classes to continue the important conversation about race in America, despite the difficulty of finding people of color scholarship in my field (XXX% White Male dominated according to a 2000 survey). During August (1-21), I reviewed material and participated in a White accountability group about ABR at SPU for the A4BL online conference. Given recent local and national events, it is imperative we provide space to discuss anti-Black racism with our students and lean into the Christian perspective. I plan to incorporate some of those resources into my classes, such as the free YouTube/Netflix short film discussing the racial wealth gap.

PRME and Sustainable Development Goal Topics

Some ways you might do this:

1. Introduce technology, social, and cultural principles, and innovations for sustainable cities
2. Discuss issues related to sustainability, humanitarian logistics and ethical business practices in the context of supply chain.
3. Apply economics principles to the allocation of environmental goods and services as well as the adaptation and mitigation of environmental change.
4. Discuss consumer practices and the social and environmental impact.
5. Introduce and explore sustainability reporting (CSRs, triple bottom line, GRI).

Example

PRME: Sustainable Development Goal topics

I plan to do a class in XXX where we learn how to use En-ROADS simulation software to model solutions for climate change. In the final assignment, students will work with the En-ROADS simulation model to create a scenario that can mitigate global warming to the internationally agreed target of less than 2°C. In addition, students will consider the economic, political, and social issues relevant to successful implementation of their proposed policies. Goals include: 1) limit global warming, 2) preserve and create a healthy economy, 3) consider the potential to offset short-term costs with additional co-benefits (e.g., benefits to the economy, public health, national security, and other areas), 4) promote equity and a just transition, and 5) protect the environment.

New SBGE Faculty Orientation

Orientation for new SBGE faculty shall accomplish the following objectives:

- develop a better understanding of our mission
- extend a sense of welcome to our community
- provide understanding of campus logistics

New **full-time** faculty shall:

<i>Activity</i>	<i>Person Responsible</i>
<ul style="list-style-type: none">• Participate in the university's new faculty orientation program	Provost
<ul style="list-style-type: none">• Receive explanation of employee benefits and Faculty Manual	Human Resources
<ul style="list-style-type: none">• Be matched with a faculty mentor. A one-year budget of \$100 is available for meals and social activities.	Dean
<ul style="list-style-type: none">• Review teaching assignment, SBGE grading policy, research funding, scholar, and teacher of the year guidelines.	Dean
<ul style="list-style-type: none">• Be introduced to key players on campus (e.g., librarian, faculty chair, other deans)	Mentor
<ul style="list-style-type: none">• Receive a packet of information (e.g., phones, computers, library card, faculty governance, bookstore, faculty secretary, ID card, key, parking permits, business card, teaching evaluation form, faculty handbook, map of campus, time schedule and catalogue, classroom technology, calendar)	Provost's and Dean's staff
<ul style="list-style-type: none">• Attend SBGE workshops on teaching skill development, faith integration	SBGE Faculty Development Chair

Adjunct Mentor Policy

In light of their professional experience, adjunct instructors have significant intellectual capital to contribute to the teaching mission of the School. In order to ensure that these instructors are well prepared to teach in the classroom, however, and to provide them with the professional and personal support that such teaching may require, the School has established the following adjunct mentor policy.

The Dean/Associate Dean will be responsible to select the adjunct, notify staff of the selection, notify adjunct of time and place of class, select faculty mentor, evaluate grade distribution and student evaluations, and complete comment form for future reference.

Budget manager or his or her designee will be responsible to prepare the contract, send out contract, send out application form and tax forms, send out faculty handbook, schedule of colloquiums and teaching seminars, request key, request parking permit (if appropriate), confirm receipt of contract, and confirm receipt of application form and tax forms

Manager of Information Systems will be responsible to provide technology training in the use of the classroom podium, Blackboard, email, the SPU web site, and Banner and to collect and post the syllabus.

The Faculty Mentor will be responsible to send sample syllabi to adjunct, introduce adjunct to staff, give campus tour, locate classroom, discuss faith integration approaches, explain grading policy, where appropriate, sit in on lecture early in quarter, check in once or twice during the quarter, where appropriate, ask adjunct to solicit mid-quarter evaluations and review the evaluations with the adjunct professor, conduct exit interview/debrief; and prepare comments for the file.

Plan for Faculty Scholarship Development

I. Goal: Promote Increased Scholarly Activity

SBGE's mission states in part that we are committed "to develop an academically and theologically rigorous understanding of business and economics and to effectively promote this understanding through ... pursuit of scholarship."

To best achieve our mission, we seek a portfolio of scholarship for the School as a whole that over a career will reflect the following: teaching/instructional scholarship - 35 percent, application/practice scholarship - 35 percent, and discovery scholarship - 30 percent. It is hoped that across all three categories, 20 percent will reflect theology/faith integration scholarship.

Teaching scholarship consists of activities about teaching or learning that are purposeful, reflective, documented and shared in an evaluative form. *Application* scholarship recognizes research that gives leadership to a field or demonstrates progressiveness in the development or utilization of new approaches and techniques for the solution of professional problems. *Discovery* scholarship is work that contributes not only to the stock of human knowledge but also to the intellectual climate of the University. *Theological and faith integration* scholarship involves reflecting on and interpreting the truth of the Scriptures and the traditions of the Church in all our disciplines.

II. Development of Scholarly Work

All works of scholarship be they application, teaching, discovery or integrative (including theological integration) involve a common sequence or unfolding stages. These stages provide a conceptual framework that will guide the Faculty Development Committee in its evaluation of scholarship. The qualitative standards and critical questions to be answered that follow are drawn from the Carnegie Report entitled *Scholarship Assessed: Evaluation of the Professoriate* (1997).

Clear Goals

Does the scholar state the basic purposes of his or her work clearly?

Does the scholar define objectives that are realistic and achievable?

Does the scholar identify important questions in the field?

Adequate Preparation

Does the scholar show an understanding of existing scholarship in the field? Does the scholar bring the necessary skills to his or her work? Does the scholar bring together the resources to move the project forward?

SBGE Faculty Manual

Appropriate Methods

- Does the scholar use methods appropriate to the goals?
- Does the scholar apply effectively the methods selected?
- Does the scholar modify procedures in response to changing circumstances?

Significant Results

- Does the scholar achieve the goals?
- Does the scholar's work add consequentially to the field?
- Does the scholar's work open additional areas for further exploration?

Effective Presentation

- Does the scholar use a suitable style and effective organization to present his or her work?
- Does the scholar use appropriate forums for communicating work to its intended audiences?
- Does the scholar present his or her message with clarity and integrity?

Reflective Critique

- Does the scholar critically evaluate his or her own work?
- Does the scholar bring an appropriate breadth of evidence to his or her critique?
- Does the scholar use evaluation to improve the quality of future work?

III. Inputs

1. Direct Costs

Funding may be available for research which requires seed money for direct costs (e.g., software, postage, database). Faculty are expected, when appropriate, to apply for university Faculty Research or other such grants (FRGs) prior to seeking SBGE funds.

2. Developmental Funds

Funding (amount to be determined) may be available to faculty who, due to scholarly inactivity, risk losing "currency" in their discipline. The purpose of these funds is to "prime the pump" and to stimulate scholarly output. Faculty shall present proposals to be reviewed by the FDC.

IV. Outputs

1. Presentations at Academic Conferences

- A. Faculty will receive funding up to \$2400 to present papers at two or more academic conferences *provided that* the reimbursed costs do not exceed \$1200 for any single conference.
- B. Conferences which exceed these limits may be reviewed on a case-by-case basis.

2. Publications

(See the faculty status/qualification standards above.)

SBGE Faculty Manual

3. Scholar of the Year

One SBGE “Scholar of the Year” shall be selected annually. Some type of public recognition (to be developed by the Leadership Team) and an honorarium will be granted. Criteria for the award will be developed by the Leadership Team.

4. Distribution of Summaries of Faculty Publications

The Leadership Team or its designate will regularly collect and distribute summaries of SBGE faculty scholarly activities.

SBGE Faculty Development Workshops and Colloquia

Background

Since 1996, SBGE has regularly conducted in-house faculty workshops and colloquia. This policy formalizes an existing practice.

Faculty Development Workshops

1. Purpose. The purpose of these workshops is to: 1). develop faculty as teachers, scholars, and providers of service; and 2). enhance the learning community.
2. Frequency. The frequency of workshops will be established by agreement between the Dean and the chair of the Faculty Development Committee at the outset of each academic year.
3. Role of the Faculty Development Committee. The Faculty Development Committee is to: 1). select appropriate topics; 2). recruit speakers/moderators/facilitators; 3). conduct regular evaluations of the sessions; and 4). utilize faculty feedback in planning future workshops.
4. Topics. Workshops may incorporate a wide range of faculty development topics. Particular emphasis shall be placed upon mission-driven themes such as pedagogy and SBGE's distinctives – faith integration and applied learning.

Colloquia

1. Purpose. The purpose of the SBGE colloquia series is to: 1). encourage faculty to engage in scholarly activities; 2). enhance the learning community; and 3). solicit peer feedback in order to improve the quality of scholarship.
2. Frequency. The frequency of colloquia will be established by agreement between the Dean and the chair of the Faculty Development Committee at the outset of each academic year.
3. Role of the Faculty Development Committee. The Faculty Development Committee shall arrange all presentations.

Guidelines for Funding of Development Activities

Subject to available funding:

Sabbaticals

Sabbaticals are made available pursuant to the policies set forth in of the SPU faculty handbook.

Without limiting the foregoing, in general, a full-time faculty member who has attained the rank of assistant professor or higher is eligible for a sabbatical leave after each five years of full-time service at Seattle Pacific University. Unused eligibility accumulates. Service to the University under contracts issued or overload contracts do not accrue toward time qualifications for sabbatical, nor do leaves of absence. The following options are available to those who qualify:

- A. The applicant may request a sabbatical with full salary for one quarter's duration or one-half salary for two quarters,
- B. An individual who has accumulated 10 years full-time service at Seattle Pacific and has attained the rank of assistant professor or above, may apply to receive full salary for a sabbatical leave of two quarters' duration. Individuals who qualify for two quarters of sabbatical but are awarded only one will be considered on equal terms with other applicants in subsequent years.

Faculty resource fund

Faculty will receive up to \$200 per year for the purchase of books, maintenance of magazine subscriptions, payment of professional dues for membership associations and the like. These funds are provided in addition to and not in substitution for funds available through the library budget for the acquisition of books and periodicals for the School as a whole.

Conference travel

Faculty can apply for funding up to \$2400 per year to present papers at academic conferences. Each domestic conference is limited to \$1200 reimbursement. Conference travel should be preapproved and may be limited by overall SBGE funds.

Other

1. Direct Costs

Funding may be available for research which requires seed money for direct costs (e.g., software, postage, database). Faculty are expected, when appropriate, to apply for university Faculty Research Grants (FRGs) prior to seeking SBGE funds.

2. Developmental Funds

Funding (amount to be determined) may be available to faculty who, due to scholarly inactivity, risk losing "currency" in their discipline. The purpose of these funds is to "prime

SBGE Faculty Manual

the pump” and to stimulate scholarly output. Faculty shall present proposals to be reviewed by the Dean.

Hope Research Grants

Hope Research Grants (HRG) will be awarded each spring (depending on the availability of funds) by the School of Business, Government, and Economics (SBGE) to support faculty scholarship and to promote research collaborations among our faculty. All eligible faculty at SBGE are encouraged to submit a proposal to the Faculty Development Committee (FDC) and to the Office of the Dean by the end of the first week of Spring Quarter.

Please see the sections on Criteria for Awards and the Application Template for more detailed guidance in preparing proposals. Depending on the methodology of the research articulated in a proposal for HRG, faculty may need to attach an approved IRB application form to their proposal.

Grants requests may range from \$1,000 to \$5,000. Proposals should specify whether the grant is being requested to (1) provide stipend income support for summer research efforts or (2) cover out-of-pocket expenses related to travel, hiring of research assistants, or purchase of research tools such as databases. Faculty teams should also specify in their proposal how award monies would be divided among themselves.

All HRG proposals will be first and evaluated by the FDC. The FDC will prioritize quality proposals, collaborations, and will consider the publishing record of faculty serving as the Principal Investigator (PI). The FDC will then forward their evaluation of proposals to the SBGE Leadership Team for final review and approval.

For those receiving stipend support, half of the total will be distributed during the summer months immediately after the award is granted. A small portion of that amount may be set aside to cover out-of-pocket research expenses, with reimbursement provided upon submission of receipts.

The second half of any awarded stipend amount will be distributed only upon acceptance of a resulting paper in a “qualifying publication” (per SBGE standards), and availability will expire five academic years after the application is approved

For those receiving awards for travel or other expenses, the entire grant amount will be available for expenditure, with reimbursement provided upon submission of receipts. While it is preferable for these monies to be utilized in the summer months immediately after the grant is awarded, funds designated for travel may be utilized up to two years after the application is approved.

Individual faculty or faculty teams who receive a HRG are required to present their preliminary research at an SBGE colloquium during the following academic year.

Who Can Apply for an HRG?

Applicants must be full time (at least .75 FTE) faculty members of SBGE.

SBGE Faculty Manual

Each proposal must have a Principal Investigator (PI) even if a team of faculty will benefit from the grant. A PI can only apply for one HRG per year.

The PI must meet or exceed the scholarly expectations of his or her discipline. Priority will be given to first time applicants who have not received a Hope Research Grant in previous years. However, faculty who have received a Hope Research Grant in previous years and have either published their research or can demonstrate that their manuscript is in the revise-and-resubmit process will also be considered for additional Hope Research Grants.

In the event that the original research design that was granted a Hope Research Grant is not publishable, recipients may modify their topic and/or research design and submit it for review by the SBGE Faculty Development Committee. If the modification is approved, resulting articles accepted for qualified publications will fulfill the requirements of the original grant.

Criteria for Awards

1. All required areas must be fully and appropriately addressed in the application. All proposals must be sent electronically to the chair of the FDC (wong@spu.edu) and to the Office of the Dean (Johnsonb20@spu.edu). Proposals must be submitted by Friday of the first week of spring quarter.
2. The PI has made the case that funding is necessary to complete this project.
3. Collaborations among faculty, especially teams which include faculty who do not meet SBGE's scholarly expectations of one's discipline, will be prioritized.
4. The proposal should provide strong evidence the PI and collaborators (if any) possess the requisite skills and knowledge to address the topic or process with distinction and that the research will become a qualifying scholarly publication per SBGE standards.
5. The time frame provided in the grant is reasonable to complete the project and submission the manuscript for publication. The targeted publication outlet must be included in the proposal. Only qualifying publications (per SBGE policy) will be considered as appropriate for a Hope Research Grant.
6. Reviewers should be able to easily follow the review of relevant literature to understand the purpose of the project.
7. The hypothesis, research question, or scholarly intent must be clearly articulated.
8. The proposed methodology should be clearly articulated.
9. The project should fit the mission, distinctives and essentials of SBGE.

Application Template

SBGE Faculty Manual

You must use this template as your application form.

Principle Investigator:

PI Academic Title:

Names and Titles of Team Members:

Project Title:

Total Amount Requested (up to \$5,000) and Type of Support (Stipend or Expense):

I. Case Statement: Provide a description of the issue, problem, opportunity, or deficit you are proposing to address and provide an appropriate literature review so that colleagues outside of your field can understand the context and importance of your scholarship. Clearly articulate in detail the hypotheses, research questions, or objectives of your project. You should explain how this project fits within your overall program of scholarship. The case statement should include relevant citations with a bibliography or reference section at its conclusion. (750 words or less)

II. Approach or Method: Provide a detailed description of the proposed methodology and timeline to complete. Successful applications will make a clear connection between methodology and budget (300 words or less).

III. Dissemination of Results: How will you disseminate the results? What is the targeted outlet and timeline for publishing? (200 words or less)

IV. Appendix:

- a. Vitas of the PI and the research team (for collaborative projects).
- b. An IRB approval letter if using human subjects.

Pollard Grants

The Center for Integrity in Business solicits applications for Pollard Fellowships that provide support for research using the Pollard papers and other works in the SPU Faith & Work collection.

Teaching

MODEL SYLLABUS GUIDELINES

“The syllabus is a small place to start bringing students and faculty members back together...If students could be persuaded that we are really interested in their understanding of the material we offer, that we support their efforts to master it, and that we take their intellectual struggles seriously, they might respond by becoming more involved in our courses, by trying to live up to our expectations, and by appreciating our concern. Then the real work of learning can begin.”~ Sharon Rubin

The university’s expectations for syllabi are articulated in the Faculty Handbook. These elements are requisite:

Instructor

- (a) Name, office location, telephone number(s), voice mail, E-mail, home page address, fax number, and office hours.
- (b) Optional: personal biography (one paragraph only)

2. Course Description

- (a) “Seattle Pacific University,” “School of Business, Government, and Economics,” course number, section number, course title, meeting days and times, class location, and credit hours.
- (b) Prerequisites/co-requisites for the course.
- (c) Course description. Provide a brief description of the nature of the course, generally corresponding to and elaborating on the description in the *SPU Catalog*.
- (d) Optional: a rationale/justification for taking the course.

3. Learning Objectives

This section represents the *core* of the syllabus. SBGE has defined its mission and identified a range of *outcomes* that flow from the mission (see “b” below; see the Curriculum Maps) and the SPU core themes. *Learning objectives* are the specific activities used to measure a student’s mastery of the requisite knowledge, skills, and character traits.

- (a) Learning objectives should answer the following questions:

- [1] *What* do students need to *know* about this subject?
- [2] *How* do we want students to *use* the knowledge?
- [3] Under what *circumstances* will students be expected to demonstrate their knowledge?
- [4] What are the *standards* that will be used to judge students’ performance?

A well-constructed behavioral learning objective should indicate both content (the *what* question; see [1] above) and the kind of behavior expected (the *how* question in [2] above). It is common to start the objective with an action verb— -- see the attached “Inventory Concrete of Verbs”— -- that clarifies how students will demonstrate

SBGE Faculty Manual

competency. Context (see [3] above) and performance (see [4] above) criteria can be specified in the particular assignment or project.

(b) SBGE's outcomes or curricular goals are listed in the most current map. Identify which will be emphasized in the course. Each course is expected to include at least the specific learning outcomes identified in the map. Note: not every objective will be covered in every course.

[1] Knowledge – examples include:

- common body of knowledge
- in-depth knowledge
- Christian world view

[2] Skills – examples include:

- work effectively in teams
- plan, organize and complete complex interdependent projects
- behave professionally
- communicate effectively orally
- communicate effectively in writing
- make effective presentations
- use quantitative analysis to aid decision making
- use information technology
- apply learning in critical thinking to address new, unstructured business/organizational problems
- self-assess personal skills and abilities

[3] Character – examples include:

- enhance ethical sensitivity
- understand and demonstrate the principles of servant leadership
- develop integrity
- self-assess personal values

4. Instructional Methods

This section is critical to fostering active learning in the classroom. It should describe the kinds of learning activities that are planned for the course and indicate why students will be asked to participate in them.

5. Text and Other Materials

- (a) Required texts: An annotated list. (A rationale for choosing the text could be given.)
- (b) Supplementary readings: Material on reserve or recommended reading.
- (c) Location of online resources.

6. Course Requirements and Grading

- (a) Specify the percentage of the course grade assigned to each course activity
- (b) Explain instructor's evaluative instruments: class participation, quizzes, tests, papers, reports, projects, etc.
- (c) Policies re:
 - (1) Academic misconduct
 - (2) Teamwork (if any)
 - (3) Extra credit

- (4) Attendance
- (5) Late assignments
- (6) Possible changes in the syllabus (i.e., “requirements, schedule and procedures are subject to change in the event of extenuating circumstances”)
- (7) Disability (“If you have a specific disability that qualifies you for academic accommodations, please contact Disabled Student Services in the Center for Learning to make your accommodations request. Once your eligibility has been determined, Disabled Student Services will send a letter to your professors indicating what accommodations have been approved.”)
- (8) Religious Accommodation Scheduling: Students who would like to request an accommodation for a religious holiday (e.g., request that an exam scheduled for a religious holiday be rescheduled) should make a written request within the first two weeks of the course pursuant to SPU’s Academic Schedule Religious Accommodation Policy. The policy is posted in the [Undergraduate Student Handbook](#) and in the [Graduate Student Handbook](#).
- (9) Emergency closure policy and the “emergency closure hotline” (281-2800).
- (10) Emergency & safety/security procedures
 (“Please familiarize yourselves with the emergency information posted on the wall of the classroom. Our evacuation site is indicated there.” (Classes in McKenna Hall are to be evacuated to the McKenna parking lot.)

7. Course Calendar

Provide the relevant dates for assigned course topics, lectures, readings, assignments, projects, and examinations. Include your rationale for why the course is organized as it is.

Behavioral Objectives

A well-constructed behavioral learning objective or competency statement has the following characteristics:

- It expresses one objective.
- It is specific.
- It states what the student will be able to do after the learning experience.
- It uses a concrete verb to specify the desired activity that must be performed by the student to demonstrate competency.

SBGE Faculty Manual

Inventory of Concrete Verbs Denoting Action Taken

The following suggested verbs are arranged in the six cognitive domains identified 'in Bloom's taxonomy.

1. Knowledge	2. Comprehension	3. Application
Arrange	Classify	Apply
Define	Describe	Choose
Duplicate	Discuss	Demonstrate
Label	Explain	Dramatize
List	Express	Employ
Memorize	Identify	Engage
Name	Indicate	Illustrate
Order	Locate	Interpret
Recognize	Record	Operate
Relate	Restate	Practice
Recall	Review	Schedule
Repeat	Select	Sketch
Reproduce	Tell	Solve
Translate	Transfer	Use

4. Analysis	5. Synthesis	6. Evaluation
Analyze	Arrange	
Appraise	Appraise	
Assemble	Argue	
Calculate	Collect	Assess
Categorize	Compose	Attach
Compare	Construct	Choose
Contrast	Create	Compare
Convert	Design	Debate
Criticize	Formulate	Defend
Diagram	Justify	Estimate
Differentiate	Manage	Evaluate
Discriminate	Organize	Judge
Distinguish	Plan	Predict
Examine	Prepare	Rate
Experiment	Present	Score
Inventory	Propose	Select
Question	Set up	Support
Test Value	Suggest	Summarize
Write		

SBGE Faculty Manual

Attendance.

Beginning with the first week of the quarter, attendance will either be taken by the instructor, or based on participation from weekly small graded learning/assessment opportunities.

Maintaining record of syllabus. Before the beginning of each quarter, each faculty member will forward an electronic copy of his or her syllabi for that quarter to the staff person designated for maintaining the archive.

Assurance of Learning/Outcome Assessment

Purpose of Assessment at SBGE

In order to advance the goal of preparing students, the school has identified essential thresholds of learning (both for substantive knowledge and for business skills) and implemented tools with which to assess learning and track the development of students according to the mission. (See the Program Learning Goals; Curriculum Maps; Rubrics)

Assessment of student learning is essential to measuring the effectiveness of promoting and achieving the School's institutional goals. Since the action of learning is distinct from the measurement of student learning, the effectiveness of the assessment process is critical to achieving learning milestones that are consistent with the degrees awarded. This assurance of learning is the cornerstone of integrity and predictability for the institution and is, in turn, invaluable to potential employers, other degree programs, alums and other stakeholders. Assessments can also serve to direct faculty efforts and increase faculty incentives to improve curricula and programs.

The AACSB supports a rigorous assessment process. Specifically, its accreditation standards require assurances of learning which serve to demonstrate accountability in the assessment of learning accomplishments. Clear measures of learning are required to assure external constituents such as potential students, trustees, public officials, supporters, and accreditors, that the School is meeting (or at least taking positive steps toward meeting) its goals.

AACSB Standards

AACSB accreditation standards mandate continuous quality improvements in education, which can only be demonstrated through consistent and uniform assessment of student learning. Accordingly, its accreditation standards require that each School develop a list of learning goals for which it will demonstrate assurance of learning is consistent with the school's mission. Specifically, SBGE must comply with AACSB Assurance of Learning standards.

Standard 16 (Bachelor's or undergraduate level degree: Knowledge and skills) states:

"...Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates achievement of learning goals for key general, management-specific, and/or appropriate discipline-specific knowledge and skills that its students achieve in each undergraduate degree program. "

Standard 18 (Master's level degree in general management (e.g., MBA) programs: Knowledge and skills) states:

"...Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates master's level achievement of learning goals for key management-specific knowledge and skills in each master's level general management program. "

SBGE Faculty Manual

Standard 19 extends these expectations to the School's specialized master's graduate programs.

“...Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates achievement of learning goals in each specialized master's degree program. “

The school is required to document curricula consistent with academic standards set by the faculty through syllabi, assignment descriptions, and other materials that demonstrate student engagement in challenging learning experiences which are designed to satisfy SBGE's learning goals. Individual student performance documentation can be achieved through systematic course embedded measurements and stand-alone performance testing of assurance of learning measures. Clear learning goals and assessment resources also serve to assist faculty members in monitoring and assuring individual student performance of academic learning objectives.

Assessment Implementation

Therefore, in order to achieve the goals of the mission statement and comply with AACSB standards for clear learning thresholds and consistent assessment techniques, SBGE has implemented the following initiatives and procedures:

Curriculum Maps

Curriculum maps for SBGE's graduate and undergraduate programs have been developed and approved by the faculty. The Curriculum Maps address all of the identified skill sets. The Maps identify the course(s) where each of the learning objectives that is being assessed will be (1) covered extensively; (2) reinforced and applied; or (3) assessed. From time to time, at the request of the Dean, faculty members may be asked to identify where their classes have, in fact, extensively covered or reinforced learning objectives (including objectives not being assessed) and the resulting information will be summarized in the Curriculum Maps.

In each class designated for either extensive coverage or reinforcement, the professor in charge of the class will design the curriculum in such a way as to meet the standards identified for her class in the Curriculum Map. Specifically, those faculty who have been assigned to collect data will ensure that their classes contain appropriate assessment assignments. Those classes where material is to be given extensive coverage will include one or more units (or, where appropriate, subunits) where the related skill will be explicitly taught. Those faculty members whose classes have been designated as "applied" will ensure that class exercises require students to apply the identified skill.

The syllabus for the class will specifically identify each of the knowledge and skill objectives which the Curriculum Maps indicate will be covered by this course in language that would allow a reasonable third party to connect the learning objectives in the syllabus to the curriculum map objectives. In addition, each such faculty member is responsible for including assessment tools/assignments and rubrics that will allow her to measure whether and to what extent her students are achieving the objectives.

Data Collection/ Rubric Scoring

Certain rubrics have already been developed and approved by the faculty to assist in assessing satisfaction of learning goals. From time to time, at the instigation of the School's Leadership Team additional rubrics may be developed for other skill or knowledge learning objectives.

The approved rubrics will be maintained on the School's site. Faculty teaching courses for which the rubrics are appropriate are encouraged to link relevant rubrics to their course sites in SPU's learning management system as well. The rubrics will be used to score different aspects of the skills being assessed and "satisfactory" scores have been identified for each category in each rubric.

All faculty members are expected to be familiar with the rubrics and the related understanding of the characteristics of high, medium, and low performance for each skill or knowledge objective. This understanding should guide the faculty member's evaluation of learning in the context of her class. Individual faculty members may elect to complete and return rubrics to their students as part of the feedback given on individual assignments, but no faculty member will be asked to do so.

In each class designated for the collection of assessment data, the professor responsible for the collection of the data will be asked to deliver a complete set of the student work product (with names deleted) or a set of rubric scores.

The actual scoring may be handled differently depending on the skill set involved. Where possible, and where funding is available, the scoring of the assignments may be outsourced to persons or services with sufficient expertise to accurately apply the rubrics. In other cases, the assignments will be scored by instructors. Efforts will be made to fairly distribute the assessment scoring workload across the faculty.

Each faculty member who teaches a course where a particular skill set is designated for assessment will send a copy of the assessment assignment to the corresponding AOL Committee. Faculty members charged with collecting assessment data may change their in-class assignments from time to time, but, where practicable, they will first discuss the proposed changes with the corresponding task force. All assessment assignments should be designed in such a way as to fully engage all of the related rubric categories. Year-over-year changes in assessment assignments are discouraged as it may make the collection of data and the assessment of trends more difficult.

Closing the Loop

The AOL and Program Committees (and from time-to-time appointed task forces) recommend curricular and extra-curricular changes where needed.

Where the information generated by the rubrics is insufficient to inform the AOL and Program Committees as to what specific changes are needed to improve the overall proficiency in the applicable skill, the Committees may propose (and implement)

SBGE Faculty Manual

additional approaches to assessment such as a more in-depth questionnaire, focus groups, a supplemental assignment, etc.

If student scores do not meet the minimum “satisfactory” performance standards as, the Committees **will** submit proposed changes and a brief rationale for the proposal(s). If, on the other hand, student scores do meet the minimum acceptable standards, the task force **may** nonetheless submit proposed changes to further improve performance (together with a brief rationale for the proposal(s)). All such proposed changes shall be in writing.

If a Committee suggests changes in the assessment assignment itself, it will seek to negotiate these changes with the faculty member administering the assignment in his or her class.

If a Committee suggests changes that would affect the content of any individual course where the skill set is to be covered extensively or applied (including any new class that the task force believes should be added to the curriculum for such coverage) they will seek to negotiate these changes with the faculty member(s) teaching these courses.

If a Committee suggests changes to the overall curriculum (e.g., adding a course, combining courses, etc.) it will send these suggestions through the curriculum management process. Any such changes would follow the usual procedure and require the vote of all members of the faculty.

ETS tests and EBI surveys

Periodically data will be collected via benchmarking surveys and tests (e.g., ETS test scores and EBI surveys) to determine if any curricular changes are in order in order to ensure appropriate student learning of knowledge objectives.

Revisions to assessment protocols

At least annually, the Leadership Team will review the current assessment processes and make recommendations, where appropriate, to enhance the assessment of learning.

SBGE OFFICE HOURS/AVAILABILITY TO STUDENTS

Faculty will make themselves available to students for a minimum of ten hours per week. Five of these hours will be stated office hours. The mode of the other five hours of availability includes individual appointments, phone, e-mail, and other forms determined by the faculty member.

SBGE Grading Policy

Undergraduate

The mean course grade should approach these guideline figures:

Mean grade	Course level
2.8-3.0	1000 and 2000 courses
2.9-3.1	3000 and 4000 courses required of all majors
3.0-3.2	4000 concentration and elective courses

Graduate

The mean course grade should be 3.4.

Implementation

This policy should not be enforced with rigidity. The means are targets, not absolute objectives. In particular, smaller classes may diverge from these norms. One-unit courses, grades awarded for faculty-led study abroad courses and independent studies are not evaluated in accordance with these standards.

Rationale

This policy discourages grade inflation and promotes equity/fairness in that all professors are giving roughly the same grades. The graduate mean is similar to that of many graduate programs, including that of the University of Washington.

Credit Hour Policy

At the beginning of each school year, SBGE faculty will affirm that

(1) “classroom” courses meet at the times set in the university time schedule (per SPU Faculty Handbook). Students are reasonably expected to invest at least 2 hours of work for every hour of class. Some courses may require more work in order to complete appropriate learning activities (i.e., group projects). Also, individual students may vary in terms of the time necessary to achieve the learning objectives. Faculty will either arrange guest speakers/instructors, provide pre-recorded lectures, or assign equivalent work to be completed outside of class for missed class sessions.

(2) “blended” courses require at least the equivalent amount of work per credit hour that would be expected of a “classroom” course.

(3) “experiential” courses (e.g., practicums, internships, independent research) required at least the equivalent amount of work per credit hour as defined by time on-site, supplemental academic work (e.g., readings, writing of logs), and participating in review sessions with on-site and faculty supervisors.

The credit hour policy will be included as language in our syllabus certification document, so that when faculty sign these documents, they are also affirming the workload expectations for students in each class. This certification document is collected and reviewed annually by the Undergraduate and Graduate Curriculum Committees.

Policy regarding final examinations

A special two-hour class meeting is scheduled for most courses during the last three days of every quarter. The final exam period is considered an instructional period; classes are expected to meet during the scheduled time whether or not a final exam is given.

If a student has more than two exams on any day, he or she may reschedule one of the exams with the instructor at a mutually convenient time. An instructor may refuse a student's request to reschedule a final examination. However, instructors may schedule an early final exam for a student under the following conditions:

1. The student is able to demonstrate appropriate mitigating circumstances that, in the judgment of the instructor, warrant rescheduling the final exam.
2. A rescheduled final exam is given no earlier than four working days prior to the last day of the final examination period.
3. The student's request to reschedule a final exam is made at least two weeks before the regularly scheduled final exam period.

Academic Misconduct

Academic misconduct is a serious matter and faculty are to be vigilant. Standards of conduct, consequences of misconduct, and misconduct procedures are set forth in the Faculty Handbook, Student Handbook, and the graduate or undergraduate/graduate catalogs (See the Faculty Handbook; Student Handbook; Catalogs).

Academic Appeals

Academic appeals from students are governed by the standards set forth in the Faculty Handbook and the graduate or undergraduate/graduate catalogs (See the Faculty Handbook; Student Handbook; Catalogs <http://www.spu.edu/acad/acad-policiesandprocedures.html> <http://www.spu.edu/prospects/grad/Academics/GRcatalog/policies.asp>). Applicable content is summarized below.

Academic Appeals

The section that follows provides a formal statement of policies and procedures if you, as a student, wish to appeal an academic decision affecting you with which you do not agree. There may be instances where you disagree with an instructor's actions but do not wish to lodge a formal complaint. In such instances, you, the student, should always speak to the instructor first. It is best to make an appointment to meet the instructor in his or her office rather than trying to handle an important issue after class or in a casual meeting on the sidewalk. Present the reasons for your complaint to the instructor in a clear manner and listen to the instructor's response. This may eliminate any misunderstanding or miscommunication. If your grievance is not resolved after this conversation and you wish to continue to pursue the matter, follow the process outlined in the following section.

Appeal Process

Seattle Pacific University provides a process whereby a student may appeal an academic decision, including, but not limited to, grades on course activities; evaluations; course grades; decisions on program admissions; and decisions on fulfillment of program and graduation requirements.

Academic appeals may be made only on grounds of unfair treatment against the stated standards, not against the professional judgment of the faculty member(s). The intent is always to resolve the appeal at the most immediate level. Only in extraordinary circumstances, when a resolution cannot be obtained at the first level, is the process moved to the next level.

In each case, the student shall bring the appeal in writing to the person or committee who made the original decision. If a resolution is not obtained at that level, the student may appeal to the next level in the school or University administrative structure.

SBGE Faculty Manual

Guidelines for Academic Appeals

1. The student's appeal must be made in writing within five calendar days after he or she received the decision from the faculty member or committee.
2. Every attempt shall be made at each level to resolve the issue according to ethical practices, accreditation standards, and University policy.
3. The person making the appeal should provide the necessary supportive information to substantiate his or her appeal.
4. If for any reason a case is appealed beyond the faculty member or faculty committee, an appeal file shall be created. This file will contain written documentation related to the case including, but not limited to, the student's written appeal and the faculty response. The appeal file shall be open to all principals in the case, including the student appellant.

Levels of Appeals

For appeals on academic decisions such as grades on course activities, evaluations, course grades, and decisions on program admissions, the levels to be followed in order are the following:

Course instructor or ad hoc faculty committee appointed by department chair
Department chair
School dean
Vice president for academic affairs
President ...

Permission to Enroll in SBGE Courses

The Associate Dean for the Undergraduate Studies (for undergraduate courses), the Associate Dean for Graduate Studies (for graduate courses) and the Dean are authorized to grant special permission to enroll in courses. Faculty members (instructors) and staff shall refer all requests for permission to enroll to these authorized individuals. Permission to enroll will only be granted when there is clear evidence that the student is ready to participate in the class. Instructors will be consulted as needed in determining readiness to participate. This policy serves to help assure student readiness to participate in classes.

SERVICE

OUTSIDE EMPLOYMENT
(See the Faculty Handbook)

The primary responsibility of faculty members is teaching and advising, with additional responsibilities for professional development, service to the University, and service to the church and the community. It is recognized, however, that consulting and other outside professional employment are an appropriate feature of the academic profession. Through these activities, faculty members can enrich their teaching and research as they render important service to the community. Therefore, faculty members are encouraged to accept outside professional employment under the following restrictions:

- A. no outside service or enterprise, professional or other, and remunerated or not, will be undertaken which interferes with the faculty member's primary responsibility to the University,
- B. scheduled classes will not be missed without prior approval of the dean and satisfactory alternative arrangements to accomplish student learning goals,
- C. outside employment of full-time faculty members is subject to individual review by the dean. As a general rule, outside employment will not exceed the equivalent of one day (eight hours) per week beyond the normal University teaching load of the faculty member without administrative review and approval by the Vice President for Academic Affairs,
- D. the individual will reimburse the University for materials, supplies and equipment rentals on equipment used in outside professional work for which they receive remuneration, and
- E. the University assumes no responsibility for the competence or performance of outside activities engaged in by a faculty member, nor may any responsibility be implied in any advertising with respect to such activities. Except as contractually specified, faculty members may not represent themselves as acting on behalf of the University.

Miscellaneous

Office Move Priority Formula

Priorities for faculty office moves will be decided in accordance with the following formula:

Continuous Years of Service at SPU + Rank Adjustment + Tenure Adjustment

Rank Adjustment: Full Professor = 10; Associate Professor = 5; Assistant Professor = 3

Tenure Adjustment: Tenured = 2; Not Tenured = 0

Ties would be broken by reference to cumulative years as a faculty member elsewhere.