

ANNUAL REVIEW OF STANDARDS

(existing standard, initial call for comment)

Institutional Accreditation

Standard 9

FACULTY

The institution maintains a faculty committed to its mission and qualified academically and spiritually to facilitate student learning within their disciplines and to contribute to the development of a biblical worldview. The institution fosters an academic climate that stimulates the exchange of ideas, encourages professional development, promotes the well-being of faculty, and supports the faculty's role in decision-making.

9a. FACULTY QUALIFICATIONS, DEVELOPMENT AND WELFARE

ESSENTIAL ELEMENTS

Relative to this standard, an accredited institution is characterized by . . .

1. A spiritually mature faculty who engage in modeling and mentoring relationships with students.
2. Faculty members who possess earned degrees from institutions accredited by agencies recognized by either the Council for Higher Education Accreditation (CHEA) or the U. S. Department of Education or by the appropriate provincial government. (Exceptions to faculty credential requirements should be limited and validated by professional vitae.)
3. Undergraduate faculty who have earned a minimum of a master's degree and teach in an area of documented expertise.
4. Graduate faculty who have an earned terminal or appropriate professional doctoral degree and teach in an area of documented expertise.
5. Appropriate documentation of its faculty's academic preparation and professional expertise, including official transcripts, official documentation of professional experience, performance and technical competencies, published documents, and other certifications and qualifications.
6. A faculty handbook that delineates appropriate policies and procedures, including published criteria for the recruitment, appointment, teaching load, promotion, grievance processes, termination of faculty, and the safeguarding of intellectual property rights based on principles of fairness and regard for the rights of individuals.
7. Systems for evaluating and improving the instructional effectiveness of all faculty.
8. Evidence of faculty contribution to student learning, scholarship, institutional development, ministry, and community service.

9. Support for the professional advancement and development of its faculty including the pursuit of terminal degrees.
10. A published statement of academic freedom and adherence to its principles within the context of the institutional mission.
11. A faculty that is representative of the diversity of the constituency and consistent with institutional theological distinctives.

9b. FACULTY DECISION MAKING

ESSENTIAL ELEMENTS

Relative to this standard, an accredited institution is characterized by . . .

1. A core faculty of sufficient size and expertise, committed to the fulfillment of the institutional mission, and responsible for the quality of its academic functions.
2. An academic structure organized in departments, divisions, or alternate approaches appropriate to the size and complexity of the institution and the level of education offered.
3. A process of faculty appointment that involves related academic and administrative personnel.
4. A clear and publicized statement of faculty-adopted requirements for graduation that is consistently applied to the certification of graduates.
5. A faculty that is involved in academic-related decision-making processes especially related to admissions criteria, curriculum, and student development.

Programmatic Accreditation

Standard 9

FACULTY

The program maintains a faculty committed to the institutional mission and program objectives and qualified academically and spiritually to facilitate student learning within their disciplines and to contribute to the development of a biblical worldview. The program fosters an academic climate that stimulates the exchange of ideas, encourages professional development, promotes the well-being of faculty, and supports the faculty's role in decision-making.

9a. FACULTY QUALIFICATIONS, DEVELOPMENT AND WELFARE

ESSENTIAL ELEMENTS

Relative to this standard, an accredited program is characterized by . . .

1. A spiritually mature faculty who engage in modeling and mentoring relationships with students.
2. Faculty members who possess earned degrees from institutions accredited by agencies recognized by either the Council for Higher Education Accreditation (CHEA) or the U. S. Department of Education or by the appropriate provincial government. (Exceptions to faculty credential requirements should be limited and validated by professional vitae.)
3. Undergraduate faculty who have earned a minimum of a master's degree and who teach in an area of documented expertise.
4. Graduate faculty who have an earned terminal or appropriate professional doctoral degree and teach in an area of documented expertise.
5. Appropriate documentation of its faculty's academic preparation and professional expertise, including official transcripts, official documentation of professional experience, performance and technical competencies, published documents, and other certifications and qualifications.
6. Systems for evaluating and improving the instructional effectiveness of all faculty.
7. Evidence of faculty contribution in the areas of student learning, scholarship, institutional and program development, ministry, and community service.
8. Support for the professional advancement and development of faculty including the pursuit of terminal degrees.
9. A published statement of academic freedom and adherence to its principles within the context of the institutional mission.

9b. FACULTY DECISION MAKING

ESSENTIAL ELEMENTS

Relative to this standard, an accredited program is characterized by . . .

1. A core faculty of sufficient size and expertise, responsible for the fulfillment of the program objectives, and responsible for the quality of its academic functions.

2. A clear and publicized statement of faculty-adopted requirements for graduation that is consistently applied to the certification of graduates.
3. A faculty that is involved in academic-related decision-making processes especially related to admissions criteria, curriculum, and student development.