

BETHANY THEOLOGICAL SEMINARY

ADDENDUM FOR  
TEACHING FACULTY

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## EMPLOYEE ACKNOWLEDGMENT FORM

I have received the Bethany Theological Seminary Addendum for Teaching Faculty posted on the employee Moodle site, and I understand that it is my responsibility to read and comply with the policies contained in this handbook and any revisions made to it.

EMPLOYEE'S NAME (printed): \_\_\_\_\_

EMPLOYEE'S SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

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The Bethany Addendum for Teaching Faculty contains a wealth of information that helps to clarify and guide employment practices at Bethany. Adjunct Faculty will find that many of the sections do not directly apply to their positions. Therefore, we wish to point Adjunct Faculty to the following chart, which outlines the relevant sections of this policy manual. Please focus on these section numbers as you familiarize yourself with these policies at Bethany.

### Table of Contents for Adjunct Faculty

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## **INTRODUCTION**

### **900 Introductory Statement**

These work guidelines have been designed to acquaint you with Bethany Theological Seminary and provide you with information about working conditions, employee benefits, and some of the policies affecting your employment. You are responsible for reading, understanding, and complying with all provisions of this addendum. It describes many of your responsibilities as an employee and outlines the programs developed by Bethany Theological Seminary to benefit employees. One of our objectives is to provide a work environment that is conducive to both personal and professional growth.

No employee addendum can anticipate every circumstance or question about policy. As Bethany Theological Seminary continues to grow, the need may arise to revise, supplement, or rescind any policies or portion of this addendum from time to time as Bethany Theological Seminary deems appropriate and in Bethany Theological Seminary's sole and absolute discretion. Employees will, of course, be notified of such changes to the addendum as they occur, and employees may be expected to acknowledge in writing that they have received those changes.

## **EMPLOYMENT**

### **910 The Teaching Faculty**

The teaching faculty of Bethany Theological Seminary is composed of all persons who have been named by the board to the rank of instructor, assistant professor, associate professor, and professor. These persons have full teaching faculty status and full voting privileges in the faculty meeting (regardless of teaching load). The president is a member of the teaching faculty and serves as president of the faculty. Administrative faculty appointed by the Seminary or jointly by the Seminary and the Earlham School of Religion are ex-officio members of the faculty meeting (see Endnotes), but they are not covered by this manual unless they also hold an appointment as teaching faculty. The teaching faculty may invite others, such as visiting professors, to participate in faculty meeting, as they deem appropriate.

Only teaching faculty may vote at faculty meeting on matters related to curriculum, educational policy, academic freedom, and student academic status. The right to vote on the appointment, dismissal, promotion, or tenure of faculty is defined below. On all other matters, ex-officio members of the faculty meeting may also vote.

### **912 Election to the Teaching Faculty**

The process leading to a faculty appointment normally includes the following: a public announcement of the position, a search conducted by a search committee convened by the academic dean ("dean"), consultation with the faculty meeting and the president on criteria for the appointment and on candidates to be interviewed at the preliminary level, interviews of

selected applicants by the committee, and opportunities for selected candidates to visit the Seminary in a publicly announced visit and meet with representative groups and individuals.

The search committee typically includes representation from the teaching faculty, the student body, the faculty of the Earlham School of Religion, and the church constituency (frequently a member of the board). Following the interviews and on-campus meetings with selected candidates, the dean leads the search committee in a review and discernment process and reports its assessment and recommendation to the president. The search process is designed to respect responsibilities of the search committee to discern and assess, the dean to recommend, and the president to appoint. After a successful search process as outlined above, teaching faculty are appointed by the president upon recommendation by the dean with confirmation by the board.

## 914 Ranks and Appointments

### *1. Ranks of Regular Teaching Faculty*

The ranks of the teaching faculty are instructor, assistant professor, associate professor, and professor. Promotions in rank within the teaching faculty are made by the president upon recommendation of the dean and are confirmed by the board. The Seminary values a distribution of appointments among the three professorial ranks and seeks to recognize the growth and service of each faculty member.

Following is a description of the ranks of faculty designated by the Seminary:

- a. *Instructor*—A person who (1) may or may not have previous teaching experience; (2) holds the minimum of a master's degree or equivalent graduate study but not necessarily a doctorate; (3) has professional recommendations speaking to the promise of teaching effectiveness and scholarly growth; and (4) demonstrates service in keeping with the mission of the Seminary. Appointment as an instructor is for a one-year term, which normally shall not be renewed more than three consecutive years.
- b. *Assistant Professor*— A person who (1) may or may not have previous teaching experience; (2) in most cases holds a doctorate appropriate to the teaching assignment; (3) shows evidence of promise in teaching, scholarship and publication; and (4) demonstrates service in keeping with the mission of the Seminary. A faculty member with the rank of assistant professor is eligible for review for advancement when she or he has served as an assistant professor for a minimum of three years and all the requirements have been met for the rank of associate professor as described below. For a faculty member who has been teaching at Bethany as assistant professor for six or more years, his or her review for promotion to associate may coincide with review for tenure (see 922-7).
- c. *Associate Professor*— A person who (1) has at least a five-year record of teaching effectiveness; (2) holds a doctorate appropriate to the teaching assignment; (3) shows evidence of teaching excellence; (4) makes regular contributions in scholarship

beyond the dissertation level; and (5) demonstrates effective academic advising, institutional service, and congruence with and commitment to the mission of the Seminary. A faculty member with the rank of associate professor is eligible for review for advancement, when (1) she or he has served as an associate professor for a minimum of six years, and (2) all the requirements have been met for the rank of professor as described below.

- d. *Professor*—A person who (1) has at least a seven-year record of teaching effectiveness; (2) holds a doctorate appropriate to the teaching assignment; (3) shows evidence of teaching excellence and of continuous professional growth; (4) makes significant and regular contributions in scholarship beyond the dissertation level; and (5) demonstrates effective academic advising, institutional service, and congruence with and commitment to the mission of the Seminary. An appointment as professor is an appointment with tenure and normally shall extend until retirement.

## 2. *Specially Appointed Faculty*

Specially appointed faculty include the following:

- a. *Visiting Faculty*—Professors, associate professors, assistant professors, and lecturers who are employed by another institution and who are invited by the teaching faculty, dean, and president to teach and participate in the life of the Seminary for a limited period of time. The dean appoints them for normally no more than one year at a time.
- b. *Adjunct Faculty*—Persons who are asked to teach courses at Bethany on an occasional basis. These persons do not hold rank in the teaching faculty. The dean appoints them in consultation with the teaching faculty.
- c. *Continuing Adjunct Faculty*—Persons who are asked to teach courses at Bethany on a limited but repeated basis. These persons do not hold rank in the teaching faculty. The dean appoints them in consultation with the teaching faculty.
- d. *Emeriti Faculty*—Persons who have held teaching faculty status and have served the Seminary for more than 20 years may, upon retirement from the Seminary, be designated emeritus/emeriti by the board. The teaching faculty, through the dean, makes the recommendation for emeritus/emeriti status to the president, who then makes a proposal to the board. Emeritus/a faculty can be related to the ongoing life of the Seminary in the following ways:
  - 1) Invited to participate as senior faculty in the procession in the academic ceremony at commencement
  - 2) Invited to attend seminary events: concerts, lecture series, chapel, and other events as may become available
  - 3) Provided access to the library – all privileges as are available

- 4) Invited to teach as needed on an adjunct basis
- 5) Provided the opportunity to obtain at own cost supplemental medical and life insurance as the current program allows
- 6) Provided access to the Earlham Wellness Center as available at the cost charged to Bethany
- 7) Provided enrollment access for spouse and children to Bethany's programs as is available to current employees of Bethany
- 8) Provided the opportunity to maintain at cost a bethanyseminary.edu e-mail address as that is available (especially applicable to those living in/near Richmond and teaching regularly)
- 9) Encouraged to visit as frequently as possible

### *3. Faculty Tenure*

The granting of tenure signifies a mutual and deepened commitment between the Seminary and the faculty member. On the part of the Seminary, tenure represents an affirmation of the faculty member as a teacher whose gifts continue to enrich the life and mission of the school and a commitment for ongoing employment and privileges by the institution. On the part of the faculty member, tenure represents an affirmation of the Seminary as a community in which to practice the vocation of teaching and a renewed commitment to continued growth and service on behalf of the school's mission.

Qualified candidates for tenure have appropriate terminal degrees, such as a Ph.D. or D.Min., and have normally taught a minimum of six years in theological institutions without tenure. No earlier than the sixth year, on application by the prospective candidate or on recommendation by the dean, the faculty member may be evaluated for appointment to professor with tenure. Process and procedure for tenure review are discussed under section 922-7 below.

Faculty members who are tenured as full-time members and seek to reduce their teaching to part-time may request to continue as tenured teaching faculty for as long as: (1) their courses are required in the Seminary program; (2) they continue to fill the responsibilities accompanying tenure but on a proportionally reduced scale; (3) they are not employed elsewhere in ways that prohibit the reasonable fulfillment of their part-time duties to the Seminary; and (4) the reduction from full- to part-time status is approved by the teaching faculty, dean, president, and board. Faculty members might request to reduce their schedules from full-time to part-time to meet both professional and family responsibilities, to undertake a special assignment for the larger church, or to engage in scholarly research related to their areas of expertise.

## 916 Endowed Professorships

### *1. Purpose of Endowed Professorships*

An endowed named professorship at the Seminary represents an effort by donors to promote excellence in teaching, writing, and research at the Seminary for the benefit of the Church of the Brethren, the global church, and the academic community. It also signifies a donor's desire to recognize the contributions and impact of former faculty or other church leaders or constituents.

Appointment to an endowed professorship by the board embodies the confidence of the Seminary in the individual appointed. Acceptance of the professorship brings with it a commitment by the professor to accept responsibility that attends such a senior faculty appointment. At Bethany an endowed professorship is to be received as an honor, though it does not imply a different salary than that established by institutional compensation guidelines.

### *2. Qualifications of Appointees*

Qualifications of appointees are as follows:

- a. *Academic Rank.* Appointment normally occurs after the individual serves several years as full professor, including teaching at the Seminary.
- b. *Teaching Excellence.* The professor has demonstrated years of growing effectiveness in teaching, reaching a level of teaching excellence that is recognized by the Seminary and church community. This is visible in the student evaluations, peer observations, and review by the dean.
- c. *Research and Writing.* The professor has a demonstrated record of significant academic contribution to the church and academic community. The worthiness of such scholarship is measured by positive evaluation by peers in the church and in a recognized discipline of specialization. Such contribution includes, but need not be limited to, peer-reviewed books and articles. The professor is committed to continued scholarly work.
- d. *Christian Character and Service.* The professor authentically lives and engagingly speaks out of a personal commitment to Jesus Christ. This faith reflects the distinctive pilgrimage of the individual while it remains accountable to the beliefs, practices, and testimonies of the Church of the Brethren. The professor enthusiastically acts as an ambassador for the Seminary to its church and academic constituency.
- e. *Mentor for Younger Faculty.* The professor is committed to helping younger faculty grow in their vocation of teaching, thereby supporting classroom teaching throughout the institution. The professor also offers counsel to younger faculty to assist them in their pursuit of scholarly research and writing.

### *3. Process for Appointment*

The president makes recommendations to the board for appointment. This recommendation comes after consultation with the dean, the tenured faculty, and appropriate members in the church and academic constituency. The appointee to an endowed professorship serves at the will of the board. If the board takes no subsequent action, such appointment continues until retirement or termination of employment with the Seminary.

## 918 Faculty Organization

### *1. Faculty Officers*

Faculty officers are as follows:

- a. *The President.* The president of the Seminary serves as president of the faculty.
- b. *The Academic Dean.* On behalf of the president, the academic dean convenes and presides at stated and special meetings of the faculty, conducts annual evaluations of members of the teaching faculty, and in other ways gives direction to the faculty in carrying out its responsibilities.
- c. *The Secretary.* The faculty elects a secretary for a service of two years at the February faculty meeting before committee assignments are presented, typically at the March meeting. The secretary is responsible for keeping and submitting to the academic dean a draft of the minutes for review and further distribution to the members of the faculty meeting. The secretary is responsible for securing faculty approval of candidates for graduation and distinction and for signing the diplomas of graduates on behalf of the faculty. At the request of the president, the secretary may chair the faculty meeting in the absence of the dean. The president, the dean, and the faculty secretary will consult with each other regarding faculty matters as needed.

### *2. Faculty Review Committee*

The dean appoints a Faculty Review Committee to undertake tenure and advancement reviews as described in section 922 below. The committee consists of the dean and faculty holding the same or higher rank and/or tenured status for which the candidate is being reviewed.

## 919 Academic Freedom

Bethany Theological Seminary is committed to the accreditation standards of the Association of Theological Schools and the North Central Association of Colleges and Schools. It is also committed to the ongoing life and interpretation of the faith and practice of the Church of the Brethren. In light of these commitments, the Seminary seeks to balance the values of free intellectual inquiry and denominational commitments, practices, and confessions. The mission of the Seminary is to equip the church and its future leaders to better discern its faith and calling through an environment of intellectual inquiry that supports the practice of faithful discernment.

Such an environment invites fresh examination of the heritage of the church, readiness to grapple with old and new questions, and respect for those who hold differing views. It promotes freedom of research and expression within the context of teaching and scholarship. It entrusts faculty with the freedom to shape the content of courses, select reading materials, and address matters at their discretion within the general subject matter of the course. It encourages faculty to write and publish what their research demonstrates as well as participate in public discourse within and beyond the church.

On its part, the faculty is committed to exercise the gift of academic freedom in a manner congruent with the Seminary's mission. Among other things, this means engaging in scholarship as a quest of faith seeking understanding, offering scholarly opinions in a thoughtful and open manner, continuing conversation with Anabaptist and Pietist traditions and with official statements of the Church of the Brethren, and holding one another accountable in a community of discourse that includes the faith communities to which the faculty belong and the scholarly communities of their disciplines.

## 920 Faculty Responsibilities

### *1. The School Year and Vacation*

Members of the teaching faculty are employed for 12 months with one month of vacation each year. While the greater part of the faculty teaching load is scheduled during the fall and spring semesters of the academic year, faculty periodically teach courses or lead events sponsored by the Brethren Academy for Ministerial Leadership at other times during the year. Faculty are encouraged to use those times when they are not scheduled to teach as occasions to engage in travel, in programs of disciplined study to further increase professional competence, and/or in research and writing to enhance their own ministry and the influence of the Seminary. Faculty will take their vacation days in consultation with the dean. Faculty vacation will not be reported on tracking forms; therefore, faculty will not carry-over unused vacation days from one year to the next.

### *2. Responsibilities Related to Teaching, Research/Writing, and Institutional Service*

A balanced life for teaching faculty synergistically engages teaching/learning, research/writing, and institutional service. Faculty are expected to be present on the Bethany campus at least half of the time over the course of any semester.

Each member of the teaching faculty teaches courses relevant to the curricula and to one's areas of expertise. A full-time member of the teaching faculty teaches five graduate level units per year (each residential course counting as one unit and each online course counting as 1.5 units). This includes instruction in different formats and locations, such as online, weekend intensives, and seminars as well as weekly classes on campus. Each faculty member serves as advisor for those students assigned to him or her. A faculty member cannot teach more than two three-credit hour courses in a semester without prior approval from the dean.

Each professor provides for students a syllabus for each course he or she teaches, and faculty send syllabi to the academic dean's office to be kept on file. Grades and course rubrics are submitted by faculty on the dates designated in the academic calendar.

Responsibilities related to research and writing include regular attendance at one or more of the scholarly guild meetings associated with the teaching faculty member's area of academic interest, occasional presentations at professional meetings and church-related gatherings, conversational engagement with colleagues at Bethany and other educational institutions, and the publication of articles, reviews, books, etc., that demonstrate engagement with others in the teaching faculty member's area of academic expertise.

Responsibilities related to the Seminary's institutional mission may include, but are not confined to, participation in faculty meeting, serving on one major ongoing committee per year, academic advising, assignments for the Brethren Academy, relating to the board, participating in Annual and District Conferences, and assisting with student recruitment and alumni relations.

If a member of the teaching faculty also carries some supervisory or other major administrative responsibility, the Seminary seeks a balance between administrative responsibility and classroom responsibility. To secure a balance among the faculty throughout the academic year, variations from the regular load distribution are negotiated with the dean and in consultation with the faculty.

The teaching and administrative load for part-time and adjunct faculty is negotiated with the dean, who also consults with the full-time teaching faculty to attain balance among the faculty.

## 922 Faculty Review

### *1. Types of Review*

Faculty members participate in regular processes of review and evaluation. These include an annual review, review for advancement, and review for tenure. Reflected below are the general goals and expectations for our learning community (section 2) and specific criteria for evaluation in all review processes (section 3).

### *2. Goals and expectations*

The Bethany learning environment is sustained and enriched by biblical grounding, shared search, rigorous study and thought, responsible questioning, and committed faithfulness. Faculty members are expected to take on the roles of conversation partners in student learning, but also of mentoring students in intellectual inquiry, thoughtful perspectives, spiritual depth, and maturity in leadership.

The ability of a faculty member to be an influence in creating the Bethany learning community is enhanced when she or he:

- a. is attentive to living a biblically grounded life that integrates faith, heart, mind, body, and soul
- b. demonstrates commitment to nurturing the whole student in faith development and ministerial call
- c. strives for intellectual clarity and integration
- d. encourages compassion for others
- e. attends to physical health, well-being, and self-care
- f. demonstrates humility in listening to and learning from a diversity of people, circumstances, and perspectives
- g. practices lifelong learning as a form of spiritual discipline
- h. commits to the purposes of the Seminary through active participation in a congregation
- i. uses his or her power, authority, and leadership influence as a minister of Christ, modeling service in a faithful, moral, and charitable manner

### *3. Performance Criteria for Review and Evaluation*

Evaluation of the performance of teaching faculty is based on the following criteria.

- a. *Teaching Effectiveness.* Teaching effectiveness refers to the quality of faculty instruction in its various forms. Indicators of effective teaching may include:
  - 1) The faculty member's annual self-evaluation in conversation with and reviewed by the academic dean
  - 2) Developing course objectives and syllabus design that meet the educational goals of the Seminary and publishing the syllabus six weeks prior to the beginning of a course
  - 3) Creating an effective classroom or group environment for learning and growth
  - 4) Conducting focused and engaging classroom sessions
  - 5) Employing creative and useful ways of teaching the central concepts, skills, and disciplines required for continued intellectual, emotional, and spiritual growth
  - 6) Making use of various forms of contextual experiences for learning (e.g., congregational resources, cross-cultural experiences, field education, etc.)

- 7) Responding appropriately to student needs, questions, and interests
- 8) Accommodating differences in ethnicity, culture, religious perspectives, gender, learning styles, and aptitudes
- 9) Providing fair, accurate, and prompt evaluation of student work and/or ministry ability, which includes submitting final course evaluations by the due date
- 10) Offering informed and helpful student advising
- 11) Learning and implementing appropriate uses of information technology to enhance teaching and learning

The extent to which the indicators of teaching effectiveness are demonstrably present may be determined through:

- The faculty member's annual self-evaluation
- Course evaluations prepared by students
- Participant evaluations from Academy training events
- Course syllabi and other classroom materials

b. *Scholarship/Publication.* Scholarship/publication refers to contributions to the discourse of one's academic discipline(s). Such contributions may include lecturing, teaching, preaching, writing, consulting, advising, and providing group leadership in academic settings beyond the Seminary; participating and holding offices in deliberative bodies, such as editorial boards, theological societies, academic associations, and consultations; and creating expressions in the performing and/or visual arts that are informed by one's scholarship. Indicators of productive and credible scholarship include:

- 1) Exhibiting creative insight and making scholarly advances in one's academic discipline
- 2) Demonstrating a command of critical primary and secondary resources in one's academic research
- 3) Engaging perspectives different from one's own (e.g., spiritual, theological, cultural, social, national, gender, ethical, etc.)
- 4) Exhibiting readiness to engage in dialogue with peers in one's field(s) of specialization

- 5) Developing long-term and short-term goals for professional development and for research and publication
- 6) Using one's scholarly research to enhance the church's self-understanding of its life and mission
- 7) Seeking and responding to opportunities to present the results of one's scholarly research to the broader academic community

The extent to which the indicators of productive and credible scholarship are demonstrably present may be determined through:

- The faculty member's annual self-evaluation
- Reports on sabbatical and Rohrer-funded professional growth experiences
- Presentations of scholarly work to the board
- Published materials, including books, articles, and works of art;
- Positive assessment of one's scholarly work by peers in review articles or other scholarly media
- Letters of support written by scholarly peers in conjunction with tenure or advancement reviews
- Grants or awards received

c. *Institutional Service.* Institutional service refers to one's congruence with and commitment to the mission of Bethany Theological Seminary, including participation in institutional programs, partnerships, and interdenominational commitments. It encompasses involvement in the governance of the Seminary; contributions to the life of the church in congregational, denominational, and ecumenical arenas (including administrative leadership, committee work, speeches, sermons, presentations, and performances); activities related to the Seminary's denominational commitments (e.g., attending Annual Conference and representing the Seminary at district conferences); and other contributions to student life, faculty collegiality, and the civic community as time permits. Indicators of appropriate and effective institutional service include:

- 1) Participating constructively in the work of the faculty meeting, including scheduled meetings and electronic communications
- 2) Accepting and carrying out church-related assignments and setting reasonable

limits to the number of such assignments

- 3) Providing leadership and/or consultation as needed in the committees on which one serves
- 4) Participating in community-building events and activities, such as worship, peace forum, common meal, and special programs
- 5) Relating to all members of the Seminary community in a professional, collegial, and ethical manner
- 6) Representing the Seminary in a manner that reflects the values espoused in the mission statement of the Seminary

The extent to which the indicators of appropriate and effective institutional service are demonstrably present may be determined through:

- The faculty member's annual self-evaluation
- Participant evaluations of events at which one provided leadership
- Letter of commendation from planners or coordinators of events at which one provided leadership
- Periodic evaluations from colleagues with whom one works closely within and beyond the Seminary's community
- Materials published in church-related publications directed to the church at large

#### *4. Student Evaluation of Courses*

At the conclusion of each course, students are given an opportunity to evaluate the course using a form provided by the dean. The form includes sections soliciting information on effectiveness of the course design as relevant for the outlined course objectives as well as the effectiveness of the instructor's implementation of the course design.

The completed course evaluation forms are collected by the office of the academic dean, and the results are tabulated. Copies of the tabulated results are distributed to instructors and the academic dean. The combination of course evaluations and review of the evaluations of student performance outlined in the final rubrics assessing student learning provide for the instructor a resource for self-assessment and enhancing future courses. The course evaluations also play a role in the review of instructors. The academic dean reviews the tabulated results of the course evaluations of every course. The dean reports his or her observations of assessment of the instructor's effectiveness in writing as part of the instructor's annual review. The course evaluations also play a role in program assessment. A copy of the course evaluation form

currently in use is available from the academic dean's office.

#### *5. Process and Procedure for Annual Review*

The dean initiates the annual review process in April of each year through a letter to each faculty member. For faculty members seeking advancement in rank and/or tenure, the schedule and components of this related review process supersede those for the annual review.

Persons being reviewed in the regular annual process present a self-evaluation to the dean one week prior to the review. At the end of the third year of a faculty member's appointment, or sooner if deemed helpful, the dean may, in consultation with the faculty member, solicit the following additional materials in advance of the review to enable a fuller assessment of the faculty member's progress toward advancement and/or tenure: (1) letters of support from students and/or scholarly peers; (2) responses from internal and external colleagues to whom the faculty member relates in carrying out his/her responsibilities; and (3) a summary of course evaluations.

At the time of the annual review, each faculty member meets with the dean to discuss the self-evaluation and other materials relevant to faculty performance. The faculty member under review may also invite another faculty peer to be present in the session if desired. The dean summarizes the discussion along with his or her recommendations in a letter sent to the faculty member and copied to the president. A copy of the annual self-evaluation, other materials that have been reviewed in the conference, and the dean's response become part of the faculty member's permanent personnel file.

#### *6. Process and Procedure for Advancement Review*

When a faculty member is eligible for advancement in rank, the dean initiates the review process at least two months in advance of the meeting at which the board is asked to act on a proposed advancement. The process proceeds as follows:

- a. The dean convenes a Review Committee consisting of all faculty except the president who hold academic rank above that of the faculty member under review. In its initial meeting, the committee develops a timeline for the review process and confirms the steps of the process described below. The dean communicates this information to the candidate for advancement.
- b. The dean invites the faculty member to submit a portfolio of documents to be reviewed by the Review Committee. These documents will be prepared by the candidate and/or solicited by the dean. The portfolio should be submitted no less than two weeks before the committee meets to discuss the materials. The portfolio should contain the following documents:
  - 1) A letter requesting review for advancement, summarizing the faculty member's fulfillment of the criteria for advancement as defined in 914-1

- 2) The materials regularly requested for an annual review, including the annual self-evaluation, and course evaluations
  - 3) A copy of the dean's letter summarizing the documents and conversation of the previous annual review
  - 4) Letters of recommendation solicited by the dean from at least two internal faculty peers (including the area chair if applicable), two external faculty peers, and three or four current students and/or recent graduates to be named by the candidate in consultation with the dean
- c. The dean convenes the Review Committee to discuss the portfolio after members have an opportunity to read the documents. The committee then prepares a report with a recommendation that reflects the consensus of the dean and a majority of committee members. The recommendation of the committee is presented to the full teaching faculty for advice and response. The final recommendation of the committee is reported to the president.
  - d. The president takes the recommendation of the Review Committee along with his or her decision to the board for confirmation. The faculty member under consideration is notified in writing of the outcome of the board's deliberations within one week of its action. In the event of disagreement between the committee's recommendation and the president's recommendation or the board's final decision, the faculty member under review may begin a due process proceeding described in section 925.

### *7. Process and Procedure for Tenure Review*

On the recommendation of the dean or application by the prospective candidate, a faculty member may be evaluated for appointment with tenure not earlier than his or her sixth year of employment at the rank of either assistant or associate professor (see 914-3 above). The process for tenure review proceeds as follows:

- a. The president convenes a Review Committee, consisting of all tenured faculty members, except the president, to be chaired by the dean. In its initial meeting, the committee develops a timeline for the review process and confirms the steps of the process described below. The dean communicates this information to the candidate for tenure.
- b. The faculty candidate gathers a portfolio of documents and/or artifacts that are reviewed by the Review Committee and other faculty colleagues as deemed appropriate by the candidate. These documents are prepared by the candidate and/or solicited by the dean. The portfolio should be submitted no less than two weeks before the Review Committee meets to discuss the materials. The portfolio should contain the following documents or artifacts:
  - 1) A statement explaining why the candidate is seeking tenure at the Seminary

- 2) A review of the candidate's teaching experience, in which he or she addresses at least the following topics:
    - How his or her teaching vocation has affected his or her life of faith and relationship with God
    - A developing theology/philosophy of teaching appropriate for ministry training and theological education
    - A description of specific gifts that may be offered to other colleagues or to the school as a whole and of specific weaknesses that require added grace and reliance on God's power
  - 3) An outline of specific contributions to the church and/or academy and further plans for research and/or growth (e.g., publications, presentations, new areas of investigation, creative projects, etc.)
  - 4) A selected piece of writing, presentation, project, etc., that demonstrates the fundamental academic issues he or she is currently addressing
  - 5) A summary of course evaluations that reflects the evaluation criteria for teaching effectiveness prepared by the dean's office and described in section 922-3
  - 6) Letters of recommendation solicited by the dean in a timely manner from three faculty colleagues from the Seminary and/or Earlham School of Religion and letters from three colleagues in the church and/or academy, exterior to the Seminary, named by the candidate in consultation with the dean, each responding out of his or her experience of the candidate in light of the goals and expectations for teaching listed in 922-2 and/or the performance criteria listed in 922-3
  - 7) Written statements solicited by the dean from five to ten current or recent students named by the candidate in consultation with the dean, each responding out of his or her experience of the candidate in light of the goals and expectations for teaching listed in 922 -2 and/or the performance criteria listed in 922-3
  - 8) Any additional materials requested by the Review Committee
- c. When the portfolio is completed, the candidate submits it to the dean, who makes it accessible to the Review Committee. After reading the materials, the committee meets to discuss the portfolio. In this or a subsequent meeting(s), the committee provides an opportunity for the candidate to meet with the committee (and/or possibly the full faculty) to respond to questions, comments, issues, and affirmations arising from the documents or artifacts in the portfolio. Following this meeting(s) the

committee makes its recommendation. A decision to recommend tenure for the candidate reflects the consensus of the dean and a majority of the committee members. The dean informs the candidate of the committee's recommendation within one week of the committee's meeting.

- d. The recommendation of the Review Committee is presented to the teaching faculty for advice and response. The final recommendation of the committee is then reported to the president.
- e. The president takes this recommendation along with her or his own recommendation to the Academic Affairs Committee, which forwards its evaluation and potential recommendation to the board. The president notifies the candidate in writing of the board's decision.
- f. If the candidate is denied tenure and chooses not to begin a due process proceeding (see section 925), she or he is allowed to complete an additional/terminal year of service with full compensation and benefits unless severance provisions are made which are agreeable to the candidate and the board. Alternately, the candidate may be offered continuing employment on probation on a year-to-year basis with the opportunity to request another review for tenure after she or he has dealt with the issues that led to denial of tenure. If in this instance tenure is not granted by the end of the 10th academic year of full-time or part-time employment, the candidate's appointment is terminated.

## 924 Termination of Employment

### *1. Introduction*

Termination of employment may occur in any of the following ways:

- a. An agreement for a limited-term appointment expires and is not renewed
- b. A faculty member resigns from his or her position
- c. A faculty member retires from his or her position
- d. A faculty member is dismissed from his or her position for reasons discussed below

Whatever the circumstances, the faculty member participates in an exit interview with the president and/or dean prior to departure.

### *2. Expiration of Limited Term Appointments*

Appointments for a limited term of service to meet short-term teaching needs of the Seminary terminate at the conclusion of the agreed-upon period. By mutual agreement of the Seminary and the faculty member, such an appointment may be renewed for another specified period.

### *3. Resignation*

A faculty member may choose to resign from his or her position, whether from a limited-term appointment, a tenure-track appointment, or a tenured appointment. A member of the faculty, recognizing the generally accepted principles of professional ethics in regard to resignations, should give notice at the earliest possible opportunity (at least six months) of intention to resign. In the event of individual hardship or when substantial professional advancement may be involved, the faculty member may request the Seminary president to waive these requirements. In such cases the faculty member should conform to the decision of the Seminary president.

### *4. Dismissal*

Teaching faculty are employed with the expectation that the appointment will be ongoing. Care is taken to appoint persons who bring qualifications that support that expectation. Regular evaluation provides occasions to identify areas in which a faculty member may continue to grow and further develop gifts of teaching, scholarship, and institutional service. On occasion, however, issues addressed through evaluative processes may remain unresolved, and for these or other reasons, the expectation of ongoing service cannot be realized.

A faculty member may be dismissed under the following circumstances:

- a. Tenured faculty may be dismissed by the board upon recommendation of the president for reasons of immoral or improper conduct, incompetence, gross neglect of duties, failure to perform duties properly and adequately, or financial exigency.
- b. Non-tenured faculty are on annually renewable contracts and may be dismissed by the president for reasons of immoral or improper conduct, incompetence, gross neglect of duties, failure to perform duties properly and adequately, or reasons related to the financial condition or management needs of the Seminary.
- c. Faculty appointed by the administration for limited-term appointments may be dismissed by the president prior to the expiration of the appointment for reasons of immoral or improper conduct, incompetence, gross neglect of duties, failure to perform duties properly and adequately, or reasons related to the financial condition or management needs of the Seminary.

If the administration or teaching faculty determines that a faculty member's continuing employment is in question for reasons of conduct or performance, the dean confers with the faculty member to address the situation, obtains additional information as needed, and explores options that may range from dismissal to remedial action that may permit continuing service. If agreement is reached at this level, the president confirms that agreement in a letter to the faculty member.

In the event of dismissal for reasons related to performance or conduct, the faculty member may take one or both of the following actions:

- a. The faculty member may accept the decision and consult with the president regarding severance. The president works toward a severance agreement that is mutually satisfactory. Any severance agreement not considered adequate by the departing faculty member can be appealed to the chair of the board. The president confirms the terms of dismissal in writing.
- b. The faculty member may initiate due process provisions of section 925 for a review of the decision.

## 925 Due Process Appeals

In the event a faculty member requests a review of an evaluation (922) or a termination (924), the following procedure is utilized:

- a. A three-person review panel is appointed, one member by the president, one member by the appealing faculty member, and one member to be jointly selected by the first two appointees.
- b. The function of the review committee is to assess whether the decision being appealed—
  - 1) Was made in a procedurally correct manner according to guidelines set forth in 922 or 924, whichever is applicable
  - 2) Utilized and carefully weighed all evidence reasonably available to the decision makers
  - 3) Established that appropriate documentation, on which a reasoned and supported decision could be made, was kept

## **BENEFITS**

### 951 Absences for Professional Purposes

If a member of the teaching faculty finds it necessary to be absent from his or her class for professional purposes related to Seminary duties, it is assumed he or she will make satisfactory provision for the care of the class that day. A faculty member should not be absent more than a total of six class hours in any one semester.

### 953 Rohrer Fund Grants

Teaching faculty members may apply for grants from the Perry Rohrer Endowment Fund for Faculty Enrichment. Rohrer Fund grants support research and professional development projects

that require additional funding beyond that available through the annual professional growth allowance. Grants are approved by the dean in consultation with the chair of the Academic Affairs Committee of the board. Guidelines for grants are available from the office of the dean.

### 955 Leave of Absence

A leave of absence, either full-time or part-time and without pay and sabbatical credit, is negotiated with the dean in consultation with the president. Terms of leaves of absence are negotiated on a case-by-case basis with no compensation from the Seminary. Insurance and retirement programs may be continued at the faculty member's expense.

### 957 Sabbatical Leave

The board has made provision for periodic leaves of absence with pay for members of the teaching faculty with the rank of assistant professor and above. The purpose of the leave is to provide an opportunity to pursue study or specialized skill in an area central to the faculty member's teaching field. The leave may contribute to the teaching position as currently defined or a new or expanded area to which the individual has been called to teach. The following options are available for sabbatical leaves.

- a. After every four years of teaching with a full-time course load, a faculty member is eligible for a leave of one semester (i.e., four calendar months, typically: August 15-December 15 in fall; January 15-May 15 in spring) with full salary; other arrangements outside of these typical dates may be done in consultation with the academic dean;
- b. After every six years of teaching with a full-time course load, a faculty member is eligible for one of the following:
  - 1) a leave of six calendar months with full salary (January-June or July-December)
  - 2) a full year of leave in which six months shall be with full salary and six months without salary
  - 3) a full year of leave at half salary

Accrued time toward a sabbatical is counted from the end of when the previous sabbatical was scheduled to start. However, if the board grants a sabbatical, but asks the faculty member to delay the leave for reasons of institutional planning, the faculty member may request to have the delay credited toward a subsequent sabbatical. Vacation days are distinct from sabbatical leave. Faculty on sabbatical retains their normal amount of vacation time for that year.

A teaching faculty member requesting sabbatical leave must submit an appropriate application in writing to the dean, normally one year before the beginning of the proposed sabbatical, and describe in full the proposed use of time. The board approves based on the recommendation from

the dean and the president to the board. A faculty member granted a sabbatical agrees to:

- a. Return to the Seminary for not less than one academic year following the sabbatical
- b. Present a written report to the dean
- c. Present the sabbatical report during a faculty meeting
- d. Present the sabbatical report during the appropriate Board of Trustees' committee meeting and include it on the Board of Trustees' Moodle page
- e. Conduct a seminar on a subject explored during the sabbatical

As a member of the teaching faculty, the dean is eligible for a sabbatical. In conversation with the Administrative Team and especially the president, the dean may choose to take a sabbatical that is not in one block of time (e.g., an entire semester), but in a "creative" and flexible arrangement of time for sabbatical distributed over the year.

## 959 Office Space/Clerical Assistance

The Seminary supports teaching faculty by providing clerical services and resources.

- a. Full-time members of the faculty are assigned a private office and provided with adequate technological and secretarial support for the primary responsibilities of the faculty. Secretarial assistance is available as defined by the job description of the administrative assistant for academic and faculty services.
- b. Part-time and adjunct faculty members are assigned to a designated office space (which may be shared) and access to a telephone. They have access to the administrative assistant for academic and faculty services for support of class needs (copying of class materials, audiovisual needs, etc.). The administrative assistant to the academic dean attends to any needs the faculty member may have prior to arriving on campus and provides backup support to the administrative assistant for academic and faculty services when needed.
- c. The service of one student assistant may be made available for each full-time residential faculty member to help with teaching and/or research.

## **LINES OF COMMUNICATION**

### 960 Lines of Communication

Open, clear lines of communication among faculty, staff, administration, students, and trustees are of utmost importance for the effective operation of the Seminary. The president through the

work of the administrative team handles nonacademic matters, such as strategic planning, organizational planning, personnel appointments, business operations, and financial transactions. The academic dean and the faculty direct academic matters, such as course offerings, student records, and faculty assignments. Although this manual cannot address every needed form of communication, the following guidelines may assist teaching faculty in gaining information or in raising concerns about administrative matters.

### *1. Informational Reports*

Faculty members are encouraged to report any information that may be helpful to staff, administration, or other teaching faculty in carrying out their responsibilities. This information should go directly to the person or persons who are responsible. Faculty should consult with the dean if they are uncertain about where to report a matter.

The faculty representative to a committee is responsible for conveying information from their colleagues to the committee and vice versa. Their representatives to those committees should report the actions of committees of the board to the faculty. Actions of the entire board are reported to the faculty by the president.

### *2. Proposals*

Faculty members are encouraged to propose changes that might improve the Seminary academically or in other ways. Proposals that have budgetary implications or that involve changes in policy or curriculum should be conveyed to or through the dean. The dean prepares the agenda for faculty meetings in consultation with the faculty secretary, remaining open to suggestions from the faculty. Minor proposals that do not have budgetary implications may go directly to whoever is responsible for implementing them. Faculty should consult with the dean if they are not certain where to send a proposal.

### *3. Personnel Matters*

Faculty members are encouraged to communicate directly with one another and other staff members regarding questions and concerns related to job performance. The community is not served well by using third parties to carry messages back and forth. However, those issues can be brought to the immediate supervisor when (1) the relationship between the two persons makes such conversation difficult; and/or (2) an earlier conversation does not result in a mutual understanding. Issues that might result in disciplinary action, such as sexual harassment, theft, substance abuse, etc., *should* be brought to the supervisor along with supporting documents.

### *4. Direct Communication with the President and the Board*

The above guidelines notwithstanding, members of the teaching faculty are encouraged to speak freely and at any and all times with the president about any concerns, whether personal or relating in any way to the life of the Seminary. Any employee who feels that he or she is not being adequately heard or represented by the president may appeal to the chair of the board of trustees in writing. However, this should be with the full knowledge of the president, and the

president should be provided with a copy of such an appeal.

## **ENDNOTES**

### 980 Endnotes

Administrative faculty for the 2016-2017 academic year who do not also hold teaching faculty appointments include the following and any subsequent appointments:

- Academic Outreach and Seminaries Librarian
- Advancement Associate
- Coordinator for Ministry Formation
- Coordinator of Spanish-Language Ministry Training Programs
- Coordinator of TRIM and EFSM
- Director of Academic Services
- Director of Admissions
- Director of Educational Technology
- Director of Communications
- Director of Student Development
- Executive Director of the Brethren Academy for Ministerial Leadership
- Executive Director of Institutional Advancement and Gift Planning
- Executive Director of Business Services and Treasurer
- Executive Director of Admissions and Student Services