



# FACULTY MANUAL

**APPROVED BY THE BOARD OF TRUSTEES  
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**Lancaster Theological Seminary Faculty Manual**  
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# Lancaster Theological Seminary Faculty Manual

## SECTION 1: PURPOSE

- 1.1 This manual contains the policies and procedures governing the faculty of Lancaster Theological Seminary. As the basic statement of policy regarding the nature and governance of faculty life, it reflects the common commitment of the Board of Trustees, faculty, and administrative officers to create a community supportive of our scholarly, educational, and ecclesiastical responsibilities.
- 1.2 To speak of faculty at Lancaster seminary is to speak of the teaching office as a vocation, based on a call from God, corroborated by the individual's possession and cultivation of appropriate gifts, and recognized by authorized communities of faith. The teaching office seeks to manifest the gifts of the Spirit for the sake of the proclamation of the gospel and the ministries of the church to the world.
- 1.3 As an educational institution, the seminary affirms the freedom and responsibility of the teaching office. We are called and accountable to proclaim the truth of the gospel, as revealed in scripture and confessed in the history of the Christian church. We recognize and celebrate our heritage in the United Church of Christ. We affirm our union with the Church Catholic and seek to nurture an ecumenical spirit. See Appendix A on Academic Freedom.
- 1.4 It is in the context of these broad commitments that this manual sets forth policies and procedures pertaining to faculty. The manual must also be read alongside of the current Mission Statement, *Student Handbook*, *Employee Handbook*, and Trustee By-laws.
- 1.5 The seminary values a climate of collegial consultation, prayerful discernment, and care of the individual. It is in the spirit of these values that the manual should be interpreted.

## SECTION 2: ELECTION AND APPOINTMENT OF FACULTY

- 2.1 **Definition of Terms:** The faculty consists of three categories of individuals elected or appointed to provide instruction and/or supervision in one of the educational programs: Regular, Adjunct, and Emeriti/ae. All references to faculty in this manual refer to regular faculty, unless otherwise indicated.
  - 2.1.1 Regular faculty hold half-time to full-time positions with privilege of voice and vote at faculty meetings. They shall hold one of three types of contract: tenure track, term, or tenured.
  - 2.1.2 Adjunct faculty hold part-time positions for specific purposes and are appointed by the Dean of the Seminary. They teach or supervise for one or more academic terms and may attend faculty meetings with privilege of voice but not vote.
    - 2.1.2.1 Ministerial Guides hold part-time positions within the Ministerial Formation Program and are proposed by the Director of Formation and approved by the Dean of the Seminary. They serve for one or more academic years and may attend faculty meetings with privilege of voice but not vote.
  - 2.1.3 Upon recommendation of the faculty, Dean of the Seminary and President, the Board of Trustees may elect retiring faculty to the position of Professor Emeritus/a, in recognition of

outstanding service to the seminary. Emeriti/ae faculty may continue to be a part of the seminary community, attend formal ceremonies with the faculty, and use seminary facilities.

## **2.2 Search Procedure**

### **2.2.1 Regular Faculty**

2.2.1.1 The President of the seminary, after consultation with the Dean of the Seminary and the faculty, shall request the Education and Student Life Committee of the Board to authorize a search for a regular member of the faculty. The search process should begin at least eleven months preceding the anticipated start date of the position.

2.2.1.2 When the search has been authorized, the President shall appoint a search committee, composed of the President and/or Dean of the Seminary, students, faculty, and trustees. The search committee shall present to the seminary community one or more candidates. The committee shall then bring a recommendation to the full faculty for consideration. The faculty shall make a recommendation to the President.

2.2.1.3 After consultation with the committee, the faculty, and the Dean of the Seminary regarding the appointment and rank, the President shall present the faculty's recommendation to the Education and Student Life Committee, along with his/her own recommendations regarding appointment and rank. If the Board committee concurs with the recommendation, the committee shall request the full Board to elect the person to the faculty.

2.2.1.4 In emergencies, the President may appoint an interim faculty member for a term of no more than one year on the recommendation of the Dean of the Seminary and an appointed faculty committee.

2.2.1.5 The Dean of the Seminary is appointed in accordance with Article V of the Board of Trustee By-Laws.

### **2.2.2 Adjunct faculty**

2.2.2.1 The Dean of the Seminary, along with the Education and Student Life Committee of the Board, shall review staffing needs for each new year in light of enrollment, leaves of absence, sabbaticals, openings on the faculty, curricular and educational needs, and budget constraints.

2.2.2.2 The Dean of the Seminary shall consult with regular faculty in the appropriate field(s) and then recommend to the faculty the names of proposed adjuncts, optimally at the time that the semester course schedule is approved.

2.2.2.3 Based on the faculty's recommendation, the Dean of the Seminary then appoints adjunct faculty.

2.2.2.4 Specialized adjunct positions include the following:

2.2.2.4.1 Visiting Professor

This appointment may be full-time or part-time and is made by the invitation of the Dean of the Seminary. The initial term is up to one year, though it may be renewed for a second year. In the event of a proposed appointment at a Visiting rank for more than two consecutive years, the Faculty Development and Review Committee shall review the proposed appointment and in an advisory role make a recommendation to the Dean. One possible justification for three or more consecutive years at the Visiting status would arise from the need for temporary replacement of a regular/resident faculty member who has become disabled for an extended period of time. A different process shall be followed for granting Visiting Professor status to those previously employed at Lancaster seminary. Those formerly on a tenure-track appointment at the seminary may be recommended by Dean but must be appointed by the President. Those previously on a Lancaster seminary appointment other than tenure track shall be reviewed by the Faculty Development and Review Committee, which shall make a recommendation to the Dean. Visiting Professors are not voting members of the faculty.

#### 2.2.2.4.2 Professor of Practice

Adjunct professors with a documented history of exemplary teaching and contributions to the life of the seminary may be appointed by the President as Professor of Practice part-time or full-time term for periods of one to five years. After a review of their teaching evaluations and contributions to the seminary, adjunct professors may be nominated for Professor of Practice by the Dean of the Seminary. Nominations are made to the full faculty. If the full faculty approves the nomination, it will make a recommendation to the President. Candidates for this appointment must hold a doctorate or master's degree.

Professors of Practice are not required to fulfill the integrated role of teaching, research, and scholarship or other service provided by tenured and tenure-track faculty, though some Professors of Practice may have responsibilities in these areas. They may serve as principal academic advisors to master's students, direct academic programs, serve on committees, and provide other service consistent with their expertise and academic credentials. A Professor of Practice who has a doctoral degree may serve on a doctoral project consultation or serve as the primary reader of a doctoral project.

Appointments are not tenurable or eligible for academic rank but may be renewed for specific terms. The President, upon recommendation of the Dean of the Seminary and the voting faculty, considers appointments and reappointments. Reappointments are based on performance and a continuing need. Notice of reappointment or non-reappointment shall be given, whenever possible, at least four months before the termination date of the appointment. The Dean of the Seminary shall provide the Professor of Practice with an annual performance assessment, which may be coordinated with salary review. Professors of Practice will participate in a self-assessment and review process with the Faculty Development and Review Committee every three years. Part of the review process will include a peer teaching review and report.

As unsatisfactory performance report may result in termination prior to the end of the appointment.

Professors of Practice are not voting members of the seminary faculty. Professors of Practice may not participate in appointment, reappointment, and tenure/promotion decisions.

## **2.3 Types of Contract for Regular Faculty**

### **2.3.1 Tenure Track Contracts**

2.3.1.1 All faculty appointed to tenure track contracts shall be elected by the Board of Trustees. Tenure track contracts are for one to three years and may be renewed until a tenure decision is made, according to the following procedures.

2.3.1.2 In the case of those appointed as Instructor, the Instructor shall be offered an annual contract, renewable for up to six years, with a decision regarding tenure to be made no later than the sixth year from date of hire. The contract is renewed automatically unless notice is given by February 1 of the first year or October 15 of subsequent years. An instructor who chooses not to renew a contract is requested to notify the Dean of the Seminary by February 1.

2.3.1.3 In the case of those appointed as Assistant Professor, the initial contract shall be for three years and may be renewed pending a successful three-year review. A decision regarding tenure shall be no later than the sixth year from date of hire. If the seminary chooses not to renew the contract, notice shall be given by July 1 of the last year of contract.

2.3.1.4 In the case of those appointed as Associate Professor, the initial contract shall be for three years or less and may be renewed, pending a successful review. The initial contract shall stipulate the number of years prior to a tenure decision. A decision regarding tenure shall be made no later than six years after hire. If the seminary chooses not to renew the initial contract prior to a tenure decision, notice shall be given by July 1 of the last year of the contract.

2.3.1.5 In the case of those appointed as Professor without tenure, the initial contract shall determine the timetable for a decision regarding tenure (no more than three years from date of hire).

2.3.1.6 A decision not to renew a tenure track contract shall be made by the President, upon recommendation of the Dean of the Seminary and the Faculty Development and Review Committee and in consultation with the Chairperson of the Board of Trustees and the Chairperson of the Education and Student Life Committee.

### **2.3.2 Tenured Contracts**

2.3.2.1 Faculty are elected to tenured contracts by the Board of Trustees according to the procedures outlined in section 2.5.4 of this manual.

### **2.3.3 Term Contracts**

2.3.3.1 Faculty called to full time non-tenured track positions for a specific period of time shall be given a term contract for the stated period of time by the President. Such contracts are not automatically renewable and need no formal notification of non-renewal.

2.3.3.2 In special cases, such as that of faculty with administrative responsibilities, faculty may be given multiple term contracts. Each contract shall be for a specified period of time and may be renewed pending a successful review held during the final year of the contract.

## **2.4 Faculty Rank**

2.4.1 Regular faculty shall be appointed to one of four ranks. All four ranks involve standards in five areas which, taken together, comprise the seminary's view of excellence for the teaching office.

2.4.1.1 Education: Faculty shall be expected to have, or be in the process of obtaining, the appropriate terminal degree for the particular field of study and teaching. The seminary shall notify persons at the time of appointment which degree is expected for tenure.

2.4.1.2 Teaching: All faculty are expected to develop excellence in teaching. The seminary's commitment to teaching grows out of its commitment to the teaching office in the life of the church, as well as its concern for students and their spiritual, intellectual, and personal preparation for ministry. Faculty must demonstrate an understanding of the essential components of teaching, such as effective and enthusiastic communication, remaining current in one's field and in general issues of theological education, appreciation for and the ability to constructively engage the diversity of the student body, and the ability to facilitate continued learning.

2.4.1.3 Scholarship: Faculty are expected to be actively engaged in the work of scholarship for the sake of teaching and the advancement of their disciplines. The seminary affirms a variety of forms of scholarship directed toward professional and ecclesial communities. It seeks to encourage participation and contributions by faculty that demonstrate an understanding of their respective disciplines and their contemporary relevance, including a critical grasp of issues and the ability to offer creative proposals for the life of the church and scholarly communities.

2.4.1.4 The seminary community: Faculty are expected to provide leadership for the seminary community in a variety of ways: developing curriculum, consulting with peers, representing the seminary and interpreting its mission, and participating in the collegial process. Faculty are expected to be actively and creatively engaged in the educational, spiritual, and governance of our community.

2.4.1.5 The ecclesial and wider communities: Faculty are expected to contribute to the life of the church and the world. The seminary values its ties to the United Church of Christ and those churches that are a part of its ecumenical constituency. Faculty are expected to be open to these traditions and assist in the development of positive relations with the United Church of Christ and other churches. While the extent of such involvement must be determined in relation to the other responsibilities mentioned above, the mission of the seminary requires a commitment to being a seminary of the church.

## **2.5 The Definition of the Four Ranks**

2.5.1 An Instructor shall have minimal experience in teaching and/or be in the process of completing the appropriate degree for teaching in the discipline. He/she shall have the experience and general background that shows promise for meeting the standards for rank.

2.5.2 An Assistant Professor shall hold the appropriate degree, as determined by the seminary, or shall possess special professional gifts which qualify him/her for teaching in his/her field. He/she shall have had professional and/or educational experience which demonstrates promise for effective teaching, scholarship, and participation in the seminary and its ecclesial communities.

2.5.3 An Associate Professor shall have:

2.5.3.1 possessed the appropriate degree, as indicated at time of appointment.

2.5.3.2 displayed excellence in teaching, as demonstrated by the evaluations of students, alumni/ae, and peers.

2.5.3.3 made scholarly contributions to the academic and ecclesial communities of his/her peers. Such contributions shall be evidenced by a book and/or major articles. Other appropriate contributions include publications, lectures, papers, and sermons (e.g., at major academic and ecclesial convocations). Such activities should demonstrate an understanding of the tradition or discipline through critical analysis and/or constructive proposals. Normally, both speaking and publishing will be expected.

2.5.3.4 a record of active and creative participation in the life of the seminary (or, if appointed as Associate, in prior professional work), which includes the implementation of the seminary mission and curriculum in its many forms, as well as collegial relations with faculty, students, and staff.

2.5.3.5 a record of active participation and leadership in the life of the United Church of Christ and/or its ecumenical constituency. Those faculty who are members of denominations other than the United Church of Christ are expected to maintain active participation in their communion.

2.5.4 A Professor shall normally have at least four years of teaching experience at the level of Associate Professor or comparable professional experience and shall have:

2.5.4.1 possessed the appropriate degree, as indicated at time of appointment.

2.5.4.2 displayed continued excellence in teaching, as demonstrated by the evaluations of students, alumni/ae, and peers.

2.5.4.3 continued as an active and respected scholar in the academic and ecclesial communities. Appropriate participation is evidenced by publications, lectures, papers, and sermons that demonstrate both critical facility and the ability to make positive contribution.

2.5.4.4 a record of continuing leadership in the life of the seminary (or, if appointed as Professor, in prior professional work), which demonstrates a clear understanding of the seminary's mission and a commitment to continuous service.

2.5.4.5 a record of increasing participation and leadership in the life of the United Church of Christ and/or the seminary's ecumenical constituency.

2.5.5 The standards for rank shall be modified for faculty whose primary work involves administration of academic programs (e.g., the Librarian and directors of programs who hold faculty standing), with an emphasis on the essential duties of their respective job descriptions. Such modifications shall be developed outside of this manual by the Faculty Development and Review Committee and shall be approved by the faculty, Dean of the Seminary, President, and Education and Student Life Committee of the Board, and the Board of Trustees. Modifications should be approved prior to the faculty's first review.

## **2.6 Tenure and Promotion**

2.6.1 Tenure is the recognition of professional achievement, including service to both the academic and ecclesial communities; a guarantee of academic freedom within the context of that service; and an invitation to continuing employment at the seminary. A tenured faculty member is one in whom the administration, the faculty, and the trustees have placed their confidence as a suitable person to continue on the faculty until resignation or retirement. Tenure should not be seen as assurance of life-long employment or as personal privilege, but the opportunity for continued growth and service in the teaching office. Tenure is offered solely at the discretion of the Board of Trustees upon advice from the faculty, Dean of the Seminary, and President, and is not a position required to be granted as a matter of contract or right.

2.6.2 The standards for tenure are those for promotion to Associate Professor.

### **2.6.3 Procedures for Tenure and Promotion Decisions**

2.6.3.1 Promotion and tenure decisions are made by the Board of Trustees, in response to recommendations from the faculty, the Dean of the Seminary and the President. Such decisions build upon discussion and planning at two earlier points:

2.6.3.2 At the time of appointment, each new faculty member shall be given a copy of the *Faculty Manual* along with the initial contract and shall be expected to review carefully the policies and procedures for tenure and promotion. At this time the seminary shall indicate what is the appropriate degree for tenure in his/her discipline: a person will either possess the required degree or be able to complete it before a tenure decision is made.

2.6.3.3 All faculty on tenure track contracts shall participate in an annual evaluation involving self-assessment and review, directed by the Faculty Development and Review Committee. The Faculty Development and Review Committee shall negotiate goals with the faculty member, after discussion and consultation relating to institutional needs, the standards for promotion and tenure, and personal interests. Such goals shall be adapted to the specific roles and functions of each individual faculty member.

2.6.3.4 Faculty on tenure track contracts shall participate in a three-year pre-tenure review, as outlined in section 3.4.2.1.2 of the manual.

### **2.6.4 Tenure and Promotion Nomination**

2.6.4.1 A faculty member may be nominated for promotion or tenure by the Faculty Development and Review Committee, the Dean of the Seminary, or oneself. The following time limits shall apply:

2.6.4.2 Assistant Professor: An Instructor may be considered for promotion to Assistant Professor at any time that the person fulfills the requirements for Assistant Professor. If an Instructor has not been tenured by the sixth year, notice of termination of contract shall be given by October 15 of the sixth year.

2.6.4.3 Associate Professor/Tenure: An Assistant Professor shall normally be considered for tenure and promotion in the sixth year of service on the faculty. When appropriate, consideration may be given to years spent in similar teaching positions in other academic institutions. The Faculty Development and Review Committee, the Dean of the Seminary, or the candidate may request an earlier tenure review. Persons not granted tenure by the end of the six year period shall be given a one-year terminal contract.

2.6.4.4 Tenure for Associate or Full Professors: Faculty appointed to senior rank (Associate or above) without tenure may be considered for tenure in any year following their appointment. Persons not granted tenure by the end of six years shall be given a one year terminal contract.

2.6.4.5 Professor: Associate Professors may be considered for promotion to Professor after several years (normally four years) at the rank of Associate Professor. If promotion is not approved, the person may be considered again only after four years or with the approval of the Dean of the Seminary and the Faculty Development and Review Committee.

## 2.6.5 Procedures for Tenure and Promotion

2.6.5.1 Nominations for promotion or tenure shall be made by October 15.

2.6.5.2 Persons nominated shall submit to the Dean of the Seminary a self-assessment regarding the five Standards for determination of faculty rank, a current résumé, and any other information the candidate and Dean of the Seminary judge to be necessary.

2.6.5.3 The Dean of the Seminary shall meet with the candidate, review all of the materials, and indicate his/her recommendation to the person. The Dean of the Seminary shall submit all of these materials, including his/her recommendation, to the Faculty Development and Review Committee by December 1. At the request of the Dean of the Seminary, the candidate, or the committee, the President may appoint one or two additional members to the committee in order to give appropriate balance to the committee regarding race, gender, or discipline. Any members drawn from outside the faculty shall have voice and no vote.

2.6.5.4 The committee shall meet with the candidate, discussing the self-assessment, course evaluations, and general concerns. The committee will then submit the candidate's self-evaluation, CV, and selected publications for the review of outside readers in the appropriate academic field, three chosen from the list of suggestions provided by the candidate and three chosen by the committee. The committee also shall request evaluations from church and community leaders as well as students. All tenured faculty members will be invited to submit letters of evaluation as well.

2.6.5.5 The committee shall review the materials and make a recommendation to the tenured faculty by March 1. The candidate shall meet with the full faculty prior to the tenure vote. The Dean of the Seminary shall convey the recommendation of the tenured faculty, including his/her own recommendation, to the President.

2.6.5.6 The President shall present the recommendation to the Education and Student Life Committee of the Board of Trustees, along with his/her recommendation. The committee shall present a recommendation to the full Board at its April meeting for action. Decisions by the Board shall be final. If tenure is not granted by the end of the tenure track contract period (not to exceed six years), a one-year terminal contract shall be given to the candidate.

2.6.5.7 In no case shall tenure be granted solely as a consequence of the inadvertent expiration of the non-tenured period. In such a case the seminary will, at the earliest possible time convenient to the candidate and the seminary, proceed to conclusion under the procedures outlined above.

### **SECTION 3. DUTIES AND RESPONSIBILITIES**

**3.1 Duties of Regular Faculty:** Faculty are responsible for the development and implementation of the curricular programs in light of the Mission Statement of the seminary. Given the history and mission of the seminary, this responsibility must be exercised in a collegial way, within the faculty itself and in its relations with the Board, students, staff, alumni/ae, and churches.

3.1.1 Education: Faculty members are expected to continually advance their education. This involves formal and informal educational pursuits, as appropriate for the person's rank, credentials, goals, and the nature of the appointment.

3.1.2 Teaching: Each full-time faculty member shall perform the equivalent of 15 credit hours per year of course instruction and supervision in the Master's Program. Faculty also supervise up to five students in the D.Min. Program; other options may be negotiated with the Dean of the Seminary. Each faculty member also shall be expected to assume a fair share of the general responsibilities involved in the educational programs. These include such activities as advising, Comprehensive Vocational Reviews, recruitment interviews, doctoral examinations, worship leadership, and committee assignments. Each year the Dean of the Seminary shall develop a general plan for instructional assignments and general responsibilities, in consultation with each faculty member and program directors, to coordinate the needs of the educational programs with the professional work of each faculty member. This plan shall be published by the spring faculty workshop.

3.1.3 Scholarship: In its service to the church, the teaching office is based on scholarship that enhances the church's faith and practice as they serve the gospel in our own time. The seminary, therefore, affirms scholarship as an essential component of the teaching office. At Lancaster seminary, scholarship is defined as:

3.1.3.1 Active participation in scholarly debate and discussion, such as lectures, panels, reviews, articles and books. Faculty are encouraged to engage in any of these forms, keeping in mind the needs for continuity and balance. The final standard is quality of contribution.

3.1.3.2 Recognition by academic and ecclesial communities. The seminary values contributions to the academy and the church and recognizes that within both areas these contributions may take different forms.

3.1.3.3 The increase of knowledge and the ministries of the church. Since the teaching office is not an end in itself, but exists for the sake of the church and its mission, so scholarship aims to increase our understanding and enable our educational programs and the church to be faithful in our ministry to the world.

3.1.3.4 The application of this standard for scholarship requires continuous dialogue among faculty, academic officers, and Board, but especially among faculty. It is the intention of the reviews for tenure-track and tenured faculty to interpret and apply the standards to particular needs of the seminary and interests of individual faculty members. During the annual review of non-tenured faculty or the four-year review cycle, faculty are encouraged to propose plans and goals to the Dean of the Seminary and the Faculty Development and Review Committee, thereby allowing for mutual agreement regarding the fulfillment of this standard.

3.1.4 The seminary community: As those who bear primary responsibility for the curriculum, faculty are called to exercise leadership for all educational programs, to support and nurture one another, and to assist in the development of a community life based on worship, study, and mutual concern. This general expectation finds expression by participation in several specific areas: curriculum development and program supervision; faculty meetings and committees; seminary worship; general collegiality with faculty, students, and staff.

3.1.5. Ecclesial and wider communities: Faculty are expected to contribute to the life of the church and the world.

## **3.2 Schedule of the Academic Year**

3.2.1 In Term: The seminary curriculum and community life require that faculty and staff be available to students and one another. Faculty are on a 12-month contract and shall be available on campus to fulfill the duties outlined above during all of the official terms of the academic year. Those faculty wishing to be off campus for extended periods of time shall discuss such plans with the Dean of the Seminary in light of the individual's professional plans and the needs of the institution.

3.2.2. Summer: The seminary does not assign teaching duties during the summer, and faculty are expected to develop their own schedule for course preparation, study, and professional development, as well as vacation. Since certain programs require participation by some faculty over the summer months, all faculty are expected to make reasonable accommodations to meet the needs of Admissions interviewing, D.Min. students, and other constituents. The faculty may schedule its spring workshop after commencement and its fall workshop before the fall semester term. Faculty shall inform the Dean of the Seminary's office of a change in address during the summer or extended travel plans.

3.2.3 Outside Activities: Faculty members are permitted to accept responsibilities outside the seminary, such as speaking engagements, teaching appointments, interim pastorates, or consulting. The primary criteria for evaluating such proposed activities shall be the extent to which they may

detract from or hinder the exercise of one's normal responsibilities at the seminary, which must remain the faculty member's central priority. Secondary criteria shall be an assessment of time; for example, absence of more than two days while classes are in session or an assignment exceeding ten hours per week. All outside activities that involve extended absence from campus during terms or long term assignments (e.g., teaching at other institutions) shall be approved by the Dean of the Seminary prior to the acceptance of such commitments.

### **3.3 Support Services**

3.3.1 The seminary recognizes its responsibility to provide, to the best of its ability, support services which will enable faculty to achieve personal and institutional expectations outlined in this manual.

3.3.1.1 At the most fundamental level are the affirmation and support of the teaching office in the life of the seminary and the church. Any specific form of support must be seen as an expression of this continuing concern for faculty as members of the teaching office.

3.3.1.2 The Board of Trustees, through its Education and Student Life Committee, the Dean of the Seminary and the President, shall commit themselves to careful review of the total workload of faculty in relation to the mission of the seminary and the personal goals and welfare of the faculty.

3.3.1.3 The seminary shall provide, as space and budget permit, office space, the appropriate equipment (e.g., furniture, word processing, photo copying) and secretarial services to conduct the normal duties of faculty life.

#### **3.3.2 Travel to Professional Conferences and Meetings**

3.3.2.1 The seminary encourages faculty attendance at professional and ecclesial meetings for the enrichment of teaching, scholarship, and general representation of the seminary.

3.3.2.2 Faculty may request financial support for professional development from the Dean of the Seminary, who shall determine each year the best way to distribute the budgeted funds. All faculty members will be entitled to an equal amount of funding for expenses related to professional development.

3.3.2.3 Faculty shall inform the Dean of the Seminary of plans to attend meetings during the official terms of the academic year. They should indicate what arrangements have been made for classes and other duties while absent from campus.

3.3.3 Sabbaticals: The seminary offers a program of sabbatical leaves for the purpose of professional development and renewal. A sabbatical leave is not automatic and shall be granted by action of the faculty, Dean of the Seminary, President, and Board. It shall be the general policy of the seminary to encourage faculty to pursue study, research, and writing that represent personal and institutional interests. The seminary shall expect proposals to be specific and achievable.

3.3.3.1 Eligibility: Faculty are eligible for a sabbatical of half the academic year at full salary after three and one-half years of service. Such leaves shall normally be from September through

January or January through May. Changes from this schedule may be requested in the sabbatical proposal. Faculty may propose a one-year sabbatical leave at half salary after six years of service. Faculty within four years of retirement shall not be granted sabbatical leave. Faculty requesting a sabbatical leave shall commit to one year of service after the sabbatical or shall repay a prorated share of salary received during the sabbatical.

3.3.3.2 The Dean of the Seminary and Faculty Development and Review Committee shall consult with faculty and determine a general schedule for sabbatical leaves, since it is not advisable to have more than two persons on leave at one time. If a faculty member is asked to postpone a sabbatical because of problems with the sabbatical schedule, that faculty member's next sabbatical will be calculated from the time that the faculty member had originally been eligible for a sabbatical. Conversely, if a faculty member is asked to take a sabbatical earlier than entitled to, that faculty member's next sabbatical shall be calculated from the time that the sabbatical is actually taken. Otherwise, it shall not be possible to accrue years of service in order to take longer or more frequent leaves than that stated in this policy.

3.3.3.3 Application Procedures: These procedures are established to facilitate planning by faculty seeking sabbatical leaves and the entire seminary community as it develops curricular and staffing plans for the next academic year. The procedures call for completion of the approval process one year prior to the actual sabbatical; it is understood that faculty may make revisions in proposals after that time.

3.3.3.4 Planning for a sabbatical begins with the faculty evaluation process, wherein faculty set goals in light of professional and institutional needs.

3.3.3.5 On a schedule set by the Faculty Development and Review Committee, the faculty member shall submit a proposal to the Dean of the Seminary and Faculty Development and Review Committee, stating plans, goals, a timetable for achievement, and a proposal for sharing the fruits of the sabbatical with the seminary community.

3.3.3.6 After consultation with the Faculty Development and Review Committee, the committee shall recommend action to the full faculty. If the proposal is approved, the President shall transmit the recommendation, with his/her own recommendation, to the Education and Student Life Committee on behalf of the Dean of the Seminary and faculty. The Board of Trustees shall take final action. After the approval by the Board, any revisions in the proposal by the faculty member shall be approved by the Faculty Development and Review Committee.

3.3.3.7 In planning for a sabbatical, the Dean of the Seminary shall make every effort to avoid increased teaching loads immediately before or after the proposed leave within the constraints of available personnel and resources.

3.3.3.8 Faculty returning from sabbatical leaves shall submit a report to the Faculty Development and Review Committee early in the next semester. If the report is acceptable to the committee, it is then shared with the full faculty, the President, and the Education and Student Life Committee of the Board. The Dean of the Seminary and the Faculty Development and Review Committee shall determine, in consultation with the faculty member and in light of the original sabbatical proposal, the appropriate way to share the fruits of the leave with the seminary community.

### 3.4 Evaluation

3.4.1 In a collegial setting one of the most essential forms of support is timely and comprehensive evaluation. Such assessment, which includes self-assessment and review by one's peers and students, allows the individual to receive counsel and direction from others and set plans for professional development. The regular evaluation of faculty corresponds to that of administrative staff and the five- and ten-year reviews of the seminary. In all of these processes the seminary affirms its membership in the community of theological education. The Faculty Development and Review Committee shall determine the schedule of evaluations for each year. The Dean of the Seminary shall appoint a temporary replacement whenever a member of the committee is being reviewed.

3.4.2 At the end of each academic year, all faculty submit to the Dean of the Seminary a brief self-assessment, outlining their work in the five areas of faculty responsibility. The Dean of the Seminary meets with the faculty member, following the procedures outlined in Appendix I. A brief written report of the meeting is signed by both parties and included in the faculty member's review file. The faculty member's annual self-assessment (not the Dean's report) becomes part of the review process, as outlined below.

3.4.3 Faculty also follow a review cycle depending on type of contract.

3.4.3.1 In addition to the annual review of the Dean of the Seminary, faculty on tenure track contracts also undertake an annual review of the Dean of the Seminary with the Faculty Development and Review Committee. This review process shall involve a self-assessment from the individual and cover all five standards as outlined in the section on promotion and tenure. The Dean of the Seminary and Faculty Development and Review Committee shall also consult student evaluations from classes taught by the faculty member. The goal of these annual reviews shall be the development of clearly stated goals regarding promotion and tenure.

3.4.3.1.1 After three years of employment at the seminary, faculty on tenure-track contracts shall also participate in a pre-tenure review. The primary goal of this is to extend the evaluation process beyond the committee level and to insure that the faculty member has sufficient feedback from the faculty as a whole. After meeting with the candidate, the Faculty Review and Development Committee will submit to the tenured faculty in writing its own assessment of the person's performance in the five areas of evaluation. The committee will then convene a discussion between the candidate and the tenured faculty; gather feedback of the tenured faculty in closed session; and then discuss any pertinent issues with the candidate. The written report of the outcome of the three-year review will serve as the faculty's recommendation to the President and Dean of the Seminary regarding the extension of the initial three-year contract.

3.4.3.2 Faculty on tenured contracts, in addition to participating in an annual review with the Dean of the Seminary shall be on a four-year cycle of review and planning, which will normally include plans for a sabbatical. The general schedule will be as follows:

<u>Year</u>	<u>Activity</u>
1	Sabbatical report following the last sabbatical
2	

- 3 Major review, including sabbatical proposal
- 4 Half-year sabbatical

3.4.3.3 The purpose of the Major Review is two-fold: to help faculty evaluate present effectiveness in the five areas of evaluation and to consider how the faculty's up-coming sabbatical relates to short and long-term goals. In the purpose of this review, the faculty presents to the Faculty Development and Review Committee a written self-evaluation of performance, reflecting consideration of annual reviews since the last sabbatical, as well as a sabbatical proposal. Guidelines for the Major Review are the same as those of the Annual Review (found in Appendix H), though they cover a longer period of time. Between major reviews, annual reviews with Dean of the Seminary will evaluate the faculty member's development.

### **3.5 Faculty Organization and Governance**

#### **3.5.1 Faculty Organization**

##### **3.5.1.1 Faculty Meetings:**

3.5.1.1.1 A "Faculty Meeting" convenes the regular faculty and relevant administrative officers and invites adjunct faculty to conduct all business related to the development and supervision of the academic programs; the nurture of common life among faculty, students, and staff; the receiving of reports regarding aspects of the seminary life; or the care of the general welfare of the educational programs. Such meetings should take place monthly during the academic year and may be called by the President, the Dean of the Seminary, or any three faculty members.

3.5.1.1.2 The agenda and materials shall be prepared by the Dean of the Seminary's office, and in normal circumstances, distributed two days before the meeting. These materials and the minutes shall become the permanent records of the meetings and shall be shared with the Chairperson of the Board and the Chairperson of the Education and Student Life Committee of the Board.

3.5.1.1.3 All regular faculty shall be expected to attend; adjunct faculty may attend. The Dean of the Seminary or President may invite administrative officers to attend with voice but without vote. The faculty shall conduct its business by consensus rule, seeking unanimity on all decisions. When this cannot be achieved, a vote shall be taken with the majority ruling. The faculty may elect a secretary or choose to assign this responsibility to a different person at each meeting. The meetings shall be chaired by the President, who may delegate this responsibility to the Dean of the Seminary.

3.5.1.1.4 In accordance with FERPA guidelines, attendance at faculty meetings at which student reviews are conducted will be limited to personnel with direct responsibility for the formation of students.

#### **3.5.2 Committees**

3.5.2.1 Each year the Dean of the Seminary shall recommend the committees and membership for the organization of the faculty, to be appointed by the President. They shall include (but are

not necessarily limited to) a Faculty Development and Review Committee and committees to supervise, review, and develop policies for the various degree and non-degree programs of the seminary. Committees supervising programs shall include seminarian members, appropriately elected or appointed from the relevant seminary constituency; committees related to campus life may include faculty, students, staff, and administrators.

3.5.2.2 The Faculty Development and Review Committee shall:

3.5.2.2.1 recommend to the faculty policies and procedures regarding faculty personnel matters, including the manual;

3.5.2.2.2 act as the review committee for faculty evaluations; and

3.5.2.2.3 act as the review committee of the faculty for promotion, tenure, and sabbatical recommendations. The committee shall be chaired by a faculty member and shall consist of the Dean of the Seminary and two faculty, including a non-tenured person if possible. The Dean of the Seminary shall appoint a temporary replacement for any member under consideration for promotion or tenure.

3.5.3 Grievance Procedures

3.5.3.1 In accordance with its mission and commitment to a common life, the seminary seeks to resolve grievances in a direct, fair and collegial manner. These procedures are intended to supplement, where appropriate, already existing policies for resolution of differences (cf. Sec. 9, 9.5 of *Student Handbook*).

3.5.3.2 If a member of the faculty feels aggrieved in a matter of personnel policy or governance, the issue should first be discussed informally with the administrator most directly responsible for the area in question. If a satisfactory resolution cannot be reached, the matter may be referred in writing to the Dean of the Seminary or, if appropriate, to the President who shall convene a meeting with the aggrieved and the person(s) involved.

3.5.3.3 If the matter cannot be resolved by these procedures, the issue may be referred by either party to the Faculty Development and Review Committee. In cases where a decision of the Faculty Development and Review Committee is at issue, the President shall appoint a three-person committee from the faculty to consider the matter. The faculty committee shall make a recommendation to the President for action.

3.5.3.4 The aggrieved may appeal the action of the President to the Education and Student Life Committee of the Board of Trustees. The action of this committee shall be final.

3.5.3.5 At meetings of the Faculty Development and Review Committee or the Board committee, written minutes and/or tape recordings are to be kept of all sessions involved in the grievance procedure. Legal representation may be present for either party at this stage in the process. If one party elects to be represented by legal counsel, the other party must be informed prior to the meeting.

### 3.5.4 Dismissal of Faculty (tenure track, tenured, and term)

3.5.4.1 When there are serious deficiencies in the performance of academic responsibilities, including questions of competence and ethical conduct, the welfare of the seminary and faculty, the integrity of the seminary's values, and the welfare of the community may necessitate the initiation of dismissal proceedings. Ethical standards include, but are not limited to, guidelines provided in the *Employee Handbook* and in the Policy for Consensual, Amorous Relationships between Faculty and Students (Appendix F).

3.5.4.2 The Dean of the Seminary shall meet with the faculty member to review the specific nature of the problem and seek to resolve the matter in a way that is acceptable to the faculty member and the seminary. When this is not possible and/or the matter involves conduct inappropriate to the teaching office, unsatisfactory performance, or the inability to perform required duties, the Dean of the Seminary shall refer the matter to the Faculty Development and Review Committee.

3.5.4.3 The Faculty Development and Review Committee shall meet with the Dean of the Seminary and the faculty member to conduct a thorough review of the specific problem(s). In such hearings the Dean of the Seminary shall not participate in the vote in the Faculty Development and Review Committee process. The committee shall make a recommendation to the President for action.

3.5.4.4 The faculty member may appeal the action of the President to the Education and Student Life Committee of the Board of Trustees. Such appeal shall be within two weeks of notification by the President. The Education and Student Life Committee shall conduct a thorough and impartial review of all pertinent matters. The decision of the committee shall be final.

3.5.4.5 The hearings by the Faculty Development and Review Committee and the Board Education and Student Life Committee shall include: a written record or tape recording of the hearings; opportunity for either party to be represented by counsel; and the avoidance of public statements by all parties before and during the period of hearings. If one party elects to be represented by legal counsel, the other party must be informed prior to the meeting.

3.5.4.6 A faculty member involved in such hearings for dismissal shall continue to work while the proceedings are in process, unless immediate harm to self or others is threatened by the continuance. If a suspension is deemed appropriate by the President, this shall be with pay. If the final action is for dismissal, the seminary shall consider the appropriateness of severance pay, not to exceed six months.

### 3.5.5 Policy for a Faculty Grievance against a Student (See Appendix J)

## **SECTION 4: SALARY, BENEFITS, LEAVES, AND RETIREMENT**

### **4.1 Salary**

4.1.1 A faculty member's salary at time of appointment shall be set by the President, upon recommendation of the Dean of the Seminary, in light of the existing salary ranges for each rank.

4.1.2 Each year the President shall recommend to the Personnel Committee of the Board, in conjunction with the budget planning process, a proposal for salaries. The specific salary adjustments for individual faculty shall be made by the President, upon recommendation of the Dean of the Seminary. The President shall report to the faculty regarding the general budget planning process and the method of salary administration. Salary ranges for academic ranks are available upon request from the President's office.

4.1.3 The academic year corresponds to the fiscal year (July 1 - June 30). Annual salaries are paid in twelve installments beginning in July.

### **4.2 Benefits**

4.2.1 The seminary provides certain benefits to faculty, such as participation in a retirement plan, a health plan, and Social Security (for non-ordained personnel only). These benefits are determined for each academic year by the Board of Trustees, upon recommendation from the President, and are subject to modification or change. The President shall report to the faculty any proposals for change during the budget planning process.

4.2.2 Tuition Remission: Immediate family members (spouse and children) of full-time regular faculty are eligible for tuition remission at the seminary, provided they qualify for admission and are admitted through the regular admission procedures. Spouses and partners of regular faculty also may audit courses without charge. Family members of half-time regular faculty are eligible for a 50% reduction in tuition and fees. This benefit shall not apply to adjunct faculty.

4.2.3 Other benefits outlined in the *Employee Handbook*.

### **4.3 Leaves of Absence**

4.3.1 A faculty member or the Dean of the Seminary may request a leave of absence due to faculty's inability to fulfill his/her responsibilities at the seminary. The President, exercising sole and final discretion, may grant a leave of absence. Such leaves may pertain to the care of children, spouse or domestic partner. During such a leave the faculty member shall receive full salary and benefit and shall continue to accrue seniority for all purposes. No paid leave of absence (with the exception of medical leaves) shall extend beyond three months without the approval of the Personnel Committee of the Board of Trustees.

4.3.2 A faculty member may request of the Dean of the Seminary an unpaid leave of absence for a period not to exceed one academic year. During an unpaid leave of absence, the seminary continues its existing health care coverage for the faculty member, but not pension. During this time, the faculty do not continue to accrue seniority for other purposes, such as sabbatical leaves, nor shall such leaves

be counted toward the years of service for non-tenured faculty. Such leaves may be approved by the President, after consultation with the chairperson of the Board of Trustees.

4.3.3 Short-term Disability Leave: Faculty unable to continue in the performance of duties because of disability or illness shall receive full salary and benefits on the basis of one month for each full year of service, not to exceed six months.

4.3.3.1 The Dean of the Seminary shall have responsibility for assigning the starting date for short-term disability leave, whether such date is in the future or has already occurred. Within the first two weeks of such leave, the faculty member shall submit a physician's report. The Dean of the Seminary may periodically request further medical reports.

4.3.3.2 If the faculty member is unable to resume duties at the end of the leave, the Dean of the Seminary, in consultation with the President, shall seek to resolve the matter with the faculty member or recommend release.

#### **4.4 Retirement**

4.4.1 Faculty are expected to inform the Dean of the Seminary of their plans to retire at least one year prior to the retirement date.

### **SECTION 5: MANUAL REVISION**

**5.1 Manual Revisions:** Proposals for revision of the faculty manual may be submitted to the Faculty Development and Review Committee by any member of the Board, faculty, or Administration. The committee shall consider such proposals and, when appropriate, make a recommendation to the faculty for action. The Dean of the Seminary shall report such action to the Education and Student Life Committee, which shall, when appropriate, make a recommendation to the Board of Trustees for final action.

## SECTION 6: APPENDICES

### APPENDIX A: ACADEMIC FREEDOM

#### 1. Statement on Academic Freedom

The seminary recognizes academic freedom as a necessity for sound education. Therefore, Faculty members shall be both guided and protected by the Statement on Academic Freedom adopted by the Board of Trustees and the Statement on Academic Freedom adopted by the Board of Trustees and the Statement on Academic Freedom of the Association of Theological Schools, which has been approved by the Board of Trustees.

Statement on Academic Freedom  
of the Board of Trustees of  
Lancaster Theological Seminary

The freedom to preach and teach the Gospel has been one of the salient points of the Reformed Church. Lancaster Theological seminary was founded in that tradition. It had its freedom of the pulpit and the professorial chair firmly established for it by the reformers of the sixteenth century and the church that established it in the nineteenth century.

Academic freedom at Lancaster Theological seminary is rooted in the freedom to preach, teach and apply the Gospel and is to be understood in terms of the charter, constitution, by-laws and purpose statement of the seminary and of the denomination with which it is affiliated. The Board of Trustees and the officers of the seminary have responsibility for the support and protection of the freedom of the pulpit and the professorial chair.

The Statement on Academic Freedom  
Association of Theological Schools

#### The Roots of Freedom

Freedom has been affirmed, developed, and safeguarded by many persons and groups concerned with justice, with due process, and with commitment to free inquiry. In many lands, the protection of the rights of citizens and groups is provided for in the constitutions, in legal precedents and practices, and in the charters and by-laws of educational and other institutions.

There also are vital religious roots of freedom. Israel's prophets insisted upon speaking the truth of God despite the opposition of those in authority. The early Christians insisted that they were required to obey God rather than [human authority]...Freedom, as viewed by Jew or Christian, is as much a gift of God as is life itself.

Recognizing that there are various theological approaches to freedom, theological schools acknowledge that they share a common concern for realizing the highest possible standards of freedom in all institutions of education. Theological schools also acknowledge that the grounds for their understanding of freedom, and thus of academic freedom, need to be stated clearly and adhered to.

The following are fundamental to a Jewish and Christian view of academic freedom:

1. Both Jewish theology and Christian theology direct all thought and life toward God, the source of truth, the judge of all human thoughts, and the ultimate end of all theological inquiry.
2. The freedom of the person on faith always involves a commensurate responsibility toward God and neighbor. It is never the freedom merely to be left alone or to ignore basic obligations.
3. Freedom has specific import in the context of a religious confession of faith. Theological schools may acknowledge specific confessional adherence as laid down in the charters and constitutions of the schools. A concept of freedom appropriate to theological schools will respect this confessional loyalty, both in the institutions and among their individual members. At the same time, no confessional standard obviates the requirement for responsible liberty of conscience in the Jewish or the Christian community or the practice of the highest ideals of academic freedom.
4. While freedom must ultimately be realized through the spirit and the loyalties of men and women, it must take form and be protected through concrete standards of institutional practice. Every statement of such standards moves somewhat in the sphere of law and regulation. The effectiveness of such stated principles depends, finally, upon the dedication within the theological school to a genuine concern for liberty of mind and spirit in theological teaching.

### Principles of Academic Freedom

#### 1. Freedom of Teaching and Research

- a. Central to the vocation of the theological school and to its faculty members and students in the inquiry for truth. This inquiry is both a communal and an individual vocation.
- b. In pursuit of the inquiry for truth, a theological school which has a confessional or doctrinal standard may expect that its faculty subscribe to that standard; and the requirement for such subscription should be mutually understood at the time of their affiliation with the institution. The question of a faculty member's adherence to the standard may be opened according to specified procedures.

Any challenge to the confessional or doctrinal regularity of a faculty member should be subject to open hearing before the faculty member's colleagues and before the governing Board of the school after consultation with students.

When controversy arises within a religious body concerning the understanding of its confessional or doctrinal standards, the governing body of the school which subscribes to such standards should provide its faculty members with all appropriate procedural safeguards for the protection of their academic freedom.

- c. Faculty members should be free to teach, carry on research, and publish, subject to adequate performance of their academic duties as agreed upon with the school

- d. Teachers should have freedom in the classroom to discuss the subjects in which they have competence and may claim to be specialists without harassment or limitations<sup>1</sup>
- e. Teachers should be free to express and act upon their conscientious convictions as individual citizens, although they should realize that there is the tacit representation of their institution in whatever is said.<sup>2</sup>
- f. Faculty members should take care lest they violate each other's academic freedom by covert interference with their colleague's work or through bypassing the orderly processes of full faculty discussion of curriculum, appointments, and other basic matters.<sup>3</sup>

In questions involving academic freedom, the grievance procedures described in this manual are to be followed.

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<sup>1</sup> "As a member of his [sic] institution, the professor seeks above all to be an effective teacher and scholar. Although he [sic] observes the stated regulations of the institution, provided they do not contravene academic freedom, he [sic] maintains his [sic] right to criticize and seek revision." AAUP Statement on Professional Ethics, 1966, IV.

<sup>2</sup> "As a member of his [sic] community, the professor has the rights and obligations of any citizen. He [sic] measures the urgency of these obligations in the light of his [sic] responsibilities to his [sic] subject, to his [sic] student, to the profession, and to his [sic] institution. When he [sic] speaks or acts as a private person, he [sic] avoids creating the impression that he [sic] speaks or acts for his [sic] college or university. As a citizen engaged in a profession that depends upon freedom for its health and integrity, the professor has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom." AAUP Statement on Professional Ethics, 1966, V.

<sup>3</sup> Regarding the academic freedom of students, see the ATS policy statement "Termination of Student Tenure." ATS Bulletin 32, Part 5, 1976, p. 36. "Joint Statement on Rights and Freedoms of Students," AAUP Bulletin, Summer 1968, pp. 258-261.

## **APPENDIX B: SABBATICAL PROPOSAL FORM**

**Purpose:** In the Sabbatical Proposal, a faculty member offers to peers an opportunity to review; help shape and learn from a specific project of scholarly research; and submits that project to the Board of Trustees for approval. In drafting a proposal the writer should keep in mind the two audiences of the proposal.

**Deadlines:** Proposals for fall sabbaticals are due October 1 of the year preceding the sabbatical. Proposals for spring sabbaticals are due February 1 of the year preceding. (Proposals should be sent to the Faculty Development and Review Committee).

1. Please list a brief (one or two-sentence) statement of the primary focus of the project:

2. Please list the proposed dates: \_\_\_\_\_

3. Please list a narrative statement of vocation and professional goals and interests, which provides the context for the particular project:

4. Please list a narrative description of the project proposal, including objective(s), strategies, resources required, location, calendar:

5. Please list the significance of the work; its contribution to specific worlds of discourse (academy, church, etc.).

## **APPENDIX C: GUIDELINES FOR ANNUAL REVIEWS AND MAJOR REVIEWS**

### **Education**

In this context “education” generally refers to those things that have contributed to your continuing education during the year and your plans for continuing your education.

#### **Assessment**

**Long range goals (3-5 years)**

**Objectives for the current year**

### **Teaching**

Include responses to your course evaluations. These are on file in the 's Office.

#### **Assessment**

**Long range goals (3-5 years)**

**Objectives for the current year**

### **Scholarship**

Includes writing projects and involvement in scholarly professional guilds.

#### **Assessment**

**Long range goals (3-5 years)**

**Objectives for the current year**

### **Seminary Community**

Your contributions to the life of the seminary: such as committee work, advising, CVRs, special projects, etc.

#### **Assessment**

**Long range goals (3-5 years)**

**Objectives for the current year**

### **Ecclesiastical Community**

Involvement in, and contributions to, the local, judicatory denominational and/or ecumenical church and church-related organizations.

#### **Assessment**

**Long range goals (3-5 years)**

**Objectives for the current year**

### **Summary**

Here you may sum up what has gone before, as well as add any personal issues or concerns that are not covered under the previous categories.

## **APPENDIX D: PROCEDURES FOR ANNUAL FACULTY REVIEW SESSIONS**

According to the faculty manual, tenured faculty members are required to do an annual review with the Dean of the Seminary. In preparation for the review session, faculty members are expected to do a self-assessment in accordance with the outline found in **APPENDIX H: GUIDELINES FOR ANNUAL REVIEWS AND MAJOR REVIEWS**.

The review session works with the assumption that both the Dean and the faculty member have reviewed all of the material. The session is intended to be a discussion and check-in on how the faculty is addressing the five areas of responsibility and their goals and objectives for each of those areas. The session is also an opportunity to discuss any particular needs of the faculty member that could be met by the seminary.

As per the faculty manual, the faculty member's self-assessments should become part of their major review every four years with the Faculty Development and Review Committee. The faculty member is responsible for including the annual reviews with their major review documents.

The report form below is to be filled out during the session and is for the faculty member and dean only. Both will hold a copy of the report. The dean will keep these annual review forms in the faculty files in the dean's office.

Typically, the session will be scheduled for one hour.

### **Outline of the Session**

- ❖ Opening prayer by the dean
- ❖ Affirmations of faculty members gifts and contributions
- ❖ Comments from the faculty member
- ❖ Comments from the dean
- ❖ Discussion about the faculty member's goals and progress with the objectives
- ❖ Review of the faculty's load for the next one to three years
- ❖ Adjournment

## Faculty Annual Review Form

Name of Faculty Member: \_\_\_\_\_

Name of the Dean: \_\_\_\_\_

Date of Review Session: \_\_\_\_\_

### Courses Taught in the Previous Year

August \_\_\_\_\_

Fall \_\_\_\_\_

January \_\_\_\_\_

Spring \_\_\_\_\_

May \_\_\_\_\_

### Affirmations of Faculty Gifts and Contributions

### Any Course of Action Agreed Upon Mutually

**Other Comments**

\_\_\_\_\_  
Signature of Faculty Member

\_\_\_\_\_  
Signature of the Dean of the Seminary

## **APPENDIX E: POLICY FOR A FACULTY GRIEVANCE AGAINST A STUDENT**

A faculty member who believes that s/he has been treated unfairly by a student should attempt to resolve the issue directly. If such attempts are not successful, the faculty member is encouraged to seek a resolution to the problem.

1. The aggrieved faculty member shall communicate his/her concerns to the Dean of the Seminary verbally and in writing. The Dean of Students and advisor will also be informed of this concern. The Dean of the Seminary will consult with the faculty member and discern whether a face-to-face conversation between the parties is safe and/or appropriate. If such a meeting is not deemed appropriate, the resolution of the matter will be determined by the Dean of the Seminary after consultation with the Dean of Students and advisor.
2. If the Dean of the Seminary endorses a faculty-student meeting, the faculty member will request a time to meet in person with the student. In this meeting, both the faculty member and the student will identify specific concerns and agree to a concrete action plan for addressing them. This action plan will be signed by both parties and forwarded to the Dean of the Seminary. Both parties are expected to report this positive outcome to anyone with whom the original concerns were discussed.
3. If the faculty member and student cannot agree on an action plan and/or if the concerns are not resolved in the designated time frame, the faculty member will ask the Dean of the Seminary to convene a meeting of the faculty member, student, advisor, and Dean of Students. The student may also invite a peer to attend this meeting. At the conclusion of this meeting, the Dean of the Seminary will determine the appropriate next steps.
4. If either the faculty member or the student chooses to appeal the decision of the Dean of the Seminary, s/he shall within two (2) weeks prepare a formal letter of appeal to the President of the seminary, who holds final institutional authority in this matter. The President has two (2) weeks in which to render and communicate a decision to all parties.
5. If at any stage in this process the faculty member feels physically threatened by a student, s/he may request that the Dean of the Seminary remove the student from class. The Dean of the Seminary will address any need for educational alternatives and/or disciplinary action.

## APPENDIX F: POLICY ON CONSENSUAL,<sup>a</sup> AMOROUS RELATIONSHIPS AMONG FACULTY AND STUDENTS

### DEFINITIONS

**Consensual relationship:** amorous (sexual or non-sexual) relationship to which both parties have given their consent. Unsolicited and unwelcome advances of a sexual or romantic nature may violate the Seminary's discriminatory harassment policy.

**Faculty:** any person defined as "faculty" in the handbook, including regular tenured or non-tenured faculty, adjunct, part-time, or contractual.

**Student:** as used in this policy, the term refers to currently enrolled individuals who are taking courses at or pursuing degrees from, the Seminary.

### TERMS OF CONSENSUAL RELATIONSHIPS POLICY

Lancaster Theological Seminary ("Seminary" or "Lancaster") is characterized by its richly diverse and dynamic community, which seeks to promote a sense of community and collegiality between and among students, faculty and employees. The Seminary is committed to developing within the context of community the spiritual and intellectual depth of individuals of all gender/sexual identities and expression.

At its core, the relationship between students and faculty must be one of respect, fairness, and trustworthy bonds. Students must be confident that faculty members are supportive, just and committed to the academic and personal development of all students in the community.

Consensual amorous relationships between faculty and students carry great potential to undermine these relationships of trust, hamper the Seminary's fundamental focus and mission, and disrupt the Seminary community and its learning environment. Such relationships may also give rise to claims of sexual harassment, discrimination, conflicts of interest, favoritism, and unprofessional and/or unethical conduct.

Power differentials are inherent in student-faculty relationships, and it makes healthy relationships and mutuality difficult to achieve. While both parties are always responsible for a relationship, the person with the most institutional power has the responsibility to maintain appropriate professionalism and boundaries.

Consensual amorous relationships are particularly perilous when the faculty member exercises a direct supervisory role over a student with whom he or she is romantically or sexually involved. Moreover, Lancaster Seminary has a small faculty, and its curriculum specifies required courses, typically taught by specified members of its faculty. Further, Lancaster is a small community and faculty and many students live in close proximity to one another. For these reasons, the Seminary is especially mindful that faculty members are in a position to impact a student's vocational, academic, professional and personal development; moreover, students are in close proximity to the professional and personal lives of faculty.

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<sup>a</sup> We recognize that a consensual amorous relationship between a faculty member and student can be contested given that mutuality and equality are difficult to maintain and/or assess when there is power difference.

**Therefore, Lancaster Seminary prohibits consensual, amorous relationships between faculty and students.**

Consensual amorous relationships may indeed have positive aspects, heightening mutually supportive relationships between two persons. They may, however, end in destructive ways. On occasion, the termination of such relationships may evoke acrimony and rancor. These emotions may negatively affect the student and/or the faculty member and disrupt the community. Thus, this policy is designed to promote the treatment of each member of the Seminary with dignity and respect, and to eliminate the possibility of negative repercussions.

If, contrary to policy, a consensual amorous relationship exists or develops between a faculty member and student, both the faculty member and student are required to disclose the nature of the relationship to a designated member of the administration (i.e., the President, the Dean of the Seminary, or the dean of students).

The President and Dean of the Seminary are responsible for deciding the consequences for violating this policy on consensual, amorous relationships. Immediately upon the disclosure or discovery that a faculty member engaged in such a relationship with a student, he or she will be prohibited from any direct or indirect supervisory role vis-à-vis the student. In all such deliberations, administrators will proceed in a confidential, sensitive, and judicious manner, seeking the wellbeing of all involved.

Should a charge be made to a designated member of the administration that this policy has been or is being violated, he or she will investigate the charge and determine how to address any violation. They will then determine whether to initiate processes in the Student Handbook or the Faculty Manual (as relevant) to sanction the student and/or faculty member.

**Consensual Amorous Relationships with Colleagues**

Because amorous relations between administrators or faculty members and other faculty members or support staff whom they supervise may create the appearance of a conflict of interest, administrators and faculty members are advised against participating in amorous relationships with those whom they supervise. Similarly faculty members should avoid situations requiring them to supervise those with whom they currently have an amorous relationship. Whenever such a situation arises or is foreseen, the faculty member shall report the situation promptly and seek advice from an appropriate administrative officer, who should take steps to insure unbiased supervision or evaluation of the person supervised.

**APPENDIX G: OTHER POLICIES**

Other policies, relating to sexual harassment, sexual assault, Americans with Disabilities Act, Equal Employment Opportunity, Drug-Free Workplace policy, computing, appropriate use of e-mail, use of Oleoresin Capsicum (OC) Aerosol Spray, health and retirement benefits programs, holidays, vacations, general leaves of absence, other benefits, parking, etc are included in the current Employee Handbook, available in the Business Office.

**APPENDIX H: LIST OF APPROPRIATE DOCUMENTS RELATING TO THIS MANUAL**

This manual is one of several documents which describe the mission and policies of Lancaster Theological Seminary. Other relevant documents are:

1. the Board of Trustees Constitution and By-laws;
2. the 1982 and 1990 Mission Statements

3. the *Employee Handbook*
4. the *Student Handbook*