Criterion Areas
The criteria for promotion falls into three categories: Research, Teaching, and Service.

Research
Research includes a broad range of activities that signify mastery of and contribution to one's area of academic expertise. This includes demonstrated awareness and integration of current research in fields relevant to one's academic responsibilities, presentations at scholarly societies, publication of college level textbooks, scholarly monographs, articles in refereed journals or scholarly works in other recognized publications, and leadership and involvement in scholarly societies. Non-traditional projects, such as computer software, comprehensive course design, and curricular program design may merit consideration. When they are included in the application for promotion instead of, or in addition to, more traditional forms of scholarship, they must be accompanied by professional reviews by off-campus experts in the field approved by the department chair/dean or other evidence of their value to the larger profession. In certain applied fields such as fine arts and business, contribution to one's field may also be demonstrated by creative productions, professional credentials and a high level of leadership participation and acknowledged expertise in one's field.

Teaching
Teaching involves the entire process of student learning including classroom performance, course preparation, student advisement and an evaluation of learning effectiveness. Promotion decisions in this area take into consideration factors such as quality of organization of course material, clarity and appropriateness of assignments, effectiveness in working with a wide range of students (majors and non-majors, able and struggling), ability to motivate and challenge students, awareness and/or utilization of innovative and appropriate instructional techniques, an understanding of students as individuals, and positive interactions with students and their needs. At higher professorial ranks, leadership in teaching will likely include mentorship of teaching (within or across departments; either in the field or in the integration of field and faith). Involvement in curriculum planning is another potential activity of this form of scholarship.

Service
Service refers to special contributions that go beyond the routine responsibilities that all faculty are expected to share. This includes areas such as major efforts in program development, highly significant leadership in committee or departmental work, exceptional modeling of the integration of faith and learning in university programs and activities, work with students that goes well beyond the norm, involvement in community activities that have a direct or indirect benefit to Biola, and Christian service activities that further Biola’s objectives. This category may include such activities as political and other civic involvement, consultation to other individuals and organizations; lecturing and writing for lay audiences as well as significant work or service rendered within the general church community. Although not considered either scholarly activity or a direct teaching responsibility, these latter activities further Biola's general institutional objectives, aid in student recruitment, and have a positive impact on Biola's recognition and acceptance in the communities in which it is involved and which it serves.
Selection of Criteria
For the individual who seeks promotion it is expected that there will be satisfactory and demonstrable performance in each of the three categories. It is also expected that faculty members receiving promotions will be functioning well in each of these areas. Exceptional scholarship, for example, will not compensate for inadequate teaching skills.

Promotion and Years of Service
The following chart gives the number of years of service required before being eligible to apply for promotion to the next level:

<table>
<thead>
<tr>
<th>Rank Level 1</th>
<th>Rank Level 2</th>
<th>Years Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant 1</td>
<td>Assistant 2</td>
<td>2 years</td>
</tr>
<tr>
<td>Assistant 2</td>
<td>Associate 1</td>
<td>2 years</td>
</tr>
<tr>
<td>Associate 1</td>
<td>Associate 2</td>
<td>2 years</td>
</tr>
<tr>
<td>Associate 2</td>
<td>Associate 3</td>
<td>2 years</td>
</tr>
<tr>
<td>Associate 3</td>
<td>Professor 1</td>
<td>3 years</td>
</tr>
<tr>
<td>Professor 1</td>
<td>Professor 2</td>
<td>3 years</td>
</tr>
<tr>
<td>Professor 2</td>
<td>Professor 3</td>
<td>3 years</td>
</tr>
</tbody>
</table>

The intended purpose for specified “years of service” at each level (in the chart above) is to encourage and allow adequate time for the following: (1) professional growth; (2) academic contributions and service; and (3) development of collegial working relationships within the faculty member's department, school and university. The above requirements for years in rank are considered entry levels and are not meant to imply that all (or even most) faculty will be ready at this time. Faculty at three-quarter time will likely need even more time to reach the requirements in all categories because of their reduced workload.

Faculty who are applying for promotion subsequent to their first advancement should include in their portfolios all accomplishments during the year between submission of application and when their last promotion took effect. This prevents accomplishments from being lost and enables faculty to include an extra year’s accomplishments as part of their portfolio for the next promotion cycle.

Foundational Contributions
Underlying all three basic categories are two special contributions. One is involvement in the spiritual and personal maturing of students. While this factor is especially important in the area of teaching, it is expected that all faculty, in addition to sharing Biola’s theological commitment, will be actively involved in the spiritual formation of students in a positive manner which is openly apparent.

The second contribution is a commitment to the process of integration of one's discipline with scriptural revelation. This is what is referred to as the “integration of faith and learning.” We consider this to be a hallmark of Biola's educational experience. Likewise, it is expected that this dimension will cut across all of a faculty member's scholarship (research, teaching and service) regardless of rank. Although faculty might publish material that is “secular” in the sense that there is no overt allusion to religion included, yet the faculty member will still hold a posture of intent to glorify God with the scholarship and the ability to discuss a Christian perspective of the research under discussion. Whether a faculty member’s relationship with Christ is made explicit in any
publication, the faculty member will demonstrate a pattern of integration of faith and field in teaching and in living within the Biola community.

It is a basic assumption that the faculty can successfully serve as role models and fully integrate faith and learning/living only as each personally allows for growth in his/her own spiritual life. The faculty is expected to manifest and provide underlying and pervading evidence of such development.

**Specific Rank and Level Criteria**

**Instructor**
Minimum requirement: Master’s Degree

Appointment at the Instructor level is based primarily on academic preparation and evidence of potential for teaching success and scholarly activity. This is generally considered an initial rank for individuals who do not have a terminal degree in their academic area and tenure does not attach to this rank.

An Instructor shall: hold an earned master's degree or its equivalent (45 semester units) toward a terminal degree from an accredited institution in the faculty member's field of teaching; or hold an earned bachelor's degree from an accredited institution in the field of teaching and have demonstrated abilities/performance equivalent to the master's degree, as evaluated by the department chairperson and approved by the dean of the instructional school.

In addition to the above, show evidence of satisfactory ability as a researcher, teacher, and potential contributor to the service needs of the university.

**Assistant Professor**
Minimum requirement: Recognized terminal degree

Appointment at the Assistant Professor level is based on academic preparation and demonstrated success or strong evidence of potential scholarship in research and/or teaching. This is the first rank with a tenure option, and "years of service" counting towards eligibility for pre-tenure review begins at this rank. While it is possible to achieve tenure at this level, tenure is generally not granted unless the faculty member shows potential for advancing to a higher rank.

Faculty hired prior to Fall 2013 without a terminal degree (i.e., hired on “Track A”) may apply for promotion following the time recommendations listed below. Such faculty members are eligible for promotion to Associate 3, but are not eligible for promotion to full professor.

**Level 1**
At the time of appointment to Assistant Professor 1, shall hold an earned doctorate from an accredited institution in academic fields of teaching; or shall hold an earned master's degree from an accredited institution in certain fields of applied arts and sciences where the master's degree is usually the terminal degree as determined by the dean of the school and the appropriate departmental and faculty committee(s).
In addition to above, shall show evidence of scholarly productivity, satisfactory teaching ability and contributions to the goals of the university as outlined in the “Selection of Criteria” section and Criteria for Advancement Chart.

**Level 2**  
Shall show continued evidence of scholarly productivity, satisfactory teaching ability and contributions to the goals of the university beyond that which was demonstrated for promotion to Level 1. See the “Selection of Criteria” (Section 8.3) and “Criteria for Advancement” (Section 8.32). One can apply for Level 2 after completing two years at Level 1. (Section 8.3).

**Associate Professor**  
Appointment at the Associate Professor rank is based on demonstrated proficiency and accomplishment (in contrast to academic preparation and/or potential). Strong evidence of effective scholarship in research, teaching, and service must be apparent at this level. Faculty at this level are expected to demonstrate significant institutional leadership in areas such as curriculum development and instructional innovation.

Faculty hired prior to Fall 2013 without a terminal degree (i.e., hired on “Track A”) may apply for promotion following the time recommendations listed below. Such faculty members are eligible for promotion to Associate 3, but are not eligible for promotion to full professor.

**Level 1**  
At the time of appointment to Associate Professor 1, shall hold an earned doctorate from an accredited institution in the teaching field and have completed a minimum of five years teaching.

In addition to the above, the candidate shall show evidence of scholarly productivity, satisfactory teaching ability and contributions to the goals of the university as outlined in the “Selection of Criteria” (Section 8.3) and “Criteria for Advancement” (Section 8.32). One can apply for Associate Professor 1 after completing two years at the previous level (Section 8.3).

**Level 2**  
Shall continue to meet the criteria for Associate Level 1, but at Level 2 one must have further evidence of scholarly productivity, satisfactory teaching ability and contributions to the goals of the university as outlined in the “Selection of Criteria” section and Criteria for Advancement Chart. One can apply for Level 2 after completing two years at Level 1 (Sec. 8.3).

**Level 3**  
Shall continue to meet the criteria for Associate Level 2, but at Level 3 one must have further evidence of scholarly productivity, satisfactory teaching ability and contributions to the goals of the university as outlined in the “Selection of Criteria” (Section 8.3) and “Criteria for Advancement” (Section 8.32). One can apply for Level 3 after completing two years at Level 2 (Section 8.3).

**Professor**  
Appointment to the rank of Professor is signified fulfillment of the university’s ideal of a faculty member who has distinguished himself or herself in research, teaching, or service – as a specialist or
as a generalist. This rank is granted to those who are widely recognized as mature, dedicated, and successful in their discipline and are of primary contribution to the university. Professors provide leadership both on and off campus and they represent the highest levels of professional achievement.

The following criteria serve as guidelines for awarding the rank of Professor. They reflect the university's affirmation of the uniqueness of each individual, its recognition that God provides natural talents, personal skills and spiritual gifts to us in different measures, and its recognition of the value of the diversity of such contributions to the university. As such, these criteria are open to interpretation and exception where the University Personnel Committee determines that the individual merits of the case warrant promotion. In addition to having satisfied the requirements for attaining the rank of Associate Professor, Level 3, Professors shall have achieved the following:

**Level 1**
At the time of appointment to Professor 1, shall hold an earned doctorate or the equivalent from an accredited institution in the field of teaching and have completed twelve years of college teaching. In addition to the above, shall show evidence of continued development in Research, Teaching, and Service, beyond that used to obtain any Associate Professor level. See the “Selection of Criteria” (Section 8.3) and “Criteria for Advancement” (Section 8.32). One can apply for Professor 1 after completing three years at Associate Professor Level 3 (Section 8.3).

**Level 2**
Shall evidence continued development in a specialized promotion path (e.g., Research, Teaching, or Service) or areas of generalization, with further growth apparent since attaining Level 1. One can apply for Level 2 after completing three years at Level 1 (Section 8.3).

**Level 3**
Shall evidence continued excellence in a specialized promotion path (e.g., Research, Teaching, or Service) or areas of generalization, with further growth apparent since attaining Level 2. One can apply for Level 3 after completing three years at Level 2 (Section 8.3).

**Distinguished Professor**
This level is a highly selective one granted only in exceptional circumstances to professors who are making outstanding and creative contributions to the university in addition to having national recognition as a scholar in their respective areas.

Candidature by invitation of administration and limited to no more than 5 percent of the total faculty.

Served at Professor Level 3 at least two years.

**Emeritus Status**
To be eligible for receiving emeritus status, a faculty member must have been granted tenure, be at least 55 years of age and have completed a minimum of 10 years of full-time service at Biola University. The president of the university grants emeritus status to persons who meet the minimum requirements. The President may make an exception to these minima after consultation.
with an appropriate faculty committee. The granting of emeritus status is included as an information item to the Board of Trustees and is announced publicly at a regular commencement.