

FACULTY HANDBOOK

PEPPERDINE UNIVERSITY

Graduate School of Education and Psychology

I. THE MISSION OF PEPPERDINE UNIVERSITY

Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.

A. Introduction

The mission of Pepperdine University has remained consistent during its history. The statements of mission, direction, and values that the University affirms today are built on the foundation of George Pepperdine's founding address (1937), the Pepperdine University Affirms statement (1970), and The Mission of Pepperdine University (1982).

B. History

A successful businessman, Mr. Pepperdine founded George Pepperdine College to implement his vision of a college based upon Christian values for men and women from all walks of life. To read the original Founders Day Speech, please refer to www.pepperdine.edu/pr/speeches/events/gpfounders.htm. He donated the funds to purchase thirty-four acres in Los Angeles. With 167 students, the College was dedicated on September 2, 1937. Mr. Pepperdine was an active leader in the Churches of Christ, with which the University has maintained a vital relationship since its inception.

From 1937 to 1970, Pepperdine University was primarily a small, undergraduate liberal arts college. In 1971, with the addition of professional schools, the College became Pepperdine University. Through the generous support of Mrs. Frank Roger Seaver, the current 830-acre Malibu campus was dedicated in 1972. Seaver College (the undergraduate school), the School of Law, the School of Public Policy, and the University's principal administrative offices are located on the Malibu campus.

The George L. Graziadio School of Business and Management (GSBM) and the Graduate School of Education and Psychology (GSEP) are professional schools headquartered in Los Angeles. Though primarily focused on educating adult professionals, both schools offer residential programs on the Malibu campus.

C. Pepperdine University Today

Today, Pepperdine University is a selective, mid-size, comprehensive university offering bachelors, masters, and doctoral degrees in a wide range of disciplines. Pepperdine

University enrolls approximately 8,000 full-time and part-time students, with a full-time faculty of more than 300 professors and scholars. The University is particularly proud of its role in the greater Los Angeles area, one of the most vibrant and exciting regions of the world, providing students with enriched learning and service opportunities.

Pepperdine operates campuses in England, Italy, Germany, Switzerland, China, and Argentina, for study-abroad programs. It offers regular programs in many other countries, for both graduate and undergraduate students, and has developed strategic alliances with world-class universities throughout Europe, Asia, Australia, and Latin America to facilitate student and faculty exchanges.

The University's main campus is in Malibu. The University has other graduate campuses throughout Southern California. The newest campus, The Drescher Graduate Campus in Malibu, serves the Graduate School of Education and Psychology, The Graziadio School of Business and Management, and the School of Public Policy.

D. Values

The most distinctive feature of Pepperdine University is its commitment to academic excellence in the context of Christian values. Mr. Pepperdine's original statement of purpose in 1937 continues to resonate with the mission of the University today:

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.

This dual commitment to academic excellence and Christian values is more fully articulated in the affirmation statement in the University's catalogues and publications:

As a Christian University, Pepperdine 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 for academic excellence

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

That knowledge calls, ultimately, for a life of service

E. Governance

The University is governed by a forty-member, self-perpetuating Board of Regents. To maintain the University's vital relationship with the Churches of Christ, the majority of regents are members of the Church. Regents are selected to represent a broad diversity of community and professional interests. The authority of the regents and the relationship with the Churches of Christ are defined in the Articles of Incorporation and Bylaws. This religious affiliation is central to the University and its programs.

F. Educational Programs

The University implements its mission through a variety of educational programs. In each school and program, the University strives for: (1) an excellent and demanding educational experience that focuses on the student as the heart of the learning experience, and (2) a values-centered focus that challenges the student to examine the moral, ethical, and spiritual dimensions of learning and life.

Seaver College, a highly selective undergraduate college of approximately 3,000 students, offers a rigorous core curriculum with majors in a variety of disciplines, such as business communication, fine arts, the humanities, natural sciences, social sciences, and religion. Selective master's degree programs are also offered by Seaver College.

The University's four professional schools offer graduate programs in management, education, psychology, law, and public policy. While providing a values-centered education within their disciplines, each of the four professional schools emphasizes the University's

mission of service to others through societal leadership. Beyond the traditional graduate programs in these fields, the University offers a broad range of programs for adults engaged in lifelong learning.

G. The Faculty and Staff

Faculty and staff support the University's mission of academic excellence and Christian values. Faculty serve as role models and mentors, as well as teachers and scholars. The faculty are committed to the primacy of teaching and learning. Virtually all faculty members (96 percent) have earned terminal degrees in their disciplines. Students and alumni consistently cite the quality, accessibility, and caring nature of faculty and staff as among Pepperdine's major strengths.

H. The Students

Pepperdine students come from all fifty states and more than seventy nations. The students represent a wide variety of religious, cultural, ethnic, and socioeconomic backgrounds. The University embraces this diversity, which enriches the educational process. Students of all ages are enrolled, reflecting the University's commitment to lifelong learning.

I. The Alumni, Parents, Friends, and Advisors

Pepperdine is supported by a strong and vibrant constituent network composed of alumni, parents, friends, donors, volunteers, and advisors. The more than 70,000 alumni of Pepperdine University are highly successful in both graduate study and in a wide variety of professions. Alumni join parents, friends, and donors in serving the University through a variety of volunteer advisory boards, support councils, and committees.

J. Distinctiveness

The University is blessed with many assets to achieve its aspirations — a clear vision and mission, a consistent and guiding spiritual heritage, an intellectually vibrant and caring faculty and staff, excellent students, small student-focused classes, a strong core curriculum combined with leading-edge programs, a unique global perspective, a commitment to diversity, a beautiful campus in one of the world's most exciting regions, and strong alumni and community support.

Among the 3,500 colleges and universities in the United States, and the thousands more abroad, Pepperdine aspires to establish its distinctive place. Pepperdine University seeks

global recognition as an academically outstanding, mid-size, comprehensive university grounded in Christian values, dedicated to strengthening its graduates for lives of purpose, service, and leadership in the twenty-first century.

II. THE GRADUATE SCHOOL OF EDUCATION AND PSYCHOLOGY MISSION AND ORGANIZATION

A. Historical Background

From the beginning of the University, the discipline of education has played a prominent role in the academic program of the institution. With the growing emphasis upon the state-wide need for improvement in the quality of public education, Pepperdine University accepted leadership for expanding its existing Department of Education into a professional School of Education to meet the increasing demands. The School was formally established on January 1, 1971.

A master's degree in psychology, first offered in 1951 was the genesis of what eventually evolved into the Division of Psychology in the School of Professional Studies. In January 1981, after the decision was made to phase out the School of Professional Studies, the Division of Psychology became part of the Graduate School of Education. In March 1982, the Graduate School of Education officially changed its name to the Graduate School of Education and Psychology (GSEP).

The Education Division

The Education Division offers teacher and administrator preparation as well as masters and doctoral degrees. These programs offer theory as well as practical fieldwork experience.

The professional objectives of the education programs are to offer preparation for the securing of teaching and administrative credentials in conjunction with the *Master of Arts in Education* and *Master of Science in Administration* degrees, with special emphasis on the needs of urban schools in the State of California, and to upgrade the effectiveness of practicing professionals by offering graduate programs in several specialized areas leading to the *Master of Arts in Education/ Teacher Preparation; Teaching English to Students of Other Languages (TESOL)* degree.

Those students who are interested in breaking down the barriers of school walls with electronic networking may choose the *Master of Arts in Learning Technology online*

program. As these students use technology to connect with the larger professional community, they gain a greater insight into optimal methods to transform classrooms and schools into innovative educational environments. Students interested in grass roots approach to social change may choose the Master of Arts in Social Entrepreneurship and Change program.

The mission of the Educational Leadership Academy (ELA) is to develop individuals who are capable of and committed to creating and leading schools that work for everyone in our diverse society. Students may choose to pursue a *Master of Science in Administration* with or without a Preliminary Administrative Services Credential.

The *Doctor of Education Degree* with concentrations in Organizational Leadership, Learning Technology, and Educational Leadership, Administration and Policy (EdD) prepares leaders in professional settings such as public or private K-12 schools, community and four-year colleges, as well as in training and development in business, industry, and health services.

The Psychology Division

The Psychology Division offers programs which prepare students to enter the field of clinical psychology. These programs taught by expert scholars and practitioners, include courses in the theory of psychology, as well as fieldwork experience in psychotherapy and psychological assessment in various settings such as hospitals, schools, and community mental health centers.

The *Master of Arts in Psychology (MA)* is a broad program designed to prepare individuals for human services positions and doctoral programs.

Students may become licensed psychotherapists after the completion of the *Master of Arts in Clinical Psychology with an emphasis in Marriage and Family Therapy (MFT)*. This program prepares students to assess, diagnose, and treat individuals, groups, couples, and families. Students are required to have 3,000 hours of supervised experience in an approved setting.

The *Doctor of Psychology (PsyD)* program, fully accredited by the American Psychological Association (APA), prepares graduates to become licensed clinical psychologists.

Mission Statement for GSEP is available at <http://gsep.pepperdine.edu/welcome/mission/>

B. Structure of the Graduate School of Education and Psychology

The Dean of GSEP is responsible for the general administration of all programs and services offered under the auspices of the School. The Dean reports to the President of the University through the Provost. The Dean is authorized to implement Pepperdine University administrative policies and procedures within GSEP. The University Faculty Council represents faculty concerns to the administration and has representation from GSEP faculty.

The Dean is assisted by an Associate Dean for Education, and an Associate Dean for Psychology. In addition, faculty program directors provide leadership for academic programs. The current administrative staff organization chart is Available at: www.

III. POLICY STATEMENTS

A. Academic Freedom

The University realizes that academic freedom and economic security are essential for acquiring and maintaining a strong faculty. The faculty member must enjoy academic freedom characteristic of the best in higher education as it has developed in Western culture.

The faculty member, while recognizing a special responsibility to the University as a contributing scholar, requires freedom of discussion in the classroom and freedom of professional research and publication of results. Dedicated to the free pursuit of truth, the faculty member regards it a basic duty to encourage freedom of inquiry in peers and in students. Furthermore, while abiding by and supporting the policies, ideals, and procedures of the University, the faculty member has the right of peacefully seeking revision of policies. Moreover, free inquiry and the pursuit of truth are indispensable conditions for the attainment of the goals of any university.

The faculty member, while enjoying academic freedom, shares responsibility with the administration for the preservation of this freedom. Therefore, the faculty member is free in the quest for truth within a broad but intricate framework of responsibility to colleagues and students as sharers in this quest, to the University with its ideals and purposes, and to society with its basic mores and morals.

B. Governance of the Graduate School of Education and Psychology

It is GSEP's policy to encourage and expect its faculty to participate in the initiation and formulation of policy for GSEP. The faculty constituency for this function is defined as all those persons who are full-time employees of the University with an assignment to academic professional responsibilities in GSEP.

It is also GSEP's policy to maintain a structure of governance that assures faculty participation in the development and implementation of basic curricula of the School. It is the belief of the School that such participation contributes substantially to the fulfillment of its roles as a professional school in the University organization.

Changes to this Handbook shall be made with the review, counsel and discussion of the faculty. Rules and regulations concerning research, health, workplace environment (e.g. harassment), safety of the workplace, etc. – changes which occur often – will have a period

of review by the UFC if the rules are government mandated and apply to all five Schools. The GSEP representative(s) will report on concerns to the appropriate body, i.e. – UFC, etc.

The Dean and Associate Deans of Education and Psychology hold academic rank and have the privilege to vote as a faculty member at GSEP meetings.

Regular faculty meetings are scheduled during the fall and spring semesters (September, October, November, January, February, March, and April). Normally these meetings will be scheduled on the third Tuesday of the month. In addition, called faculty meetings may be scheduled by the Dean or by request of the faculty to the Dean.

The Dean shall prepare an agenda for each regular faculty meeting and distribute a copy of such agenda to all faculty members not less than five days prior to any faculty meeting. Faculty members may submit agenda items to the Dean prior to distribution of the agenda. A faculty action, affirmative or negative, shall be by majority vote of those present.

The minutes of each faculty meeting shall constitute the official record of the faculty's actions and its deliberations. The Dean will be responsible for the preparation and publication of the minutes.

The governance design shall include standing and *ad hoc* committees, whose membership may be any combination of faculty, students, alumni, and other employees, as recommended by the faculty and determined by the Dean.

The School-wide standing committees include, but are not limited to, the following:

1. Academic Council
2. Appeals Committee
3. Faculty Handbook Committee
4. Rank, Tenure, and Promotion Committee
5. Research Committee
6. Teaching Committee

The members of the above standing committees are full-time faculty members elected by the faculty. The chairpersons of the committees are elected annually by the committee members. The chairs of all standing and ad-hoc committees are responsible for establishing meeting times, maintaining committee records, and communicating the deliberations and recommendations of the committees in writing to the appropriate constituencies.

The scope of each School-wide committee's work shall be determined jointly by the Dean and the committee membership at the first meeting of the committee. All committees shall report directly to the Dean in administrative matters, and subsequently to the entire faculty. Such reports are scheduled on the agenda for faculty meetings. See *Appendix A* for a description of the charge, duties, and membership of each committee.

Division faculty meetings are scheduled monthly. Divisional program committee and subcommittees are established within the Divisions of Education and Psychology. Membership is comprised of division faculty, staff, and students, as recommended by the division faculty and determined by the Associate Dean.

University-wide standing committees established by the Office of the Provost include the University Academic Council and University Tenure Committee. The chair of the equivalent GSEP committee and the Dean, or the Dean's appointee, serve as GSEP representatives to the University's committees. GSEP has representation to the University Faculty Council through elections of the Faculty Association.

All full-time Graduate School of Education and Psychology faculty members are eligible for membership in the School's Faculty Association. This organization seeks to advance the interests of the faculty in a proactive manner. Meetings of the association provide an environment for the discussion and deliberation of a variety of issues of interest to the faculty. See *Appendix B* for the constitution and additional information on the Faculty Association.

C. Professional Ethics

All faculty members are expected to adhere to the professional ethics of their respective disciplines. For information: <http://community.pepperdine.edu/hr/policies/ethics.htm>

D. University Nondiscrimination Policy

Pepperdine University is an Equal Opportunity Employer and does not discriminate unlawfully on the basis of any status or condition protected by applicable federal or state law. Faculty may secure a copy of the Pepperdine University Policy on Equal Employment Opportunity and Nondiscrimination from the University's Equal Opportunity Office. <http://community.pepperdine.edu/hr/policies/policymanual.htm>

E. Admission of Disabled Students

Pepperdine University is in compliance with the Americans with Disabilities Act (ADA) and affirms that GSEP:

1. Shall not inquire of a student's disability status;
2. Shall not discriminate against any person on the basis of disability;
3. Need not lower its admission standards in order to accommodate a student with a disability; and
4. Shall direct the student to contact the Disability Services Office in Tyler Campus Center, Malibu when requested to accommodate a student in the admission process.

Policy Statement for Assisting Disabled Students is available at www.pepperdine.edu/disabilityservices/university-policy/

F. Sexual Harassment Policy

Pepperdine University reaffirms the principle that its students, faculty, and staff have a right to be free from sex discrimination in the form of sexual harassment by any member of the academic community. For the policy, refer to www.pepperdine.edu/provost/content/sexharasspol.pdf.

G. Faculty Categories and Ranks

It is GSEP's policy to maintain excellence in its faculty, which is defined herein as established expertise in a specialized area within the fields relevant to education and/or psychology and acknowledged competence as a teacher and advisor of students. It is further GSEP's policy to maintain faculty who contribute the most to program requirements and who, at the same time, maintain academic excellence.

Accordingly, it is GSEP's policy to maintain the following category of faculty personnel and the following structure of academic ranks and titles.

The first category is that of tenure-track and tenured faculty, which is defined to include three academic ranks: professor, associate professor, and assistant professor.

A second category is that of visiting faculty, which is defined to include full-time or part-time non-tenure track faculty who may be appointed to the faculty of the Pepperdine University Graduate School of Education and Psychology for a specified semester of service not to exceed three years. Visiting faculty is not assigned academic rank.

A third category is that of lecturer, which is defined to include full-time non-tenure track faculty in teaching positions. Lecturer appointments are reviewed on an annual basis.

A fourth category is that of Senior Lecturer, which is defined as having an earned doctorate from an appropriately accredited American university or renowned international university and 15 or more years of relevant, post-doctoral professional experience. A Senior Lecturer will have demonstrated an advanced level of expertise, professional development or teaching effectiveness. Senior Lecturer appointments are reviewed on an annual basis.

A fifth category is that of clinical faculty, which is defined as full-time non-tenure track faculty in positions whose primary responsibilities involve applied methods of teaching such as clinical supervision. Clinical faculty is not assigned academic rank. Clinical faculty appointments are reviewed on an annual basis.

A sixth category is that of distinguished professor, which is defined to include a title granted at the discretion of the Dean and the University administration to a full- or part-time faculty member who may or may not be tenure-track or tenured.

A seventh category is that of adjunct faculty and adjunct clinical faculty, which is defined to include all other part-time faculty who are assigned to teach courses or supervise practicum students in GSEP for a specified time.

In making appointments of adjunct faculty and adjunct clinical faculty, it is GSEP's policy to select and appoint faculty members whose professional qualifications are commensurate with those of tenure-track and tenured faculty. The School is thereby committed to the maintenance of an excellent faculty.

Adjunct faculty and adjunct clinical faculty are not considered full-time employees and therefore are not granted the benefits provided full-time faculty members. Adjunct faculty and adjunct clinical faculty are, however, eligible for participation in School functions and may serve on School committees at the discretion of the Dean, upon recommendation of the respective committee.

An eighth category is that of emeriti faculty. The information is available at: www.pepperdine.edu/provost/content/facemeritus.pdf.

A ninth category of faculty may be defined to include full-time administrators who, at the discretion of the Dean, are assigned appropriate academic rank after having been reviewed and recommended for academic rank by the Rank, Tenure, and Promotion (RTP) Committee. These individuals serve at the discretion of the Dean.

All tenure-track and tenured faculty appointments are governed by the procedures specified in the latest *Faculty Handbook* and *Rank, Tenure, and Promotion (RTP) Manual*, available at <http://community.pepperdine.edu/gsep/faculty/>

H. Criteria for Initial Appointment and Promotion to Professional Ranks

It shall be GSEP's policy to allocate professorial ranks to its tenure-track and tenured faculty in accordance with the following criteria. Individuals must meet the degree and years of service requirements outlined in the *Initial Placement Table* and the *Eligibility for Advancement and Promotion Table* (see *Appendix D*), as well as the scholarly requirements delineated in the Rank, Tenure, and Promotion (RTP) Manual. They will be reviewed by the Rank, Tenure, and Promotion Committee. This committee will recommend to the Dean the initial rank, step, and year placement. The earned doctorate must be from an appropriately accredited American university or renowned foreign university.

"Appropriately accredited" is defined to mean accreditation for the doctoral program in the field of award at the time of such award by the recognized regional and national agencies such as the Western Association of Schools and Colleges (WASC), California Council on Teacher Education (CCTC), and the American Psychological Association (APA).

The areas and criteria for evaluating and determining rank assignment and promotion are delineated in the RTP Manual. Please see that manual for specifics.

I. Faculty Responsibility

It is GSEP's policy to hold all its faculty members responsible for the expert and faithful performance of the following basic functions:

1. Teaching Effectiveness;
2. Scholarly Achievement;
3. Service; and

4. Support for Christian Values

The teaching function is the first and foremost duty of all faculties, unless otherwise assigned. This requires that faculty members personally and promptly meet their classes at the time they are scheduled and conduct them for the full amount of scheduled time. In doing so, they must give freely of their professional skills so that the indicated course objectives are realized by all students.

GSEP, in keeping with its status as a professional school, recognizes the uniqueness of the individual, and the varied talents and abilities of its faculty members as well as their responsibility to employ varied practices and procedures to provide the most appropriate learning environments for the students.

In the performance of the teaching function, all faculty members are expected to require high standards of student accomplishment in accordance with the School's standards of academic and professional excellence.

The counseling and advisement functions require faculty members to maintain a reasonable schedule of office hours and make themselves readily available to students, sharing with them the best knowledge and wisdom they may bring to bear upon students' problems and alternative choices.

The scholarly and professional achievement function, expected primarily of tenured and tenure-track faculty, broadly construed, requires faculty members to conduct research, foster scholarly or professional inquiry, participate in scholarly/creative activity, or collaborate in these or other professional activities of potential significance to the fields of education and psychology. Additionally, faculty members should renew and upgrade applied professional skills in field settings.

The service functions require faculty members to serve on School and University committees, and to participate constructively and creatively in University affairs. In dealing with the problems and issues of the professional field and community, faculty members are expected to contribute their expertise both as highly competent specialists and as concerned citizens.

J. Means of Appointments

While observing legal requirements, GSEP, as a professional school, holds to the primary criterion of professional competency as a basic condition of appointment in all faculty categories.

It is customary to involve current faculty, alumni, students, and/or field professionals in the personnel process as a means of securing an expanded base of expert judgments prior to the final selection.

An *ad hoc* faculty applicant review committee comprised of four division faculty members and the Associate Dean reviews applications for the following categories of faculty positions:

1. Tenure-track and tenured faculty;
2. Lecturer; and Senior Lecturer
3. Full- or part-time faculty appointed for specified professional service; and
4. Full-time administrators who are assigned faculty rank.

An *ad hoc* faculty applicant review committee is comprised of four faculty members, two elected by the division faculty and two appointed by the Dean. The Associate Dean serves as chair of the committee. The committee, after submitting candidates to the RTP Committee for review and determination of rank eligibility, communicates its preferences concerning acceptable candidates to the Dean. The Dean, with the Provost and the President, reviews the candidates and extends an invitation to join the faculty to the selected candidate. See the *Initial Placement Table* in *Appendix D*.

An invitation to join the faculty is made by means of a letter signed by the Dean indicating rank, step, and years of service, or other designation of status as appropriate to the category of the assignment. This letter should not be construed as a formal contract but rather a letter of intent subject to the signing of the formal contract by the President. A formal contract document is subsequently forwarded to all faculty personnel appointed to regular full-time service.

The Associate Deans seek and review applications for visiting, adjunct, and adjunct clinical faculty, in consultation with program and clinical training directors, and where appropriate a faculty review committee. All faculty members are encouraged to help identify potential outstanding adjunct and visiting faculty members.

K. Endowed Professor

Description

Endowed professorships are partially or fully endowed faculty appointments reserved for members of the faculty who are deemed distinguished by virtue of their scholarly achievement and instructional excellence. An endowed professorship is reserved for a distinguished teacher/scholar who holds the rank of tenured or tenure-track professor or associate professor. Normally, the holder of such a professorship will have a professional reputation that extends beyond the Pepperdine community (e.g., national recognition).

Responsibilities

The holder of an endowed professorship is responsible for:

- Fulfilling the conditions stipulated by the donor and those specific duties identified at the time of his/her appointment;
- Continuing to show evidence of excellence in scholarship and instruction in her/his discipline;
- Submitting an annual report of activities to his/her Dean;
- Participating actively in the individual's home department or program (if applicable) and in GSEP
- Contributing to the intellectual life of the university community by making periodic public presentations

Purpose

- To recognize distinguished achievements by faculty.
- To provide a structure and resources for enabling faculty to further distinguish themselves in their respective fields by making scholarly contributions above and beyond those that result from their typical contractual obligations.
- To augment the compensation of faculty members in order to free them to pursue research interests aligned with the focus of the particular endowment.
- To provide funds to underwrite research, travel, and other professional costs.
- To enable GSEP to attract and retain high-caliber faculty with scholarly interests that reflect the focus of the available endowed professorship(s).

Eligibility Requirements and Selection Criteria

Endowed professorships within GSEP are awarded to faculty members who combine excellence in teaching with distinguished scholarly and/or professional achievement. Normally, the holder of an endowed professorship will have a reputation that extends beyond the Pepperdine community. Endowed professorships are typically used to recognize and support outstanding current GSEP faculty members who have demonstrated a sustained level of excellence with respect to teaching, research/scholarship, and service. Holders of endowed professorships support the Christian mission of Pepperdine University. Candidates for an endowed professorship must: (1) Be current, full-time, tenured or tenure-track GSEP faculty members holding the rank of Professor or Associate Professor, with at least five years of service to Pepperdine University; (2) have a proven record of instructional excellence and scholarly productivity that has served to uphold or raise the standards and reputation of the university; (3) have an actual record of, or potential for academic leadership that will contribute to curricular innovation and/or increased GSEP research/scholarly productivity; and (4) satisfy any specifications or restrictions set forth by the Donor who has generously established the endowment. Faculty members who hold endowed chairs are not eligible to serve as endowed professors.

Although endowed professorships are typically awarded to current GSEP faculty members, they may on occasion be used for recruiting distinguished scholars from outside of Pepperdine University. In such instances, the aforementioned selection criteria may be modified by the Dean based upon the needs of GSEP and consultation with the appropriate Associate Dean and any ad-hoc faculty search committee.

Selection Process

When an endowed professorship becomes available, the GSEP Dean will disseminate an announcement to faculty of the relevant division(s) and request nominations. Candidates for endowed professorships may be self-nominated, nominated by their faculty colleagues, or nominated by a member of the administration. The GSEP Dean will also assemble an ad-hoc Endowed Professorship Selection Committee (see below) that will be responsible for reviewing applications and making a final recommendation to the Dean. The Selection Committee is charged with determining which applicants are qualified for consideration and for ranking the qualified applicants. The GSEP Dean will consider the Selection Committee's rankings and make a final selection, which must be approved by the donor, as well as by Pepperdine University's Provost and President. The GSEP Dean will subsequently notify the recipient of his or her appointment as an endowed professor and disseminate a congratulatory announcement to the faculty identifying the recipient.

Additional details pertaining to the selection process are provided below.

Applications

An applicant for an endowed professorship should send the following materials to the GSEP Dean:

- A cover letter briefly summarizing the applicant's qualification for the award.
- A curriculum vita which includes personal data; educational background; employment history; publications, in complete bibliographic form (noting those in refereed journals); honors; professional activities; funded research and other grants; university and community service; and support for the mission of Pepperdine University. Works in progress should be included if they have been accepted in final edited form and documentation to that effect is included with the application materials.
- Copies of publications from the last five years.
- Other documentation of scholarly, teaching, or professional activities that the applicant wishes to provide.
- Three letters of recommendation, one of which must be from an individual who is not associated with Pepperdine University (an incumbent endowed professor applying for renewal of the professorship need not submit new outside letters of recommendation).

Selection Committee

The Endowed Professorship Selection Committee shall consist of:

- The Associate Dean of the relevant division;
- A tenured faculty member and a tenure-track faculty member appointed by the Dean from a list submitted by the Associate Dean containing the names of at least four faculty members from the relevant division; and
- The donor or the donor's representative, if that person chooses to participate.

Procedures

The Endowed Professorship Selection Committee shall use the following procedures:

- The Associate Dean shall review the applications to ensure that applicants have submitted all required documents.

- The Associate Dean shall contact the donor or the donor’s representative to determine the donor’s desired level of participation, if any. This step is not necessary when the donor has previously declined future participation.
- The Associate Dean shall then call a meeting of the Selection Committee to review the applications, determine which candidates are qualified, and rank the qualified candidates.
- The Selection Committee shall rank all qualified applicants, with decisions determined by majority.
- The Associate Dean shall communicate the recommendations (i.e., rankings) of the Committee in writing to the GSEP Dean. That communication shall include:
 - A list of all applicants with an indication of those the Selection Committee has deemed qualified for the endowed professorship;
 - The Selection Committee’s ranking of the candidates deemed qualified;
 - Application materials from all candidates; and
 - A copy of the minutes of the Selection Committee’s meeting(s), signed by all members.
- The Selection Committee shall keep confidential all information regarding its proceedings and decisions.

When only one candidate has applied for an endowed professorship and the Selection Committee has unanimously found that candidate to be qualified, the Selection Committee may recommend that person to the Dean in writing. If one or more committee members do not support the lone candidate, that fact shall be reported to the Dean in writing.

L. Faculty Assignments

Faculty members shall be notified of their assignments, whenever possible, not less than 15 days prior to the first meeting of a scheduled course unless otherwise mutually agreed upon. Faculty members shall have the privilege of requesting from the Office of the Associate Dean of their division a change in assignment not later than 15 days prior to the first meeting of a scheduled course.

Faculty members assigned to teach at the graduate campuses other than the main center of their home base (defined as location of office) may be compensated for additional travel expenses in accordance with the prevailing policy. The policy is available at:

<http://community.pepperdine.edu/finance/policies.htm>

Faculty personnel in any category may be assigned by the Dean to duties or functions other than teaching at any location where GSEP maintains a program of activity, providing that travel to said location does not create an undue hardship for the faculty member. Such assignment is subject to the same rights and conditions as are stated herein for personnel in the teaching service.

M. Faculty Orientation, Counseling, and Evaluation

The Associate Deans are responsible for the orientation and counseling of new faculty members. New faculty members are advised of University and School standards and expectations.

It is GSEP's policy to maintain a continuous process of evaluation of the services rendered by its personnel in all faculty categories.

The evaluation process for teaching shall include the completion of an evaluation form by the students in each course taught. These forms shall be reviewed by the Associate Dean and forwarded to the individual faculty members, who review and return them to the Associate Dean. Such review may be followed by one or more conferences with the faculty members to advise them of the data and to consider all matters appropriate to the maintenance of the highest standards of the teaching service. See *appendix E* for Instructor Feedback Form.

On an annual basis, the Associate Deans conduct evaluation and feedback meetings with faculty members. Each faculty member and the Associate Dean review the faculty member's performance, including areas of needed improvement, and provide written recognition of the faculty member's achievements and any clarification of future goals and objectives. A written report of the meeting is signed by the faculty member, the Associate Dean, and the Dean.

N. Salary

It is GSEP's policy to compensate its faculty in all categories at the highest possible level consistent with the prevailing pattern of salaries in similar private institutions of higher education and the fiscal ability of the University.

The rate of compensation is designed in accordance with the structure of rank and recognition of professional competence. There shall be an annual review by the Dean of the salaries paid within GSEP.

O. Professional Load

It is GSEP's policy to assign to faculty members, on an equitable basis, a total load of professional duties which will assure optimum service to the School and its students.

The normal contract load for tenure-track and tenured faculty members is 24 units for the academic year (which includes the summer term), including a minimum of 15 units of classroom teaching. Classroom teaching may be completed within the fall and spring semesters, with the approval of the Associate Dean. Other activities, such as chairing dissertations, engaging in scholarly activity, and serving as program or clinical training director may contribute to the remaining nine units. Unit credit for courses enrolling fewer than nine students is prorated. See <http://community.pepperdine.edu/gsep/faculty/> for the faculty load form.

In determining teaching load, it is the policy of the School to consider the class size, the number of different course preparations, and the number of course sections, and the nature of each course and its specific requirements. It is the policy of the School that faculty members shall have the right to request an individual review of load in any semester by the Dean.

Faculty members in any category are expected to serve on one or more School or University-wide *ad hoc* or standing committees as may be designated by the appropriate appointing authority or by faculty election.

It is further expected that faculty members in any category be available upon request from the Dean to attend and/or participate in all University exercises or other official ceremonial affairs which also are open to the public. Faculty members are expected to participate in the following annual events: the University Faculty Conference, Graduation, and Founder's Day Convocation.

P. Assistantships

Teaching Assistantships

Teaching Assistants are provided in special cases where the demand for administrative duties of a particular course warrants instructional support to assist the faculty in carrying out expected teaching responsibilities.

Application forms to request a teaching assistant may be obtained through the Offices of the Associate Deans in the two divisions. Completed forms are returned to that office prior to the semester for which a TA is requested. Each request will then be evaluated by both the Associate Dean for the instructor's Division and the Dean. Decisions for approval will be made on a case-by-case basis, and no student may begin work until the approval process is complete.

Guidelines for Teaching Assistant duties:

- Teaching Assistants are generally utilized to assist in grading exams, papers and exercises, to hold study sessions for the students, to be available for individual tutoring, and to perform clerical duties related to the course.
- The faculty member is responsible for being present during the administration of exams. Teaching Assistants are not to proctor the regular exams that are given in the classroom. T.A.'s may, however, be available to proctor a make-up exam for a student when necessary.
- Teaching Assistants are not to lecture or teach in a regular class session. They may lead study sessions outside of regular class time, or be available for individual or group tutoring.
- Practicum classes, group therapy classes, or directed study classes are not eligible for Teaching Assistantships.

Eligibility

To be eligible for a teaching assistantship, a student must be registered as a full-time student in programs offered by Pepperdine University's Graduate School of Education and Psychology. An individual registered for at least 6 units per semester is considered a full-time student.

Guidelines for Research Assistants

Research assistants perform such activities as collecting and reviewing articles; collecting, scoring, and analyzing data; and assisting in the preparation of presentations and/or articles. Normally, a research assistant is assigned to a maximum of 19.75 hours per week. A faculty member may request a research assistant by completing the *Faculty Request for*

Support of Scholarly Activity form at <http://community.pepperdine.edu/gsep/faculty/> Decisions for approval will be made on a case-by-case basis, and no student may begin work until the approval process is complete.

Eligibility

To be eligible for a research assistantship, a student must be registered as a full-time student in programs offered by Pepperdine University's Graduate School of Education and Psychology. An individual registered for at least 6 units per semester is considered a full-time student.

Q. Overload

It is GSEP's general policy to discourage an overload teaching assignment; however, overload may be permitted at the discretion of the Dean.

Unless otherwise specified by a provision in the annual contract, an overload teaching assignment shall be accompanied by additional compensation for the service rendered.

By mutual agreement of the Dean and the faculty member, a full-time faculty member may have an overload teaching assignment in one semester, and in compensation for the overload, receive a reduction in course load during another semester. However, banked units may not be carried over into the next academic year.

R. Full-Time Service

It is expected that full-time employment in GSEP will require most of the faculty member's working time. Priority should be given to teaching, advising, committee work, scholarly activity and other activities as assigned by the Dean.

Faculty members are encouraged to engage in professional activities that help maintain their skills, serve the community, advance the profession, demonstrate scholarship, and reflect positively on the School and its programs. As such, faculty members may engage in occasional part-time professional or nonprofessional activities on a voluntary basis or for remuneration outside of the School. The performance of such activities may in no way interfere with the performance of School assignments or expectations.

Faculty members must be ever vigilant to the dangers of conflict of commitment. Thus, if there is the possibility of real or apparent conflict of commitment in the performance of activities on a voluntary or for remuneration basis outside of the School, the faculty

member must consult with the Dean prior to making any commitment to render services. In addition, it is the responsibility of faculty members to keep the Dean apprised of all outside activities.

S. Leaves of Absence

It is GSEP's policy to recognize a wide range of situations which may involve either a short- or long-term absence from duty on the part of a faculty member in any category.

A short-term absence of one week or less for reasons of personal or family illness, personal business including family emergencies, or professional meeting attendance, requires only that the Dean be notified of such absence and advised as to what arrangements have been made to meet scheduled classes, student appointments, or other fixed University commitments.

A short-term absence for any of the reasons stated above, except for personal leaves or some family illnesses which will be unpaid may be extended as may be necessary without loss of pay for up to 180 days at the discretion of the Dean. A request must be consistent with the provisions of any insurance policies carried by the University for the benefit of faculty.

A long-term absence, herein defined as more than 180 days, for reasons of personal opportunity, convenience, or extended illness shall be recognized as a special leave of absence which may be granted by the Dean upon written application by the faculty member. It is subject to renewal at the discretion of the Dean for additional periods, but is not to exceed a total of 24 months. A special leave of absence is granted without pay, but status as a member of the faculty is continued during the term of such leave.

Employees, provided they meet the requirements of the State of California and/or Federal Family Leave Acts, will be returned to their positions upon conclusion of such a leave. Failure to return to work following the expiration of an approved personal, medical, or family leave will result in immediate termination of employment and will be treated by the University as a resignation.

The University provides income protection for faculty during periods of illness or disability. In order to comply with policies of the State of California and the University's insurance carrier so that faculty who are eligible may qualify for State Disability Insurance (SDI) or the disability terms of the University's long-term disability insurance contract, faculty who have missed work for more than seven calendar days because of illness or disability should

notify the Office of the Dean and the University's Personnel Services Center for Human Resources Office.

As a general rule, full salary will be continued up to a maximum of 180 days (less any state disability payments for which the faculty member is eligible). After 180 days, the long-term disability insurance plan pays two-thirds (2/3) of the faculty member's base monthly salary up to a maximum of \$10,000 per month. Such benefits may continue until age 65 as long as the faculty member is disabled, or as specified in the University's insurance contract.

T. Sabbatical Leaves

Members of the tenure-track and tenured faculty are eligible for a sabbatical leave of absence during their seventh year after six academic years of continuous full-time service to the School, and each seven academic years thereafter. Faculty members eligible for sabbatical leave must apply one academic year in advance of the anticipated sabbatical leave year.

The sabbatical leave is considered to be an accrued benefit and privilege which may be granted upon application to the GSEP Research Committee. The Committee then makes recommendations for approval to the Dean, Provost, and President of the University. Although the sabbatical leave is of benefit to both the faculty member and the University, it is not an automatic right. Applications for sabbatical leave should stress the professional advantages anticipated as a result of the activities to be undertaken during the duration of a sabbatical leave.

A sabbatical leave may be approved for one or two consecutive semesters, with full salary given for a one-semester leave or half salary given for a two-semester leave.

The individual granted the sabbatical leave will return to the University and serve for at least one academic year. Any monies, including salary, that are received from the University during the sabbatical must be repaid to the University in the event the individual does not return to the University and complete service for the equivalent of one academic year. See *Appendix H* for sabbatical leave application procedures.

U. Tenure

Tenure-track and tenured faculty members should obtain and be familiar with the University Tenure Policy. If tenure within the School is obtained, it shall be in accordance with the University Tenure Policy. Guidelines for rank, tenure, and promotion appear in the *Rank, Tenure, and Promotion Manual*, which is available at

<http://community.pepperdine.edu/gsep/faculty/> The University Policy for RTP is available at www.pepperdine.edu/provost/content/tenurepolicy.pdf.

V. Travel and Professional Growth Activities

It is GSEP's policy to encourage its faculty members to hold membership in professional organizations and learned societies and to participate in the meetings and activities of the organizations in which they have an interest.

It is expected that all faculty members continue to enhance their multicultural understanding in order to create a classroom learning environment that values each member's sociocultural background, experiences, and perspective. To this end, insofar as possible, the Graduate School of Education and Psychology (GSEP) would like to support the Multicultural Professional Development (MCPD) of faculty members.

When participation involves an absence from assigned teaching or other responsibility, the faculty member shall notify the Associate Dean of such absence and the arrangements proposed to handle the assigned responsibilities. Approval by the Associate Dean is discretionary, but it shall not be unreasonably withheld. See *Appendix I* for the GSEP guidelines and forms related to professional growth activities and Multicultural Professional Development of faculty members.

When participation involves travel expense, the faculty member may, upon approval by the Dean, be reimbursed for all or part of actual and necessary expenditures. Faculty must document expenditures. See <http://community.pepperdine.edu/gsep/finance/> for employee reimbursement guidelines. Approval by the Dean of faculty travel expense is discretionary and conditioned by the availability of funds for such purposes in the School's budget.

W. Research and Scholarly Activity

GSEP values open-minded inquiry, scholarly activity, research, publication, and conference presentations by its faculty members. To that end, GSEP encourages basic and applied research, and empirical and non-empirical study that respects the dignity and worth of all people; strives for the preservation and protection of human rights; and advances the disciplines of education and/or psychology.

Faculty members are advised that scholarship is one of the criteria used by the RTP Committee in making recommendations for promotion and tenure. As such, faculty

members should review the appropriate sections of the *Rank, Tenure, and Promotion Manual*.

As part of the teaching and learning process, faculty members are expected to encourage their graduate students to perform scholarly activities and research. Faculty members are expected to maintain high standards of scholarship, and they are expected to stay abreast of current scholarship and research in their specific disciplines. It is recommended that faculty members cooperate with and support research conducted by appropriate professional organizations.

Faculty members shall perform all research or research related activities in accordance with federal and state law, University and School policies, and ethics codes that apply to the researcher or to the person's research. The University has adopted policies that specifically govern faculty research, including, for example, research involving human or animal subjects and research funded by certain governmental agencies. Pepperdine faculty members and researchers are subject to the research policies, are responsible for knowing the provisions of the policies, and are responsible for ensuring that they comply with the policies and that others working with or for them, including students, comply with the policies. The complete text of the policies is available on the Pepperdine University web site <http://www.pepperdine.edu/provost/policiesdocs.htm>. Also refer to <http://services.pepperdine.edu/irb> and <http://services.pepperdine.edu/irb/graduate/>. The HIPAA policy is available at www.pepperdine.edu/provost/content/HIPAAmanual.pdf.

Tenure-track and tenured faculty members may be granted up to three units of their load for scholarly activity per academic year.

Scholarly activity units are granted to support faculty in conducting research and in pursuing scholarship. The form to request support of scholarly activity and a student research assistant may be obtained through the Office of the Dean, and must be signed by the Dean and Associate Dean. The *Faculty Request for Support of Scholarly Activity* form [Form-SA] is available at: <http://community.pepperdine.edu/gsep/faculty/forms.htm>

X. Affiliated Organizations

The School maintains an active chapter of Psi Chi, a national honor society in Psychology, Phi Delta Kappa, a national honor society in Education, and Omega Chi, a fraternal society dedicated to the field of Organization Change. Membership in organizations is open to students, alumni, faculty, and friends in accordance with the provisions of their respective

bylaws or constitutions. Faculty members are encouraged to affiliate themselves with these organizations.

Y. Student Records

The Family Educational Rights and Privacy Act of 1974, better known as the Buckley Amendment or FERPA, and the California Education Code, Section 67-100ff provide, generally, that (a) students shall have the right of access to their educational records, and (b) educational institutions shall not release educational records without the consent of the student.

Faculty members' responsibilities under the law and the University Student Records Policy are two-fold. First, the faculty must respect the privacy rights of students by not disclosing personally identifiable information about a student without the student's written consent. For example, if grades are posted, they must be disclosed in a manner making the grades known only to the individual student receiving the grade. Students' social security numbers, for instance, should not be used to disclose student grades. Another application of the policy prohibits use of data from student records in letters of reference without the student's written request for the letter of reference.

Second, faculty must honor a student's right of access to University files regarding that student. It is not necessary to grant immediate access upon demand by a student, but such access must be granted no later than 15 working days after a written request has been received. Several specific exceptions to these rights are provided in the law; including those specific records for which the student has legally waived right of access and private files of the faculty member not available for use by other University personnel.

The law and policy are complex, and this notice is a very limited explanation of the rights detailed within the policy. These policies are discussed in the Legal Notices section of the School's *Catalog*. The official Pepperdine University Student Records Policy, which contains detailed information and procedures, may also be obtained in the University Registrar's Office. If explanation or assistance is needed after consulting the policy, faculty members should contact the Office of the General Counsel in Malibu.

AA. Grading

Faculty members are expected to adhere to all academic policies. A full description of the grading policy may be found in the School's *Catalog*.

A grade of "A" should indicate outstanding performance in a course. A grade of "B" should indicate average class work. A grade of "C," although passing, should indicate below average work. Grades of "D" and "F" indicate serious deficiency, and such grades would raise questions about the presence of the student in the program. No unit credit toward graduation is given with an "F" grade, and students must retake courses in which they have earned "D" and "F" grades. Plus and minus grades indicate intermediate grade achievement. Students must maintain a "B" average or better to graduate and to remain free from academic probation.

Given the above, faculty is to exercise diligently their professional judgment in evaluating students. Giving all students an "A" in order to avoid controversy is not in keeping with the spirit of academic excellence which the University is seeking to maintain. Rarely will a class be of such a caliber that everyone deserves an "A."

A grade of "I" (Incomplete) may be given only when extenuating circumstances occurring during the final weeks of the semester prohibit a student from completing the final project or exam. The grade of "I" grants the student an opportunity to complete the final project or exam on an independent basis during the subsequent semester. Students receiving grades of "I" are not eligible to repeat the course for a change of grade. Students experiencing extenuating circumstances prior to the final two weeks of class are not eligible to receive a grade of "I," but may withdraw "W" if earning a grade of "B" or better.

BB. Substance Abuse Policy

A copy of the University's policy prohibiting substance abuse in the work place is located at www.Pepperdine.edu/provost/content/substabuse.pdf. All University employees should familiarize themselves with this policy.

CC. Smoking Policy

Smoking has long been discouraged by the University. It is expected that employees of Pepperdine University who smoke will not smoke except in approved areas. It has been determined that smoking constitutes a health hazard not only to the smoker, but also to others in the smoker's presence.

DD. Faculty Handbook Review and Revision

The *Faculty Handbook* will be reviewed annually by a committee elected each year by the faculty. This committee will propose to the faculty any changes to be made to the Handbook. Any changes or revisions in the Handbook shall be reviewed by the faculty who

recommend approval or disapproval to the Dean. A new handbook, once approved, supersedes all previous versions of the handbook.

IV. BENEFITS

For an overall review of University policies on faculty benefits:

<http://community.pepperdine.edu/hr/benefits/>

Additional information is available from the Center for Human Resources University's Personnel Services Office.

A. Taking and Auditing Courses

Upon the approval of the Dean, a full-time faculty member may be permitted to take for credit or to audit a course during the semester. Permission will be granted contingent upon the approval of the instructor.

B. Business Cards

Business cards will be printed and issued to full-time faculty members. The cards must be ordered by requisition through the Office of the Dean. These cards may refer only to functions affiliated with Pepperdine University. The University's address may not be used by faculty members for personal reasons without permission from the Dean.

C. Tuition Benefits

The University's Tuition Remission Policy is described at:

<http://community.pepperdine.edu/hr/benefits/>

V. RETIREMENT

A. Retirement Policy

The normal retirement for faculty is the last day of the academic year in which age 65 is attained, but is not considered a mandatory retirement age for faculty. It is GSEP's policy to encourage the participation of all eligible faculty members in the retirement system officially adopted by the University. See <http://www.pepperdine.edu/hr/benefits/facultystaff/retirement.htm> for a description of the current plan.

VI. PROCEDURES AND SERVICES

A. Payday

Faculty members are paid on a monthly basis. Direct deposit to faculty members' bank accounts is available and is required for all newly hired faculty, or arrangements may be made with the Payroll Office for one's check to be mailed to the faculty member's place of residence. If the 26th falls on a Saturday or Sunday, the salary check will be deposited or mailed on the preceding Friday. If the 26th falls on a holiday, the check is available the last work day immediately prior to the holiday. Ordinarily, faculty members receive their checks earlier than the 26th during the months of November and December due to the Thanksgiving and Christmas holidays.

B. Office Keys and Building Keys

Requests for keys should be made through the Office of the Director of the Graduate Campuses. All keys must be returned promptly upon termination of service with the School.

C. Credit Union

Regular full-time Pepperdine University employees are eligible to join one or more Credit Unions. The University will honor requests for Credit Union deductions from employee paychecks upon receipt of written authorization. Details of membership are available from Center for Human Resources University's Personnel Services Office.

D. Instructional Materials Selection and Ordering

Faculty is responsible for selecting texts for their courses. Changes in adopted texts are made through the appropriate Associate Dean or respective program committee, by the deadline announced each semester for submitting changes. Instructional materials adopted by the faculty may be ordered through the Office of the Associate Dean. Faculty members who routinely teach the same course each year are encouraged to review annually the adopted textbook(s), software, and other instructional materials for the course, and modify the selections to provide the students with the most appropriate curricular materials.

E. Library Services

University Libraries

The Pepperdine University Libraries system includes Payson Library on the main Malibu campus, the Collazo Library on the Dresher Graduate Campus, and five Graduate Campus Libraries. The libraries are headed by the Dean of Libraries, and all libraries are staffed with reference librarians and/or knowledgeable support staff. A University Library Committee serves the libraries in an advisory capacity and aids in the planning and allotment of the book budget to the various departments and schools. Faculty members, program directors, and students are encouraged to recommend new acquisitions. A *Faculty Library Handbook* containing detailed information about library services is available at each of the Pepperdine University libraries. Library services for faculty are identified as a link from the libraries' web site: <http://library.pepperdine.edu/faculty/>.

The library collection of Pepperdine University contains nearly 800,000 books and an extensive number of government documents, periodicals, specialized print and non-print materials, and electronic databases. The West Los Angeles Plaza Library collection is the largest of the Graduate Campus Libraries, and includes the *ERIC* Microfiche Collection and completed Pepperdine Ed.D. and Psy.D. dissertations. Access to electronic databases, whether within the libraries or from the libraries' web site, requires faculty to enter their user name and Pepperdine password.

Library Services and In-Class Instruction

Faculty may use library services by bringing their Pepperdine faculty ID card to the Circulation Desk at a Pepperdine Library for registration into the library system. Pepperdine faculty may borrow books for an initial 90-day period, with two renewals. Restricted lending periods apply to certain types of materials, such as dissertations and videos. All circulating material is subject to recall by another requester. Prompt return of library material is requested. Pepperdine periodicals and reference materials do not circulate.

Faculty may place items for a class on "Reserve" status at the Circulation Desk in the Graduate Campus Library where the class is taught. These materials may either be owned by Pepperdine Libraries or be personal copies of the instructor. Textbooks must be supplied by the department, and photocopies must be made by the faculty member or department. Copyright privileges are the responsibility of the faculty member (see

Appendix O for details). Reserve course materials may circulate for a 2-hour, 4-hour, 1-day, 3-day, or 1-week time period depending on course needs. A Reserve Request Card is to be filled out for each item to be placed on Reserve status. Allow one day to process a Reserve request.

Additional library services include the GSEP Document Delivery Service and the Interlibrary Loan (ILL) service. With the GSEP Document Delivery Service, periodical articles are copied for GSEP faculty and students at a nearby UC campus. Couriers copy articles only from those periodicals that are not available in the Pepperdine University Libraries system. Requests are submitted on appropriate forms at each of the Graduate Campus libraries with cash pre-payment. The ILL service obtains books, articles, and dissertations not available within the University Libraries' system from other libraries *via* a national lending network. Requests usually take 2-3 weeks, with fees and borrowing periods set by the lending institution.

Pepperdine librarians provide in-class instruction, workshops, and individual consultation in the use of library resources and information-seeking skills. Instruction may cover strategy and selection of library resources from both print and electronic sources including the *ERIC*, *PsycLIT*, *PsycINFO*, and *Research Library* databases. To arrange for in-class instruction, contact a librarian at the appropriate Graduate Campus Library at least two weeks prior to the date instruction is needed.

F. Audiovisual Equipment

Audiovisual equipment and services are provided at all graduate campuses. Each request must be submitted in writing 24 hours in advance of the time needed. Audiovisual request forms are available at all graduate campuses and are to be submitted to the Center Coordinator. The equipment is available on a first-come, first-served basis.

G. Parking Arrangements

Security access cards for the West Los Angeles Graduate Campus parking structure may be obtained from the Office of the Graduate Campus Director. These cards allow access to the parking garage, the building, and the elevators. Information regarding parking at the other graduate campuses may also be obtained from the Office of the Graduate Campus Director.

H. Instructional Materials and Office Supplies

Requisitions for materials and supplies for instructional purposes are to be submitted to the appropriate Associate Dean for curricular and budget approval.

I. Room Assignments

The assignment of regular classrooms is made through the designated staff in GSEP who in turn works with the Office of the Graduate Campus Director. Any change of classes from one room to another should be made through this staff person. Any person or group seeking to use a classroom or a conference room for a special meeting should consult this staff person.

J. Academic Processions

GSEP and the University have several occasions during the year at which faculty members wear academic regalia, including convocations and commencements. Faculty members are expected to attend these exercises. Those interested in purchasing a cap and gown may make arrangements through the Office of the Dean. Faculty members are responsible for paying the purchase cost.

K. Art, Printing, and Publication Services

Faculty members who are in need of routine printing services or specialized art techniques (such as drawings and posters for official University, School, or departmental publications) should contact staff in their Division. Charges for services depend primarily on time and materials needed for the services.

L. Word Processing and Duplicating

Faculty may seek the assistance through their Division for duplication of instructional materials. They are encouraged to submit requests for service at least two days before materials are needed in order to allow sufficient time for the work to be completed. A FAX machine and a photocopier machine are available in the School. Individuals using the University's copy machines are expected to abide by the applicable laws.

Duplication of Copyrighted Materials Guidelines

Faculty should follow the laws and regulations when duplicating copyrighted materials. The University's Office of Insurance and Risk Management makes available a booklet titled

Questions and Answers on Copyright for the Campus Community that includes software and internet issues, and www.pepperdine.edu/provost/content/copying-guidelines.pdf provides detailed copying guidelines for classroom and research use.

M. Bookstore Services

The bookstore is operated by the Follett College Stores company and is committed to providing the community with the widest possible selection of goods and services. Particular attention is paid to servicing academic requirements for students and faculty.

N. University Faculty-Staff Directory

A University directory listing faculty and staff is prepared annually, it is available at <https://community.pepperdine.edu/directory/> In addition to University telephone extension numbers, the directory provides residential addresses and telephone numbers for those members of the University community who have authorized their inclusion.

O. Repairs and Replacement

Requests for repairs to existing equipment should be made to the Office of the Associate Dean in the faculty member's Division.

P. Emergency Plans

The University has made emergency plans through its Department of Public Safety in conjunction with the Office of Graduate Campuses. Procedures to follow in the event of an emergency have been identified for the Malibu campus and the four graduate campuses. It is recommended that in the event of an emergency, the Office of Graduate Campuses be contacted at (310) 568-5717 for further procedural directions. The telephone number of the Department of Public Safety is (310) 456-4700.

Campus emergency procedures for earthquakes and fires, as well as the University Safety Policy, are identified in the Disaster Preparedness Section of the Telephone Directory. A more comprehensive list of procedures for additional emergencies is available from the University's Department of Public Safety.

Site-specific procedures for each graduate campus are available from the Campus Director at each location.

APPENDICES

APPENDIX A:
SCHOOL-WIDE STANDING COMMITTEES



Academic Council

The GSEP Academic Council reviews proposals pertaining to changes in program requirements, academic policies, and admissions standards. The committee makes recommendations to the Dean and to the University Academic Council.

The committee is composed of Associate Deans and program directors appointed by the Dean, and two elected full-time faculty members, one from education and one from psychology who serve one-year terms. The chairperson is elected annually by the committee and serves as the faculty representative to the University Academic Council.

Ex officio non-voting members include the Dean, additional program directors, GSEP directors and managers, as well as Academic Computing and Library representatives.

Appeals Committee

The Appeals Committee reviews procedural aspects of extraordinary cases in which a student believes that he or she has been treated in an unfair or unethical manner. Routine matters, including student requests for exceptions to policy, are handled administratively by the Associate Deans. Appeals Committee members serve on the University Appeals Committee for faculty matters.

The Appeals Committee is composed of four tenured faculty members, two from the Education Division and two from the Psychology Division, who are elected for two year terms. The election of Committee members is staggered so that two new members, one from Education and one from Psychology, are elected annually. The chairperson of the Committee is elected annually by the members of the committee.

To assist with the nondiscrimination policy and the student appeal process, each division has appointed an ombudsperson. The ombudsperson seeks to provide a mechanism whereby academic disputes may be resolved in an efficient and timely manner. In addition, the ombudsperson is available for consultation on methods for avoiding disputes before they arise. Any faculty member or student may arrange for a conference with the ombudsperson.

Faculty Handbook Review Committee

The Faculty Handbook Review Committee reviews and suggests modifications to the *Faculty Handbook*. The Committee is composed of five faculty members who are elected annually by the faculty. The chairperson is elected annually at the first meeting of the Committee.

Rank, Tenure, and Promotion Committee

GSEP's Rank, Tenure, and Promotion (RTP) Committee ensures faculty involvement in matters related to faculty rank, step, promotion, and the policies and procedures of the School's *Rank, Tenure, and Promotion Manual* and the Tenure Policy of the University. The Committee's primary responsibility is to review and make recommendations to the administration regarding candidates for promotion and tenure. Other duties include notifying faculty of eligibility for advancement, promotion, tenure, and review; making recommendations to administration regarding the initial placements of new faculty; conducting five-year reviews; and making recommendations regarding the updating and revision of the *Rank, Tenure, and Promotion Manual* as needed.

The RTP Committee is composed of five faculty members. Three members are tenured, and at least two of the tenured faculty is full professors. The other two members are non-tenured, tenure-track. Two are faculty members of the Education Division and two are members of the Psychology Division. Committee members are elected for two year terms at the end of the academic year on a rotational basis so that each year two or three new members will be serving their second year and two or three new members will join the committee. Election to the RTP Committee is by anonymous ballot and by a majority, not a plurality vote. The members of the RTP Committee will meet and elect the Chairperson at the first meeting of the newly elected Committee. Representatives to University Tenure Committee will be the chair of the GSEP RTP committee and one of the associate deans. (*see Section II.B.1.a.*)

Faculty members who are eligible for *tenure, promotion, or five-year review* may not serve on the RTP Committee during the year in which their case is being considered, except in special circumstances. In those exceptional cases where faculty members are eligible for tenure, promotion, or five-year review and must also serve on the Committee, they must excuse themselves from the deliberation and voting of their case.

Research Committee

The Research Committee reviews proposals for sabbatical leave. The Committee is composed of six elected tenured or non-tenured, tenure-track faculty members, three from the Education Division and three from the Psychology Division, who serve two-year terms. Three new members are elected annually. The chairperson is elected annually by the Committee and serves as the GSEP faculty representative to the University Research Council.

Teaching Committee

The Teaching Committee was established to advance the function of teaching at GSEP. The domain of the Committee includes formulating and presenting recommendations regarding faculty development, support and improvement of the instructional practices of both full-time and adjunct faculty; incorporating values, ethics, diversity and spirituality into the curriculum; developing guidelines and standards for teaching; providing input for the University Faculty Retreat; and evaluating and revising of the GSEP instructor feedback form.

The Committee is composed of four full-time faculty members, two from the Education Division and two from the Psychology Division, who are elected by the faculty for two-year terms. To provide continuity, one faculty member from each Division is elected annually. The chairperson of the Committee is elected annually at the first meeting of the Committee.

APPENDIX B:
GSEP FACULTY ASSOCIATION
Name and Purpose



GRADUATE SCHOOL OF EDUCATION AND PSYCHOLOGY

FACULTY ASSOCIATION

Name and Purpose

Name: The name of this organization shall be the Faculty Association of the Graduate School of Education and Psychology, hereafter referred to as GSEP/FA or the Association.

Purpose: The purpose of this organization shall be to provide for the development, maintenance, and improvement of GSEP within the framework of the Christian principles and purpose, as cited in the University mission statement; to serve as a basis for the enhancement of faculty morale and improvement of communication among GSEP faculty members and the administration at all levels within the University; to facilitate cooperation within GSEP and between GSEP and the balance of the University; to provide an opportunity for members of the faculty to express their opinions on matters of University policy; to act as a sponsoring group for GSEP organizations not expressly set forth elsewhere within GSEP; to formulate, evaluate, and recommend policies to administration; and to serve as a medium for expressing the opinions of the association.

APPENDIX C:
UNIVERSITY-WIDE POLICY FOR OPERATIONS
SEXUAL HARASSMENT

<http://www.pepperdine.edu/provost/content/SexHarassPol.pdf>

APPENDIX D:

FACULTY RANK ELIGIBILITY

1. INITIAL PLACEMENT TABLE

2. ELIGIBILITY FOR ADVANCEMENT TABLE

Initial Placement Table

Rank	Step	Years of Experience
Assistant Professor	1	0, 1
	2	2, 3
	3	4, 5, 6
Associate Professor	1	7, 8
	2	9, 10
	3	11, 12, 13, 14
Professor	1	15, 16, 17
	2	18, 19, 20
	3	21+
Distinguished Professor		Distinguished Contribution
Notes:		
1. All Candidates must possess an earned doctorate.		
2. Initial placement is determined by years of experience and scholarly accomplishments according to the Rank, Tenure and Promotion Manual; and is specified according to rank, step and years within step.		
3. The Dean may appoint individuals with outstanding accomplishments to the rank of Distinguished Professor.		

Eligibility for Advancement and Promotion Table		
Rank	Step	Years at Step
Assistant Professor	1	2
	2	2
	3	3
Associate Professor	1	2
	2	2
	3	4
Professor	1	3
	2	3
	3	N/A
Distinguished Professor		N/A
Notes:		
1. The rank, step and year of initial placement become the basis for eligibility for advancement and promotion.		
2. Candidates eligible for advancement or promotion during their first year of employment are evaluated in their second year, and if granted the advancement or promotion are credited a year of service at the new step or rank.		

APPENDIX E:
INSTRUCTOR FEEDBACK FORM

1. Goals and objectives of this course were clearly stated.
2. Course assignments/requirements were clearly defined.
3. Course had relevant readings/textbooks/assignments.
4. Class time was spent on relevant and important material or activities.
5. Course increased my knowledge of subject matter.
6. Course was intellectually challenging.
7. Instructor presented content in an informative way.
8. Instructor increased my interest in the subject matter.
9. Instructor provided useful feedback to students.
10. Instructor clearly defined his/her methods of evaluating students
11. Instructor was well-prepared for class.
12. Instructor encouraged expression of diverse viewpoints.
13. Instructor integrated practical applications into the course.
14. Instructor effectively monitored students' understanding of the subject matter.
15. Instructor displayed caring and sensitivity toward students.
16. Instructor assigned work which required critical thinking.
17. Instructor encouraged respect for professional ethics and moral values.
18. OVERALL, THE COURSE INSTRUCTOR WAS AN EFFECTIVE TEACHER.
19. _____
20. _____

PART II

21. Describe aspects of the course that were particularly effective.

22. Recommend modifications to the course that would enhance student learning.

23. Please make additional comments about the course and./or instructor.

**APPENDIX F:
FACULTY LOAD FORM**

<http://community.pepperdine.edu/gsep/faculty/>

**APPENDIX G:
STUDENT EMPLOYMENT**

ASSISTANTSHIP AGREEMENT:

<http://gsep.pepperdine.edu/student-services/student-employment/faculty-staff/assistantship-agreement/>

APPENDIX H:
SABBATICAL LEAVE

Graduate School of Education and Psychology

SABBATICAL LEAVE

Eligibility

Tenure-track and tenured faculty are eligible to apply during their sixth year of employment for a sabbatical during their seventh year. Normally, one sabbatical is granted each academic year for one term at full pay, or two terms at one-half pay.

Application Process

The following criteria, guidelines and procedures constitute the application process. A sample of a previous successful application is available for review upon request to the GSEP Research Committee.

Criteria

1. The primary criterion in considering a sabbatical leave request is the professional development of the faculty member. There are two dimensions to this criterion:
 - a) the professional development of the faculty member, and
 - b) the professional advantage to the Graduate School of Education and Psychology and Pepperdine University.

Thus, a professional judgment must be made on the value of the planned experience to the individual and to the University.

2. A secondary criterion should be the length of service to the Graduate School of Education and Psychology or the length of time since the last sabbatical.

Procedures and Guidelines

Faculty wishing to apply for sabbatical leave should prepare a proposal of not more than five pages which includes, as a minimum, the following five sections:

1. Name, title and inclusive target dates of the sabbatical;
2. Purpose of the sabbatical;
3. Specific activities anticipated to be conducted during the sabbatical;
4. The product(s) expected as a result of the sabbatical; and
5. Benefits accruing to the individual and to the University as a result of the sabbatical leave.

APPENDIX I:

PROFESSIONAL GROWTH ACTIVITIES

1. GUIDELINES

**2. FACULTY PROFESSIONAL GROWTH ACTIVITY and MULTICULTURAL
DEVELOPMENT SUPPORT**

Graduate School of Education and Psychology

PROFESSIONAL GROWTH ACTIVITIES

Guidelines

Faculty members are expected to stay abreast of current developments in their discipline and in their areas of expertise. Faculty members are also encouraged to expand their areas of expertise and specialization. To this end, insofar as possible, the Graduate School of Education and Psychology (GSEP) will attempt to support and facilitate the Professional Growth Activities (PGA) of its faculty.

Three broad categories of PGA are recognized by GSEP:

- attendance at professional meetings
- continuing education
- research/scholarly activities

To the extent possible, GSEP funds will be made available to help defray part or all of the costs associated with PGA.

Each year, the Dean allocates a pool of money for professional growth activities, and the Associate Deans review proposals from faculty members for the use of PGA funds. Proposals reflecting the agreed upon annual goals of the faculty member receive the highest priority. In the above-identified broad categories of professional growth, reimbursed expenditures could include any one or combination of the following:

1. Travel, lodging, and per diem costs when attending professional meetings and conferences either locally or nationally.

2. Registration and/or tuition fees for attending conferences, seminars, institutes or workshops at local or national levels.

3. Travel costs related to conducting research/scholarly activities not covered by other University or grant budgets.

Support for attendance at professional meetings required for program administration, or as part of an officer's or board member's responsibilities within a professional association, may be allocated from the program or division budget, in addition to funds for professional growth activities. Any arrangements requiring a requisition number should be made through the Office of the Associate Dean.

Requests for PGA funding and Multicultural Professional growth should be submitted on **Form-PGA and MCPD** . See: <http://community.pepperdine.edu/gsep/faculty/forms.htm>

APPENDIX J:

EMPLOYEE REIMBURSEMENT

POLICIES AND GUIDELINES

<http://community.pepperdine.edu/finance/accountspayable/employee-reimbursements/>

APPENDIX K:

SCHOLARLY ACTIVITY FORM

<http://community.pepperdine.edu/gsep/faculty/forms.htm>

APPENDIX L:

SUBSTANCE ABUSE POLICY:

<http://www.pepperdine.edu/provost/content/SubstAbuse.pdf>

APPENDIX M:

EMPLOYEE BENEFITS

<http://community.pepperdine.edu/gsep/faculty/handbook/benefits/>

APPENDIX N:

TUITION REIMBURSEMENT

<http://www.pepperdine.edu/hr/why-work/benefits/tuition.htm>

APPENDIX O:

PHOTOCOPY POLICY

<http://www.pepperdine.edu/provost/content/CopyingGuidelines2003.pdf>

APPENDIX P:

UNIVERSITY SAFETY POLICY

<http://www.pepperdine.edu/publicsafety/safety/>

APPENDIX Q:

STUDENT ENRICHMENT FUND

<http://seaver.pepperdine.edu/studentaffairs/enrichmentfund/>

APPENDIX R:

COMPUTER AND NETWORK RESPONSIBLE USAGE POLICY

[http://community.pepperdine.edu/it/security/policies/usagepolicy.](http://community.pepperdine.edu/it/security/policies/usagepolicy)

APPENDIX S:

A Vision of Shared Governance for Pepperdine University

A Vision of Shared Governance for Pepperdine University

A great institution of higher learning is the product of the shared wisdom of multiple constituencies, all dedicated to academic excellence and to the proper and effective functioning of the institution.

Introduction

Pepperdine University's philosophy of institutional governance is grounded in the mission of the University, in the biblical mandate to treat others as we wish to be treated, in the very definition of the university as a "collegium"—that is, a society of colleagues, a fellowship—, and in the ethical expectations expressed in the University Code of Ethics. The Code states that: *"We value integrity, honesty, and fairness and strive to integrate these values into our daily practices.... We seek to be people who are honorable, forthright, and upright at all times.... We value people; we speak the truth; we have the courage of our convictions."*

Thus, transparency, collaboration, a shared sense of responsibility, and the free expression of ideas and concerns are intrinsic to our institutional culture. In brief, while our decision-making practices are complex and evolving, nonetheless, they are carried out within a particular Pepperdine culture founded on enduring values. That culture is shaped by the Christian faith, which inspires an ethos of care, respect, and the welcoming of vigorous debate. It is supported by the university's esteemed tradition of, and aspiration to, collegiality, open communication, mutual trust, and shared participation in a common life.

University Communities

The constituencies of a university are large, varied, and complex such that they could be called communities. They interact, evolve, and often overlap. Students become alumni who sometimes become university employees, donors, or even board members.

Most directly involved in ongoing governance are Regents, administrators with

associated managers, and faculty. Regents have ultimate authority and responsibility.

As the chief executive officer, the president has the most responsibility and influence in setting the tone and practice of shared governance. Senior administrative leaders, the leaders of individual schools, and the leaders of individual academic units share in these governance responsibilities. They have the most responsibility and influence in determining budgets and (particularly at the university level) strategic priorities and selection of administrators.

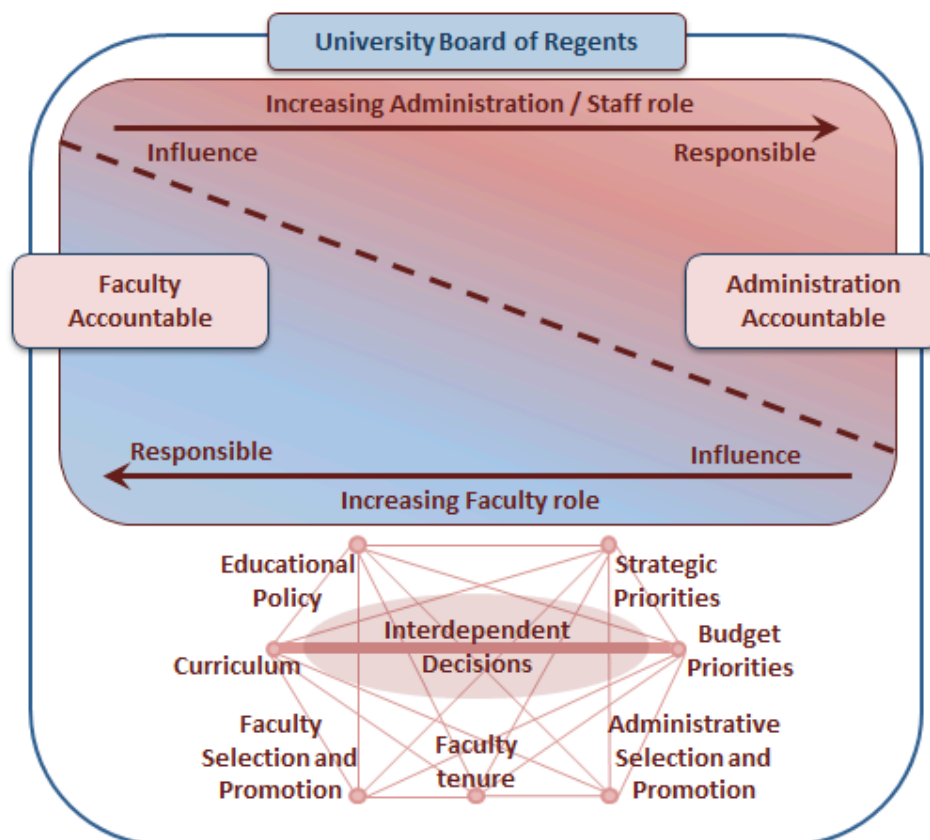
Faculty members share a particular responsibility in governance. As unique bearers of institutional memory and culture, they advance the university mission through teaching, research and service. Collectively, members of the faculty have the most responsibility and influence in setting curriculum and educational policy, in selecting faculty, and in assessing student learning.

The broadest communities include donors, alumni, staff, students, and citizens of the city, state, and nation. Other communities include those near University campuses and facilities; they want good neighbors. Churches are concerned about the values of the University. The general academic community cares about integrity and quality. All these may hold an interest in the University's wellbeing and mutually benefit from engagement. **An Informed, Responsive and Responsible University Community**

Shared governance entails reasonable access to information, including the deliberations, recommendations, actions, and scope of authority of the institution's many committees, councils, and boards. Agenda items to be discussed are announced in a timely fashion, and the results of deliberations are appropriately posted.

Effective governance requires the active participation of faculty and administration. In this system of shared governance, faculty share decision making with the administration related to the mission and well-being of the institution. Hence, the role of faculty extends beyond teaching and research, to active participation in the stewardship of the university. Similarly, the administration leads in promoting an environment of open communication, establishing multiple avenues of consultation which lead to informed decisions concerning the institution's direction. Effective shared governance is predicated upon faculty and administration developing a shared vision of the university and working jointly toward its implementation. It requires a similar joint effort at the school level between each school's faculty and administration.

A Model of Shared Governance



Shared institutional governance is a complex, multifaceted phenomenon requiring a high commitment on behalf of the stakeholders to ensure its realization. Perhaps never fully achieved, it exists as a delicate interdependence of structure, process, trust, communication, commitment, and engagement. The figure above illustrates a spectrum of common decisions for which authority is delegated by the University Board of Regents to administrators, faculty, and staff. Accountable decision makers must proactively engage appropriate stakeholders to inform, consult, recommend, or determine suitable alternatives for consideration. Rarely is a decision so exceptional that it can be made independent of other factors or others participating in governance. The shared governance model recognizes the interdependent nature of

institutional challenges and opportunities. For example, budget priorities affect the curriculum that can be offered; educational policy must influence the setting of strategic priorities. The challenge of shared governance is to acknowledge the complex and dynamic nature of the decisions and roles, to incorporate transparency in decision-making to the extent feasible, to recognize that any of the interdependent characteristics are necessary but not sufficient, and that it is an ongoing process of learning and developing.

The University Faculty Council (UFC) has served, and will continue to serve, an important but nonexclusive role in that process at the university level. Administrators and faculty who serve on university committees engage in that ongoing process as they work out their respective roles. At the school level, faculty and administrators are committed to engage in it as well, so that our shared governance vision will be more than a vision – so that it will be implemented in concrete ways. To that end, faculty at each school will determine shared governance concerns to be discussed with their administrations, and school level administrators similarly may identify concerns to be discussed with their faculties. Administrators and faculty at each school are encouraged to document their understandings of shared governance, including the particular ways in which it will be implemented. Faculty representatives to the UFC are free, under the terms of the UFC Charter, to bring such concerns with regard to their own schools to the UFC for discussion.

With mutual responsibility for shared governance comes a culture that seeks to nourish the values of excellence and academic freedom which are the hallmarks of a successful institution of higher learning.

Approved by University Faculty Council

March 26, 2014

This handbook has been prepared for the use of the regular full-time faculty of the
Graduate School of Education and Psychology.

It reflects current policies and procedures that may be changed from time to time.

This document supersedes all previous editions of the handbook.