III. APPOINTMENT AND PERFORMANCE REVIEW: CRITERIA AND STANDARDS

INTRODUCTION: CRITERIA DEFINITIONS

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

1. TEACHING

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

a. mastery of the subject matter of a specific legal area;

b. clear communication of the subject matter to students while simultaneously increasing the students' skills in legal analysis; and

c. development of new student insights, skills and perspectives on a subject matter and on the legal practice related to the subject.

2. RESEARCH/SCHOLARSHIP AND/OR CREATIVE WORKS

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

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

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

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

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

"Major Work"

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

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

3. SERVICE

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

3. FULL PROFESSOR

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

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

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

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

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

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

1. Faculty who are promoted during a post-tenure review period shall begin a new five year post-tenure review period beginning in their first year at the new rank.

2. Faculty subject to post-tenure review who hold two or more chairmanships of standing law school committees during any two years of the five year review period shall be conclusively presumed to have been involved in an unusually high level of law school committee work for the five year review period.

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

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