AUSTIN PRESBYTERIAN THEOLOGICAL SEMINARY

FACULTY MANUAL
Version 2015
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Version 2015 is linked to the Seminary’s Bylaws as amended in December 2012.
Austin Presbyterian Theological Seminary
Statement of Purpose

For the glory of God and to proclaim the gospel of Jesus Christ, Austin Presbyterian Theological Seminary is a seminary in the Presbyterian–Reformed tradition whose mission is to educate and equip individuals for the ordained Christian ministry and other forms of Christian service and leadership; to employ its resources in the service of the church; to promote and engage in critical theological thought and research; and to be a winsome and exemplary community of God’s people.
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Section 1. Introduction

This manual serves three purposes. First, it provides procedures for many aspects of the work of Austin Seminary’s faculty in accordance with the school’s bylaws. Second, it communicates an ethos for teaching and learning to the entire Austin Seminary community. Finally, it serves as a reference work that provides guidance to faculty members and others engaged in the school’s mission.

Undergirding the manual are the Seminary’s primary commitments as a seminary in the Presbyterian-Reformed tradition: to form persons called by God for ministry; to engage in teaching, theological research, and service; and to provide theological resources for the church.

This manual should be read together with other authoritative Seminary documents, including the Seminary bylaws, the Catalogue, the Student Handbook, the Employee Handbook, and other official documents that articulate Seminary-wide policies. References in this manual to other Seminary documents should be read to refer to the version of that document (or successor document by another name) currently in force.

Nothing in this manual takes precedence over the Seminary’s bylaws. If the Seminary bylaws are changed in ways that impinge upon procedures in this manual, the office of the academic dean will revise the manual promptly to insure conformity. References to the Seminary’s bylaws are included in brackets thus: [Bylaws Roman numeral Dot Section; thus: Bylaws I.A].

This manual will be reviewed by the faculty at least once every five years. Procedures contained in this manual represent the faculty’s decision about how to order its work and may be changed as needed by the faculty under the leadership of the president and academic dean.

This manual will be updated for minor editorial changes as needed by the office of the academic dean. The current version of this manual will be available to all members of the Seminary community.

Section 2. The Faculty: Definitions

This section of the manual provides non-overlapping, functional definitions for various members of the faculty.

2.1 Teaching Faculty Members

The bylaws of the Seminary define the faculty as those duly elected to the offices of president, academic dean, professor, associate professor, assistant professor, instructor, and director of the library [Bylaws III.A].

In this manual, this group of persons and the associate dean for ministerial formation and advanced studies are called the teaching faculty. All members of the teaching faculty have
appropriate academic degrees. Austin Seminary appoints to teaching positions those with research doctorates.

2.2 Other Faculty Members

Other members of the faculty are:

- **Visiting and Research Professors** [Bylaws III.I.]
  Such persons are elected by the board upon recommendation of the president for a term of up to one year. Those appointed research professors may teach courses as determined by the president and academic dean.

- **Adjunct Professors and Supervisors in the Practice of Ministry**
  Such persons teach in degree programs on a part-time basis for appointments of limited duration. They are appointed by the president upon recommendation of the academic dean [Bylaws III.V.].

- **Special Faculty Chairs**
  From time to time the Seminary creates special faculty chairs to enrich teaching or advance theological research.

The holder of the Louis H. and Katherine S. Zbinden Distinguished Chair of Pastoral Ministry and Leadership is elected by the board of trustees for a term of between one and five years upon recommendation of the academic dean to the president. This is a non-tenured position. The incumbent is a member of the church’s ministry department, teaches in the broad area of ministry, and is a member of the resident faculty. The incumbent also participates robustly in the educational enterprise of the Seminary by advising students, serving on committees, and cultivating the life of the mind with faculty colleagues.

2.3 The Resident Faculty

As used throughout this manual, the resident faculty is comprised of members of the teaching faculty, holders of special faculty chairs, and any research professors to whom the president grants voice and vote in executive session.

2.4 The Senior Faculty

As used throughout this manual, the senior faculty refers to those with the rank of full professor who have also been granted tenure. See Sections 5.1.3, 6.2.2, and 6.4.1, for tasks of the senior faculty. See Sections 6 and 7 for discussions of rank and tenure.

Section 3. Responsibilities and Expectations of the Resident Faculty

The resident faculty is the vital core of the Seminary, responsible for educational programs that challenge and shape students, discerning hiring practices for faculty members, and transparent and consistent processes for evaluation of peers [see Bylaws III.P,Q,R].
Affirming a key value of the Reformed tradition, the resident faculty of this Seminary cultivates the life of the mind in service to God and neighbor. The resident faculty further affirms the value of rigorous inquiry, scholarship, and specialized knowledge in the training of ministers and other church leaders.

All aspects of the work of the resident faculty serve the resident faculty’s fundamental roles of teaching and research. The resident faculty instructs and advises students in degree programs in a pastoral manner and promotes learning, health, Christian character and piety by personal example. The resident faculty oversees the life of the school, develops degrees and curricula and recommends to the board of trustees measures for the welfare and mission of the Seminary.

Members of the resident faculty conduct theological research for the good of the church and to increase the knowledge base of the scholarly community. Members of the resident faculty serve both church and academic guilds, affirming the enduring value of critical thought for the life of the church and the compatibility of Christian commitments with the pursuit of knowledge.

The resident faculty is a group of colleagues who exercise critical and constructive criticism of one another in order to further the mission of the Seminary. Expectations for resident faculty members in set forth in detail in Sections 6 and 8.
Section 4. The Organization of the Faculty

The faculty of Austin Seminary is organized to support the mission of the Seminary. Dreaming, planning, and evaluation serve the mission as well as classroom teaching, research, and service to the church. This section of the manual describes the organization of the faculty.

4.1 Officers

The **president** is the chair of the faculty and serves ex officio as a member of all committees, commissions and departments of the faculty. The president has the right to vote in meetings of the faculty [Bylaws III.U.1.]. The president is a member of a specific department in addition to having membership ex officio in all three departments. The president is a full professor ex officio.

The **academic dean** is a member of the faculty and, under the president, has general oversight of the Seminary’s academic program [Bylaws III.U.2.]. The academic dean is a member of a specific department in addition to having membership ex officio in all three departments.

The office of academic affairs, also known as the office of the academic dean, is comprised of the academic dean, the associate dean for seminary effectiveness, the associate dean for ministerial formation and advanced studies, the assistant dean for academic affairs and registrar, and the vice president for education beyond the walls. This is an advisory body which operates deliberatively to support the work of the academic dean.

The **associate dean for ministerial formation and advanced studies** administers the DMin program and the program for ministerial formation.

The **secretary** of the faculty shall keep accurate records of all meetings of the faculty and submit them annually for the review of the Board of Trustees. The president appoints the secretary of the faculty annually [Bylaws III.U.3.].

4.2 Departments

To enhance student learning, provide structures for planning and managing teaching activities, and to support colleagues, the resident faculty is divided into three departments: the Biblical Department, the Department of the Church’s Ministry, and the Theological-Historical Department.

Each department:

1) submits lists of departmental courses and instructors for the MAMP, MATS, MDiv, DMin, and CiM programs to the program of study committee in a timely manner, using templates provided by the office of the academic dean;

2) proposes Hoxie Thompson Lecturers to the program of study committee;

3) analyzes the range of the master’s-level courses offered by department;
4) proposes to the program of study committee revised course descriptions and the addition and deletion of courses from the Catalogue;
5) discusses teaching methods and the learning challenges of students with a view towards improving the quality of teaching and learning;
6) discusses emerging trends in its disciplines;
7) supports colleagues in their research, the planning of sabbaticals, and other aspects of their work as teachers and scholars; and,
8) considers which students should receive fellowships and awards.

To carry out these responsibilities, departments meet as needed during the academic year. Because of the complexity inherent in managing the work of a department, each department elects a chair whose term is two years. The chair notifies the academic dean of her or his election.

The chair of each department keeps official minutes of meetings and submits a copy of all minutes to the president and academic dean.

The following time-line should be used to guide the work of department chairs throughout the academic year:

September  • update rolling two-year course projections, confirming courses for registration purposes for the upcoming spring and summer terms and setting projections of course offerings for an additional 1½ years;
            • consider recommendations for Hoxie Thompson lecturers;
October   • submit course projections to the program of study no later than the first week of October;
November  • meet with students for advising and registration;
December  • hold department retreat;
January   • meet early in the month with department to discuss fellowship recipients;
            • meet as the Special Awards Committee to prepare a recommendation for fellowship recipients, to be received by faculty in executive session;
February  • update rolling two-year course projections, confirming courses for registration purposes for the upcoming fall and January terms and setting projections of course offerings for an additional 1½ years;
March     • submit course projections to the program of study committee no later than the first week of March;
April     • meet with students for advising and registration;
May       • consider recipients of awards for graduating students;
            • board of trustees meets;
            • baccalaureate and commencement.
Section 5. Structures for Decision Making

So that the faculty may carry out its responsibilities in a creative and orderly way, the faculty employs several structures for decision making. Regular structures are faculty meetings, committees, and commissions. The faculty is assisted in decision making by Seminary staff and students.

5.1 Faculty Meetings

5.1.1 General Faculty Meetings
As provided for in the bylaws [Bylaws III.U.4.] the faculty holds stated general meetings from September through May, chaired by the president. At such meetings, the faculty considers all aspects of the work of the Seminary. The faculty thereby fulfills its responsibility for the oversight of the life of the school.

The president schedules the dates for general meetings and informs the faculty of the schedule at the beginning of each academic year. Faculty members are expected to attend all general meetings and should strive to avoid scheduling conflicting commitments. In the president’s absence, the academic dean or a member of the faculty designated by the president presides. The president sets the agenda for each meeting.

Committees and commissions regularly make reports to the faculty at its meetings. These reports focus on items for action. Detailed documentation of committee and commission work is kept in the respective minutes of committees or commissions. See Section 5.2. The president calls other stated meetings of the faculty as needed.

At faculty meetings, all members of the resident faculty have voice and vote. The president may extend voice and/or vote to Seminary administrators invited to attend meetings, to visiting professors, adjunct professors, and to students who serve on the permanent committees of the faculty [Bylaws III.U.4.b.]. At the start of each academic year, the president informs those that have been granted voice and vote privileges at faculty meetings for the coming year of their privileges.

5.1.2 Faculty Meetings in Executive Session
In executive session, only members of the resident faculty are present; each member has voice and vote. To assist the work of the faculty in executive session, from time to time the president invites others to attend meetings in executive session.

The president may extend voice and vote to others in meetings in executive session [Bylaws III.U.4.b.].

Scope
The following matters are considered in executive session:
1) certification to the board of trustees all candidates for degrees [Bylaws III.T.];
2) issues of student discipline, or discussions and actions regarding a given student,
   (e.g., requests for leaves of absence) [Bylaws III.S];
3) evaluation and recommendations concerning the degrees the Seminary should
   offer and the shape of the curricula;
4) faculty searches, including reports from committees and action to recommend
   individuals to the president for election to the faculty;
5) action to create new faculty positions prior to the start of a search process;
6) all aspects of sabbaticals, including recommendations for sabbatical proposals
   and reports on work accomplished during sabbaticals; and,
7) other items as determined by the president.

5.1.3 Meetings of Tenured Faculty and Tenured Full Professors
Faculty members with tenure meet as needed to advise the president.
The senior faculty meets as needed to advise the president.
See Section 7 for the duties of tenured faculty members.

5.2 Committees and Commissions of the Faculty

The bylaws empower the faculty to organize such permanent and ad hoc committees and
commissions as are needed to conduct its work. Additionally, the faculty may delegate
authority and responsibility to committees and commissions. It is the president’s
prerogative to appoint persons to serve on these committees and commissions [Bylaws
III.U.4.c.]. The president makes such appointments annually.

To insure that appropriate information, expertise and viewpoints are available to assist the
work of the faculty, the president appoints appropriate administrative personnel to
committees and commissions. The student government elects students to serve on
permanent faculty committees. Such persons are encouraged to bring their full range of
gifts and talents to the task at hand.

All committees and commissions make regular reports to the faculty at faculty meetings
and respond to questions about their work.

A committee carries out ongoing tasks and makes proposals to the faculty for action.
A commission has authority to act directly—within its scope of prescribed authority—
without further approval of the resident faculty.
A permanent committee or commission attends to ongoing work in the life of the
Seminary and is an ongoing structure from year to year.
An ad hoc committee or commission serves for a limited time for a prescribed purpose
and is then dissolved by the president. For instance, all committees formed to manage
the search for a new faculty member are ad hoc committees. The president appoints
ad hoc committees or commissions as need arises.
Committees and commissions exist as means for conducting the work of the Seminary. They meet as required to perform needed work. To facilitate planning and scheduling, each year the president, in consultation with the academic dean, determines a general calendar for permanent committee and commission meetings.

Committees and commissions are encouraged to make use of the skills of support staff and information technology in conducting their work. It is appropriate for administrative assistants or secretaries to attend meetings to take minutes.

All committees and commissions, both permanent and ad hoc, keep official minutes of their meetings and provide copies of minutes to the president and academic dean.

Persons designated as staff on the following rosters of committees and commissions participate fully in the work of the group but do not have voting rights. In some cases, “staff” have needed technical knowledge; in other cases, the persons designated as “staff” are being overseen by the committee or commission of which they are a member.

5.2.1 Permanent Committees

Financial Aid Committee
This committee oversees the Seminary’s financial aid policies.

The committee:
1) advises the director of financial aid; and
2) considers appeals related to need-based financial aid and makes recommendations to the director of financial aid with regard to those appeals.

Membership: at least one resident faculty member, one senior student (in final year of study) elected by the student body, director of financial aid (staff), vice president for business affairs (staff), vice president for student affairs and vocation (staff), and the assistant dean for academic affairs and registrar (staff).

Library, Information Quality, and Research Enhancement Committee
This committee advises the library director on library services and policies, as well as overseeing activities associated with “IQ,” the seminary’s Quality Enhancement Plan for improving information literacy among master’s-level students.

The committee:
1) in concert with the academic dean, reviews and approves library planning documents; 2) makes recommendations to the faculty on library services and policies; and, 3) oversees IQ activities.

Membership: ordinarily two resident faculty members, two students elected by the student body, library director (staff), another librarian (staff).
Program of Study Committee
This committee oversees the academic programs of the Seminary.

The committee:
1) makes recommendations to the faculty concerning all aspects of the curricula of degree programs, including courses offered, the shape of degree programs, and the Seminary Catalogue;
2) recommends for approval by faculty the use of Hoxie Thompson Lectureship Funds;
3) advises the academic dean and the president on relationships with other academic institutions and associations;
4) considers and recommends for approval by faculty the academic calendar; and,
5) receives results of learning assessments from the Student Learning Assessment Commission, discusses, and reports to the faculty.
6) recommends convocation speakers to the faculty for approval.

Membership: academic dean, one faculty member from each department, the associate dean for ministerial formation and advanced studies, two students elected by the student body, and the assistant dean for academic affairs and registrar (staff).

Special Awards Committee
This committee makes recommendations to the faculty concerning Seminary fellowships as specified in the Catalogue.

The committee:
1) meets in January to nominate students to receive the David L. Stitt, Pile-Morgan, W.P. Newell Memorial, Janie Maxwell Morris, and Alsup-Frierson fellowships.

Membership: chairs of each department.

Student Academic Standing Committee
This committee oversees matters relating to student programs of study and student academic standing. It meets upon the call of the chair or the Academic Dean.

The committee:
1) reviews merit-based award recipients for renewal of awards;
2) advises the president on appeals from students regarding merit-based tuition grants;
3) advises the director of financial aid on matters related to merit-based awards;
4) makes recommendations to faculty concerning violations of the Seminary’s policy on academic honesty and other violations of the Student Code of Conduct relating to academic matters; and
5) makes decisions on grade appeals when a failing course grade has been assigned;
6) makes recommendations to faculty to fill vacated merit-based awards.

Membership: ordinarily two members of the resident faculty; assistant dean for academic affairs and registrar (staff); director of financial aid (staff); and the Academic Dean.
**Student Life Committee**
This committee cares for non-academic areas of student life, including student government, diversity, and concerns articulated by students themselves.

The committee:

1) hears from committee members (and those they represent) about community life and events, student housing, and other issues related to student life;
2) makes recommendations to faculty and the administration to enhance student-faculty relationships; and,
3) makes recommendations to faculty as concerns non-academic violations of the Student Code of Conduct.

*Membership:* ordinarily two members of the resident faculty, president of the student body, one MATS or MAMP student elected by the student body, one MDiv student who is not the president of the student body, vice president for student affairs and vocation (staff), vice president for business affairs (staff).

**Worship Committee**
This committee provides oversight of the public worship of the Seminary and makes recommendations to the faculty.

The committee:

1) recommends to the faculty a schedule for regular and occasional worship services;
2) recommends to the faculty themes for preaching series;
3)安排用于领导教堂礼拜的引领，利用教职员工、学生和神学院工作人员的才能；和，
4) evaluates the quality of public worship to encourage the proclamation of the gospel among the Seminary community.

*Membership:* ordinarily two resident faculty members, two students elected by the student body, chapel intern (when staffed), director of chapel music (staff), the beadle(s) (staff).

5.2.2 Permanent Commissions

**Admissions Commission**
This commission is responsible for admitting students into the degree programs of the Seminary.

The commission:

1) acts for the faculty to admit students to the MAMP, MATS, MDiv, and DMin programs;
2) nominates to the faculty recipients of fellowships and awards made to entering degree students;
4) brings to the faculty its recommendation for admitting or readmitting students to degree programs whose circumstances or credentials are unusual (e.g., nonbaccalaureate students);
5) makes recommendations for changes in admissions policies or the Catalogue description of admissions standards; and,
6) advises the vice president for admissions on all aspects of the vice president’s work.

Membership: ordinarily three resident faculty members, one of whom shall be the associate dean for ministerial formation and advanced studies; the vice president for admissions (staff), the director of financial aid (staff), and two senior students (in their final year of study) elected by the student body.

**Horizons Commission**
This commission has editorial oversight for all aspects of *Horizons in Biblical Theology (HBT)*.

The commission:
1) determines the subject matter of each issue of *HBT*;
2) invites authors to write articles and book reviews for *HBT*;
3) determines the publication schedule for *HBT*; and,
4) evaluates the quality of *HBT* with a view towards improving the journal.

Membership: the Biblical department and other scholars as named by the president and academic dean.

**Insights Commission**
This commission has editorial oversight for all aspects of *Insights*.

The commission:
1) determines the subject matter of each issue of *Insights*;
2) invites authors to write articles and book reviews for *Insights*;
3) determines the publication schedule for *Insights*; and,
4) evaluates the quality of *Insights* with a view towards improving the journal.

Membership: two or three resident faculty members; director of communications (staff).

**Special Educational Events Commission**
This commission oversees the work of Education Beyond the Walls, the College of Pastoral Leaders, and lectures sponsored by the Seminary.

The commission:
1) advises the vice president for Education Beyond the Walls on programming ideas;
2) receives formal feedback on Education Beyond the Walls events and offers guidance informed by that feedback;
3) recommends to the president and academic dean names of lecturers for the Currie, Westervelt, Jones, Settles, and Heyer lectures (As provided for in the understandings with donors, a faculty member in the field of Christian education proposes names for the Jones lectures, and a faculty member in the field of evangelism and mission proposes names for the Settles lectures.);
4) receives formal feedback on lectures and makes decisions informed by that feedback; and,
5) makes recommendations concerning the format and audience of current and possible lecture series.

Membership: ordinarily two members of the resident faculty, and vice president for Education Beyond the Walls (staff).

Student Learning Assessment Commission
This commission performs and analyzes assessments of student learning in all degree programs as part of the school’s commitment to improving teaching and learning.

The commission:
1) acts in consultation with the faculty to assess student learning in all degree programs;
2) reports assessment results to the program of study committee; and,
3) makes recommendations to the program of study committee regarding pedagogy and curriculum based on the results of assessment.

Membership: ordinarily at least two resident faculty members from two different departments, and the associate dean for seminary effectiveness. The academic dean may invite qualified persons who are not faculty members to assist in assessment work.

5.3 Liaisons to External Organizations

Austin Seminary has relationships with several external organizations. To provide a channel of communication with them, the president annually appoints individuals from the resident faculty to serve as liaisons. Liaisons report on activities and issues to the resident faculty at faculty meetings.

Organizations and their respective liaisons include:
- The Association for Clinical Pastoral Education (ACPE) – associate dean for ministerial formation and advanced studies
- The Association of Theological Schools (ATS) – president ex officio
- Committee on Theological Education, PC(USA) (COTE) – president ex officio
- Council of Southwestern Theological Schools (COSTS) – academic dean ex officio
- Interfaith Action of Central Texas (iACT) – member of the resident faculty
- Texas Impact – member of the resident faculty
5.4 Ad Hoc Committees and Commissions

The president appoints ad hoc committees and commissions as needed for the work of the faculty and determines the scope of their work. By definition, search committees and review committees are ad hoc committees. See Section 6.2 and 8.2 for procedures regarding faculty searches. See Sections 6.4 and 8.4 for procedures regarding review committees.

Committees appointed to review curriculum and conduct institutional self-assessment for accrediting agencies are ad hoc committees.

Section 6. Teaching Faculty: Hiring, Expectations, Evaluation, and Advancement

This section states policies for hiring, evaluation and advancement which are distinctive to the teaching faculty.

6.1 Nature of Employment for Teaching Faculty

The Seminary elects teaching faculty members to stated terms of appointment or, if granted tenure, to continued indefinite employment (see Bylaws III.E-H). Official appointment for a stated term or as a tenured faculty member supercedes the “at will” employment relationship that is in effect for many Seminary employees.

6.2 Searches and Hiring

Teaching faculty members are hired through a formal search process. The board of trustees approves the start of searches for teaching faculty upon recommendation of the president. The decision as to whether a teaching position is tenurable or not will be made prior to the start of the search and be advertised appropriately [See Bylaws III.J, III.M]. The position of director of the library is not tenurable [see Bylaws III.M.].

6.2.1 Teaching Positions: Typical Procedures

When the Seminary needs to fill a teaching faculty position, the president appoints an ad hoc search committee.

A search committee consists, ordinarily, of one teaching faculty member from each department. The chair of the committee ordinarily comes from the department for which the search is conducted. The president and the academic dean are ex officio members of all search committees. The academic dean’s office provides logistical support to the search committee.

The search committee is responsible for all aspects of the search process, culminating with a recommendation to the faculty in executive session. When the resident faculty is
considering the recommendation of a search committee, all have voice. Only members of the teaching faculty have vote.

The committee:
1) writes a position description and submits it for faculty approval. Once approved, the president submits the description to the board of trustees for formal approval;
2) receives curricula vitae from applicants and evaluates their credentials;
3) may identify a senior scholar for consideration; in this case, the committee then follows the alternative procedures described below;
4) conducts screening interviews (e.g., at professional meetings) as needed;
5) invites a group of applicants to campus for interviews by the resident faculty; and,
6) recommends one applicant to the faculty for consideration in executive session.

A simple majority of the teaching faculty is required to recommend an applicant to the president for appointment.

The president brings a nomination to the board of trustees through its Academic Affairs Committee. The Board of Trustees elect individuals to the faculty by a majority of three-fourths [Bylaws I.K].

6.2.2 Teaching Positions: Alternative Procedures
An alternative search process may be employed to invite an established scholar to join the teaching faculty. The alternative process recognizes the distinctive nature of processes used by institutions of higher education to invite senior scholars.

If a search committee identifies a desirable senior scholar, the president will then consult with the academic dean and senior faculty members to determine whether a streamlined approach is warranted in a specific case.

If senior faculty concur, the search committee will enter into exclusive conversation with one potential candidate. The search committee may subsequently recommend to the resident faculty that the candidate be invited for an on-campus interview with the resident faculty.

A candidate must be interviewed by the resident faculty prior to a vote of recommendation being taken.

The teaching faculty vote on the candidate in executive session. A simple majority vote of the teaching faculty is required to recommend an applicant to the president for appointment.

In rare instances, the president may consult with the senior faculty to implement a search for an established scholar even though a formal search committee has not already been established. In such cases, if the senior faculty concur, the president will then establish a committee to conduct the search following alternative procedures.
6.2.3 Other Members of the Teaching Faculty
The search process for position of president is determined by the board of trustees.

The search process for the position of academic dean is determined by the board of trustees.

The search process for the position of director of the library follows the procedure set herein for those in teaching positions.

6.2.4 New Faculty Orientation
When new faculty members are hired, the academic dean and members of his or her staff will conduct an orientation session. The academic dean will discuss the various programs of study (CiM, MAMP, MATS, MDiv, DMin), the course planning process, and general expectations about teaching (student workload, syllabus basics, office hours, grading, extensions/inaudiblizes, use of student research assistants and instructional aides, break weeks and lunchtime). The Faculty Manual will be examined, with special attention given to review and promotion policies, committee assignments and structure, sabbatical policies, and faculty workload policy. “Designated Colleagues,” faculty members who have agreed to serve as “point persons” for any and all questions for new faculty, will be assigned.

The assistant dean for academic affairs and registrar will discuss academic advising and registration procedures. The associate dean for seminary effectiveness will discuss the “big picture,” including accreditation and institutional effectiveness issues.

And finally, helpful information about life in Austin (doctors, dentists, where to get one’s driver’s license, grocers - Whole Foods and Central Market), information for non-Presbyterians and those with non-PC(USA) Board of Pensions backgrounds, ordained vs. non-ordained faculty members, housing, financing, how to submit expenses for reimbursement and what is a reimbursable expense, and community life will be provided.

6.3 Expectations

6.3.1 Teaching Positions
Persons appointed to the resident faculty have responsibilities detailed in Section 3. In addition, Austin Seminary expects that teaching faculty will perform competently in six areas. These six areas are the foci for all evaluations and reviews of members of the teaching faculty in teaching positions.

The following description sketches each area. In the section on reviews below, the criteria used to determine advancement and promotion are given.
Six Expectation Areas

1. Teaching effectiveness
   Teaching faculty are expected to be effective classroom instructors. They are expected to understand the learning styles of students and their academic preparation. They are expected to provide both formative and summative feedback to students. They are expected to advise students in the selection of courses within the boundaries of the degree programs.

   Teaching faculty are expected to offer coherently designed courses using appropriate pedagogies, including lectures, readings, seminar presentations and discussions. Teaching faculty are expected to follow procedures set by the office of academic dean for the timely submission of all documentation related to students.

   Because of the importance the Seminary places on teachings, the teaching faculty should take great care not to make commitments that interfere with scheduled classes.

   On the conduct of class, see also Section 8.5.2.

2. Scholarly achievement
   Teaching faculty are expected to conduct research and publish the results through appropriate media. Austin Seminary expects teaching faculty to use significant amounts of time in scholarly activities during terms and the bulk of professor’s time when the school is not in term.

3. Professional growth and development
   Teaching faculty are expected to grow both as teachers and scholars. They should be participants in scholarly, professional, and ecclesiastical societies related to their disciplines. They are expected to be open to criticism with a view towards increasing their competencies.

4. Service to the Seminary
   Teaching faculty are expected to serve diligently on permanent and ad hoc committees and commissions of the Seminary as assigned by the president. Teaching faculty are expected to participate in the Seminary’s program of institutional effectiveness by providing needed data and exercising the leadership appropriate to their roles on various committees and commissions.

   Teaching faculty are expected to attend faculty meetings, official convocations, inaugurations, and graduation ceremonies.

   Teaching faculty are expected to be active participants in a variety of activities through which the faculty interacts with the board of trustees, students, and
constituents. Such activities include Discovery Weekend, special lectures, and events with the board of trustees and others.

5. Service to the church and community
Teaching faculty are expected to participate in the life of the church and serve the community. Such participation happens through regular worship, involvement in particular congregations, and participation in judicatory governance, service on boards, commissions, and committees of denominational bodies.

Service to the community occurs through engagement with advocacy groups and work with nonprofit organizations. To aid this participation, the Seminary underwrites costs for participation in meetings of governing bodies and grants release time for faculty service.

6. Collegiality
Teaching faculty are expected to support one another. Such support includes providing critical and constructive reflection on the work of colleagues and assistance in designing courses. Evaluation procedures described below are also a form of collegiality.

Relative Weighting of the Six Expectation Areas
In evaluating the performance of the teaching faculty, teaching effectiveness and scholarly achievement are the most important expectations. In some cases, an explicit understanding may exist between the Seminary and a faculty member which supercedes the normal weighting of expectation areas. In such cases, the understanding will be in writing, be approved by tenured professors, and be communicated to the Educational Policies and Personnel Committee of the Board of Trustees. A copy of this document is kept permanently in the faculty member’s file. During reviews, members of the review committee will be told of any such understandings.

6.3.2 Other Members of the Teaching Faculty
The president, the academic dean, and the director of the library have duties which are primarily administrative in nature. Expectations for these three positions are described below.

President
As detailed in the bylaws [Bylaws II], the president is responsible for the whole endeavor of the Seminary [Bylaws II.B.]. The president will devote time to telling the Seminary’s story to constituents and potential donors and will oversee all aspects of the Seminary’s mission. Because of the breadth of these duties, the president will devote far less time to teaching and research than faculty members in teaching positions.

Academic Dean
As detailed in the bylaws [Bylaws III.U.2.], the academic dean has general oversight of the Seminary’s academic program and safeguards the school’s academic integrity. The
academic dean develops the faculty, assesses the curricula, and is the liaison between the Seminary and other schools for academic matters. Because of the breadth of these duties, the academic dean will devote far less time to teaching and research than faculty members in teaching positions.

**Director of the Library**

The director of the library is responsible for all aspects of library services to support the Seminary’s educational mission [Bylaws I.J.] and is supervised by the academic dean. The director spends the bulk of her or his time managing the library. The director of the library is a member of a department and teaches occasionally in degree programs. The director is evaluated primarily on stewardship of the library and secondarily on scholarship and professional involvement.

### 6.4 Evaluation

Evaluation is intended to assist faculty members in discovering their strengths and weaknesses through a process of critical friendship among peers. Evaluation also is the process by which the Seminary makes decisions for reappointment, promotion, the granting of tenure, or nonrenewal of appointment.

Evaluation is rooted in the Seminary’s expectations for faculty members. Thus, the scope of evaluation fits precisely with the scope of the Seminary’s expectations for faculty members sketched out above.

Evaluation examines past performance and scholarly productivity on the one hand, and also looks forward to the evolving professional needs of individual faculty members. Evaluation occurs in the context of the Seminary’s mission, vision, and policies of the board of trustees.

Members of the teaching faculty are evaluated through formal, consistent procedures. Evaluation is a peer process. It requires trust and the exercise of self-criticism. Teaching faculty members have the right to expect that the procedures stated in this manual will be followed. Copies of all evaluations are placed in the personnel file of each faculty member.

#### 6.4.1 Teaching Positions

This section sets forth procedures for annual evaluations and periodic review.

**Annual Evaluations**

Each spring members of the teaching faculty in teaching positions write reports to the academic dean about their service for the academic year. It is appropriate to comment on the six expectation areas described in Section 6.3.

The report includes at least:

1) a summary of activities, including courses taught, research, publications, service to the Seminary, and service to the church;
2) reflection on one’s performance as a teacher and scholar;
3) an assessment of one’s professional strengths and weaknesses;
4) plans for research and professional growth; and
5) progress toward advancement, if applicable.

A copy of this report is kept permanently in the faculty member’s personnel file.

Each spring teaching faculty members in teaching positions meet with the president and academic dean to discuss their work in a spirit of critical friendship. It is appropriate in these conversations to speak candidly about strengths and weaknesses, with a view towards developing strategies to equip faculty members to improve the quality of their teaching and service.

The academic dean writes an aide de memoire about the conversation. Each faculty member receives and signs a copy of this aide de memoire. A copy of the aide de memoire is kept permanently in the faculty member’s personnel file. Faculty members may make a written response to the aide de memoire. If this occurs, a copy of the response is kept permanently in the faculty member’s personnel file.

**Reviews**
Reviews build on annual evaluations for faculty members. Reviews look in more depth at the work of faculty members so that well-informed recommendations can be made for reappointment and helpful plans developed for professional growth. The scope of a review includes the six expectation areas described in Section 6.3.

**The Timing of Reviews**
Teaching faculty members are evaluated prior to the final year of their term appointment through a collegial review process.

Tenured professors with continuing appointments are reviewed collegially every five years, with a view towards their continued growth as colleagues, teachers, and scholars. The process used to review tenured professors is identical with the review process used for a review for reappointment.

The academic dean’s office is responsible for insuring that teaching faculty members are reviewed at appropriate times. Teaching faculty members are encouraged to remind the dean’s office of the scheduled timing of reviews.

**Review Committee**
Each review is conducted by an ad hoc committee appointed by the president. The committee ordinarily consists of one member of the teaching faculty from each department, the president and the academic dean ex officio. Ordinarily, the chair of the committee comes from the department of the person undergoing review.
The review committee meets as needed to conduct its work. It crafts a report that makes any needed recommendations. The office of academic dean provides staff support to all review committees.

**General Review Procedures**

The review committee meets with the person being reviewed at an early stage in its work to clarify the review process with that person and to learn of any special questions or emphases that the person undergoing review requests be given attention.

Review committees build a body of data, both quantitative and qualitative, about the person undergoing review. The scope of the review is the six expectation areas for teaching faculty.

There are three different kinds of reviews: reviews for reappointment, reviews for promotion, and reviews for a tenure decision. Precise procedures for these three kinds of reviews are described below.

**Review for Reappointment**

This is a review conducted for making a decision about reappointment at the same faculty rank. Details about rank are given later in this section. The body of data collected by the review committee will include at least the following:

1) up-to-date curriculum vitae of the person being reviewed;
2) a summary of course evaluations for courses taught by the person being reviewed during her or his last appointment period;
3) a self-analysis composed by the person being reviewed. This document is not simply a summary of activities, but a thoughtful assessment of strengths, weaknesses, and future professional hopes;
4) evaluative comments from other members of the resident faculty; and,
5) evaluative comments from a group of students (ordinarily 6-8), half chosen by the reviewee and half chosen by the committee in consultation with the academic dean.

Members of the review committee will meet with all members of the resident faculty, including those on sabbatical to the extent possible, to discuss the work of the person being reviewed. Comments of individual members will be anonymous. Resident faculty members will be given a standard form to use when making comments. The committee will keep these forms until it has finished its work, at which time they will be destroyed. The committee will compile comments from the forms into a summary document.

The review committee will designate at least one member of the committee to become conversant with the recent published works and ongoing research of the person being reviewed.
To insure that teaching faculty members have pertinent information about the person undergoing review, the review committee will make available the curriculum vitae of the person being reviewed and samples of her or his recent publications.

The review committee will write a review report, which will be shared with the person being reviewed and will be retained in that person’s personnel file. The report will include:

1) a summary of the process used to conduct the review;
2) an analysis of strengths and weaknesses of the person being reviewed, taking into account criteria for advancement (see next section);
3) a recommendation for reappointment or non-renewal of term appointment; and,
4) clear recommendations for professional growth.

The person being reviewed may respond in writing to the review committee report. Such responses will be permanently kept in the person’s personnel file.

The review committee brings a recommendation to the senior faculty in executive session for or against reappointment.

**Review for Promotion**

The body of data collected by the review committee will include at least the following:

1) up to date curriculum vitae of the person being reviewed;
2) letters from three professional references chosen by the teaching faculty member undergoing review;
3) a summary of course evaluations for courses taught by the person being reviewed during her or his last appointment period;
4) a self-analysis composed by the person being reviewed. This document is not simply a summary of activities, but a thoughtful assessment of strengths, weaknesses, and future professional hopes;
5) evaluative comments from other members of the resident faculty; and,
6) evaluative comments from a group of students (ordinarily 6-8), half chosen by the reviewee and half chosen by the committee in consultation with the academic dean.

Members of the review committee will meet with all members of the resident faculty, including those on sabbatical to the extent possible, to discuss the work of the person being reviewed. Comments of individual members will be anonymous. Resident faculty members will be given a standard form to use when making comments. The committee will keep these forms until it has finished its work, at which time they will be destroyed. The committee will compile comments from the forms into a summary document.

The review committee will designate at least one member of the committee to become conversant with the recent published works and ongoing research of the person being reviewed.
To insure that teaching faculty members have pertinent information about the person undergoing review, the review committee will make available the curriculum vitae of the person being reviewed and samples of her or his recent publications.

The review committee will write a review report, which will be shared with the person being reviewed and will be retained in that person’s personnel file. The report will include:

1) a summary of the process used to conduct the review;
2) an analysis of strengths and weaknesses of the person being reviewed, taking into account criteria for advancement (see next section);
3) a recommendation for reappointment or non-renewal of term appointment; and,
4) clear recommendations for professional growth.

The person being reviewed may respond in writing to the review committee report. Such responses will be permanently kept in the person’s personnel file.

The review committee brings a recommendation to the senior faculty in executive session for or against promotion.

**Review for Tenure Decision**

A review for a tenure decision is a serious matter for the Seminary and the teaching faculty member. Tenure is discussed in detail in Section 7. Ordinarily, a review for tenure is not combined with a review for promotion in rank.

The body of data collected by the review committee charged with making a recommendation regarding tenure will include at least the following:

1) up-to-date curriculum vitae of the person being reviewed;
2) letters from three professional references chosen by the faculty member undergoing review;
3) a summary of course evaluations for courses taught by the person being reviewed during her or his last appointment period;
4) a self-analysis composed by the person being reviewed. This document is not simply a summary of activities, but a thoughtful assessment of strengths, weaknesses, and future professional hopes; and,
5) evaluative comments from other members of the resident faculty; and,
6) evaluative comments from a group of students (ordinarily 6-8), half chosen by the reviewee and half chosen by the committee in consultation with the academic dean.

Members of the review committee will meet with all members of the resident faculty, including those on sabbatical to the extent possible, to discuss the work of the person being reviewed. Comments of individual members will be anonymous. Resident faculty members will be given a standard form to use when making comments. The committee will keep these forms until it has finished its work, at which time they will be destroyed. The committee will compile comments from the forms into a summary document.
The review committee will designate at least one member of the committee to become conversant with the recent published works and ongoing research of the person being reviewed.

To insure that teaching faculty members have pertinent information about the person undergoing review, the review committee will make available the curriculum vitae of the person being reviewed and samples of her or his recent publications.

The review committee will write a review report, which will be shared with the person being reviewed and will be retained in that person’s personnel file. The report will include:

1) a summary of the process used to conduct the review;
2) an analysis of strengths and weaknesses of the person being reviewed, taking into account criteria for advancement (see next section); and,
3) a recommendation for the granting of tenure, or the ending of Seminary appointment.

The person being reviewed may respond in writing to the review committee report. Such responses will be permanently kept in the person’s personnel file.

The review committee brings to a meeting of the senior faculty a recommendation for or against tenure.

Post-Tenure Review
Post-Tenure Review of full professors is intended to evaluate the contributions of full tenured professors to the life of the Seminary. Ordinarily, each tenured professor will be reviewed every five years. Tenured full professors will participate in annual reviews in the years in which they are not receiving post-tenure reviews.

The data collected by the post-tenure review committee may include any or all of the following:

1) up-to-date curriculum vitae of the person being reviewed;
2) a summary of recent course evaluations for courses taught by the person being reviewed;
3) a self-analysis composed by the person being reviewed. This document is not simply a summary of activities, but a thoughtful assessment of strengths, weaknesses, and future professional hopes; and,
4) evaluative comments from other members of the resident faculty; and,
5) evaluative comments from a group of students (ordinarily 6-8), half chosen by the reviewee and half chosen by the academic dean.

Members of the review committee will meet with all members of the resident faculty, including those on sabbatical to the extent possible, to discuss the work of the person being reviewed. Comments of individual members will be anonymous. Resident faculty
members will be given a standard form to use when making comments. The committee will keep these forms until it has finished its work, at which time they will be destroyed. The committee will compile comments from the forms into a summary document.

To insure that teaching faculty members have pertinent information about the person undergoing review, the review committee will make available the curriculum vitae of the person being reviewed and samples of her or his recent publications.

The review committee may designate at least one member of the committee to become conversant with the recent published works and ongoing research of the person being reviewed.

The review committee will write a review report, which will be shared with the person being reviewed and will be retained in that person’s personnel file. The report will include:

1) a summary of the process used to conduct the review; and,
2) an analysis of strengths and weaknesses of the person being reviewed, taking into account criteria for advancement rubrics (see next section).

The person being reviewed may respond in writing to the review committee report. Such responses will be permanently kept in the person’s personnel file.

The review committee brings to a meeting of the senior faculty the review report. The report is then shared with the Board of Trustees.

6.4.2 Evaluation of Other Members of the Teaching Faculty

President
The president is evaluated by the board of trustees in a manner determined by the board.

Academic Dean
The academic dean is evaluated in a manner determined by the president.

Library Director
The library director is evaluated annually in a manner determined by the academic dean and is reviewed for reappointment in a manner determined by the president.

Associate Dean for Ministerial Formation and Advanced Studies
The associate dean is evaluated in a manner determined by the president.
6.5 Criteria for Advancement

Advancement in rank and the granting of tenure are awarded to members of the teaching faculty based on performance in six expectation areas: teaching effectiveness, scholarship, professional development, service to the seminary, service to the church, and collegiality.

This section specifies minimum criteria for advancement in rank. Rank refers to gradations among the teaching faculty based on accomplishment. The kinds of activities detailed below demonstrate growth in the areas that are essential for tenure and promotion.

6.5.1 Teaching effectiveness

1) ability to engage students in an effective manner, as evidenced by teaching evaluations
2) participation in workshops and meetings related to teaching
3) evidence of consistent and regular course preparation: syllabi, course design, handouts, use of technology
4) keeping abreast of recent developments within one's scholarly discipline, as evidenced by reading, research, and the critical integration of those developments in one's teaching
5) scholarship related to teaching (publications in journals, books, or other media)
6) positive feedback from current and former students during interviews that constitute part of the review process

6.5.2 Scholarship

1) peer reviewed articles (or their equivalent) in scholarly journals (print or online)
2) scholarly books and monographs (print or online)
3) books intended for a wider public and/or ecclesial audience (print or online)
4) co-authored or edited books (print or online)
5) book chapters (print or online)
6) entries in encyclopedias, dictionaries, and other reference works (print or online)
7) translations of articles and books in foreign languages (print or online)
8) articles in popular journals and media (print or online)
9) book reviews (print or online)
10) blogs
11) outside reviews of articles and manuscripts for publication
12) editorial work for journals and book series
13) lectures at institutions of higher education

6.5.3 Professional Development

1) attendance at professional and scholarly conferences
2) presentations, papers, and lectures at scholarly conferences
3) grant writing to enhance scholarship and teaching
6.5.4 Service to the Seminary

1) leadership on committees, subcommittees and task forces
2) representing the seminary at public and ecclesial venues
3) leadership in seminary worship
4) participation in Discovery Weekend, Mid-Winter Lectures and other events hosted by the seminary
5) effectiveness in student advising

6.5.5 Service to the Church

1) membership/affiliation and active participation in a local congregation
2) leadership at church conferences and retreats
3) Sunday school teaching
4) preaching in congregations
5) judicatory service
6) ecumenical and interfaith work

6.5.6 Collegiality

1) evidence of teamwork with other members of the seminary community
2) positive and respectful relations with other members of the seminary community
3) mentoring of other faculty members
4) fulfilling responsibilities relating to the work of committees, departments, the larger faculty, and other assigned administrative tasks.

Teaching faculty members only advance in sequence. No faculty member may skip an intervening rank. The Seminary may initially appoint members of the teaching faculty to various ranks, depending on their previous academic experience. The Seminary may also grant newly appointed teaching faculty credit for previous teaching experience towards the timing of reviews and sabbatical leave.

Teaching lies at the vocational core of faculty members at Austin Seminary. Documentation of growth as a teacher and effectiveness in the classroom is essential for successful promotion. Membership/affiliation and active participation in a local congregation is an expectation of all faculty members. Research and scholarship are also major factors in tenure and promotion decisions. Scholarship informs teaching, and successful teaching demonstrates critical scholarly engagement. Together, teaching and scholarship constitute the most significant criteria for promotion and tenure evaluations.

The specific criteria below represent the minimal standards for successful promotion:
6.5.7 Advancement from Instructor to Assistant Professor

A member of the teaching faculty appointed as instructor receives automatic advancement (i.e., without a committee process) to the rank of assistant professor upon completion of doctoral work. Instructors should promptly inform the academic dean and the president upon completion of their doctoral studies.

6.5.8 Advancement from Assistant Professor to Associate Professor

A member of the teaching faculty who is an assistant professor may be advanced to the rank of associate professor if she or he has a record of competent teaching (as evidenced by the criteria listed in section 6.5.1.) and scholarship. Advancement to the rank of associate professor ordinarily entails the publication of one book/scholarly monograph or at least four peer-reviewed articles in journals or four book chapters. Edited and co-authored volumes will also be considered in the review process, with 2 edited/co-authored volumes being granted a weight equivalent to 1 solo-authored volume. Candidates for advancement to the associate rank ordinarily need to demonstrate excellence in multiple priorities noted in the remaining 4 sections above (6.5.3; 6.5.4; 6.5.5; 6.5.6).

6.5.9 Advancement from Associate Professor to (Full) Professor

A member of the teaching faculty who is an associate professor may be advanced to the rank of full professor if she or he is recognized as an outstanding teacher (as evidenced by the criteria listed in section 6.5.1) and scholar. Advancement to the rank of full professor ordinarily entails the publication of an additional book/scholarly monograph or at least four additional peer reviewed articles in journals or book chapters. Edited and co-authored volumes will also be considered in the review process, with two edited/co-authored volumes being granted a weight equivalent to 1 solo-authored volume. Candidates for advancement to full professor ordinarily need to demonstrate excellence in multiple priorities noted in the remaining four sections above (6.5.3; 6.5.4; 6.5.5; 6.5.6).

Those advanced to the rank of full professor will be formally inaugurated at a time appointed by the Board of Trustees, will affirm an oath, and will deliver an address [see Bylaws III.C.].

Tenure

A member of the teaching faculty who is an associate professor may be granted tenure if she or he is recognized as an outstanding teacher (as evidenced by the criteria listed in section 6.5.1) and scholar. Tenure ordinarily entails demonstrable progress toward a second book/scholarly monograph (as evidenced by a book contract and submission of book chapters to the tenure review committee) or at least two additional peer-reviewed articles or book chapters, subsequent to the faculty member's promotion to associate professor. Candidates for tenure ordinarily need to demonstrate excellence in multiple priorities noted in sections 6.5.3; 6.5.4; 6.5.5; 6.5.6.
A faculty member, in consultation with the academic dean, may petition the president for an adjustment to the standard tenure and promotion clock, if personal and/or family circumstances warrant an adjustment. The president may consult with the senior faculty in making a decision.

6.6 Ending Employment for Teaching Faculty

Voluntary
Members of the teaching faculty who voluntarily leave Seminary service are expected to notify the president and academic dean at least ninety (90) days prior to the effective date. A faculty member who resigns is expected to complete all contracted services, return library books, and pay any outstanding debts to the Seminary.

Faculty members who are awarded sabbaticals may not voluntarily leave Seminary employment for at least one full academic year following the sabbatical.

Non-Renewal
Members of the teaching faculty who do not receive renewed appointments will be informed in writing of the Seminary’s decision at least one academic year in advance of the end of the current appointment period.

Negative Tenure Decision
Members of the teaching faculty who are reviewed for tenure but not granted tenure will be informed in writing of the Seminary’s decision.

For Cause
The bylaws specify that any faculty member may be removed from the faculty for cause by a majority vote of the trustees upon recommendation of the president. Grounds for dismissal include incompetence, failure to perform the duties of her or his office, and moral delinquency [Bylaws I.N.]. The bylaws specify that the board of trustees may refer the matter of dismissal for cause to the faculty for advisory investigation [Bylaws I.N.].

Retirement
Members of the teaching faculty may end their employment because of retirement. Procedures for the retirement of teaching faculty are specified below.

6.7 Retirement of Teaching Faculty

The Seminary works with faculty members who are considering retirement well in advance of the anticipated date of retirement to aid the Seminary’s planning and to assist faculty members. Austin Seminary obeys all federal laws concerning age discrimination and retirement. By law, Austin Seminary can not force a faculty member to retire because of age.
Retirement is voluntary withdrawal from employment at Austin Presbyterian Theological Seminary with one or more retirement benefits.

With the concurrence of the Board of Trustees a faculty member may elect to retire as early as age 62.

6.7.1 Planning
Upon reaching age 60 a faculty member shall meet with the president and academic dean to discuss retirement plans. Following that meeting, the faculty member may register with the president his or her intended date of retirement. The president and faculty member review the date annually over a five year period. The faculty member may change the date.

The date of retirement elected by the faculty member, if any, becomes a term of his or her employment contract at the conclusion of the academic year in which the faculty member reaches age 65.

6.7.2 Incentives
For purposes of offering incentives, voluntary retirement is considered to be earlier (ages 62-67) and later (age 68 or above). The following voluntary retirement incentive options are among those which the president may recommend to the Board of Trustees in connection with a tenured faculty member’s retirement:

1) recognition as Emeritus/a with the designation of the rank held at retirement;
2) retirement bonus, which may be negotiated as part of earlier retirement;
3) contract for modified service; and,
4) use of office space when available.

6.7.3 Modified Service
Upon the recommendation of the president, the Board of Trustees may appoint a person who has retired to modified service without tenure, not exceeding one-half time employment. No contract for such modified service shall be for more than one year.

6.7.4 Emeritus/a Status
A member of faculty who retires may, upon nomination of the president, be accorded emeritus/a status by the Board of Trustees [Bylaws III.N.]. A person so designated may propose one course offering per term through normal procedures; may be appointed to serve on faculty committees; and may, if space is available, be assigned a study on campus. No office or secretarial services shall be provided such emeritus/a, although exceptions may be made by the president.
Section 7. Tenure

Tenure at Austin Seminary acknowledges excellence in teaching, scholarship, and service as well as provides institutional safety to scholars seeking to expand the boundaries of knowledge, doctrine, and practice. With tenure comes increased authority and responsibility in the mission of the Seminary.

7.1 Definition

Tenure is guaranteed continuance as a member of the teaching faculty under most circumstances. The granting of tenure does not exempt faculty members from vigorous engagement in the work of the faculty, from ethical conduct, or from evaluation by peers.

Tenured faculty may be dismissed for cause by a majority vote of the trustees upon recommendation of the president. Grounds for dismissal include incompetence, failure to perform the duties of his or her office, and moral delinquency [Bylaws I.N.].

The granting of tenure is distinct from promotion in academic rank [Bylaws III.L.].

7.2 Eligibility

In accordance with the Bylaws, teaching positions are designated as tenured or nontenured at the start of the search process. The president and academic dean are eligible for tenure; the director of the library is not [Bylaws III.J].

Persons eligible for tenure may not receive tenure prior to the completion of four years of full-time service at Austin Seminary without the granting of an exception by the Board of Trustees upon recommendation of the president [Bylaws III.K.].

Notwithstanding the rule stated in the previous paragraph, the Seminary may initially appoint an experienced scholar to the teaching faculty with tenure at the rank of associate professor or full professor.

7.3 Deadline for the Granting of Tenure

Persons appointed in tenure-track teaching positions must be granted tenure by the completion of the ninth year of teaching at the Seminary or end their employment. Any person who does not achieve tenure within this time period will be informed in writing of the Seminary’s decision at least one academic year in advance of the end of the current appointment period.

Faculty members who request a review for the purpose of a decision about tenure who are not granted tenure will end their employment with the Seminary at the end of the subsequent academic year after tenure is denied.
7.4 **Criteria for the Granting of Tenure**

The areas of work expectation considered when a member of the teaching faculty is considered for tenure are the same as those listed in Section 6. In principle, the decision to grant a faculty member tenure affirms the Seminary’s desire to continue to benefit from the gifts and talents of the faculty member indefinitely. The bylaws state that the board of trustee’s decision to eliminate an existing teaching position may affect the job security of a tenured faculty member [Bylaws III.M.].

7.5 **Retreat Right of Tenured Faculty**

A tenured member of the faculty elected as academic dean may, upon completion of her or his term in office, continue to serve the Seminary as a member of the teaching faculty.

7.6 **Responsibilities of Tenured Faculty Members**

Tenured faculty members serve as repositories for the corporate memory of the faculty. They serve as mentors for junior colleagues, providing criticism and counsel as junior colleagues seek to develop their skills as teachers and scholars. A tenured faculty member chairs each committee appointed to review a proposed sabbatical.

Tenured faculty members meet as a body to consider recommendations for the granting of tenure made by review committees. Official minutes are kept of such meetings.

Tenured faculty members approve special requests from members of the teaching faculty for changes in the relative weighting of areas of their work for purposes of evaluation (see Section 6).

Tenured full professors meet as a body to advise the president regarding recommendations regarding faculty reappointments, promotions, and terminations. Official minutes are kept of such meetings.

Section 8. **The Teaching and Learning Community**

8.1 **Freedom of Inquiry**

The Board of Trustees encourages freedom of inquiry (Bylaws III.D). The Board of Trustees endorses the section of the 1940 AAUP “Statement of the Principles of Academic Freedom and Tenure” which sets forth a standard of both freedom and responsibility for members of the academic community:

> College or university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As persons of learning and as educational officers, they should remember that the public may judge their
profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not institutional spokespersons.

Academic freedom is vital to the very existence of an able and distinguished faculty and an excellent student body. The need of such freedom is inherent in the Seminary’s commitment to the education of ministers who will undertake not only to proclaim the gospel, but also to interpret that gospel in its relation to the broad scope of human life. Such freedom is also required for the fulfillment of the Seminary’s obligation as a community of scholars to which the church has reason to look for thoughtful leadership in bringing the minds of men and women into harmony with the will of God in intellectual integrity.

Austin Seminary affirms that faculty members own their regular academic work product, including class notes, course materials designed for the web, and published scholarly research.

Austin Seminary further affirms that it will negotiate and enter into a written contractual agreement when recorded lectures, videos, courseware, etc. made by faculty members are the property of Austin Seminary.

For the Seminary’s complete policy on intellectual property, see the Employee Handbook.

8.2 Logistical Support

Each member of the faculty is entitled to an office, a telephone, a computer, and requisite office furnishings. Faculty members receive, via the Seminary network, access to the Internet, e-mail, and bibliographic databases. Faculty members may submit to the vice president for business affairs requests for additional equipment as needed.

Visiting, research and adjunct faculty may be also be given logistical support as approved by the president.

The faculty administrative assistant provides administrative support for all faculty members. Tasks performed include, but are not limited to: document/manuscript production, desktop publishing, electronic media/Photoshop/PowerPoint production, correspondence, scheduling, photocopying, grant work, coordinating conferences/meetings, and special projects as needed. Faculty members should afford the assistant adequate time in which to complete assignments. If there is unusual urgency in the matter and the faculty assistant is not available, the work should be taken to the academic dean for appropriate distribution.

More information on faculty employment benefits may be found in the Employee Handbook.
8.3 Library Resources

Faculty members have available to them the print collections and electronic resources of the Stitt Library. The library staff provides inter-library loan and reference service for faculty members, and manages course reserves. Library procedures allow generous loan periods for materials needed by the faculty for teaching and research.

Faculty members are encouraged to recommend to the library director books or other resources that would enhance the collection.

Faculty members may grant permission for student assistants to check out materials on behalf of faculty members. As responsible members of the Seminary community, faculty members are expected to follow approved library procedures.

Through reciprocal relationships with other academic libraries, Austin Seminary faculty members have borrowing privileges at The Perry-Castañeda Library at The University of Texas and the Booher Library of the Seminary of the Southwest.

8.4 Teaching Faculty Workload Policy

Teaching and learning are core purposes of Austin Seminary. Because the Seminary values residential theological education, the school expects that the majority of courses will be taught by resident faculty. Because the Seminary values research and scholarship, faculty are expected to devote 20% of work time to research and writing during academic terms.

8.4.1 Purpose

The teaching faculty workload policy guides the Seminary’s deployment of faculty members, assists teachers in the allocation of their time, and provides a reference for understanding of the Seminary’s expectations of teaching faculty members.

For purposes of conciseness, in this section the term “teacher” means a member of the teaching faculty. The term “student” means any student taking the course for full credit.

This workload policy is applied to each academic year, a twelve-month period beginning September 1. Calculations are routinely made over the two-year cycle as described below.

8.4.2 Instructional Workload

Workload Cycle
The workload cycle is two academic years in length. (An academic year runs from September through August.) A new cycle begins each even-numbered year.
Expectations

Teaching Load – Workload Cycle
- The teaching load in any two-year workload cycle is expected not to exceed 60 course credits.
- A teacher may teach up to 36 course credits in one year without extra remuneration, if in the other year of the cycle 24 credits are offered.
- Teaching more than 60 credits in a two-year cycle requires approval of the academic dean, and results in extra compensation.
- Teaching a team-taught elective increases the maximum credit load without extra compensation to 66 credits.
- The fixed maximum for a workload cycle is 72 credits.

Teaching Load – Academic Year
A teacher is expected, ordinarily, in each academic year:
- to teach five six-credit courses or the equivalent (30 credits) as follows –
  two six-credit courses or the equivalent during each fall and spring term;
  one six-credit course or the equivalent during a January or summer term;
- to supervise no more than six DMin final doctoral projects; and,
- to direct no more than two MATS Integrative Seminar/MAMP Capstone Seminar projects at any given time.

Planning
- Members of the teaching faculty shall project their course offerings for two years, i.e., on a rolling two-year cycle. Each semester an additional semester and January or summer term are approved and added to the projections so that there are always two years of course projections on record for registration and planning purposes.
- These course offerings require endorsement by the departments and approval, for workload purposes, by the academic dean prior to the beginning of any two-year workload cycle.

Exceptions
- Exceeding 60 credits in a two-year cycle requires approval of the academic dean.
- Changes to the workload expectation may be proposed by a teacher, in consultation with his or her department, to the academic dean.
- In consultation with the academic dean, a teacher may also request a reduced teaching load for a term or an academic year because of increased duties in research, publication, committee work, or service to the church. The academic dean shall recommend action to the president.
Values and Calculations

Regularly scheduled courses
- A regularly scheduled course with an enrollment of five or more students has a workload value equal to the credit value of the course.
- A regularly scheduled course with an enrollment of fewer than five students has a workload value of one-half the credit value of the course (the same calculation as directed study projects. See Administrative Directed Study Project).
- If enrollment for a course drops below five students after the term begins, then that course is valued at full course credit.
- In the case of a course with fewer than five students, the teacher, in conversation with the academic dean, determines whether to offer or cancel the course.
- If an approved course is canceled (e.g. because of insufficient enrollment), that course will not be counted toward workload credits.
- A twelve-credit Doctor of Ministry course is valued at six credits for workload purposes.
- A DMin course with an enrollment of fewer than five students is valued at six credits for workload purposes.
- For purposes of remuneration for teaching overload, a DMin course with an enrollment of fewer than five students is valued at three credits.

Directed Study Projects (DSPs)
- Supervision of a directed study project initiated by a teacher and approved by the academic dean does not earn workload credit.
- Supervision of a directed study project initiated at the request of the academic dean earns workload credit.
- The workload credit for a DSP initiated by the academic dean is one-half the credit value of the DSP (e.g., for a six-credit DSP, three credits are applied toward workload; for a two-credit DSP one credit is applied toward workload).
- No more than two directed study projects will be approved for workload credit.

Administrative Directed Study Project
This is the term used to classify a regularly scheduled course with an enrollment of fewer than five students. This term applies only to the manner in which workload credit is determined, not to the structure or scheduling of the course.

Compensation
- Teachers who teach more than 60 credits in a two-year cycle must have approval of the academic dean and will receive extra compensation.
- The fixed maximum for a workload cycle is 72 credits.
- The maximum overload compensation cannot exceed 12 credits, or the difference between workload cap and 72 credits, whichever is less (see Teaching Load, Team-taught electives).
- Extra compensation is calculated and paid at the end of a two-year workload cycle.
Sabbaticals
When projecting sabbaticals within the two-year workload cycle, the sabbatical leave period shall be calculated as including what would normally be a full teaching load, i.e., the full-year sabbatical would have an equivalency of 30 credits, and a one-half year sabbatical would have the equivalency of 15 credits.

8.4.3 Other Workload Expectations

During an academic year, members of the resident faculty:

1. ordinarily serve on one or two permanent committees or commissions. The president and academic dean take into consideration faculty rank and the varying demands of committee work, departmental leadership, and other duties when assigning faculty members to committees. Service on review committees is also expected;
2. ordinarily chair no more than one permanent committee or commission;
3. conduct ongoing research and publish in one’s discipline. The Seminary expects 20 percent of faculty work time to be devoted to research and/or writing during academic terms;
4. serve as faculty advisor to no more than 15 master’s-level students;
5. ordinarily lead chapel worship two times;
6. keep regular weekly office hours, posted in syllabi and on office doors, to consult with students, teaching colleagues and other staff members;
7. lead one day-long Education Beyond the Walls event, if invited, without remuneration;
8. lead one Seminary-sponsored event, on or off campus;
9. provide official representation for one event at the request of the president or dean;
10. participate in the life and leadership of one’s own denomination; and
11. learn new skills in order to teach using current information technology.

8.5 Academic Responsibilities of Those Who Teach

The procedures in this section apply to all who teach in degree programs, whether adjuncts or members of the resident faculty. In this section, “teacher” means anyone who teaches in a degree program of Austin Seminary.

8.5.1 Logistics and Grading
1) Teachers shall submit to the faculty administrative assistant an electronic copy of their syllabus for each of their courses no later than the beginning of the second week of the course in question. These syllabi are retained electronically for review by representatives of accrediting associations and others. In order for syllabi to be shared beyond the internal seminary community, faculty members must grant permission.

2) Textbook information must be made available to students, as prescribed by the Higher Education Opportunity Act (2008), at the time of registration.

3) Teachers are expected to submit textbook lists to the office of the academic dean in a
timely manner, and to communicate requests for placement of books on library reserve in advance of the needed date. Teachers are encouraged to place materials on the student portal of the Seminary website and to confirm copyright compliance of materials.

4) Teachers are responsible for grading work in a timely manner (see 5.c. below)

5) The following guidelines govern the use of instructional aides and/or research assistants:
   a) Request for instructional aides and/or research assistants are made to the academic dean. Each assistant shall not exceed an average of more than 15 hours a week, and each teacher shall not be granted more than an average of 15 hours a week of teaching assistance and 15 hours a week of research assistance.
   b) Faculty members may use instructional aides for any remedial or tutorial help which they believe advisable in terms of particular course needs.
   c) Evaluating student papers and examinations is a responsibility which cannot be delegated by a teacher.
   d) Faculty members may use research assistants for their own library research and for any academic projects not involving student papers or examinations.

6) For information on the seminary’s grading policies and procedures, refer to the current academic Catalogue.

7) Austin Seminary’s Grade Appeal Policy is as follows:

**EVALUATION OF STUDENTS’ WORK**

The process of grading is essentially a private matter between individual students and instructors, ruled by principles of academic proficiency, professionalism, and confidentiality. Grading a student’s work is the responsibility and prerogative of the instructor and, in principle, any alteration in a student’s grade rests in the discretion of the instructor. As people responsible for their own quality education and as mature participants in the evaluation process, students are encouraged to discuss course grades and the multiple factors supporting the evaluation with the instructor(s).

**GRADE APPEALS**

**Appeal to the Instructor**

If a student has a question about a final course grade received, he or she is expected to contact the instructor directly, and within fourteen days from the date posted on the student’s grade report. Students have the right to ask an instructor to review his/her work (copies of which the student shall provide), and the professor has an obligation to explain the grounds upon which the grade was rendered, enlisting the opinion of another faculty member when appropriate. Ordinarily the professor shall respond to the appeal in writing, no more than fourteen days after receiving the student’s written request.
Appeal to the Academic Dean

In the event that the appeal to the professor has failed to resolve the matter, the student may immediately submit a formal appeal in writing to the academic dean, using the form designed for this purpose. [Note: If the grade being appealed is a passing course grade, the appeal process ends with the decision of the academic dean.]

To be considered, appeals to the academic dean must meet one or more of the following criteria:

- Instructor violated the terms of the syllabus.
- Instructor made an error in calculating or recording a grade.
- Instructor violated a Seminary policy when he/she gave assignments, administered exams, or assigned grades.
- Instructor applied an inconsistent grading standard across students.
- Instructor did not allow the student to complete assignments or exams missed before the student added the course.
- Instructor violated a written agreement with the student.

The following supporting documentation is required (unless otherwise noted):

- Explanation of what occurred and how the criteria previously noted applies to the situation
- Correspondence from instructor indicating that the appeal has been denied
- Course syllabus
- Timeline of events relevant to the appeal
- Assignment or exam in question (if applicable)
- Correspondence with instructor (if applicable)
- Copy of appropriate Seminary policy (if applicable)
- Any other documentation supporting the appeal

After reviewing the appeal documents, the academic dean consults with the instructor and the student, and may also consult colleagues with expertise in the subject matter. The academic dean communicates the decision in writing to both the student and the instructor. In the case of the appeal of a passing course grade, the academic dean’s decision is final.

If the student chooses to appeal the decision of the academic dean, the student submits a written request to the academic dean asking that the matter be referred to the Student Academic Standing Committee. The referral and materials related to the appeal are provided to the chair of the Committee and copied to the assistant dean for academic affairs and registrar.

If the instructor whose grade is being questioned is a member of this Committee, he or she will be recused. In this case, or if faculty Committee members are unavailable to meet, the Academic Dean will make necessary substitutions.
At its next scheduled meeting, or called meeting, if necessary, the Committee convenes to deliberate the case. The instructor and the student will each be offered the opportunity to meet separately with the Committee. The Committee will review all material pertaining to the case and, after deliberation, arrive at a decision regarding the issue. This decision is communicated in writing to the student and the instructor, with copies to the academic dean and assistant dean for academic affairs and registrar. A decision to change the grade is carried out under the direction of the Academic Dean. The decision of the Committee shall be binding and conclusive on the matter.

8.5.2 The Conduct of Class

Class sessions will be conducted pastorally.

Ordinarily, no faculty member except the president, the academic dean, and the director of ministerial formation and advanced studies shall be absent from instructional duties more than four [4] class days per term, except in the cases of illness or personal emergencies.

Teachers have the freedom to omit some scheduled class meetings and to require student participation in such events as special lectures.

The record of class attendance is primarily a matter between teacher and student. The nature of the course and the teacher’s pedagogical method will determine the extent to which the teacher keeps attendance records or may impose academic penalties for undue absences. Students are to indicate directly to the teacher when and why they must absent themselves from a class. In the matter of extended absences due to illness or other reasons, the assistant dean for academic affairs and registrar’s office shall be notified and the assistant dean for academic affairs and registrar will notify both the teachers involved and the academic dean.

Students and teachers share responsibility for maintaining academic integrity. Teachers are charged to exercise special care in the giving and proctoring of examinations.

Teachers will indicate to their class what is expected in term papers, and they will point their students to the proper method of acknowledging sources.

For procedures dealing with academic honesty, see the current Austin Seminary Catalogue.

Regarding the use of social media in classes, Student Code of Conduct IV.B (2011-2012) states:

“Disrupting the peaceful or orderly conduct of lectures, study groups, meetings, or worship services. Note that using computers or cell phones during class for any non-class related purposes is prohibited unless expressly permitted by the professor. This includes non-class related use of the Internet, accessing or posting to social media sites (e.g., Facebook, Twitter, etc.) as well as non-Internet based, non-class related uses."
Cell phones must be turned off during class. In case of extenuating circumstances on a particular day, a student may request from the instructor an exception to this rule.”

8.6 Sabbatical Procedures for Teaching Faculty

Because of the Seminary’s commitment to faculty research, the Seminary provides for release from teaching and committee responsibilities from time to time through formal sabbaticals for members of the teaching faculty. This section describes applicable procedures. For financial support of sabbaticals, see Section 9.7.3.

8.6.1 Establishment of Eligibility

A member of the teaching faculty is eligible for a sabbatical study leave of one half year with full salary after three years, or one full year with full salary, normally after six years. In the case of the teaching faculty member’s first sabbatical study leave, the teaching faculty member is eligible for a study leave of one half year after four years.

The Seminary may appoint a teaching faculty member with the understanding that the time served prior to consideration of a first sabbatical will be shortened.

A member of the teaching faculty elected to the office of academic dean or president may be required to delay a sabbatical because of the administrative needs of the Seminary.

8.6.2 Approval

Sabbatical study leave is granted upon recommendation of the president and approval by the Board of Trustees [Bylaws III.O]. Members of the faculty are encouraged to make full use of their eligibility for sabbaticals.

The two principal considerations in approving a sabbatical proposal are 1) that the proposal contribute to a faculty member’s professional growth or the advancement of scholarship; and 2) the effect of the faculty member’s absence on the curriculum.

8.6.3 Procedures and Timeline

No later than eighteen (18) months before the proposed sabbatical the teaching faculty member must submit his or her request in writing to the academic dean. This request should include the following:

1) proposed dates and endorsement of the faculty member’s department;
2) specific purpose and goal, indicating relationship to teaching and research interests;
3) sources to be explored for fellowships and grants; and,
4) preliminary budget.

With the assistance of the academic dean and the president, the faculty member is responsible for making every reasonable effort to obtain a fellowship or grant. Depending on the size and nature of the fellowship or grant and in light of the sabbatical budget, the faculty member’s sabbatical salary may be adjusted.
The sabbatical committee shall consist of the chairs of the three academic departments, and the academic dean, *ex officio*, who convenes the meetings. The committee shall review the proposal, and make a recommendation to the faculty in executive session at least one year prior to the beginning of the sabbatical. The recommendation shall include reference to the way responsibilities of the faculty member shall be covered during the time of absence. The faculty shall act upon the recommendation and advise the president.

The precise timing of sabbaticals takes into account the instructional needs of the curricula.

The president shall recommend a sabbatical leave no less than one year prior to the beginning of the proposed sabbatical.

A teaching faculty member awarded a sabbatical will, upon its completion, present a written report to the faculty and to the Board of Trustees.

A teaching faculty member is obligated to teach one full academic year at Austin Seminary following the completion of a sabbatical.

## 8.7 Support for Service to Guild and Church

Austin Seminary expects its faculty make contributions to scholarship and the life of the church. This section elaborates the support that the Seminary provides for such service.

### 8.7.1 Professional Societies

Upon recommendation by the academic dean, the Seminary annually budgets a cash allowance for expenses and dues related to attendance at meetings of professional societies within the contiguous United States.

In extraordinary cases, a faculty member may request through the academic dean that an allowance be foregone one year in order to carry over up to 75% of the amount in a subsequent year. Grounds for such carry over include the special nature or location of the professional meeting. In addition, a pool of funds is ordinarily available through the office of the academic dean by which resident faculty members may request up to $500 per academic year in order to present research at national and international gatherings of scholars. In order to receive funds, faculty members must apply in writing to the office of the academic dean stating the title of their research, the contribution it makes to scholarship in the area, and the rationale for the grant of funds, which are in addition to the faculty member’s allotted professional development funds, and subject to availability of funds in the pool in the given budget year.

Faculty members are encouraged to discuss leadership in professional activities and the appropriate limits thereon with the academic dean, who will also recommend to the president the extent to which the Seminary might provide financial support.

### 8.7.2 Service to the Church
Austin Seminary will pay the expenses for ordained faculty members to attend regularly scheduled governing body or judicatory meetings and such other ecclesiastical meetings as approved by the president.

8.7.3 Sabbatical Support
Faculty members awarded sabbaticals draw their full salary while on sabbatical. When there are extraordinary financial needs associated with a sabbatical (e.g., for transportation overseas, language classes, etc.), a research project, or professional development, the faculty member may submit a written request to the academic dean for supplementary funds over and above normal salary. The academic dean will recommend to the president whether such a request should be honored, in whole or in part. Such supplementary grants are to be understood as extraordinary and available only when other sources have been solicited without success.

Faculty on sabbatical leave who remain in Austin have access to the faculty secretary during the sabbatical.

8.7.4 Faculty Leaves of Absence
Leaves of absence may be granted to a faculty member for special projects upon petition by the faculty member to the president through the academic dean, who shall recommend acceptance or denial to the president.

Faculty members do not receive their salary while on leaves of absence. A leave of absence will last no more than one year. During a leave of absence the Seminary will continue to pay pension and medical benefits, as well as dependent children’s college allowance, if applicable. Such benefits will be paid for up to one year.

8.8 Faculty Files

It is the Seminary’s policy to respect individual privacy, and to maintain in confidence all information and records pertaining to faculty members to the extent practicable in keeping with the Seminary’s interest.

No private information or personal data about a faculty member will be shared inside the Seminary without that individual’s consent except with Seminary employees maintaining the data or having legitimate business need to be aware of them. The president and the academic dean may review faculty files as needed without the expressed consent of the faculty member.

In general, no personal information about faculty members will be provided to persons outside the Seminary without the prior consent of the faculty member, expressed either in writing or through appropriate legal process.

The following exceptions apply:
1) Information which will be provided to outsiders on request as to whether or not a particular person works for the Seminary, his or her job title, and dates of hiring and termination.

2) The Seminary may use information from a faculty member’s curriculum vitae for public relations purposes.

3) Accrediting agencies may review files as part of their assessment of the Seminary.

4) In the event of a federal or governmental investigation, personal information will be provided to governmental investigators to the extent they are entitled by law to such information.

Personnel files of faculty members are maintained in the human resources office. Faculty members may request to review the contents of their personnel file and may provide supplemental or explanatory data to be included in their personnel file.

Faculty members are required to submit copies of their terminal degree diploma and transcripts from the institution awarding that degree for their personnel file.

8.9 **Non-Discrimination and Anti-Harassment**

The Seminary has adopted a Non-Discrimination and Anti-Harassment Policy, which is stated in its entirety in the *Employee Handbook* of Austin Seminary.

8.10 **Grievance Policy**

The Seminary’s Grievance Policy is found in the *Employee Handbook*.

8.11 **Sexual Misconduct Policy**

The Seminary’s Sexual Misconduct Policy is found in the *Employee Handbook*. 