

REGENT UNIVERSITY
SCHOOL OF LAW
FACULTY APPOINTMENT, PROMOTION, TENURE, CONFIRMATION,
AND EVALUATION POLICY AND PROCEDURE
(REVISED April 2023)

I. UNIVERSITY POLICY

Regent University's policies on faculty appointment, promotion, tenure, confirmation, and evaluation are established by the Board of Trustees and the Academic Council. The present policy for the School of Law is intended to be in accord with both the spirit and letter of university policy.

II. PROCEDURAL PRINCIPLES

A. OVERVIEW

In accordance with the mission of the university, the purpose of having a faculty achievement and evaluation policy is to promote professional development and spiritual growth, motivate academic achievement, and increase the quality of education for students in the School of Law. This policy is applicable to all full-time faculty and to administrators holding faculty rank. In order to enable the faculty to meet the criteria under the policy, essential resources should be available to the faculty. The absence of the following necessary resources may require consideration of downward revision of the criteria as warranted.

1. Student research assistance of not less than 15 hours per week during the academic year.
2. Additional research assistance during the academic year, and reasonable summer research assistance, to support faculty in specific publication projects consistent with these criteria.
3. Adequate law library funding to permit the acquisition and upkeep of resources reasonably necessary and related to faculty research, scholarship, publications, and teaching activities.
4. Adequate secretarial staff and ancillary support, including duplication, Internet access, computer hardware and software, and such other items as are reasonably necessary to support faculty research, scholarship, and publication.
5. Maintenance of a travel and expense budget which will permit each faculty a minimum of two annual domestic trips to attend professional conferences or present papers in the faculty member's substantive area of teaching, or an area wherein research or publication is being conducted.
6. Sufficient funding for summer research grants to support specific faculty research and publishing activities.

7. A normal teaching load which does not exceed 13 semester hours per academic year, nor more than two courses per semester. Additionally, a reduced semester teaching load shall periodically be made available to all faculty and also to any faculty member who has had a previous academic year wherein the foregoing teaching load was exceeded.

8. Coordination of teaching assignments with faculty efforts in research, scholarship, and publication.

9. No more than two committee assignments, excluding those committees to which a faculty member voluntarily seeks membership.

10. Regularly-scheduled sabbatical leaves according to university policies. The Promotion, Tenure, and Confirmation Committee may review the foregoing factors periodically to determine whether the necessary resources are being provided to the faculty.

B. REVIEW PROCESS

Faculty review shall include self-review, peer review, Dean review, and student review. References to the Faculty Promotion, Tenure, and Confirmation Committee shall be made by the full title or by the word "Committee," as appropriate.

1. Self Review: Faculty will provide a written self-evaluation when being considered for appointment, promotion, tenure, or confirmed status; and, when requested, as part of an annual or biennial performance review.

2. Peer Review: The Committee, the Dean, or both, may schedule and carry out peer reviews of teaching, scholarship, and service of Faculty Members.

3. Supervisor Review: The Dean will provide a written performance review to the university administration when faculty apply for appointment, promotion, tenure, or confirmed status; and, with a copy to the faculty member, when part of an annual or biennial performance review.

4. Student Review: Under the supervision of the Dean's office, each semester students will be requested to evaluate each faculty member. The Dean's Office shall, after grades are completed each semester, provide faculty members with access to their student evaluations. Faculty should provide student evaluations and other forms of student feedback when being considered for appointment, promotion, tenure, or confirmed status; and when evaluating their ongoing performance as a part of an annual or biennial performance review.

C. EVIDENCE

Evidence will be organized into a dossier. The dossier will include materials that address the performance criteria for the areas of teaching, scholarship, and administration and professional service.

D. EVALUATION PROCESS

The evaluation process includes both quantitative and qualitative measures of performance. For most standards, quantitative criteria are provided in the form of performance goals (recommended levels of performance) and performance requirements (minimum levels of performance). Qualitative Information is used to provide a better understanding of faculty performance and faculty achievements that quantitative measures cannot fully describe.

III. APPOINTMENT AND PERFORMANCE REVIEW: CRITERIA AND STANDARDS

INTRODUCTION: CRITERIA DEFINITIONS

The criteria for granting promotion, tenure, and confirmed status, as well as retention of rank and tenure or confirmed status, shall be: 1) teaching excellence; 2) an exemplary or potentially exemplary record of research and publication and/or other appropriate professional creativity (as applicable to the faculty line); and 3) continued meaningful service to the university, the community, and the faculty member's profession. Implicit in each of these three criteria is an ongoing demonstration of the faculty member's Christian witness and excellence in the integration of faith and practice.

1. TEACHING

The principal function of law teaching is to prepare law students to analyze, synthesize, analogize and evaluate factual contexts from a legal prospective and become effective advocates and counselors. Faculty teaching includes: teaching classes; conducting seminars and workshops; guest lecturing; participating in portfolios, theses, dissertation committees, supervising externships and independent studies; mentoring and advising students. Teaching excellence includes:

- a. mastery of the subject matter of a specific legal area;
- b. clear communication of the subject matter to students while simultaneously increasing the students' skills in legal analysis; and
- c. development of new student insights, skills and perspectives on a subject matter and on the legal practice related to the subject.

2. RESEARCH/SCHOLARSHIP AND/OR CREATIVE WORKS

Research/scholarship refers to activities that lead to the production and dissemination of knowledge in the faculty member's professional field of inquiry and that identify him or her as a member of the faculty of the School of Law. Research and scholarly activities include: reviewing literature; collecting data; visiting and working at research sites; analyzing data; writing research reports, conference papers, book reviews, book contributions, journal articles, and books for publication; traveling to academic conferences to present research findings or to collaborate on future research projects; training and mentoring research assistants; reviewing, editing or mentoring other faculty scholarship; authoring consulting reports or other documentation, including substantive legal briefs, which contribute professionally and are in

pursuit of the university or law school mission; and preparing research proposals for funding.

Creative work refers to the production and dissemination of intellectual materials recognized by the academic or professional community. Creative works include production of written scripts, films, television programs, videos, CD-ROMs, authorship of a professional periodic service, interactive media products, professional software, etc. beyond what is required by students as a part of class assignments. Coaching competitive skills teams in intramural competitions and in interscholastic and other outside competitions, and extensive laboratory skills instructions and mentoring over and above a normal faculty teaching load if performed outside the Law School may be the equivalent of a minor work.

Published books or book contributions must be individually weighed because of their great variety. A submitted and accepted for publication manuscript will be treated as an actual publication. A submitted, but not yet accepted for publication, manuscript may be considered, but if so, will be given less weight. Faculty members must provide documentation describing the relative contribution of time and effort to jointly produced research/scholarship and/or creative works. Teaching materials reproduced by faculty solely for use of faculty or students in a course taught at the Regent University School of Law shall be evaluated as part of the teaching criteria.

Both the quality and quantity of a faculty member's scholarly or creative achievement will be examined, but quality is primary. Quality is defined largely in terms of the work's importance in redefining or making progress in a field or discipline, establishing relationships among disciplines, improving practitioner performance or--in terms of creativity--of the thoughts and methods behind it. Original achievements in conceptual frameworks, conclusions, etc., are to be more highly regarded than minor varieties in familiar themes. A demonstrated habit of scholarship or creative work shall require a publication or presentation of a scholarly or creative work on the average of every other calendar year. Because it is very difficult to represent the value of scholarly and creative work achievements in simple numbers, emphasis will be placed on consistent progress and improvement when considering faculty for promotion, tenure and post-tenure review purposes.

For purposes of the Law School promotion and tenure criteria it is also essential to distinguish between "major" and "lesser" scholarly or creative works:

"Major Work"

A major work is a published article, book, or other creative work which contributes to the mission of the University depending on the nature of the work. The work must be analytical in nature and provide fresh and new insights in a chosen area of law. It shall be of sufficient depth and length to adequately discuss the area or issue of law that is the subject of the work. The work's quality and content rather than where the work is published shall be used to evaluate whether the work is a "major" work. A "high quality" major work must be highly analytical in nature and explore new issues or insights in a chosen area of the law. Whether a writing constitutes a high quality major work shall be solely within the discretion of the members of the Law School Promotion, Tenure, and Confirmation Committee. Other factors which may be considered are: the length and depth of the work and where it is published.

"Lesser Work"

A lesser work is a work which constitutes a scholarly or creative work, but is not a major work.

3. SERVICE

In school, university and community service, the normal expectation will be a combination of Law School committee assignments (consistent with ABA accreditation standards and work load policy) and other contributions in response to ad hoc assignments and opportunities on and off campus. Only those service efforts off campus directly related to the university and school missions, the community, and a faculty member's professional field are germane to the productivity category of service. Quality of performance and substance of contributions must be demonstrated and verifiable.

A. RECOMMENDED STANDARDS FOR INITIAL APPOINTMENT

1. ASSISTANT PROFESSOR AND LECTURER

To be appointed to the rank of Assistant Professor or Lecturer, a candidate must have either a) actual teaching experience in other law schools or other acceptable legal teaching experience; or b) a demonstrated potential teaching excellence. The candidate shall also demonstrate the potential to achieve a sustained level of recognized scholarship (as applicable to the faculty line). For candidates in a specialized area of law an advanced degree beyond the J.D. in the field is a positive factor. Those who do not have an advanced degree should have at least two years of professional practice or prior teaching in the specialized areas in which they plan to teach and concentrate their research at Regent.

2. ASSOCIATE PROFESSOR AND PRINCIPAL LECTURER

To be appointed to the rank of Associate Professor or Principal Lecturer, a candidate must have either: a) at least five years prior teaching experience at other law schools or other acceptable legal teaching experience, or b) a demonstrated potential teaching excellence coupled with 10-15 years of legal practice in the areas in which the candidate desires to teach law. The candidate shall also demonstrate a sustained level of recognized legal scholarship or creative work (as applicable to the faculty line).

3. PROFESSOR AND SENIOR LECTURER

To be appointed to the rank of Professor or Senior Lecturer, a candidate must have either: a) held or be currently holding the rank of Professor at another law school, or b) a demonstrated potential teaching excellence coupled with at least 15 years of distinguished legal practice in the areas in which the candidate desires to teach. The candidate shall also demonstrate a sustained level of recognized and distinguished legal scholarship or creative work (as applicable to the faculty line).

B. PERFORMANCE REVIEW

All faculty shall have their performance reviewed annually. In addition, tenure-track faculty and faculty seeking confirmed status receive a comprehensive, in-depth performance review by their sixth year of service to determine whether tenure or confirmed status will be granted. Tenured and confirmed status faculty receive a comprehensive review every five years to help them assess their accomplishments in relation to the expectations of their rank and status and to help them set appropriate goals for the future. For post-tenure and confirmation review purposes performance at a level commensurate with a particular rank shall mean performance at a level necessary to meet the annual performance requirements for the rank.

The Dean holds primary responsibility for the annual performance review. The Dean may utilize peers and/or the Promotion, Tenure, and Confirmation Committee as part of the performance review process. In response to the Dean's request the committee will submit a factual report to assist the Dean in his or her application of the appropriate law school specific criteria and the Performance Review Criteria in any Regent University policy. In cases of tenure, confirmed status, post-tenure review, confirmation review, and promotion the Law School Promotion, Tenure, and Confirmation Committee is required to conduct an independent review of the candidate and make a written recommendation to the Law School Dean. In order to make such recommendations the Committee may, depending upon its resources, conduct annual reviews of faculty, independently of a request from the Dean, in order to provide a detailed record regarding strengths and weaknesses, as well as overall performance in relation to expectations.

1. ASSISTANT PROFESSOR AND LECTURER

To maintain the rank of assistant professor or lecturer, faculty must annually achieve the minimum performance requirements as stated:

- a. Teaching and Mentoring -- Faculty must (a) demonstrate a high quality or consistent improvement in student evaluations, (b) show an increase in teaching competence by demonstrating a growing mastery of subject matter, and (c) receive faculty teaching evaluations indicating an overall development of a potential teaching excellence.
- b. Research/Scholarship and/or Creative Works (as applicable to the faculty line)-- Faculty should demonstrate an improving rate of scholarly research and/or creative work activities. New assistant professors (1-3 years) should produce at least one published scholarly or creative work during the initial three years. Senior assistant professors (4-6 years) should produce at least one major work during their second three year period at the law school.
- c. Administration and/or Professional Service -- Assistant professors should demonstrate a cooperative attitude in accepting and fulfilling limited committee assignments and should earn favorable recognition for university or professional contributions. Administrative faculty are expected to maintain consistently improving levels of teaching performance, research and productivity, and publication of scholarly works, but only at two-thirds the same annual level as assistant professors without administrative duties.
- d. General Faculty Responsibilities -- Assistant professors are expected to be involved in multiple academic student works and in committee work or related school activities.

An assistant professor with an unusually high level of involvement with teaching responsibilities, student academic projects or committee work is still expected to maintain improving levels of teaching excellence, research/scholarship and productivity, but at only two-thirds the same annual level as assistant professors with average levels in these activities.

2. ASSOCIATE PROFESSOR AND PRINCIPAL LECTURER

To maintain the rank of associate professor or principal lecturer, faculty must annually achieve the minimum performance requirements as stated:

- a. Teaching and Mentoring -- Faculty must demonstrate increasing competence toward teaching excellence as evidenced by moderately strong student and faculty evaluations.
- b. Research/Scholarship and/or Creative Works (as applicable to the faculty line)-- Faculty must demonstrate consistent progress toward achieving a potentially exemplary record of research and scholarship. A published scholarly or creative work is normally expected at the end of every other year for faculty in the rank of associate professor.
- c. Administration and/or Professional Service -- Associate professors and principal lecturers with administrative positions or professional service commitments are expected to perform at a high level of administrative competence as rated by the Dean. Administrative faculty are expected to maintain consistent levels of teaching excellence, research and productivity, and publication of scholarly and creative works, but at only two-thirds the same annual level as associate professors with standard levels of involvement in these activities.
- d. General Faculty Responsibilities -- associate professors and principal lecturers (as applicable to the faculty line) are expected to be involved in multiple academic student works and committee work or related school activities. A faculty member with an unusually high level of involvement with teaching responsibilities, student academic projects or committee work is still expected to maintain consistent levels of teaching excellence, research and productivity, and publication of scholarly or creative works, but only at two-thirds the annual level as faculty with standard levels of involvement in these activities.
- e. Faculty with confirmed status are expected to make a clear demonstration of successful performance in their primary areas of responsibility as set by the Dean and documented in annual faculty performance plans. This will typically involve an unusually high emphasis in some areas such as teaching or lecturing or perhaps innovative, excellent, and effective performance of an intensive leadership role.

3. FULL PROFESSOR AND SENIOR LECTURER

To maintain the rank of full professor or senior lecturer, faculty must annually achieve the minimum performance requirements as stated:

- a. Teaching and Mentoring -- Faculty must demonstrate consistently positive feedback and moderate to high evaluations of teaching competence and mentoring activities from both students and other faculty.

b. Research/Publication and/or Creative Works (as applicable to the faculty line) -- Faculty must demonstrate consistent progress toward research goals which should include a scholarly or creative work on the average of every other year. Such scholarly or creative works should include a major work on the average of every five years.

c. Administration and Professional Service -- Full professors and senior lecturers with administrative positions or professional service commitments to the school or university are expected to perform at a high level of administrative competence as rated by the Dean. Administrative faculty are expected to maintain consistent levels of teaching excellence, research/scholarship and productivity, but only at two-thirds the annual level as full professors with standard levels of involvement in these activities.

d. General Faculty Responsibilities -- Full professors and senior lecturers (as applicable to the faculty line) are expected to be involved in multiple student academic works and in committee work or related school activities. A faculty member with an unusually high level of such involvement with teaching responsibilities, student academic projects or committee work is still expected to maintain consistent levels of teaching excellence, and publication of scholarly or creative works, but only at two-thirds the annual level as faculty with standard levels of involvement in such activities.

e. Senior lecturers with confirmed status are expected to make a clear demonstration of successful performance in their primary areas of responsibility as set by the Dean and documented in annual faculty performance plans. This will typically involve an unusually high emphasis in some areas such as teaching or lecturing or perhaps innovative, excellent, and effective performance of an intensive leadership role.

C. TENURE, CONFIRMED STATUS, AND PROMOTION

Faculty initially appointed at the assistant professor or lecturer levels will not normally be considered for promotion to the ranks of associate professor or principal lecturer until they have served at least three years in rank as an assistant professor or lecturer. Faculty initially appointed to the rank of associate professor will not normally be considered for promotion to the rank of full professor until they have served at least four years in rank as an associate professor including at least two years in rank as an associate professor after they have been granted tenure. Faculty initially appointed to the rank of principal lecturer will not normally be considered for promotion to the rank of senior lecturer until they have served at least four years in rank as a principal lecturer including two years in rank as a principal lecturer after they have been granted confirmed status. Faculty will not be promoted to a rank until they have met the performance goals set out for the rank. Faculty must be considered for tenure no later than their sixth year of law school tenure track faculty service. Faculty will not be granted tenure unless they have met the performance goals set forth for the granting of tenure. Under Regent University rules assistant professors must be considered for promotion to the rank of associate professor at the same time they are considered for tenure. As the performance goals for tenure exceed the goals for promotion to associate professor, a faculty member should not assume that the tenure performance goals have been met by a favorable promotion and tenure committee recommendation for promotion to the associate professor rank. In order to receive the recommendation of the promotion and tenure committee for promotion to the ranks of associate

professor or principal lecturer a faculty member must receive a positive recommendation from at least two-thirds of the members of the Promotion, Tenure, and Confirmation Committee affirming that the performance goals have been met. In order to receive a recommendation for tenure, confirmed status, or promotion to full professor or senior lecturer, a faculty member must receive a positive recommendation from at least three-fourths of the members of the Promotion, Tenure, and Confirmation Committee affirming that the applicable performance goals have been met. In meeting the performance goals it is expected that the faculty member give an ongoing demonstration of Christian witness and excellence in the integration of faith and practice. Christian witness, interpreted according to biblical principles, includes demonstration of good relations, cordiality, civility, and Christian love toward the Regent University community. As a faculty member's academic experience and rank increase it is expected that there will be a commensurate development in the demonstration of Christian witness implicit in each of the three foregoing criteria. This requirement shall not be construed to limit the academic freedom of a faculty member consistent with the University's statement of academic freedom.

1. PROMOTION TO ASSOCIATE PROFESSOR

To be promoted to the rank of associate professor, faculty must achieve the minimum performance goals as stated:

a. Teaching and Mentoring -- Faculty must demonstrate a potential excellence in teaching evidenced by strong student and faculty evaluations.

b. Research/Scholarship and/or Creative Works -- Faculty must demonstrate a potentially exemplary record of scholarship and/or creative works. To meet this standard the faculty must have published at least two major works. In lieu of one of the major works there may be substituted two lesser works of high quality, published in a nationally distributed law review or its appropriate equivalent.

c. Service -- Faculty should be able to demonstrate they are meaningfully performing faculty and professional service responsibilities at the same level required for maintaining the rank of associate professor.

d. Biblical Integration – Faculty should demonstrate progress in the integration of biblical principles into the substance of their areas of teaching and scholarship.

2. TENURE

The granting of tenure to a faculty member is considered to be a matter of the utmost importance to the university administration and to the Promotion, Tenure, and Confirmation Committee. To be entitled to the Committee's positive recommendation, faculty must achieve the minimum performance goals as stated by clear and convincing evidence:

a. Teaching and Mentoring -- Faculty must demonstrate an achievement of excellence in teaching, as demonstrated by high student and faculty evaluations, and other appropriate indicia.

b. Research/Scholarship and/or Creative Works -- Faculty must achieve an

exemplary or potentially exemplary record of research/scholarship and/or creative works. To meet this standard a faculty member must demonstrate through objective evaluation potential reputation as a scholar in a chosen area of law. The faculty member must also have published at least three major works, at least one of which must a high quality major work. In lieu of one of the major works, but not the high quality major work, a faculty member may substitute two lesser high quality works, published in a nationally distributed law review or its appropriate equivalent.

c. Service -- The faculty member must demonstrate participation and leadership roles in law school or university committees and governance, as well as pro bono service and active participation in appropriate professional, church and community organizations.

d. Biblical integration -- The faculty member must demonstrate proficiency in biblical integration in one of three ways:

1. By writing a law review article that features explicit and detailed integration of biblical principles into an area of law, and having that law review article published (or accepted for publication) in a nationally-distributed law review or law journal. The article may also count toward the requirements for numbers of published pieces in (b) above, if it otherwise qualifies.
2. By writing and using in classroom teaching a substantial set of course materials that features explicit and detailed integration of biblical principles into the subject matter being taught. The materials may contain excerpts from other sources, but must also contain extensive original text and notes evidencing the faculty member's proficiency in integration.
3. By writing a substantial paper featuring explicit and detailed integration of biblical principles into an area of law that is also a subject of the faculty member's teaching assignments and/or previously-published scholarship, circulating that paper to the law faculty, and presenting the paper at a law faculty symposium or colloquium that will include critique and comment from colleagues. The colloquium or symposium must occur before application is made for tenure.

(Note: This specific requirement (d), dealing with Biblical integration, only applies to faculty members who first become tenure-track members of the faculty after May 1, 2007)

3. TENURE OF ASSOCIATE AND FULL PROFESSOR

Faculty hired as untenured associate or full professors should complete a minimum of four complete years of service before applying for tenure. In such cases the criteria for applying for tenure includes a record of achievement that meets the minimum performance requirements as outlined for the associate and full professor ranks. Faculty hired as untenured associate or full professors who wait until their sixth year of service for tenure consideration must meet the criteria set forth in the tenure standard.

4. PROMOTION TO FULL PROFESSOR

To be promoted to the rank of full professor, faculty must achieve the minimum performance goals as stated:

- a. Teaching and Mentoring -- Faculty should demonstrate a sustained level of teaching excellence evidenced by extremely high student and faculty evaluations and other indicia.
- b. Research/Scholarship and/or Creative Works -- Faculty must achieve a sustained level of exemplary research/scholarship and/or creative works. To meet this standard a faculty must demonstrate through objective evaluation national recognition for a specific area of research/scholarship. The faculty member must also have published at least five major works, at least two of which must be high quality major works. In lieu of one of the major works, but not the high quality major works, a faculty member may substitute two lesser high quality works published in a nationally distributed law review or its appropriate equivalent.
- c. Service -- A faculty member must demonstrate a high level of consistent performance in meeting faculty, Law School, University and professional responsibilities.

5. PROMOTION TO PRINCIPAL LECTURER

To be promoted to the rank of principal lecturer, faculty must achieve the minimum performance goals as stated:

- a. Faculty must demonstrate an established excellent record in teaching and mentoring. Teaching and mentoring excellence is demonstrated through knowledge of the subject(s) being taught, a demonstrated ability to communicate that knowledge to students using media (face-to-face or online) effectively, and the skill to stimulate students to reach their potential.
- b. Faculty should be able to demonstrate they are meaningfully performing faculty and professional service responsibilities at the same level required for maintaining the rank of principal lecturer. A record of service is an important part of this rank yet is less important for promotion to the rank of Principal Lecturer than teaching. An exceptional service record cannot substitute for excellent teaching.
- c. Faculty must demonstrate progress in the integration of biblical principles into the substance of their areas of teaching and scholarship (as applicable to the faculty line).

6. CONFIRMED STATUS

The granting of confirmed status to a faculty member is considered to be a matter of the utmost importance to the university administration and to the Promotion, Tenure, and Confirmation Committee. To be entitled to the Committee's positive recommendation faculty must achieve the minimum performance goals as stated by clear and convincing evidence:

- a. Teaching and Mentoring -- Faculty must demonstrate an achievement of

excellence in teaching and mentoring, as demonstrated by high student and faculty evaluations, and other appropriate indicia. Faculty in “alternative rank non-tenure line faculty” (as described in the University Faculty & Academic Policy Handbook) must demonstrate exceptional and exemplary teaching ability beyond that minimally expected for other types of faculty appointments.

b. Research/Scholarship and/or Creative Works (as applicable to the faculty line) -- Faculty must achieve an exemplary or potentially exemplary record of research/scholarship and/or creative works. To meet this standard a faculty member must demonstrate through objective evaluation potential reputation as a scholar in a chosen area of law. The faculty member must also have published at least three major works, at least one of which must be a high-quality major work. In lieu of one of the major works, but not the high-quality major work, a faculty member may substitute two lesser high quality works, published in a nationally distributed law review or its appropriate equivalent.

c. Service -- The faculty member must demonstrate participation and leadership roles in Law School or University committees and governance, as well as pro bono service and active participation in appropriate professional, church and community organizations.

d. Primary areas of responsibility -- The faculty member must make a clear demonstration of successful performance in one’s primary areas of responsibility as set by the Dean and documented in annual faculty performance plans. For non-tenure line faculty, this will typically involve an unusually high emphasis in some areas such as teaching or lecturing or perhaps innovative, excellent, and effective performance of an intensive leadership role.

e. Biblical integration -- The faculty member must demonstrate proficiency in biblical integration in one of three ways:

1. By writing a law review article that features explicit and detailed integration of biblical principles into an area of law and having that law review article published (or accepted for publication) in a nationally distributed law review or law journal. The article may also count toward the requirements for numbers of published pieces in (b) above, if it otherwise qualifies.
2. By writing and using in classroom teaching a substantial set of course materials that features explicit and detailed integration of biblical principles into the subject matter being taught. The materials may contain excerpts from other sources but must also contain extensive original text and notes evidencing the faculty member’s proficiency in integration.
3. By writing a substantial paper featuring explicit and detailed integration of biblical principles into an area of law that is also a subject of the faculty member’s teaching assignments and/or previously-published scholarship, circulating that paper to the law faculty, and presenting the paper at a law faculty symposium or colloquium that will include critique and comment from colleagues. The colloquium or symposium must occur before application is made for tenure.

7. CONFIRMED STATUS OF PRINCIPAL LECTURER AND SENIOR LECTURER

Faculty hired as principal or senior lecturers without confirmed status should complete a minimum of four complete years of service before applying for confirmed status. In such cases the criteria for applying for confirmed status includes a record of achievement that meets the minimum performance requirements as outlined for the principal lecturer and senior lecturer ranks. Faculty hired as principal or senior lecturers without confirmed status who wait until their sixth year of service for confirmed status consideration must meet the criteria set forth in the confirmed status standard.

8. PROMOTION TO SENIOR LECTURER

To be promoted to the rank of principal lecturer, faculty must achieve the minimum performance goals as stated:

- a. Faculty must demonstrate a reliable and sustained record of excellent teaching.
- b. Faculty must have outstanding leadership qualities or professional maturity as a role model for students, staff, and other faculty members, and through active participation in the community and a profession.
- c. Faculty must have taken a leadership role in the Law School or University.
- d. Faculty must demonstrate progress in the integration of biblical principles into the substance of their areas of teaching and scholarship (as applicable to the faculty line).

D. POST-TENURE AND CONFIRMATION REVIEW

The criteria applied for purposes of post-tenure and confirmation reviews shall be the same as the criteria for purposes of annual performance reviews applicable to the rank held during each of the applicable years of the five year review period. Such criteria shall be individually applied for each year of the five year review period and then cumulated for purposes of determining the average level of performance during the five year review period. The foregoing criteria shall be subject to the following modifications:

1. Faculty who are promoted during a post-tenure or confirmation review period shall begin a new five year post-tenure or confirmation review period beginning in their first year at the new rank.
2. Faculty subject to post-tenure or confirmation review who hold two or more chairmanships of standing law school committees during any two years of the five year review period shall be conclusively presumed to have been involved in an unusually high level of law school committee work for the five year review period.
3. Research/Publication and/or Creative Works (as applicable to the faculty line) -- Faculty must demonstrate consistent progress toward research goals which should include a scholarly or creative work on the average of every other year. Such scholarly or creative works

should include a major work on the average of every five years.

4. Biblical Integration – Faculty must demonstrate ongoing proficiency in biblical integration, through teaching and scholarship.

IV. APPOINTMENT AND PERFORMANCE REVIEW: PROCEDURES

A. INITIAL APPOINTMENT

For all ranks, the Dean and Faculty Appointments Committee shall review materials supplied by candidates. The Dean or committee may request and obtain additional materials. Candidates may be asked to be interviewed only if a favorable consensus for the interview is obtained by the Dean from the members of the Faculty Appointments Committee. Candidates shall be individually interviewed by the Dean and faculty, and the Dean shall ensure that the school wide evaluation encompasses the criteria and standards appropriate to the rank being considered, shall obtain and consider a consensus faculty judgment, and with his/her own evaluation, shall forward a hiring recommendation to the university administration for university approval.

B. PERFORMANCE REVIEW

The Dean shall conduct annual performance reviews of all faculty. The Dean shall obtain faculty member input, peer input, and student input for the review. Other details are found in university policies.

C. TENURE, CONFIRMED STATUS, AND PROMOTION

The tenured and confirmed status faculty of the Law School shall appoint an Evaluation Committee to be known as the Promotion, Tenure, and Confirmation Committee. The Dean shall require that all candidates notify the Dean and the Chairman of the Promotion and Tenure Committee of their intent to seek promotion, tenure, or confirmed status review not later than September 1st of the academic year in which the review is sought. The Dean shall require each candidate to supply his/her dossier, and all other requested information by October 1 of the academic year when the evaluation is to be made.

The Committee Chairman shall convene the Committee no later than October 15 of the evaluation year and notify the Dean that it has convened. The Committee shall review the assembled data in preliminary form. The Committee may request, via the Dean, additional data or revisions or clarifications of the assembled data. When the Committee deems that the appropriate data has been assembled, the Chairman shall appoint an ad-hoc subcommittee consisting of two committee members to carefully review the data, read any pertinent scholarly and/or creative works, conduct class evaluations and report their findings back to the Committee. Other members of the Committee shall also be at liberty to review data, and conduct class evaluations in their individual capacity. The Chairman shall then reconvene the Committee to discuss the evaluations. The Committee shall then vote on a recommendation on whether to award tenure, continued tenure, confirmed status, continued confirmed status, or promotion, based upon the appropriate criteria.

Confirmed status faculty may serve in a limited capacity on the Promotion, Tenure, and Confirmation Committee only for the purposes of reviewing applications for promotion and/or multi-year contracts for other non-tenure line faculty. Tenured faculty may review both tenure line and non-tenure line faculty utilizing criterial approach to the faculty member's appointment type.

The substance of the evaluation, the recommendation, and the reasons for the recommendation reached by the Committee shall be communicated in writing to the Dean by December 1 of the evaluation year. The evaluation shall be conducted in confidence. Only the results and the recommendations may be made known to the candidate by the Dean. In cases of post-tenure or confirmation review, the Dean shall report and discuss the findings with the faculty member. Appropriate adjustments, if needed, shall be mutually agreed by the Dean and faculty member.

On the basis of this evaluation and recommendation, as well as any additional criteria contained in university policies, the Dean shall make his/her recommendation and forward it to the Executive Vice President for Academic Affairs by February 1. This and subsequent procedures and other details are defined in university policies.

V. DOCUMENTATION

A. INITIAL APPOINTMENT

Candidates shall supply a complete curriculum vita, samples of scholarly and/or creative activity, teaching evaluations (if any), and a fully completed Regent University Application.

B. TENURE, CONFIRMED STATUS, AND PROMOTION

1. The candidate shall prepare a dossier in the format specified by university policies.
2. Outside Reviewers (as applicable to the faculty line)

The candidate shall supply the names, addresses, telephone numbers and professional affiliations of three (3) reviewers outside the university who the candidate believes are capable of evaluating the candidate's research/scholarship and/or creative works. The Committee may select one or more of the individuals or use other reviewers selected by the Committee.

C. POST-TENURE AND CONFIRMATION REVIEW

The faculty member shall submit a dossier in the format specified by university policies.