

FIXED-TERM FACULTY GUIDEBOOK*
2018-2019

**SEAVER COLLEGE
PEPPERDINE UNIVERSITY
MALIBU, CALIFORNIA**

*** Professors or Instructors of Teaching,
Professors or Instructors of Practice,
Visiting Professors, and
Visiting Instructors**

Explanations of the duties of the Professor/Instructor of Teaching, Professor/Instructor of Practice, and Scholar/Artist/Executive in Residence were derived in part from content in the *University of Denver 2015 Handbook on Policies and Procedures Relating to Faculty Appointment, Promotion, & Tenure*.

(http://www.du.edu/facsen/media/documents/apt_jan16_2015.pdf)

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I. GENERAL STATEMENT

This guidebook is limited only to those faculty members holding full-time, non-tenured track appointments at Seaver College (“Seaver”) of Pepperdine University (“University.”). Throughout the guidebook, faculty holding a full-time, non-tenure-line appointment are designated fixed-term faculty. Faculty in full-time tenure-line appointments are referenced as tenured or tenure-track faculty. The definitions for the various types of faculty appointments at Seaver College are provided in Chapter II of the Faculty Handbook

(<https://seaver.pepperdine.edu/about/administration/dean/faculty/handbook/>). The policies and procedures reported in this guidebook are limited to faculty holding a fixed-term faculty appointment at Seaver College.

The Seaver College Fixed-Term Faculty Review Committee was established to develop procedures whereby members of the Seaver College faculty could be involved in making recommendations to the administration concerning initial rank, midterm advancement, and promotion of Seaver fixed-term faculty members. The procedures and policies set forth in this guidebook are designed to insure that all fixed-term faculty are treated fairly in matters dealing with faculty rank, midterm advancements, and promotions in rank. This guidebook reflects current procedures which may change periodically at the University’s discretion and in consultation with the Seaver Faculty Association.

If a fixed-term faculty member has a written full-time faculty contract in effect that has been signed by an authorized University representative and a provision of this guidebook conflicts with the terms of that employment agreement, the terms of the full-time faculty contract shall prevail over any terms expressed herein. Moreover, fixed-term faculty are also subject to the terms of the University Policy Manual (<http://community.pepperdine.edu/hr/policies/>) and Faculty Handbook.

II. POLICIES AND PROCEDURES FOR CONDUCTING COMMITTEE BUSINESS

A. Election

The Fixed-Term Faculty Review Committee (“Committee”) is composed of one full-time faculty member from each academic division.

1. The Committee is composed of eight representatives. Four representatives must be fixed-term faculty members and four representatives must hold tenured faculty appointments.

2. Committee members are elected for a three-year term on a rotation system according to the following schedule:
 - a. Communication, Religion and Philosophy
 - b. Natural Science, Business Administration, International Studies and Languages
 - c. Humanities and Teacher Education, Fine Arts, Social Science

Whenever a committee member is to be selected, whether by ordinary election or by special election, the division shall nominate two candidates, one fixed-term and one tenured, by election within the division. The final choice is made by the Seaver Faculty Association by secret ballot.

Individuals elected to the Committee shall be those receiving the most votes in order to maintain the required committee composition.

3. The chairperson of the Rank, Tenure and Promotion (“RTP”) Committee will serve as an ex-officio member of the Fixed-Term Faculty Review Committee.
4. If a committee member is unable to serve due to conflict of interest or absence for a significant portion of a semester, a special election for replacement for the remainder of the academic year shall be arranged by the President of the Seaver Faculty Association.

B. Voting Privileges

1. All elected committee members participate in all discussions of the Committee and vote on all matters.
2. The chairperson of the Fixed-Term Faculty Review Committee is eligible to vote on all matters.
3. The Rank, Tenure and Promotion chairperson is not eligible to vote.

C. Officers

1. Chairperson

During the first meeting of each academic year, the committee members elect the chairperson of the Committee. This election is conducted by the President of the Seaver Faculty Association, by secret ballot. A majority of the votes is required for an election, and only persons who have been members of the Committee for at least one year are eligible for election.

In the event that the elected chairperson must be replaced, the President of the Seaver Faculty Association will call a special meeting of the Committee, which will elect a replacement according to the same procedure outlined

above.

2. Secretary

At the first meeting, a committee secretary is also elected from the Committee by secret ballot.

D. Meetings

1. Notification of Meetings

The chairperson, in consultation with the committee members, decides times and places for meetings. Either the chairperson or the secretary notifies members before each meeting.

2. Quorum

A quorum of the Committee is six committee members.

3. Decision-making

- a. In all decisions, a majority of a quorum is needed. All final votes on promotions in rank are by secret ballot. In addition, any committee member may request a secret ballot on any vote.
- b. Other individuals may be invited to specific meetings; however, such individuals may not be present when the Committee enters final deliberation and voting.

E. Duties and Restrictions of Representatives

1. Representation

Each faculty member is represented by the committee member elected from his or her division. Correspondence with the Committee is initiated through the division representative.

2. Verification of Correct Placement

During the fall semester, the division representative updates the Faculty Status Summary for all fixed-term faculty in his or her division and asks each faculty member to verify that the information on the summary is correct (see Appendix III).

3. **Notification of Eligibility**

The Committee chairperson will meet with divisional deans early in the fall semester to describe its procedures and emphasize the kind of evaluation that is most helpful to the Committee.

The division representative notifies fixed-term faculty members when they are eligible for midterm advancements and promotion in rank. Notwithstanding this notification, it is the responsibility of the individual faculty member to be aware of his/her eligibility for midterm advancements or promotion in rank. (See Appendix I for the calendar.)

4. **Recommendations to the Administration for Promotion**

After gathering information via the appropriate forms, the Committee evaluates the candidates and makes recommendations to the dean of Seaver College regarding promotion.

5. **Guidebook Revision**

Each year, the Committee may revise the Fixed-Term Faculty Guidebook to include any desired changes. The Fixed-Term Faculty Committee presents such revisions to the Seaver Faculty Association for approval. The proposed revisions will then be recommended to the administration for final approval. The university reserves the right to modify or change this guidebook at any time with reasonable written notice to the Fixed-Term Faculty Review Committee and in consultation with the Seaver Faculty Association.

6. **Conflict of Interest**

A faculty member may not serve on the Committee during the year when he or she will be evaluated for promotion by the Committee, nor may a member serve when a close family relation will be so evaluated. When the Committee evaluates cases other than for promotion for individuals for whom an obvious conflict of interest exists with a Committee member, the Committee must excuse the member from the deliberations of that case.

7. **Censure or Removal from Fixed Term Faculty Review Committee**

The Committee has the power to recommend to the Seaver Faculty Association President that one of its members be censured or removed from the Committee. The Committee must vote on this recommendation by secret ballot; the decision must be unanimous, with the member in question not voting. An action to censure or remove is made when a member violates the policies and procedures of the Committee. The university reserves the right to remove a member from the Committee for serious violations of university

policies and/or procedures, in accordance with shared governance procedures.

III. SECURITY PROCEDURES

All considerations of specific individuals having to do with matters of advancement, promotion, and other reviews are confidential; that is, they shall not be discussed either by members of this Committee or by those consulted, other than with those privileged to have such information. Any violation of confidentiality is presumed to be unprofessional conduct.

A. Minutes

It is recommended that the minutes of the meetings of the Committee do not contain confidential information about any candidate or committee member. In the event that they do contain such confidential information, each member returns his or her copy of the minutes to the chairperson after they have been approved.

B. Evaluation Forms

1. After the Committee reaches a decision on a candidate, it destroys all peer and divisional dean evaluations, except for the original copies.
2. The original evaluation copies, together with all supporting materials, are turned over to the dean of Seaver College.
3. After final administrative action has been taken on each candidate, the Committee chairperson will be notified and division representatives will return supporting documentation submitted by the candidate. Divisional dean and peer evaluations will be sealed and retained in the Dean's Office.

C. Retiring Committee Members

At the conclusion of a committee member's term, he or she turns over all files relating to committee business to the chairperson. The chairperson purges the files of all information, except that relating to the location of faculty on the Placement Schedule (see Appendix II), and turns the files over to the newly-elected committee member.

IV. FACULTY AND TYPES OF APPOINTMENTS

A. Faculty

Seaver College faculty include all individuals engaged in one or more of the principal aspects and purposes of the college: teaching, research and/or creative

activity, and service. All Seaver faculty support and advance the mission of Pepperdine University and Seaver College.

Fixed-term faculty at the college hold one of two titles.

1. Instructor

Individuals qualified for appointment to the faculty, but who have not completed a terminal degree (the Ph.D. or its equivalent) hold the title of instructor.

2. Professor

Individuals who have completed a terminal degree (the Ph.D. or its equivalent) hold the title of professor.

B. Types of appointments

Fixed-term faculty at Seaver College may receive one of four types of appointments.

1. Visiting

Visiting appointments are typically term-limited appointments of one to three years or less, and are not intended to be renewed. The nonrenewal of a visiting appointment shall not be considered as a discharge, termination, or any other adverse employment action. Examples of typical visiting appointments are one-year appointments made to replace a tenure-line faculty member on sabbatical leave or teaching in the university's international programs.

A faculty member may not hold a visiting appointment for more than five consecutive years. Should the college desire to retain a visiting faculty member in a faculty appointment for six (or more) consecutive years, the faculty member must apply for and receive a fixed-term rank appointment as either a professor or instructor of either teaching or practice. The review process required for this appointment is detailed in Section VII of the guidebook.

2. Professor or instructor of teaching

Teaching appointments are appropriate for individuals whose experience or stature qualify them as an outstanding teacher in a particular field or discipline. Individuals holding a teaching appointment shall devote their responsibilities to teaching and teaching-related activities, and to other duties as determined by the academic divisional dean and the dean of Seaver College. Professional service, University service (including service to the college, division, and academic program), and community service may be a component of the appointment at the discretion of the dean, divisional dean, and chair of the Fixed-Term Faculty Review Committee.

All faculty holding a teaching appointment must evidence support for the Mission of Pepperdine University.

3. Professor or instructor of practice

Faculty of practice have expertise, achievements, or reputations developed over a sustained period of time that qualify them uniquely in an academic area of the college. These individuals may lack academic credentials, but they have extensive experience in a professional environment. As a consequence of their professional qualifications and experiences, they possess a skill set to fulfill the responsibilities of their appointment as a professor or instructor of practice.

Individuals holding a practice appointment shall devote their responsibilities to teaching and teaching-related activities, and to other duties as determined by the academic divisional dean and the dean of Seaver College. A primary function of all faculty members with a practice appointment is to provide students with connections to the professional fields the students will be entering. All faculty holding a teaching appointment must evidence support for the Mission of Pepperdine University.

4. Scholar, artist, or executive in residence

In exceptional cases, individuals qualified for appointments as an instructor or professor of practice may be appointed with the title of Scholar, Artist, or Executive in Residence. These individuals have distinguished professional careers that have evidenced significant accomplishment and acclaim, and their professional stature provides benefit to the University. In-residence appointees shall devote their responsibilities to scholarship or creative work, teaching and teaching-related activities, and to other duties as determined by the academic divisional dean and the dean of Seaver College. Individuals appointed to an in-residence position will be treated as visiting professors for all review and evaluation activities.

V. INITIAL PLACEMENT

All prospective fixed-term faculty members must undergo evaluation by the chairperson of the Committee and the dean of Seaver College for initial placement in rank and step on the Placement Schedule (see Appendix II). To aid in evaluating credentials, all candidates submit a résumé or curriculum vitae and any other appropriate supporting data. Input will be sought from the divisional dean. If the Fixed-Term Faculty Review chairperson and the dean of Seaver College do not reach agreement on initial placement, the final decision will be made by the Committee.

Placement also may be affected by the following.

1. When a faculty member changes divisions or changes tracks, he or she will be re-evaluated as for initial placement.
2. Should an administrator in a fixed-term faculty appointment enter or return to full-time teaching, he or she will be evaluated as for initial placement. For this purpose, an "administrator" will be a person who primarily performs administrative duties and teaches less than one half time per semester. Divisional deans will be exceptions to the rule and will be viewed as full-time faculty.
3. As noted in Section VII of this guidebook, all faculty must have completed a full year of teaching at Seaver College before applying for promotion in rank.

VI. CRITERIA FOR EACH RANK

A. Assistant Professor

Appointment or promotion to this rank is normally limited to those whose subject-matter training has been completed to the standard commonly expected of specialists in the field (for example, in the fields where this degree is appropriate, the Ph.D.). Reappointment to this rank is normally limited to those whose teaching and service (or other prescribed duties) indicate that the ideal expected of Pepperdine faculty is being realized in practice. The length of time spent at this rank is typically six years, with eligibility for midterm advancement in the fourth year.

B. Associate Professor

In addition to the requirements for Assistant Professor, appointment or promotion to this rank requires demonstrated success and maturity in teaching and service (or other prescribed duties). The length of time spent at this rank is normally six years, with eligibility for midterm advancement in the fourth year.

C. Professor

In addition to the requirements for Associate Professor, appointment to this rank requires an excellent record of teaching, and service and good promise that such will continue in the future. In exceptional cases, the rank is also offered to those who have demonstrated outstanding excellence as teachers and service. It is assumed that such exceptional persons will continue to have a sure grasp of their subject and that the promise of continued outstanding teaching and service (or other prescribed duties) is strong. The rank of Professor is not granted as a matter of course; rather it is only granted after careful evaluation demonstrates that the faculty member possesses the qualifications listed above. Eligibility for midterm advancement at this rank is normally in the fourth, seventh, tenth, and every subsequent three years.

VII. PROMOTIONS IN RANK

A. Eligibility

A fixed-term faculty member must apply for a promotion in rank when he or she has met the criteria stated in the Placement Schedule (see Appendix II). The candidate must have completed a full year of teaching at Seaver College before applying for promotion in rank. Individuals required to apply for promotion are notified by their division representative. Notwithstanding this notification, it shall be the responsibility of the individual faculty member to be aware of his/her requirement to apply for a promotion in rank.

B. Application Procedures

Since promotions in rank are not automatic, a faculty member applies by completing and submitting the Fixed-Term Faculty Data Form-Candidate for Promotion (see Appendix IV.C) by November 1st (see Appendix I) of each year. He or she must also provide a portfolio of supporting materials. These materials should include evidence of student work, tests, assignments, syllabi, and handouts developed by the candidate. Also, the faculty member should include personal reflections and evaluations of his or her work as a teacher, advisor, and committee member.

C. Areas of Evaluation

The candidate is evaluated in each of the following areas:

1. Teaching Effectiveness

Teaching effectiveness includes knowledge of the field as well as in allied areas, effective student advising, concern for students' personal development, conscientiousness about office hours, and competence in classrooms and laboratories and in the supervision of performance groups, individual student projects, research, and field work.

2. Service

Individuals holding a practice appointment shall devote their responsibilities to teaching and teaching-related activities and to other duties as determined by the academic divisional dean and the dean of Seaver College. For individuals holding a teaching appointment, service is divided into three categories.

a. Professional Service

Professional service includes active participation in professional

organizations; holding advisory and consultative positions of recognized stature, and holding committee membership at the national, regional or state level.

b. University Service

University service includes committee work, administrative responsibility within the academic division, sponsorship of student organizations, work with the Seaver Faculty Association, and convocation attendance.

c. Community Service

Community service includes participation in church, civic and service organizations, political activity, and other organizations.

d. Academic Divisional Deans and Other Administrators

When a divisional dean or other administrator is applying for promotion or midterm advancement, his or her performance of duties as a divisional dean will be considered for service, but not as a substitute for teaching or scholarly activity. No faculty member is promoted as a divisional dean or other administrator, but only as a faculty member.

3. Support for Christian Values

The candidate is expected to display a consistent pattern of support for generally accepted Christian values and the mission of Pepperdine University as described in the Mission Statement (see Appendix VII).

D. Evaluation Sources

1. Designated Peers

- a. The candidate selects three "designated peers," with the approval of the divisional dean and division representative, to evaluate him or her. These "designated peers" serve Pepperdine in the candidate's own discipline or in a closely related discipline, with the requirement that each evaluator is conversant with the field of the person to be judged. At least one of these peers must be tenured, with the remainder holding a full-time faculty appointment. In the event that not enough qualified peers are available at Pepperdine to evaluate the faculty member's application, the candidate, together with the divisional dean and division representative, may solicit one or more evaluations from outside the university. After the peers have been designated, the division representative will meet with them singly or in groups to clarify the kind

of information needed by the Committee.

- b. These colleagues review in detail the candidate's Fixed-Term Faculty Data Form-- Candidate for Promotion (see Appendix IV.C). They review such data as evidence of student work, teacher's course outlines, texts, syllabi, reading lists, tests, statements of objectives, and prepared notes/handouts which the candidate provides. They should attend at least one class session of the candidate. They arrange with the candidate in advance to avoid visiting on days when exams, films, guest speakers, or other atypical class activities are planned. They may visit classes singly or with as many other peer reviewers as the candidate desires. They should arrive in the classroom on time and should stay until the class has been dismissed. The candidate need not introduce peer evaluators to the class, but may at his or her discretion. Evaluators should be as unobtrusive as possible during class visits.
- c. After a review of all materials provided by the candidate in support of his or her application, designated peers will complete the Designated Peer Evaluation (see Appendix IV.D). Peers should make a special effort to evaluate the appropriateness and sophistication of teaching materials and the importance of the professional or community contribution, rather than simply listing what the candidate has done.

2. **Additional Peers**

To aid the Committee in obtaining a complete view of the candidate, all other faculty members of the candidate's division will be invited to complete the Peer Evaluation Form (see Appendix IV.F).

3. **Students**

The divisional dean provides the Committee with a summary of all student evaluations for the candidate during the past three years.

The Committee will examine student evaluation forms for the two preceding semesters in which application is made and will receive computer output reports from student evaluations which contain data from all questions on the form. Divisional deans will provide more complete and explicit information from the narrative comments which they have seen on student evaluations of each candidate for the past three years.

Divisional deans are to ensure that candidates for promotion are evaluated by students in all classes in the two semesters preceding the review.

4. **Divisional Dean**

After reviewing all materials provided by the candidate, the divisional dean completes the Divisional Dean Evaluation Form (see Appendix VI).

E. Evaluation Procedures

1. In the first two areas listed in Section VII.C., the candidate is compared with teachers at Seaver College and at institutions comparable to Seaver in teaching load and committee responsibilities. After the Committee has reviewed all the pertinent information concerning the candidate, each committee member rates the candidate in the areas of teaching effectiveness and service by means of the following scale:

Poor Marginal Good Very Good Outstanding

Since Seaver College regards excellence in teaching of prime importance, the rating for teaching effectiveness is given twice the weight of the service category. No candidate will be recommended for a promotion unless he or she rates at least "Good" in the "Teaching Effectiveness" area.

2. Committee members review the third area listed in Section VII.C., and assess whether the candidate has displayed a consistent pattern of support of generally accepted Christian values and the mission of Pepperdine University as described in the Mission Statement (see Appendix VII).
3. The following principles guide the Committee in its evaluation of information received.
 - a. It is the responsibility of the Committee to investigate allegations made against any candidate. During this investigation, reasonable steps will be taken to keep the identity of the person making the allegations confidential.
 - b. No substantive new information about a candidate can be discussed by the committee members unless the information is written down and signed by the individual providing the information. The new information becomes a part of the candidate's fixed-term faculty promotion application.
 - c. At the Committee's discretion, the author may be asked to clarify and expand and give the grounds for his or her allegation.

F. Declining or Withdrawing an Application

If a faculty member has not submitted a complete application for promotion by the

appropriate deadline, it will be assumed that he or she has declined to apply.

G. Movement through Placement Schedule

1. For purposes of determining movement through the schedule, one year is typically equivalent to two semesters of full-time teaching. This includes not only teaching, but also units allowed for administrative duties and supervisory assignments. It does not include leaves of absence, unless for an academic teaching assignment.
2. A faculty member cannot be considered for midterm advancement or promotion while on leave of absence.
3. When a faculty member has been denied either a promotion or midterm advancement, he or she will thereafter spend the number of years at each rank and/or step as stipulated by the Placement Schedule.
4. The eligibility period for those individuals who are hired mid-year will begin the following fall semester.

H. Route of Promotion Application

After the files have been reviewed by both the Committee and the dean of Seaver College, the Committee and the dean will meet to discuss each candidate.

Alternatively, the dean of Seaver College may designate a representative to review the files, meet with the Committee, and make an independent evaluation. Following this conference, the Committee will forward its recommendations to the dean of Seaver College. The dean of Seaver College will make final decisions on each application.

After forwarding the candidate's files to the Dean's Office, they will remain in the Dean's Office so that they may be available to the University administration.

I. Appeal Process

A faculty member who has reason to believe that the decision made by either the Committee or the dean of Seaver College was unjust may appeal to the Fixed-Term Faculty Review Committee.

1. Procedures for Appealing Denials of Promotion

The faculty member begins the process by sending a letter to the chairperson of the Committee stating the desire to appeal. The faculty member must submit the letter to the Committee chairperson no later than March 15 of the year in which the denial occurred.

Upon receipt of the letter requesting an appeal, the chairperson of the Committee

will coordinate a meeting with the appropriate associate dean, the faculty member, and the Committee chairperson. If at the end of the meeting there is agreement by the associate dean and the Committee chairperson that the promotion was inappropriately denied, the associate dean will recommend to the Seaver Dean's Office by letter that the faculty member should receive the promotion. If the meeting ends with no agreement between the senior associate dean, the faculty member, and the Committee chairperson, the faculty member can elect to continue the appeal process by notifying the dean of Seaver College and the Committee chairperson.

The Committee chairperson will then ask the faculty member to provide the following to the Committee:

1. A statement detailing why the decision to deny the promotion should be overturned. In the statement the faculty member is encouraged to submit any error in fact, criteria, or process that he or she believes led to the denial of the promotion.

The Committee will review the documentation submitted to determine if the promotion was denied due to a mistake with respect to fact, or if an inappropriate process was followed or unsuitable criteria were applied.

The Fixed-Term Faculty Review Committee will decide by a majority vote if the denial of the promotion will be upheld or recommend that it be overturned by the dean of Seaver College. To be overturned, the Committee must find a preponderance of evidence that a substantial error was made in either fact, criteria, or procedure and that this error contributed materially to an inappropriate denial of the promotion. In extreme cases, and at its sole discretion, the Committee may ask for additional information from the faculty member. The burden of proof of persuading the Committee that the decision to deny the promotion was not proper rests upon the faculty member.

The Committee chairperson will notify the faculty member of the Committee's recommendation by letter, with a copy forwarded to the dean of Seaver College. The dean of Seaver College shall use the recommendation provided by the Committee to reconsider the promotion decision. The dean's decision shall be final and binding with no further appeals possible.

VIII. MIDTERM REVIEWS

Midterm advancements within a rank are not automatic. All fixed-term faculty must apply for midterm review in accordance with the placement schedule indicated in Appendix II. Midterm reviews are to be conducted as follows:

- A. Divisional deans will recommend that eligible faculty be given (or denied) midterm advancements and will prepare a statement of the rationale for each of

their recommendations for the dean of Seaver College.

- B. The dean of Seaver College will confer with each academic divisional dean to discuss the recommendations. Following these conferences, the dean of Seaver College will send their final decisions to the Committee for the purposes of record keeping.
- C. A faculty member who has reason to believe that the decision made by either the divisional dean or the dean of Seaver College was unjust may appeal to the Fixed-Term Faculty Review Committee.

1. **Procedures for Appealing Denials of Midterm Advancement**

The faculty member begins the process by sending a letter to the chairperson of the Fixed-Term Faculty Review Committee stating the desire to appeal. The faculty member must submit the letter to Committee chairperson no later than April 1st of the year in which the denial occurred.

Upon receipt of the letter requesting an appeal, the chairperson of the Fixed-Term Faculty Review Committee will coordinate a meeting with the divisional dean, the faculty member, and the Committee chairperson. If at the end of the meeting there is agreement by the divisional dean and the faculty member that the midterm advancement was inappropriately denied, the divisional dean will recommend to the Seaver Dean's Office by letter that the faculty member should receive the midterm advancement. If the meeting ends with no agreement between the divisional dean and the faculty member, the faculty member can elect to continue the appeal process by notifying the dean of Seaver College.

The Committee chairperson will then ask the divisional dean and the faculty member to provide the following to the Fixed-Term Faculty Review Committee:

The divisional dean will provide:

1. The letter of application or similar document made by the faculty member requesting the midterm advancement.
2. The divisional dean's letter of rationale outlining the case for denial of the midterm advancement sent to the dean of the College.
3. Any relevant data and narrative that the divisional dean considered in his or her decision to deny the faculty member a midterm advancement.

The faculty member will provide:

1. A statement detailing why the decision to deny the midterm advancement should be overturned. In the statement the faculty member is encouraged to submit any error in fact, criteria, or process that he or she believes led to the denial of the midterm advancement.

The Committee will review the documentation submitted to determine if the midterm advancement was denied due to a mistake with respect to fact, or if an

inappropriate process was followed or unsuitable criteria were applied.

The Committee will decide by a majority vote if the denial of the midterm advancement will be upheld or recommend that it be overturned by the dean of Seaver College. To be overturned, Committee must find a preponderance of evidence that a substantial error was made in either fact, criteria, or procedure and that this error contributed materially to an inappropriate denial of the midterm advancement. In extreme cases, and at its sole discretion, the Committee may ask for additional information, including a formal review with a submission of a faculty data form and peer reviews. The burden of proof of persuading the Committee that the decision to deny the midterm advancement was not proper rests upon the faculty member.

The Fixed-Term Faculty Review Committee chairperson will notify the dean of Seaver College and the faculty member of the Committee's decision by letter, with a copy forwarded to the divisional dean. The dean of Seaver College shall use the recommendation provided by the Committee to reconsider the promotion decision. The dean's decision shall be final and binding with no further appeals possible.

IX. FACULTY APPRAISAL AND DEVELOPMENT PROGRAM

In order to give faculty members regular notice of their standing and to aid them in meeting the division's standards, divisional deans should meet with their faculty individually once a year. To aid this discussion, the Committee has provided two forms, a Fixed-Term Faculty Data Form and a Divisional Dean Evaluation Form (see Appendix IV.E). The forms are similar to the forms used for promotion so that the faculty member may obtain a clear sense of whether he or she is progressing toward promotion.

APPENDIX I. FIXED-TERM FACULTY REVIEW CALENDAR*

June 1	All fixed-term faculty who will be reviewed by the Fixed-Term Faculty Review Committee the following academic year will be notified of eligibility.
October 1	All fixed-term faculty will be notified of their status (rank and step).
November 1	All materials relating to candidate's application for promotion must be received by the division representative.
November 15	All materials relating to a candidate's application for midterm advancement review must be submitted to the candidate's divisional dean.
December 1	All peer and divisional dean forms for promotion must be turned into the division representative.
January 15	Divisional deans will submit a recommendation to the dean of Seaver College regarding a candidate's midterm review.
February 1	Decisions on promotion will be forwarded from the Fixed-Term Faculty Review Committee to the dean of Seaver College.
March 1	Dean of Seaver College will inform fixed-term faculty of his or her decision regarding both promotion and midterm reviews.

* This calendar is subject to change if the deadline falls on a weekend. In such an instance, the deadline will be the following Monday.

APPENDIX II. PLACEMENT SCHEDULE^{1, 3}

Rank	Year(s)²	Step	Teaching	Practice
Visiting	1			
Visiting	2			
Visiting	3			
Visiting	4			
Visiting	5			
Assistant	6-8	I		
Assistant	9-11	II	Assistant I + 3 yrs.	Assistant I + 3 yrs.
Associate	12-14	I	Assistant II + 3 yrs.	Assistant II + 3 yrs.
Associate	14-16	II	Associate I + 3 yrs.	Associate I + 3 yrs.
Professor	17-19	I	Associate II + 3	Associate II + 3
Professor	20-22	II	Professor I + 3 years	Professor I + 3 years
Professor	23-25	II	Professor II + 3 years	Professor II + 3 years
Professor	26-28	III	Professor III + 3 years	Professor III + 3 years
Professor	29-31	IV	Professor IV + 3 years	Professor IV + 3 years
Professor	32-34	V	Professor V + 3 years	Professor V + 3 years
Professor	35-37	VI	Professor VI + 3 years	Professor VI + 3 years

¹ For information concerning placement on promotional tracks, see Section V.

² Years given are completed years as of the end of the academic calendar.

³ If a faculty member moves from one academic division to another, he or she must be reviewed by the Fixed-Term Faculty Review Committee. The Committee and the Seaver Dean's office will make a determination as to the appropriateness of the change and decide whether adjustments should be made as to placement. If the highest academic degree is not in the area where the major teaching is to be done, there could be a change in the type and level of the appointment.

**APPENDIX III.
NOTIFICATION OF STATUS**

Date: _____

Dear _____:

As your representative on the Fixed-Term Faculty Review Committee, it is my responsibility periodically to update, communicate, and verify your placement status. As of _____, Fixed-Term Faculty Review Committee records indicate the following status.

Present rank: _____

Next scheduled review for rank promotion: November 1, 20__ (effective August 20__)

Next scheduled midterm review: November 15, 20__ (effective Fall 20__)

Please evaluate this information carefully. Call me at extension _____ if you have questions, suggestions, or clarifications. Please return this form to me, signed by you and indicating either your agreement or corrections on the appropriate lines, no later than _____

_____.

Sincerely,

Faculty Representative on
Fixed-Term Faculty Review Committee

- The information stated above is correct.
- The information stated above is incorrect as follows:

Signature

cc: Division Representative Faculty
Member

APPENDIX IV.

FORMS RELATED TO PROMOTIONS IN RANK

- A. Notification of Eligibility for Promotion
- B. Notification of Peer Reviewer for Promotion
- C. Fixed-Term Faculty Data Form—Candidate for Promotion
- D. Designated Peer Evaluation Form for Promotion
- E. Supervisor's Evaluation Form for Promotion
- F. Peer Evaluation for Promotion

**IV. A. NOTIFICATION OF ELIGIBILITY FOR PROMOTION
SEAVER COLLEGE**

Date: _____

Dear _____:

As your faculty representative on the Fixed-Term Faculty Review Committee, it is my responsibility to inform you that you must apply for promotion this year.

The process of evaluation will include the following elements: (1) divisional dean evaluation, (2) designated peer evaluation, (3) responses from additional peers, (4) student evaluations. As your Fixed-Term Faculty Review Committee Representative, I will soon contact you to assist you in selecting the five peers who will fill out a Designated Peer Evaluation Form.

To assist this process, you should complete the Fixed- Term Faculty Data Form (Form IV: C) and compile a file of relevant materials and give it to me by _____. This file will ultimately be made available to your divisional dean and your designated peers to look at before they fill out their respective forms.

The file should contain the following: (1) a copy of your Fixed-Term Faculty Data Form (available at **XXXX-URL**); (2) teaching materials, such as course syllabi, copies of examinations, paper assignments, reading lists, and handouts specially devised by you, and any other material which you believe will enable your peers to get a sense of your teaching methods; (3) any materials relating to contributions you have made in the area of professional and community service; and (4) any personal reflections and evaluations on your work as a teacher, advisor, or in any other area..

The Committee expects to study all the materials returned to it and to make a recommendation to the administration by _____. I would be happy to discuss with you any questions you may have relating to the evaluation process. Feel free to call on me at x_____.

Very truly yours,

Faculty Representative on the Fixed-
Term Faculty Review Committee

**IV. B. NOTIFICATION OF PEER REVIEWER FOR PROMOTION
SEAVER COLLEGE**

Date: _____

Dear _____:

Your colleague, _____, is applying for _____.

The Fixed-Term Faculty Review Committee has identified you as a designated peer to evaluate the candidate's teaching and service. The candidate's materials are on file in the candidate's division office for your perusal.

A Designated Peer Evaluation form (Form IV: D), to be completed by you, is required as part of your evaluation. Please note that your responses must be typed and submitted on the Designated Peer Evaluation form. For your convenience, the evaluation form is available at **XXXX-URL**.

The Committee reminds you that your comments should be candid and that you should provide explicit reasoning for your evaluation of the candidate's teaching and service. Sweeping and unsupported generalities, whether positive or negative, are not helpful to the Committee. Do not hesitate to offer criticisms, which often strengthen the candidate's case because they prove the reviewer's objectivity and lend credibility to the positive comments. All evaluations are held in the strictest confidence.

We ask that you allocate sufficient time as a reviewer to provide the Committee with a thorough, detailed review. Since most of the committee members are not experts in the fields of the candidates whom we evaluate, we rely on the evaluations of those who are. In particular, we need your evaluation of the quality and significance of the activities described in the candidate's file, whether it be class syllabi, sample exams, acts of service, etc.

You should attend at least one class session of the candidate. Arrange with the candidate in advance to avoid visiting on days when exams, films, guest speakers, or other atypical class activities are planned. You may visit classes singly or with other peer reviewers as the candidate desires. You should arrive in the classroom on time and should stay until the class has been dismissed. The candidate need not introduce you to the class, but may at his or her discretion.

Be as unobtrusive as possible during this class visit.

In order for the candidate to receive a fair review, it is critical that you return your completed evaluation form to me by _____. Thank you for undertaking this important responsibility.

Very truly yours,

Faculty Representative on Fixed-
Term Faculty Review Committee

**IV. C. FIXED- TERM FACULTY DATA FORM
—CANDIDATE FOR PROMOTION
SEAVER COLLEGE**

This form should be filled out by the candidate. As this form is completed, remember that it will be seen, as submitted, by the school committees and deans before the approval process is complete. Please include any additional documentation which might be helpful in this evaluation. Please use the computer to complete this form.

Date _____

PERSONAL DATA

1. Name of Candidate _____ Signature _____
2. Application for promotion to _____ (rank)
3. Summarize your education, listing each school and dates attended, degrees conferred, special honors received, etc. Begin with the most recent.
4. Pepperdine Employment History
 - a. Date of first employment with Pepperdine University:
 - b. Date of first employment in your present position:
 - c. Rank at which you began:
 - d. List all promotions attained and dates they occurred:
 - e. Total years of teaching experience at Pepperdine University:
 - f. Any reassigned time received for research, committee work, etc.

TEACHING

5. List all schools other than Pepperdine University at which you have taught, including your rank and the dates of your appointments. Begin with the most recent.
6. List all of the courses you have taught at Pepperdine University.
7. List teaching responsibilities not reflected above, including student advising, thesis and dissertation committee responsibilities, student research projects, development of new courses or programs, supervision of student interns, coaching debate, moot court or similar teams. Provide an analysis of your teaching methodologies, strategies and objectives, listing steps you have taken to improve your teaching. Provide reflective statements on teaching tools developed and on student evaluations. Provide evidence of student learning.

PROFESSIONAL SERVICE

1. List and date relevant membership, activities, and offices held in professional associations and societies, including editorships of professional journals.

UNIVERSITY SERVICE

2. List committees served on, administrative assignments, sponsorship of student organizations, work with faculty organizations, general student advisement, and chapel/convocation involvement.

COMMUNITY SERVICE

3. List all community service activities, especially those associated with civic or service organizations, including offices held.

SUPPORT FOR CHRISTIAN VALUES

4. Describe your consistent pattern of support for generally accepted Christian values and the mission of Pepperdine University as these are described in the Mission Statement, and describe your active participation in a community of faith. If possible, discuss your integration of faith and learning in the classroom.

ADDITIONAL FACTORS

5. State other factors, if any, which you wish the Committee to consider.

**APPENDIX IV. D. DESIGNATED PEER EVALUATION FORM
FOR PROMOTION
SEAVER COLLEGE**

Name of candidate _____ Date _____

Application for promotion to _____

Respondent's name _____ Signature _____

Respondent's title _____

All candidates for promotion are evaluated in the following areas: teaching; service to the community and the institution; and support for Christian values and the mission of Pepperdine University. After carefully reviewing the candidate's file, please complete the following questionnaire. In each of the ratings, compare the candidate with other teachers in this school and, if possible, at comparable institutions.

Summarize your evaluation of the candidate by circling the appropriate word(s) under the headings below. Please word process all responses.

I. TEACHING EFFECTIVENESS

A. Quality of Teaching

Has a thorough grasp of the subject, demonstrates interest in quality of teaching; is thoughtful in selection and preparation of texts, reading lists, projects; is knowledgeable in areas allied with the general field taught; is aware of new developments in related fields, is well read beyond the subject taught. Works to contextualize course content with General Education and to student values when appropriate.

Poor Marginal Good Very Good Outstanding

Please comment:

B. Teaching Skills

Exhibits skill in communicating with classes; is dependable in preparing for and meeting classes; returns papers promptly; upgrades teaching techniques, works toward improving teaching performance; is thoughtful in creation of syllabi and assignments; gives appropriate and adequate feedback to students regarding their performance; provides evidence of student learning.

Poor Marginal Good Very Good Outstanding

Please comment:

C. Concern for Students

Shows concern for students' personal development; recognizes and greets students out of class; keeps regular and sufficient office hours. If applicable, is effective in counseling and advising students, conscientious in advising duties, and in keeping appointments with students.

Poor Marginal Good Very Good Outstanding

Please comment:

II. SERVICEA. Professional Service

Actively participates in appropriate professional organizations; holds office in state, regional, or national professional organizations; holds advisory and consultative positions of recognized stature; holds committee membership at the national, regional, or state level; attends professional meetings on a regular basis.

Poor Marginal Good Very Good Outstanding

Please comment:

B. University Service

Does committee work effectively; carries out administrative responsibility within the school or division; sponsors student organizations; works with faculty organizations.

Poor Marginal Good Very Good Outstanding

Please comment:

C. Community Service

Actively participates in community and public service through church, service or civil organizations.

Poor Marginal Good Very Good Outstanding

Please comment:

III. SUPPORT FOR CHRISTIAN VALUES

Evaluate the candidate's consistent pattern of support for generally accepted Christian values and the mission of Pepperdine University as these are described in the Mission Statement.

IV. ADDITIONAL FACTORS

Please state other factors, if any, which you feel should be considered.

V. PROMOTION RECOMMENDATION (check one)

I recommend without reservations that promotion be granted.

I recommend with reservation that promotion be granted.

My reservations are:

I recommend that promotion not be granted.

Please comment:

**IV. E. SUPERVISOR'S EVALUATION FORM FOR PROMOTION
SEAVER COLLEGE**

Name of candidate _____ Date _____

Application for promotion to _____

Respondent's name _____ Signature _____

Respondent's title _____

All candidates for promotion are evaluated in the following areas: teaching; service to the community and the institution; and support for Christian values and the mission of Pepperdine University. After carefully reviewing the candidate's file, please complete the following questionnaire. In each of the ratings, compare the candidate with other teachers in this school and, if possible, at comparable institutions.

Summarize your evaluation of the candidate by circling the appropriate word(s) under the headings below. As this form is completed, remember that it is seen, as submitted, by the school committees and deans before the approval process is complete. Please use a computer to complete this form.

I. TEACHING EFFECTIVENESS

A. Quality of Teaching

Has a thorough grasp of the subject, demonstrates interest in quality of teaching; is thoughtful in selection and preparation of texts, reading lists, projects; is knowledgeable in areas allied with the general field taught; is aware of new developments in related fields, is well read beyond the subject taught. Works to contextualize course content with General Education and to student values when appropriate.

Poor Marginal Good Very Good Outstanding

Please comment:

B. Teaching Skills

Exhibits skill in communicating with classes; is dependable in preparing for and meeting classes; returns papers promptly; upgrades teaching techniques, works toward improving teaching performance; is thoughtful in creation of syllabi and assignments; gives appropriate and adequate feedback to students regarding their performance; provides evidence of student learning.

Poor Marginal Good Very Good Outstanding

Please comment:

C. Concern for Students

Shows concern for students' personal development; recognizes and greets students out of class; keeps regular and sufficient office hours. If applicable, is effective in counseling and advising students, conscientious in advising duties, and in keeping appointments with students.

Poor Marginal Good Very Good Outstanding

Please comment:

D. Student Evaluations

For each course the candidate has taught at Pepperdine University during the last three years, list the course number, class size, student-evaluation average (on a five-point scale), and average of the grades awarded in the class.

Course Title and Number Class Size Average Evaluation Average Class Grade

How do the candidate's student evaluations compare with those of other teachers in comparable courses?

II. SERVICEA. Professional Service

Actively participates in appropriate professional organizations; holds office in state, regional, or national professional organizations; holds advisory and consultative positions of recognized stature; holds committee membership at the national, regional, or state level; attends professional meetings on a regular basis.

Poor Marginal Good Very Good Outstanding

Please comment:

B. University Service

Does committee work effectively; carries out administrative responsibility within the school or division; sponsors student organizations; works with faculty organizations.

Poor Marginal Good Very Good Outstanding

Please comment:

C. Community Service

Actively participates in community and public service through church, service or civil organizations.

Poor Marginal Good Very Good Outstanding

Please comment:

III. SUPPORT FOR CHRISTIAN VALUES

Evaluate the candidate's consistent pattern of support for generally accepted Christian values and the mission of Pepperdine University as these are described in the Mission Statement. If you have knowledge, please comment on the candidate's participation in a community of faith.

IV. ADDITIONAL FACTORS

Please state other factors, if any, which you feel should be considered.

V. PROMOTION RECOMMENDATION

(check one)

I recommend without reservations that promotion be granted.

I recommend with reservation that promotion be granted.

My reservations are:

I recommend that promotion not be granted.

Please comment:

**IV. F. PEER EVALUATION FOR PROMOTION
SEAVER COLLEGE**

Name of Candidate _____ Date _____

Respondent's Name _____ Signature _____

Return requested by _____ to _____

All candidates for promotion in rank are evaluated in the areas of teaching and service. In addition, the candidate's basic support of general accepted Christian values and the mission of Pepperdine University as described in the Mission Statement of Pepperdine University is of great importance.

If you have any specific information concerning the candidate in any of these areas, please discuss in detail. Even if you wish to make no comment, please sign and return.

**V. FIXED TERM FACULTY DATA FORM
FACULTY DEVELOPMENT AND APPRAISAL PROGRAM
SEAVER COLLEGE**

Date: _____

Name of Candidate: _____ Signature: _____

The purpose of this form is to promote communication between faculty member and divisional dean about the faculty member's development. It is to be held confidential by faculty member and divisional dean, and is not a part of the official evaluation for promotion.

Please complete the form in as much detail as possible. Include any additional documentation which might help the divisional dean to evaluate your performance in the areas of teaching and service.

I. TEACHING

List courses you teach. For each course taught, please provide tests, syllabi, reading lists, projects assigned, and other pertinent information. Also, list teaching responsibilities which are not reflected in the list of courses taught (course revisions, advising, student directed research, development of instructional materials, etc.).

Goals:

II. SERVICE**A. Professional and Community Service**

List memberships, activities, and offices held in professional associations and societies; service to the community through religious, political, or other organizations.

Goals:

B. Division, College, and University Service

Include committees served on, administrative responsibility within division, sponsorship of student organizations, work with Faculty Organization.

Goals:

**VI. DIVISIONAL DEAN YEARLY EVALUATION
FACULTY DEVELOPMENT AND APPRAISAL PROGRAM
SEAVER COLLEGE**

Name of Faculty Member _____ Date _____

Divisional Dean's Name _____ Signature _____

The purpose of this form is to promote communication between faculty member and divisional dean about the faculty member's development. It is to be held confidential by faculty member and divisional dean, and is not a part of the official evaluation for promotion. After carefully reviewing the faculty member's file, please complete the following in as much detail as possible. In evaluating the candidate in each area, please take into consideration the following statements.

I. TEACHING EFFECTIVENESS

A. Intellectual Breadth

Seems well read beyond the subject taught; can suggest reading in any area of the general field; knows about developments in other fields; is sought by colleagues for advice on academic matters; keeps current with developments in the field.

Strengths:

Weaknesses:

B. Quality of Teaching

Expresses interest and concern about the quality of teaching; is dependable in meeting class; returns papers promptly; upgrades teaching techniques by taking courses and attending meetings; does research geared toward improving teaching performance; is thoughtful in selection and preparation of texts, syllabi, reading lists, projects, audiovisual materials, tests, etc.; upgrades lecture materials; performs effectively in the classroom.

Strengths:

Weaknesses:

C. Concern for Students

Shows skill in advising and is conscientious in carrying out advising duties; is conscientious about keeping appointments with students; shows concern for students' personal growth; keeps regular and sufficient office hours.

Strengths:

Weaknesses:

D. Student Evaluations

For courses taught during the past fall and winter trimesters, list the course number, class size, student-evaluation average (on four- point scale), and grade-point average.

<u>Course No.</u>	<u>Class Size</u>	<u>Student-Evaluation Average</u>	<u>Average Grade</u>
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How do these student evaluations compare with those of teachers in comparable courses?

II. SERVICE

A. Professional and Community Service

Actively participates in state, regional, or national professional organizations; holds advisory and consultative positions of recognized stature; serves the community through religious, political, or other organizations.

Strengths:

Weaknesses:

B. Division, College, and University Service

Does committee work, carries out administrative responsibility within the division, sponsors student organizations, works with Faculty Organization; attends convocation.

Strengths:

Weaknesses:

APPENDIX VII.

THE MISSION OF PEPPERDINE UNIVERSITY

Pepperdine University is an independent, Christian University, enrolling about 6,500 students in four colleges and schools. Administrative headquarters for the University are located at Malibu, California. In addition to the educational programs offered on the University's 819-acre campus overlooking the ocean at Malibu, the University conducts a European program in its own facilities in Heidelberg, West Germany, and London, England, and offers classes in several educational centers in the metropolitan Los Angeles area.

The University was founded in 1937 by Mr. George Pepperdine, a Christian businessman who established and developed the Western Auto Supply Company. For the first thirty years of its life, the institution was a small, mostly undergraduate college. In 1970, as the institution added graduate and professional schools, it became Pepperdine University. In 1972, the University opened its new campus at Malibu. The development of this campus and the establishment of Seaver College were made possible by a most generous gift from Mrs. Frank Roger Seaver. Donations from many friends of the University were important in the construction of the buildings at Malibu and in supporting the curriculum.

Mr. Pepperdine's original statement of purpose is still the guiding principle of the University: "Therefore, as my contribution to the well-being and happiness of this generation and those that follow, I am endowing this institution to help young men and women prepare themselves for a life of usefulness in this competitive world and to help them build a foundation of Christian character and faith which will survive the storms of life."

The most distinctive feature of Pepperdine University is the fact that it maintains a serious commitment to a rigorous academic program in concert with concern for spiritual matters. It does not profess to be a church or a religious body, but recognizes its role as an educational institution, albeit one with a distinctive and unique heritage and mission.

Pepperdine University, like Mr. George Pepperdine and many others who have invested their lives and their fortunes in the University, maintains a commitment to the value of human freedom, whether this be expressed in economic, intellectual, or political activity. The University maintains that this freedom is the fruit of man's spiritual nature and that it is precisely because humankind is created in the image of God that human freedom is of such inestimable value.

The University is keenly aware that its existence is the result of a free economic market system which has produced an abundance of goods and resources to be shared with others and to lessen the amount of want and misery in the world. This does not equate an individual's spiritual commitment or religion with democracy, a free market economic system or any other human form of organizing activity. But it does hold that all freedoms are interdependent and that they are based on a genuine commitment to the priority of spiritual concerns.

While committed to the maintenance of its distinctive heritage, the University recognizes that its mission is educational and that its commitment to its distinctive heritage must not become an excuse for academic inferiority. It is the aim of the institution to seek excellence in all of its academic programs.

The University is committed to continuing the trend of the past several years in elevating the quality of students admitted, in providing faculty compensation that will be competitive and therefore attractive to high-quality faculty, and in providing the support the faculty needs to

achieve the educational objectives of the institution. While certain important features of the physical plant remain to be constructed, such as an administration building, the major thrust of the current decade will be the strengthening of academic programs.

The University's affirmation of its Christian purpose and the influence of its heritage manifest themselves uniquely in the governing structure established by Mr. Pepperdine. Consistent with the autonomous congregational structure of the Churches of Christ, of which he was a lifelong member, Mr. Pepperdine stipulated that special emphasis be given to Christian values and faith while establishing an institution free of direct ownership and control by an ecclesiastical body.

In keeping with the founder's provisions, the University's governing authority is vested in a self-perpetuating Board of Regents. Formal legal relationships between the church and the University reside in the controls vested in the Board of Regents, a majority of whom must be members of the Churches of Christ. In addition, members of the governing board also represent a diversity of community and professional interests who are in harmony with and supportive of the University's heritage. Stewardship of the University's mission has been entrusted to men and women of proven character, wisdom, and purpose.

The maintenance of the church relationship and the authority of the Regents are set forth in the Articles of Incorporation and Bylaws.

Pepperdine University's mission is to provide education of excellent academic quality within the context of its Christian heritage and with particular attention to Christian values. The heart of the educational life of Pepperdine University is Seaver College of Letters, Arts, and Sciences, with its strong program of general education. The liberal arts curriculum encourages the development of academic competencies that include a knowledge of the heritage of the past, an appreciation of science, a development of the aesthetic senses, and the ability to solve problems in the light of available information. The interdisciplinary structure of Seaver College is designed to integrate Christian values into the total curriculum and to unify knowledge around Christian truth. General, pre-professional and professional programs include training in business, communications, education, fine arts, religion, humanities and teacher education, law, natural sciences, and social sciences.

The professional schools are regarded as logical extensions of the priorities established in the liberal arts college. Business administration, a discipline particularly advocated by the founder, and education, a subject area which from the beginning has offered the opportunity of providing service to the community, are emphasized respectively in two of the schools of the University. The program in law represents a furtherance of the school's commitment to engage in the serious study of human relations and values.

Pepperdine University places great emphasis on teaching. In recent years, the importance of research has come to be acknowledged, and the institution is giving greater emphasis to research on the part of the faculty as a fundamental methodology for improving the quality of teaching while contributing to the body of information and knowledge available to society.

Community service is regarded as highly important, and a variety of educational and cultural programs are offered to the community. It is the philosophy of the institution, however, that its greatest services to the community are provided in the lives of its graduates.

Constituents served by the University are drawn from most of the states of the United States and approximately sixty foreign countries. Students represent a wide variety of religious and ethnic backgrounds. The University welcomes the diversity of its student population and seeks to provide an atmosphere in which the whole person--physical, social, intellectual, and spiritual--is developed.

The extraordinary natural beauty and almost rural setting of the campus in Malibu make it an ideal place for study, contemplation, and the development of social awareness. The close proximity to the urban metropolitan community of Los Angeles provides a vital link to the challenges of modern life. The relevance and attractiveness of the University's programs are demonstrated by the number and quality of applicants and by the enthusiastic financial support offered by the community.

Faculty members must be persons of high ethical and moral standards and are selected because of their academic qualifications and their promise of success as teachers. They are also chosen with a view to their willingness to support the distinctive philosophy of the institution and to work within it. In the recruitment and selection of faculty, the quality of academic preparation, acceptance of Christian values, and respect for the University's heritage are paramount considerations.

APPENDIX VIII.

THE MISSION OF SEAVER COLLEGE

Seaver College exists to provide a link between the knowledge and wisdom of the past and present with the challenges of the future. The college is essentially a community within the larger Pepperdine University community which integrates several groups: teachers committed to a life of instruction and scholarship; students preparing to assume responsible roles in contemporary society; staff members, volunteers, and donors committed to advancing the goals of the community; and administrators and regents charged with helping to achieve these goals.

Seaver College is primarily undergraduate and residential. It is selective in enrollment and committed to high academic standards. Its task is to prepare persons of diverse economic, social, ethnic, and religious backgrounds to become moral and intellectual leaders and to challenge them to value service above material success. To accomplish this task, Seaver faculty members, administrators, and staff members serve as role models, both as professionals and as human beings who are committed to excellence and motivated by personal faith in God. Students benefit from many small classes, a nurturing campus environment, opportunities for diverse social interaction, and individual attention from these teacher-mentors.

Seaver is a liberal arts college. As such, it nourishes and transmits the noblest ideas of Western culture—the achievements of science and technology as well as the artistic, intellectual, and ethical heritage of the Western world. At the same time, the Seaver curriculum and co-curriculum also reflect a modern, global world view much broader than that of the West and more complex and egalitarian than in former times. Nor does it isolate itself from the nature of life and the economic realities of our own age. Therefore, many subjects are studied that are not included in the traditional categories of the liberal arts. Nevertheless, the college is completely committed to the spirit and intent of the traditional baccalaureate: the sharpening of the mind, the ennobling of the heart, the broadening of the vision, and the cultivation of the arts of speaking and writing which result in civilized and fruitful discourse. It is likewise devoted to the relentless search for truth in an atmosphere of freedom of inquiry: to think, to question, to doubt, to believe, and to affirm.

Seaver College places the students' total development at the heart of its educational strategy. The college therefore recognizes the importance of both the curriculum and the co-curriculum. It strives to effect the total development of the student—intellectual, physical, emotional, social, and spiritual—and to lay the foundations of lifetime learning. It recognizes that learning takes place constantly, in every facet of the student's life, and therefore seeks to integrate and direct this complex of experiences toward its developmental goals.

Since there is a significant correlation between the degree of individual student involvement in the life of the college and success in effecting student development, concerted effort is made to maximize the involvement of each student in the larger life of the college.

Seaver is a Christian college. As such, it affirms in undergraduate and graduate programs that there are sources of truth deeper than those of secular culture: Moses, purveyor of divine laws; Amos, crying out for social justice and unfeigned piety; Paul, overwhelmed with both the reality of sin and the joy of forgiveness; and ultimately, Jesus of Nazareth, in whom God is uniquely revealed, and by whose death and resurrection all humankind can receive reconciliation with God. The study of religion and the opportunity for corporate worship are integral elements in the Seaver experience. A commitment to Christian beliefs regarding the origin, nature, and destiny of humanity permeates the curriculum. The college's ties to the Churches of Christ call it to a serious commitment to Biblical Christianity. Thus, in its mission, Seaver College seeks to remain

true to the most profound insights of the religious movement which constitutes its heritage.

The educational philosophy of Pepperdine University is summarized in the following statement that is printed in all the catalogs and graduation programs of the institution.

Pepperdine University Affirms

That God is

That He is revealed uniquely in Christ

That the educational process may not, with impunity, be divorced from the divine process

That the student, as a person of infinite dignity, is the heart of the educational enterprise

That the quality of student life is a valid concern of the University

That truth, having nothing to fear from investigation, must be pursued relentlessly in every discipline

That spiritual commitment, tolerating no excuse for mediocrity, demands the highest standards of academic excellence

That freedom, whether spiritual, intellectual, or economic, is indivisible

That knowledge calls, ultimately, for a life of service.