



FACULTY HANDBOOK

TURNER THEOLOGICAL SEMINARY

2024-2025

Turner Theological Seminary
702 Martin Luther King Jr. Dr. SW,
Atlanta, GA 30314
(404) 527-0080
www.turnerseminary.org



General Statement of Principles Governing the Faculty

The content of this Faculty Handbook is superseded by the Bylaws of Turner Theological Seminary (TTS), revised October 2023. The contents here also include all previous revisions.

1. The Faculty Handbook represents the reciprocal responsibilities and roles between TTS and the faculty. This Handbook is the basis of the contractual agreement between the Seminary and the Faculty. It will be reviewed under provisions stated in §1.8.D to keep the Handbook current.

2. Any additions, deletions, or amendments to parts of this Handbook made at the time of review or at any other time may be initiated by faculty or administration for review before going to the Board of Trustees. Once voted on and approved by the Board of Trustees, all changes will be published and disseminated to the faculty.

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Welcome **Message**

Turner Theological Seminary remains committed to its motto, "For a Prepared Ministry," in keeping with its founders' goal of being "an institution for the preparation of training for every department of Christian work." Henry McNeal Turner's vast history and impact emphasize his capacity to prepare clergy and laypeople for an ever-changing theological terrain. TTS encourages students to live a bold, Christ-centered, influential life. Along with academic excellence, our commitment to preparing you to excel in mind and soul distinguishes us from others. Our students, professors, and administration all have a common goal: to make a major difference in the world. That is the T.U.R.N.E.R. difference. We welcome you to come see for yourself.

- Ammie Davis, M.Div., MBA, Ph.D.

President

Dr. Ammie L. Davis is a native of Hattiesburg, Mississippi, with an enthusiastic, innovative, and holistic approach to the Worship Experience, community outreach, and pastoral care for God's people. Dr. Davis is an Itinerant Elder in the African Methodist Episcopal (AME) Church and a member of the Atlanta North Annual Conference of the Sixth Episcopal District of the AME Church. Dr. Davis is the Eighth President of Turner Theological Seminary, Atlanta, Georgia, former Connectional First Vice President of AME/Women in Ministry (WIM), and a member of the Commission on Chaplains of the AME Church. Dr. Davis is the first woman and Navy Chaplain to serve as President.





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About **Turner**

Turner Theological Seminary is in the process of becoming an applicant for accreditation with the Transnational Association of Christian Colleges and Schools (TRACS) to award master and certificate degrees. Contact TRACS at 15935 Forest Road Forest, Virginia 24551, or call (434) 525-9539.

All policies, requirements, processes, and general information included in this catalog are official for the 2024-2025 academic years. Following sound educational and fiscal practices, Turner Theological Seminary reserves the right to change any policies, regulations, procedures, and fees. TTS will notify impacted parties of changes. The most current and comprehensive information regarding the institution's academic and non-degree programs, faculty, staff, campus settings, location, resources, facilities, and student services is available on the Turner Theological Seminary website at www.turnerseminary.org.

Turner Theological Seminary does not discriminate among applicants to, or participants in, its degree programs based on gender, sexual orientation, race, religion, ethnicity, national origin, or physical disability.

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”

*Worship God
Wholeheartedly.
Teach God’s Word
Effectively.
Reach Out to Others
Creatively.
Encourage Others
Continually.*

- President Ammie L. Davis



Vision & **Mission**

Our Mission

Turner Theological Seminary (TTS) is African Methodist Episcopal in origin and affiliation and multid denominational in spirit. TTS prepares men and women for ecclesial leadership in the African-American tradition of theological reflection, liberation, evangelism, justice, and reconciliation to transform a diverse community of learners into future global leaders who impact the church and the world.

Our Vision

Turner Theological Seminary (TTS) is to be the seminary of choice for people who desire to pursue excellence through theological perspectives with an emphasis on social justice as a transformational seminary in the world.

Our Motto

Turner Theological Seminary remains committed to its motto “**For a Prepared Ministry**” in keeping with the aim of its founders to be an institution for the preparation of men and women for every aspect of Christian Education.



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Our **Faith Statement**

Turner Theological Seminary (TTS) hereby affirms its historical affiliation with the African Methodist Episcopal Church (AME). In fulfillment of its mission as an institution of higher education, steeped in the foundational beliefs of The AME Church, Turner Theological Seminary is committed to the motto of “God Our Father, Christ Our Redeemer, the Holy Spirit Our Comforter, Humankind, Our Family.



Academic Calendar

The academic calendar is the responsibility of the Office of the Provost (CAO), and it is maintained and disseminated by the Office of the Registrar.

Fall 2024

Registration Begins	June 7
Early Term	Aug. 9-13
Faculty Workshop	Aug. 17-18
New Students Orientation/Registration	Aug. 19
Returning Students/Registration	Aug. 20
Classes Begin	Aug. 23
Drop/Add Period ends on Aug 28 at 11:59 PM	Aug. 23-28
Withdrawal period with 'W' Begins	Aug. 30
Labor Day Holiday	Sept. 6
Connection Week 1	Sept. 13-17
Fall Convocation	Sept. 14
TTS Board Meets	Oct. 7
Connection Week 2	Oct. 4-8
Mid-Term Week	Oct. 11-15
Deadline to withdraw with 'W', ends at 11:59 PM	Oct. 18
Withdrawal period with 'WF'/Penalty Begins	Oct. 19
Spring Advisement Week	Oct. 25-29
Spring Registration Begins	Nov. 1
Admission Deadline	Nov. 2
Connection Week 3	Nov. 8-12
Last Day to Withdraw (incl. 'WF' Penalty) at 11:59 PM	Nov. 9
Thanksgiving Recess	Nov. 24-28
Cross Registration Deadline	Dec. 1
Last Day of Classes	Dec. 3
Last day to pre-register for Spring	Dec. 15
Final Exam Week	Dec. 6-10
Semester Ends	Dec. 10
Grades Due: by 5 PM	Dec. 21
Incomplete Grades Due	Jan. 7

Academic Calendar

Spring 2025

Registration Begins	Nov. 1
J-Term Classes	Jan. 3-7
New Students Orientation/Registration	Jan. 6
Returning Students/ Registration	Jan. 7
Classes Begin	Jan. 10
MLK Jr. Observance	Jan. 17
Drop/Add Period – ends on January 15 at 11:59 PM	Jan. 10-14
Withdrawal Period with ‘W’ Begins	Jan. 25
TTS Founders Day/Board Meets	Feb. 2-4
Connections Week 1	Feb. 7-11
Mid-Term Week	Feb.28-Mar4
Last Day to Withdraw with ‘W’, ends at 11:59 PM	Mar. 8
Withdrawal ‘WF’/Penalty Begins	Mar. 9
Connections Week 2	Mar. 7-11
Spring Break	Mar. 21-25
Fall Advisement Week	Mar.28-Apr.1
Connections Week 3	Apr. 4-8
Last Day to Withdraw ‘WF’ Penalty ends at 11:59 PM	Apr. 5
Registration for Summer and fall	April 11
Good Friday and Easter Monday Recess	Apr. 15-18
Cross Registration Deadline: Summer	Apr. 15
Last Day of Classes	Apr. 22
Final Exam Week	Apr. 25-29
Honors and Awards Day	Apr. 28
Semester Ends	Apr. 29
Senior Grades Due by 11:59 PM	May 2
Remaining Grades Due, by 11:59 PM	May 6
Commencement	May 7
Faculty Workshop	May 17-18
Incomplete grades due	May 28
Admission Deadline	July 1
Last Day to pre-register for Fall	July 30

Institutional Goals

Inherited from the work in the Interdenominational Theological Center consortium, these institutional goals reflect Turner's commitment to excellence and innovation in Theological Education.

TTS' Institutional Goals are the responsibility of the Board of Trustees and are part of its strategic plan development.



1. To educate men and women for leadership in Christ's Church and the world.

2. To demonstrate academic excellence in teaching and research.

3. To attract, support, and retain qualified students capable of fulfilling the mission of the institution, who will foster and advocate diversity; promote integrity and competence in Christian leadership; and encourage justice, reconciliation, liberation, and peace.



4. To provide a critique, informed by the perspectives of African American and other global interpretations, of Western, male-dominated theological education.

5. To encourage scholarly research and publications related to Africa and the Diaspora African religious experience, the African American Church, and the church universal.

6. To attract, develop, and retain competent faculty, staff, and administrators.



7. To ensure that the learning, working, and living environment is healthy, safe, and secure through strong administrative practices.

8. To develop and sustain partnerships that enhance the education of students, provide opportunities for community service, and foster interreligious dialogue.

9. To maintain fiscal stability and to strengthen the financial vitality of Turner Theological Seminary.

Code of Ethics

TTS is a historically Black Christian institution of higher learning dedicated to developing lay and clergy leadership with a liberating and transforming spirituality, creating communities of justice and reconciliation on the local and global levels. Thus, we commit ourselves to the following covenant:



- We commit ourselves to practicing and pursuing integrity in academic and professional excellence from the classroom to the office to the board room, through our use and allocation of time, talents, and resources — physical, intellectual, and financial.

- We commit ourselves to maintaining and supporting mutual respect and integrity for ourselves, individuals and the community through our daily interactions with each other in the use of appropriate language and behavior.

- We commit ourselves to gender inclusivity.



- We commit ourselves to the enhancement and nurture of appropriate needs of individuals and the community in ways that build up the healthy functioning of both.

- We commit ourselves to respect the diversity of ecumenical, theological, ideological, and personal expressions of the various faiths and traditions found in our community.

- We commit ourselves to celebrate and build upon the best of our African cultures and heritages through our work and life together.

- We commit ourselves to the pursuit of intellectual excellence through the open engagement of critical thought and debate and through the honest critique of each other's ideas and beliefs.



- We commit ourselves to providing a safe physical and psychological environment for all members of the community regardless of one's race, color, religion, sex, national origin, age, sexual orientation, ability, or any other characteristic protected by law.

- We commit ourselves to maintaining and providing services and physical resources and spaces which promote the mission and fiscal integrity of the institution, and which demonstrate appreciation and celebration of the gifts of others.

- We commit ourselves to holding each other and ourselves accountable to adhering to the statements made in this covenant.



Board of Trustees

The Board of Trustees manages the governance, property, affairs, and business of the Corporation and exercises fiduciary oversight of TTS. The Board of Trustees shall oversee the management of the operations of TTS through the President of TTS and establish policies that frame the execution of administrative, educational, and financial matters.



Officers of the Board

Bishop Michael L. Mitchell, *Board Chair*
Bishop Frederick Wright, *1st Vice-Chair*
Bishop Harry Seawright, *2nd Vice-Chair*
Rev. Ammie L. Davis, Ph.D., *President/Dean*
Rev. Larry Hudson, *Treasurer* Rev. Dr.
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Rev. Larry Hudson
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Ms. Gloria Byrd

Committee Chairs

Rev. Dr. Gregory Eason – Budget & Finance
Rev. Dr. Anton Elwood - Nominations
Rev. Dr. Susan Buckson – Special Events
Rev. Dr. Vandy Simmons – Building & Grounds
Colonel (Chaplain) Monica Lawson - Scholarships
Sarah Goggans, Esq – Governance, Risk, Compliance & Personnel

Administrative Officers

Turner comprises professionals from diverse fields and ministries committed to excellence in faith and practice of its vision and mission.



Staff

Ammie L. Davis, Ph.D., *President-CEO*
James Anthony Plenty, Ed.D., *Provost & Senior Vice President of Academic Affairs*
Valdes J. Snipes, Ph.D., *Special Assistant to the President*
TBA, *Director of Institutional Effectiveness and Accreditation Liaison*
TBA, *Director of Enrollment Management & Registrar*
TBA, *Director of Admissions, Retention & Student Services*
TBA, *Director of Relational & Spiritual Health Services*
Valdes J. Snipes, Ph.D., *Director of Continuing Education*
Tara Dixon, Ph.D., *Director of Chaplains Program*
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Brenda Kennell, *Financial Services & Financial Aid Manager*
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Robelyn McNair, *Human Resources Manager*
Quijonia Hayes, *Human Resources & Financial Administrative Assistant*
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Darvin Adams, Ph.D.
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Cynthia Gordon-Floyd, CPA, CFE
Certificate in Church Financial Management
Christopher Campbell, D.Min.
Certificate in Missiology
Tori Belin Ingram, D.Min.
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Certificate in Trauma Informed Pastoral Care
Robin Porter Smith, CFCE
Certificate in Lay Leadership & Managing Volunteers
James A. Plenty, Ed.D.
Certificate in Sacred Music & Worship



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Section I **Institutional Purpose & Organization**

The faculty consists of the Instruction Personnel and the administrative officers. Full-time professors, associate professors, assistant professors, senior lecturers, lecturers, clinical professors, clinical associate professors, clinical assistant professors, research professors, research associate professors, research assistant professors, and teaching personnel with such other titles as may be approved by the President, shall be the Instruction Personnel.





Section I

Institutional Purpose & Organization

1.1 Faculty Membership at Turner Theological Seminary

The faculty consists of the Instruction Personnel and the administrative officers. Full-time professors, associate professors, assistant professors, senior lecturers, lecturers, clinical professors, clinical associate professors, clinical assistant professors, research professors, research associate professors, research assistant professors, and teaching personnel with such other titles as may be approved by the President, shall be the Instruction Personnel. The Instruction Personnel will include full-time research and extension personnel and duly certified librarians based on comparable training. A faculty member who has academic rank and rights of tenure in the Instruction Personnel and who accepts an appointment to an administrative office other than President shall retain his/her academic rank and privileges of tenure as an ex-officio member of the Instruction Personnel but shall have no rights of tenure in the administrative office. An administrative officer having faculty status shall have all the responsibilities and privileges of faculty membership.

In addition to the Instruction Personnel, the faculty will include the President, any administrative and academic deans that TTS may have, the registrar, librarian, and chief fiscal officer of the institution, and other full-time administrative officers as the institution may designate as having ex officio faculty status.

The term "teaching faculty" is used at TTS about those members of the Instruction Personnel who hold rank, including librarians, lecturers, and senior lecturers who are non-tenure-track faculty with renewable contracts.

Administration refers to activities required to support the institution's management. The role of administrative faculty is characterized by positions whose primary responsibility includes a) the active, continuing involvement in formulating, interpreting, and implementing institutional policy; b) the exercise of substantial independence, authority, and discretion in areas such as program planning, budgeting, design and allocation of resources; and c) making personnel decisions such as hiring, annual performance evaluation, and promotion and tenure reviews. Administrative faculty serve in executive leadership roles such as President, Provost assistant/associate/vice presidents; assistant/associate/vice/senior vice provosts, deans; assistant/associate deans; department chairs/school directors, assistant/associate/directors of academic units; special assistant to President/Provost; and others per the President or the Provost. These "administrative faculty" are given faculty-ranked administrator contracts.

1.2 Turner Theological Seminary History

The Turner Theological Seminary (TTS) was originally a part of Morris Brown College. Founded in the basement of Big Bethel African Methodist Episcopal Church of Atlanta in 1881, Morris Brown College provided Christian education for Negro boys and girls in the area. Operations would continue at Big Bethel until 1885, when Morris Brown moved to Boulevard and Houston Street in Northeast Atlanta. The faculty and student body comprised two teachers and one hundred and nine students.

Morris Brown College established a theological department in 1894 to train ministers. Six years later, in 1900, the theological department was changed to Turner Theological Seminary in honor of the Senior Bishop of the African Methodist Episcopal Church, Henry McNeil Turner. For nine years, Alfred Steward, D.D., a former United States Army chaplain, was elected the first dean of theology. In the interim, the Rev. E. L. Chew was also elected, but the Rev. E. W. Lee, a former principal who was subsequently elected president of Morris Brown College, was the first to serve as dean of theology. Twelve people made up the first student body.

Turner Theological Seminary (TTS) remained on the campus of Morris Brown Seminary until 1957. Turner Theological Seminary (TTS) became a founding constituent of the Interdenominational Theological Center (ITC) in 1958. The original founding-chartered institutions of the ITC were Gammon Theological Seminary (UMC), Morehouse School of Religion (Baptist), Phillips School of Theology (CME), and Turner Theological Seminary (AME). Turner Theological Seminary received its charter on December 11, 1975, duly incorporated under the laws of the State of Georgia by the Superior Court of Fulton County for for Perpetual years. The school currently operates out of the Bishop Fredrick Hilborn Talbot Hall, 702 Martin Luther King Jr Dr SW, Atlanta, Georgia 30314, on the ITC campus, named in honor of Bishop Frederick Hilborn Talbot. Some of the notable Deans of TTS include Dr. George A. Sewell, Dr. Josephus R. Coan, Dr. Cecil W. Cone (brother of James Cone), Dr. Clayton D. Wilkerson, Dr. Daniel W. Jacobs, Sr., and Dr. John F. Green. During Dr. Daniel W. Jacobs Sr. tenure, the Frederick Hilborn Talbot Hall was erected, and the enrollment more than doubled. The facility contains offices, a chapel, a laundromat, a concession area, thirty-two dormitory rooms, twenty efficiencies, and five one-bedroom apartments. It became occupied in October 1987.

Today, the Board of Trustees maintains its governance role at Turner Theological Seminary. This role encompasses the responsibility to set policy, maintain a state of fiscal institutional solvency, and provide oversight of the administration of the seminary through its responsibility for the election of a President who serves as the Chief Administrator of Turner Theological Seminary. The Board, sanctioned by institutional by-laws, is designed to establish and maintain an administrative organization that will bring together and augment the various resources of the institution so that it can achieve its purpose.

Reverend Ammie L. Davis, Ph.D., was confirmed and appointed on December 13, 2021, by the Board of Trustees. Dr. Davis is the first woman and Navy Chaplain to serve as the eighth President-Dean at Turner Theological Seminary and the second woman to serve as President-Dean at the ITC, Atlanta, Georgia. African Methodism's long-standing commitment to theological education is depicted by academic excellence, higher education, and Christian leadership with an extended reach to schools of higher learning. Under Dr. Ammie L. Davis' leadership, the institution has reorganized its administrative team and is making strides toward obtaining accreditation. Dr. Davis is the first woman and Navy Chaplain to serve as the eighth President-Dean at Turner Theological Seminary and the second woman to serve as President-Dean at the ITC, Atlanta, Georgia.

Turner Theological Seminary continues to operate, and it is extremely optimistic about the future with the unwavering support of the AME Church, alumni, friends, Board of Trustees, and the Sixth Episcopal District of the AME Church.

1.3 Descriptions of Organizational Divisions, & Departments

1.3.1 Academic Affairs Office

The Office of Academic Affairs is the administrative unit that oversees Turner's entire academic affairs division. This office is centrally involved in seminary-wide academic administration. As the Chief Academic Officer of the institution, the Vice President for Academic Affairs and Provost is the institution's principal academic administrator and liaison with the President and the staff in matters involving the Turner's: a) curriculum and degree program approvals; b) faculty appointments and contracts; c) promotion and tenure recommendations; d) capital improvement proposals for the academic division; e) academic budget allocation and redirection; and f) follow-up on strategic priorities and academic policy directives set at the levels of the Board of Trustees. Working with the teaching faculty and other academic administrators, the Vice President for Academic Affairs and Provost is expected to provide leadership, direction, and support for the planning, operation, evaluation, and advancement of the Seminary's academic programs, services, and research. The Vice President for Academic Affairs and Provost is a member of the President's administrative team, providing support and assistance to the President and the other vice presidents as necessary.

1.3.1.1 Vice President of Academic Affairs & Provost

1. Upon nomination by the president, the Board shall elect a Provost following the process below. S/he shall be directly responsible to the president in academic and educational program matters. In this capacity, the provost is the Chief Academic Officer (CAO –see Appendix A).
2. The provost is directly accountable to the president and, in the absence of the president, is administratively responsible for the operation of TTS. Her/his primary responsibility is the administration of the academic division of TTS. The provost shall be a member of the executive cabinet.
3. The provost may be identified as administrative faculty, thus a teaching member of the faculty. S/he is the institution's chief academic officer and has within his/her purview its educational concerns, including the academic programs and personnel. The provost is directly accountable to the president and is second in administration to the president. S/he is the supervisor of all other academic officers and advocates on behalf of the faculty to the president. S/he will also be expected to teach one course per year unless duties prohibit this during a particular term. S/he is responsible for educational planning, integrating, coordinating, facilitating, and implementing instructional programs, faculty development, and research programs that will accomplish the aims and objectives of TTS. The provost is an ex officio member of all standing committees.
4. Faculty members of TTS or elsewhere with a full professor or associate professor status with tenure may apply and/or be nominated to fill this office.
5. Applications and nominations will be assessed by a search committee appointed by the president composed of (a) one faculty person from each Department and (b) one staff person. The committee will report its recommendation to the faculty council for information only. The chair of the search committee will write its recommendation to the president, who, if approving, will recommend the person to the Board of Trustees of TTS.
6. If the provost is an associate professor at TTS, her/his work as provost will be counted toward promotion to full professor, with the understanding that this work may have limited other areas of professional accomplishment. If the sabbatical time for the provost occurs during that period, s/he will be expected to apply for a deferral until completion of the term. Upon leaving office, s/he, if appointed from among the faculty, will return to her/his former position as a full-time faculty member.
7. The provost typically chairs all meetings of the faculty council as well as the annual faculty retreats and workshops. S/he may, as needed, delegate this task to the Vice-President of Institutional Effectiveness.

1.3 Descriptions of Organizational Divisions, & Departments

8. The provost typically chairs all Curriculum and Educational Policies (CEP) and Nominations Committee meetings and ensures that they carry out their work promptly. S/he may, as needed, delegate this task to the Vice-President of Institutional Effectiveness. 9. The president, faculty, and students will evaluate the provost annually. 10. The provost shall foster communication, cooperation, and goodwill among the various departments of the TTS.

1.3.2 Academic Support Divisions

The Vice President for Academic Affairs and Provost and the Office of Academic Affairs oversee all operations of the academic division, providing administrative oversight, academic leadership, and external representation. The following units are included in the Academic Affairs division.

1.3.2.1 Center for Teaching, Learning and Living Excellence (CETELE) (Effective July 2024) The Center provides leadership, support, and advocacy for initiatives designed to enhance learning through teaching and scholarship, focusing on praxis and community impact. It cultivates a culture of ongoing professional development for faculty effectiveness.

The Center aims to enhance teaching and practice effectiveness and student learning in all modalities (face-to-face, online, hybrid, and blended). CETELE also cultivates a culture of ongoing professional development for faculty effectiveness in collaboration with and informed by assessment data and QEP. The Center provides leadership in three main areas: 1) teaching effectiveness, providing workshops, webinars, faculty learning communities, TA training, and special events around research-based pedagogies and the scholarship of teaching and learning; 2) digital learning innovations, providing support for the design of online and hybrid courses, open education resources, web accessibility, professional development for content delivery and facilitation; 3) faculty development and recognition, providing professional development beyond teaching, in particular areas of matching faculty development and TTS's mission, support for the promotion and tenure process, and administering TTS' teaching awards process.

1.3.2.2 Center for Global and International Learning (CEGIL) (Effective July 2024) The Center provides leadership, support, and advocacy for initiatives designed to enhance learning through global education in the immigrant communities around TTS and their international counterparts. CEGIL is central to TTS' mission as an institution committed to engaging students, faculty, and the community with the increasingly interconnected and globalized world. CEGIL supports student success through international education local to global community engagement. CEGIL supports faculty and staff inquiry through cross-cultural scholarship, professional development, and service while engaging our external community in global learning, executive education leadership training, and credentialing.

1.3.3 Academic Departments

1.3.3.1 Interdisciplinary and Social Studies (ISS) Studies in this department seek to prepare students to understand the interconnectedness of people and ideas. The scholarly activities developed in this department focus on solving real-world problems in either local or global contexts.

1.3.3.2 Biblical Heritage Studies (BHS) Studies in this department seek to help students understand and interpret the Bible, the original cultures, and the languages of the text concerning contemporary faith. Courses and teaching methodology are designed to facilitate the acquisition of tools and skills in biblical languages, history, and thought to accomplish this task.

1.3 Descriptions of Organizational Divisions, & Departments

1.3.3.3 Theological and Philosophical Studies (TPS) Studies in this department are designed to expose students to primary and secondary sources in philosophy, theology, ethics, and church history. Students are taught the symbiotic relationship between theory and practice. They can develop and sharpen reflective and critical thinking by examining traditional and nontraditional sources of theology and contemporary Christian thought and practice.

1.3.3.4 Church and Society Studies (CSS) Academic exploration in this Area treats persons in ministry as integral parts of society and of the Church's global mission. Theory and interdisciplinary teaching methodologies will help students and faculty further understand how persons function in various traditional and nontraditional ministries and the issues involved in the psychological, sociological, missiological, and cultural dimensions of living as persons in the world. In keeping with the nature, purpose, and objectives of ITC, this Area seeks to foster an appreciation for religious experiences of non-Christian traditions and the global nature of ministry.

1.3.3.5 Ministry Impact and Innovation Studies (MII) Studies in this department provide knowledge of and exposure to the opportunities, functions, and demands of the multiple forms of ministries, whether in communities of faith, public spaces, or academia. The theory and skilled practice of preaching, teaching, worship, music, drama, leadership, administration, evangelism, and missions are examined experientially with supervision. Methodology includes the integration of biblical, historical, theological, socio-cultural, socio-ethical, ecclesiastical, artistic, and behavioral perspectives into concrete study practices. This department focuses on innovation and its impact on the real world.

1.3.4 Library System

Turner Theological Seminary's (TTS) Library is an online library resource of the Digital Theological Library (DTL2), a co-owned digital library of electronic books, journals, and other resources. This new resource will provide TTS with virtual access to digital copies and upgraded books of many volumes currently located in major seminaries and Institution libraries worldwide. The mission of DTL is to provide its co-owning institutions with the highest quality digital resources in religious and theological studies at the lowest possible costs.

The Digital Theological Library (DTL) is a California-based non-profit corporation that operates five digital libraries in religious studies, including comprehensive research libraries in support of graduate education in theology and religious studies (Original DTL & DTL 2, a research library for religious professionals in North America who are not associated with an academic institution, a free Open Access Library (OADTL), and a research library for schools in developing nations (Global DTL).

DTL2 academic content includes:

- over 480,000 eBooks
- over 160 databases
- over 21,000 journal titles
- over 50,000,000 full-text, peer-reviewed articles
- over 11,000 hours of Counseling eVideos
- over 30 subject guides

1.3.4.1 Theological Librarian at the Digital Theological Library (DTL)

- The Theological Librarian (DITL) is appointed by the director of the Digital Theological Library in consultation with the president of TTS, the provost, and the faculty. S/he serves faculty and students with weekly hours publicized by the provost's Office.

1.3 Descriptions of Organizational Divisions, & Departments

- The DITL is responsible for the development of the collection and programs, provision of informational resources and instructional services in the areas of religion, theology, and philosophy to the faculties, staff, and students of the Digital Theological Library in general and specifically to the faculty, staff, and students of Turner Theological Seminary (TTS).

1.3.4.2 Core Values of the DTL2

Although the DTL is non-confessional, the DTL board has affirmed the following core values:

- Consistent truthfulness in all its interactions with its members and vendors
 - Treatment of all people as we would wish to be treated. Respect for each
 - school's individual and unique mission
 - Regard for the stability and sustainability
 - of the DTL
 - Commitment to co-ownership of the DTL and partnership for mutual
 - advantage
 - Desire for service beyond the narrow confines of the DTL
 - membership

1.3.5 Administrative Officers and the President's Executive Cabinet

The Administrative Officers comprising the Executive Cabinet of TTS include the President/CEO, the Vice-president of Academic Affairs & Provost/CAO, the Vice-president of Administrative Services, and the Vice-president for Institutional Effectiveness, Advancement, and Sustainability. The Director of Human Resources, the Director of Admissions, Retention and Student Services (DARSS), and the Director of Enrollment Management and Registrar (DEMR) may attend by invitation of the president. (See Appendix A for DARSS and DEMR job descriptions as their jobs intersect with faculty service and student learning. For other positions, see Employee Manual and/or Organizational Chart for detailed information.).

1.3.5.1 Degree Coordinators The council of degree coordinators of TTS supports the Vice-president of Academic Affairs & Provost in the management, evaluation, and delivery of the academic programs of TTS. Degree Coordinators report to the Vice President of Academic Affairs/Provost. (See the appendix for the job description and detailed descriptions of the responsibilities of the degree coordinator.).

1.3.5.2 Director of Special Programs, Field Placement, and Ministry in Context The Director of Special Programs, Field Placement, Ministry in Context coordinates field-based experiences for all professional education placements for Turner Theological Seminary (TTS) through the Provost Office of Academic Services. S(he) Maintains the reports from the TTS Special Programs and communicates opportunities for student practical engagement with these special programs. Serves as an institutional liaison to TTS special programs and the larger community. This position supports the mission, goals, and strategic plan of Turner Theological Seminary.

The Director of Special Programs, Field Placement, and Ministry in Context at Turner Theological Seminary (TTS) administers the Ministry and Context and Foundations Courses and the Middler and Senior Assessment sequence series for the seminary. The Director secures contextual education sites; matches supervisors, students, and sites; supervises students in the field; follows up on evaluations; attends to conflicts and adaptation challenges; engages student's ongoing vocational discernment and special personal circumstances that affect contextual education placements; and oversees departmental budget. The Director works collaboratively with the faculty advisor responsible for the student to secure appropriate placement, as well as the Director of Admissions, Retention and Student Services (DARSS), Director for Distance Learning, and TTS Faculty. The Director, with an earned terminal degree in an academic discipline, may be required to teach in that discipline as requested by the provost.

1.3 Descriptions of Organizational Divisions, & Departments

If the Director of Special Programs, Field Placement, Ministry in Context is an assistant or associate professor at TTS, her/his work as Director of Ministry and Context will be counted toward tenure and/ or promotion, with the understanding that this work may have limited other areas of professional accomplishment. If the sabbatical time for the Director of Special Programs, Field Placement, Ministry in Context occurs during that period, s/he will be expected to apply for a deferral until completion of the term. Upon leaving office, s/he, if appointed from among the faculty, will return to her/his former position as a full-time faculty member. (See Appendix A for the job description and detailed descriptions of responsibilities of the Director of Special Programs, Field Placement, Ministry in Context.).

1.3.5.3 The Director of Institutional Effectiveness & Compliance (CIEC) (Effective July 2024)

The Director of Institutional Effectiveness and Compliance provides leadership for institutional effectiveness, research, strategic, tactical, and operational planning; accreditation; institutional and organizational effectiveness; and student learning outcomes (QEP). This position's reports assist TTS' leadership in the formulation of issues, analysis of trends, and the understanding of outcomes as well as contribute to the strategic planning, evaluation, and development of institutional policy. The Director of Institutional Effectiveness and Compliance plays a critical role in linking planning, budget, and assessment institutionally and provides information and analysis impacting students, budgets, research activity, human resources, financial analysis, strategic planning, policy formulation, and enrollment management. This position supports the strategic vision and mission of Institutional Effectiveness and the TTS. (See Appendix A for the job description and detailed descriptions of the Director of Institutional Effectiveness and Compliance responsibilities.).

1.3.5.4 Director of Continuing and Extension Education (DCEE)

The president appoints the Continuing and Extension Education director in consultation with the provost and the faculty. Depending upon background and qualifications, the director may be a faculty member.

The director of continuing education and extension education develops, administers, and supervises TTS's continuing education and extension education programs in cooperation with the Committee on Continuing and Extension Education. Occasionally, coordination may also be provided for some of the denominational programs of the constituent seminaries.

If the Director of Continuing and Extension Education is an assistant or associate professor at TTS, her/his work as Director of Continuing and Extension Education will be counted toward tenure and/ or promotion, with the understanding that this work may have limited other areas of professional accomplishment (§2.7). If the sabbatical time for the Director of Continuing and Extension Education occurs during that period, s/he will be expected to apply for a deferral until completion of the term. Upon leaving office, s/he, if appointed from among the faculty, will return to her/his former position as a full-time faculty member.

A. Continuing Education Program Coordinators. Specific Program Coordinators assist the DCEE with the variety of individual programs offered. Continuing Education Program Coordinators work to lead and facilitate the successful delivery and evaluation of their respective programs in cooperation with DCEE.

1.3.5.5 Other Positions Related to the Academic Services

A. Ministry and Context Supervisor

Ministry and Context supervisors are persons selected by the Director of Special Programs Field Placement and Ministry and Context to offer educational opportunities to TTS students in Ministry and Context and Clinical Pastoral Education settings. Usually, these teaching sites are off-campus and vary among human service agencies, local churches, and denominational agencies of the churches.

1.3 Descriptions of Organizational Divisions, & Departments

B. Field Supervisors and On-Campus Practicum Leaders

TTS may also employ seminar reflection leaders in Ministry and Context. To qualify for this position, a person holds typically an M.Div. degree with the necessary practical experience in ministry. Seminar reflection leaders work under the supervision of the director of Ministry and Context and are expected to lead weekly reflection groups that meet on campus.

C. Thought Leaders in Clinical Introduction to the Psychology of Pastoral Care Thought Leaders in “Clinical Introduction to the Psychology of Pastoral Care

The Department of Church and Society employs small group practicum reflection leaders who assist faculty in the course “Clinical Introduction to the Psychology of Pastoral Care.” To qualify as a reflection leader, one must have earned an M.Div. degree from an accredited institution and completed at least a Residency Year in Clinical Pastoral Education under the auspices of the Association of Clinical Pastoral Educators. Practicum reflection leaders are employed on a semester basis and work under close supervision of faculty. Reflection leaders supervise TTS students who meet weekly in small verbatim group sessions on campus, and they monitor students’ participation at off-campus clinical sites. TTS pastoral care faculty supervises and evaluates practicum reflection leaders.

D. Supervision Graduate Teaching Assistants and Reflection Leaders

Supervision of graduate assistants and reflection leaders in all courses typically entails the supervisor’s review of course-syllabi development, weekly course outlines/plans, class observation, and an evaluation of teaching performance at the end of the course.

E. Editor, Journal of Turner Theological Seminary (Effective December 2024)

The Journal of the Turner Theological Seminary editor will typically be selected from among the faculty. To achieve continuity of publication, s/he must plan a printing schedule at least three years in advance. Accordingly, the editor elicits and evaluates manuscripts for publication, processes documents, conforms to the Chicago Manual of Style (latest edition) documentation standards, and arranges and supervises printing, marketing, and distribution. The editor’s duties also include preparing and publishing the Black Church Scholars Series and Occasional Publications. The editor is responsible for supervising any office personnel. These various operations fall under the aegis of the TTS Press. The editor, appointed by the president in consultation with the provost and faculty, works cooperatively with the Committee on Advanced Studies. Based upon faculty appointment, this position may come with a one (1) course reduction in addition to the remuneration that comes with the position.



Section II **Workload & Institutional Expectations**

Turner Theological Seminary, following best practices, endorses a clear definition of the academic responsibilities of faculty members as described in the published statement by the American Association of Institution Professors





Section II

Workload and Institutional Expectations

2.1 Academic Freedom and Responsibility

Turner Theological Seminary, following best practices, endorses a clear definition of the academic responsibilities of faculty members as described in the published statement by the American Association of Institution Professors:

Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free expression.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

a. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

b. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of appointment.

c. College and Institution 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 scholars and education 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 speaking for the institution.

Membership in the academic community imposes on students, faculty members, administrators, and trustees an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus. The expression of dissent and the attempt to produce change, therefore, may not be carried out in ways that injure individuals or damage institutional facilities or disrupt the classes of one's teachers or colleagues... Students are entitled to an atmosphere conducive to learning and to evenhanded treatment in all aspects of the teacher student relationship. Faculty members may not refuse to enroll or teach students on the grounds of their beliefs or the

2.1 Academic Freedom and Responsibility (cont)

possible uses to which they may put the knowledge to be gained in a course. Students should not be forced by the authority inherent in the instructional role to make particular personal choices as to political action or their own part in society. Evaluation of students and the award of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance, whether personality, race, religion, degree of political activism, or personal beliefs. It is the mastery teachers have of their subjects that entitles them to their classrooms and to freedom in the presentation of their subjects. Thus, it is improper for an instructor persistently to interject material that has no relation to the subject, or to fail to present the subject matter of the course as announced to their students and as approved by the faculty in their collective responsibility for the curriculum. (Excerpts from the 1990 Edition of the AAUP Policy Documents & Reports, pgs. 3-4, 77-78).

2.1.1 Instructional Responsibilities

Turner Theological Seminary, following best practices, also endorses the highest standards in professional ethics for college and Institution faculty as described in the published statement by the American Association of Institution Professors.

Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

- 1.As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.*
- 2.As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.*
- 3.As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.*
- 4.As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression*

2.1 Academic Freedom and Responsibility (cont)

of speaking or acting for their college or Institution. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom. (1990 Edition of the AAUP Policy Documents & Reports, pgs. 75-76).

The principles of Academic Freedom and Instructional Responsibilities highlighted above require attention to processes that create the conditions in which faculty are free to pursue knowledge as they deem appropriate, and to protect the integrity of the faculty/student relationship. The practice of Academic Freedom may include, but is not necessarily limited to, freedom from the following:

- external and internal political pressure
- undue interference in course content
- retaliation or reprisal for expressing unpopular perspectives related to research, curriculum, pedagogy, and organizational procedures
- undue interference in grading and assessment criteria

2.2 - Workload Policy for Teaching Faculty

To facilitate faculty performance, TTS has developed a workload policy describing a typical faculty allocation of time and effort. The model aims to provide a common vocabulary to describe the varied work faculty members do and an agreed framework for discussions and assessment of that work.

The policy establishes core standards for a typical semester-long, three-credit course that ordinarily represents 12% of faculty effort for the academic year and that all faculty must allocate at least 10% of their time to professional service activities essential to the institution's life. The model also requires that each department establish, in writing, appropriate class sizes (equating to the 10% teaching effort) for the various courses taught, and equivalencies for non-standard faculty activities (e.g., supervision of significant student research) be formally negotiated and incorporated into the faculty assessment process. Likewise, disciplines with writing-intensive courses, studio and field experiences, etc., or with unusually heavy supervising and mentoring responsibilities shall establish teaching load equivalencies based on this model.

The policy does not dictate or even favor any mix of activities. That mix is for individual faculty members, departments, and the provost to agree upon based on institutional needs. However, applying the policy's core standards and the common vocabulary across campus should enable TTS to distribute faculty work more wisely and fairly, assess it more accurately, and reward it more appropriately. To ensure this distribution, the norms for workload effort expected in the area of teaching, scholarship/creative activity, and service for the typical tenure-track/tenured teaching faculty are:

Activity	Expectation
Teaching	60%
Scholarship/Creative Activity	30%
Service	10%
Total	100%

2.2 Workload Policy for Teaching Faculty (cont)

Workload adjustments are made from these norms. Faculty for whom a different mix would be more appropriate will collaborate with their department to select that combination. A faculty member's strengths, interests, and past three years' annual reviews will serve as the primary guide to choosing the mix with the provost's approval during the annual faculty review.

2.2.1 The Workload Policy and Shared Governance

Each department will establish flexible guidelines as to expectations of faculty members in the following three faculty performance areas in collaboration with degree coordinators and notify the provost in writing:

- Teaching
- Scholarship and Creative Activity; and
- Professional Service.

These guidelines and the individual Faculty Performance Agreements negotiated under them will be established with the department, degree coordinators, and the provost. The final product will be presented to the Faculty Senate. Given that department review guidelines are most discipline-specific and are approved by the provost as consistent with TTS standards, department guidelines are understood to be the primary basis for P&T decisions.

2.2.2 The Workload Model and Faculty Performance Agreement

(See also TTS Faculty Handbook Section 3.2 - Overview of Faculty Responsibilities.)

Each faculty member shall divide professional efforts among the three faculty performance areas noted. That division of effort will be reflected in a Faculty Performance Agreement (FPA) between the individual faculty member and the Seminary (see TTS Faculty Handbook Section 3.12). Negotiating individual FPAs allows for diversity across departments and within departments among individual faculty members. Departments, in consultation with faculty stakeholders, determine which FPA combinations best suit their departmental objectives. As needs and opportunities change, FPAs may change yearly and even from semester to semester. Consistent with TTS' culture of shared governance, the details of an individual FPA are worked out in consultation between the department, degree coordinators, and the faculty member and are subject to final approval by the provost. Faculty for whom a different model would be more appropriate will collaborate with their department to select it. A faculty member's strengths, interests, and past three years' annual reviews will serve as the primary guide to choosing the model.

If the faculty member and the department cannot reach an agreement on the FPA, the Provost will make the final determination.

2.2.3 Instructional Responsibilities

Examples of Workloads

Some examples of possible FPA workload combinations appear below. The norm for workload effort expected in the area of teaching, scholarship/creative activity, and service for the typical tenure-track/tenured teaching faculty is 60%, 30%, and 10%, respectively. The examples reflect various percentages of effort in the three faculty performance areas. The examples given are merely illustrative. Individual FPAs can vary almost infinitely, as agreed by the faculty member and department and as approved by the provost.

Actual FPA percentages for each faculty member should be negotiated with the department, degree coordinators, and provost as part of the annual review.

2.2 Workload Policy for Teaching Faculty (cont)

Teaching Emphasis Workload

Activity	Expectation
3-3 Course load teaching	72%
Scholarship/Creative Activity	14%
Service	14%
Total	100%

Teaching - Scholarship/Creative Activity Balance*

Activity	Expectation
3-2 Course load teaching	60%
Scholarship/Creative Activity	30%
Service	10%
Total	100%

* Baseline Norm expectations for tenure-track/tenured teaching faculty.

Teaching - Service Balance

Activity	Expectation
3-2 Course load teaching	60%
Scholarship/Creative Activity	20%
Service	20%
Total	100%

Scholarship/Creativity Activity Emphasis

Activity	Expectation
2-1 Course load teaching	36%
Scholarship/Creative Activity	54%
Service	10%
Total	100%

2.2 Workload Policy for Teaching Faculty (cont)

Administration Emphasis

Activity	Expectation
1-1 Course load teaching	24%
Scholarship/Creative Activity	10%
Service	66%
Total	100%

2.3 Teaching Overloads

Under certain circumstances, TTS teaching and administrative faculty may be called upon to take on additional teaching, research, or service responsibilities. If it is determined that a workload adjustment cannot be made and a workload exceeding 100% is necessary, the faculty member's contract should be amended to reflect a temporary change in compensation warranted by the additional responsibilities (see TTS Faculty Handbook Section 4.2.4 for complete overload compensation guidelines and policies).

2.4 Faculty Performance and Assessment

2.4.1 Teaching, Supervising, and Mentoring Effectiveness

The faculty and administration of Turner Theological Seminary are committed to quality instruction. The primary purpose of Seminary faculty is to engage students, colleagues, and others in activities that facilitate learning and contribute to learner development and educational advancement. To help faculty capture and document their work, TTS provides the following descriptions of instructional activities and basic expectations of faculty effort.

2.4.1.1 Institutional Objectives for Teaching, Supervising, and Mentoring

Highly effective teaching and learning are the central institutional priorities of Turner Theological Seminary. In addition, service and research/creative activity that strengthen teaching and address community interests play critical supportive roles. Faculty, staff, and administrators are committed to providing a challenging and facilitating collegial environment that fosters high-quality academic preparation, critical thinking, global and multicultural perspectives, interpersonal skills, leadership development, social responsibility, and lifelong learning.

For students to achieve these goals, TTS faculty strive for excellence through integrity and flexibility in their teaching. Because the institution serves a vast population of students with diverse backgrounds, needs, goals, and schedules, faculty are committed to developing diverse means and methods of helping these students learn. TTS faculty recognize various student learning styles and situations and strive to improve and expand teaching strategies to address student needs.

TTS believes that teaching can take many forms, including, but not limited to, lectures, interactive discussions, small group work, laboratory and creative work, supervising of research, original projects, internships and assistantships, private lessons or tutorials, distance education, asynchronous learning opportunities, mentoring, and advising. Within these multiple and flexible forms, TTS holds to a high standard of academic integrity. TTS expects its faculty to be current and well-qualified in their disciplines; to model and maintain the professional standards of their fields through research/creative activity; to inspire excitement for learning; to help students make connections among individual courses, their major areas of study, and lifelong learning; and to evaluate regularly the effectiveness of their teaching.

2.4 Faculty Performance and Assessment (Cont)

2.4.1.2 Primary Instructional Activities

Faculty engage in a variety of instructional activities that facilitate learning. The three most common activities are teaching, supervision, and mentoring, which are not mutually exclusive categories.

Teaching

Teaching involves the development of knowledge, understanding, and application in an environment where the instructor must monitor, manage, and facilitate the learning process. An instructor should provide a rich learning environment that allows for a range of individual learning styles. Following a syllabus designed by the instructor, specific topics in a discipline are presented through various forms of teaching and discovery based on a selection of reading materials and other resources. The learning outcomes and expectations should be identified in the syllabus and formally assessed.

Supervision

Supervision occurs in situations where a learner is engaged for a fixed period in a structured academic experience for credit or pay with specified learning outcomes. These experiences often take place outside of the classroom in a job setting. The learner is expected to demonstrate competence in performing the learning outcomes, and the purpose of supervision is to improve the quality of that performance by guiding, monitoring, and providing feedback. The supervisor observes, evaluates, and provides feedback about the quality of the performance of tasks and appropriate professional behavior. Although a faculty member may be responsible for supervising a group of students, actual observation and conferences typically occur in a one-to-one relationship between learner and instructor.

Mentoring/Advising

The purpose of mentoring is to facilitate and enhance the academic and professional success of an individual. Mentoring may take many forms, ranging from providing resources for learning and development to forming professional relationships with students and colleagues. Faculty mentor students to attract them to a discipline, retain them in degree programs and enhance their professional success. Faculty mentor colleagues to retain them at TTS and help them develop professional expertise. A primary focus of all mentoring is the development of ideas and an understanding of a discipline. Mentoring activities challenge both the mentee and the mentor to consider new ideas and construction of knowledge and encourage both to engage in reflection and scholarly activities. Frequently, in mentoring relationships, faculty challenge the mentees by setting high expectations for the quality of the mentee's work and the development and achievement of their long-term goals. Although the mentee ultimately selects the mentor, faculty invite students and colleagues to engage in a mentoring relationship through their actions during teaching, supervising, and other professional activities. For example, faculty can directly initiate contact and conversations; be available, open, and receptive; nurture potential by providing messages of encouragement and support of scholarly efforts; provide resource information and materials for professional development; and invite students and/or colleagues to engage in collaborative endeavors.

2.4.2 Institutional Resources for Faculty

Because of the primacy of learning at TTS, all levels of the Seminary should provide resources and support for developing highly effective teaching/learning and instructional leadership. The Seminary will be responsible for providing and encouraging the development of opportunities for its faculty.

2.4 Faculty Performance and Assessment (Cont)

2.4.3 Basic Expectations and Responsibilities

Individual faculty are hired for specific instructional responsibilities, which may vary with their discipline and as determined by the faculty member's FPA. Typically, these include teaching specific courses and, in some disciplines such as Pastoral Care and Counseling, supervising student teaching and clinical experiences. Although mentoring of students and colleagues is an important activity for most faculty, TTS holds no specific expectation that faculty will engage in explicit mentoring activities unless that expectation is established in the faculty member's FPA.

TTS expects that each faculty offer at least 2 hours of weekly office hours for class advisement and two weekly hours for advisement of advisees. Faculty will also be involved in curricular advisement before registration each semester.

Regardless of a faculty member's specific instructional responsibilities, there are basic expectations of professional faculty performance:

- Be on time. Faculty should start and end their classes and appointments at the scheduled time.
- Provide feedback to learners in a timely manner (e.g., returning graded papers and evaluated materials or responding to messages). Learners need feedback about the quality of their performance to understand what they do well and in what ways they need to improve.
- Provide feedback to students about their progress prior to the last published day to withdraw without academic penalty.
- Relate instructional methods to learning objectives.
- Respect and maintain confidentiality (e.g., grades, personal information, incidences of alleged academic dishonesty, advising, or special needs).
- Apply stated standards and expectations of the instructor, department, and TTS consistently, regularly, and objectively to all learners.
- Communicate and enforce TTS' policy with respect to academic integrity.
- Provide a syllabus for each course at the beginning of the term.
- Provide written expectations/contracts for individualized learning experiences (e.g., clinical experiences, internships, cooperative learning courses, and directed studies).
- Be accessible to students - Faculty should provide and publicize multiple means of contact for students and colleagues.
- Respect religious, cultural, and gender differences.
- Adhere to TTS' policy prohibiting sexual harassment, both in and out of the classroom.
- All courses must be taught in the format defined in Populi and published in the schedule of classes. The format cannot be changed once students have enrolled.

2.4.4 Faculty Availability to Students & Colleagues

TTS has a reputation for faculty being available to students and colleagues outside of class time. To ensure this positive reputation continues, TTS expects its faculty to use a variety of means to be available for student questions or conferences, as well as consultation with colleagues, whether in person or virtually. Faculty must publicize their weekly office hours for courses offered and for advisement of advisees. Faculty are expected to review and mentor advisee's progression in their coursework. Faculty should be flexible, within reason, in making appointments with students and colleagues. As a professional courtesy, faculty should reply to phone calls, e-mails, and bulletin board questions from students in a timely manner.

2.4.5 Course Syllabi

The syllabus helps both faculty and students accomplish the primary mission of teaching and learning.

2.4 Faculty Performance and Assessment (Cont)

All regularly scheduled courses for which students receive credit, regardless of method of delivery, must have a syllabus or equivalent documentation with the following elements: 1) course goals and objectives; 2) course requirements; 3) course content; 4) methods of evaluation; 5) meeting times, modalities, and course schedule; 6) statement on feedback expectations and feedback turn-around time; 7) faculty contact information; 8) TTS Academic Integrity statement; 9) TTS attendance policy, 10) all required items per syllabus published template.

To be most helpful to students, syllabi must be submitted in Populi and to the provost's office at the appointed dates before the beginning of each semester. The faculty member should make a reasonable effort to follow the course syllabus, yet changes to the course syllabus can be made for extenuating circumstances with due notice of changes given to all students, institutional effectiveness, and the provost office.

A course syllabus is required whenever a new TTS course is proposed and presented for review or vetting by the Curriculum and Education Policy Committee.

Faculty must use TTS's course syllabus template, which includes the required elements above and additional best practices elements. The template can be accessed through Populi's learning management system.

2.5 - Assessment of Teaching Effectiveness

2.5.1 Student Ratings of Teaching (SRT)

All faculty of TTS must be evaluated annually. More specifically, students must be provided with the opportunity to provide written feedback on faculty teaching. Turner Theological Seminary collects student feedback using an electronic, online system that ensures the anonymity of the students. The feedback is then provided to faculty for use in improving instruction.

Consistent with this policy, five standard SRT items were developed for use at the TTS. Two items are rated on a 4-point Likert scale ranging from strongly agree to strongly disagree or not applicable.

- 1.The instructor was effective in helping me learn.
 - 2.Overall, the content of this course contributed to my knowledge and intellectual skills.
- Three open-ended response items.
- a.Please comment on the strengths of the instructor.
 - b.Please comment on ways the instructor might improve.
 - c.Please comment on the course content.

Guidelines for using SRTs

Individual faculty members may use SRT data to improve their own classes. The data may also be used during the annual review process or for purposes of promotion and tenure. When data are used for evaluating teaching performance, several important guidelines should be followed. First, it is important to note that SRTs constitute only one measure of teaching effectiveness, so SRTs should never be used as the sole criterion for evaluation.

2.5 - Assessment of Teaching Effectiveness (cont)

Data from objectively scored items (Likert items) should be compiled in the form of frequency tables that include both counts and percentages for each Likert category (i.e., strongly agree, agree, disagree, strongly disagree, not applicable). Response rates should also be provided for each course section. Data should not be reported as an average (mean) because it is not appropriate to interpret mean values for Likert scale data. It is also not appropriate to compare means between faculty for evaluation purposes.

Although SRTs offer useful quantitative data that is important in evaluating teaching effectiveness, the data should not be oversimplified. Qualitative data offer equally useful teaching effectiveness data demonstrating trends across semesters. Thus, it is important to guide faculty and administrators to ensure effective use of the data.

2.5.2 Additional Measures of Teaching Effectiveness

Additional measures of criteria include pedagogical skills, professionalism, assessment of student learning, professional development, and reflective practice. Examples of additional measures of teaching effectiveness were developed across each of the five criteria. Faculty may wish to include an additional measure of teaching effectiveness from among the following examples.

Pedagogical Skills

- Samples of course materials, such as syllabi, daily/weekly schedule outlining content, course readings, resources, materials, standards, learning outcomes, activities, exams, and project guidelines.
- Peer evaluation of classroom performance and/or course materials.
- Explanation of situational context and impact on pedagogy (e.g., special courses such as large lecture courses, lab courses, and/or studio courses).
- Self-report on pedagogies and technologies used in the classroom, including discussion of diversity of techniques and innovation.
- Explanation of quality and significance of administration and/or coordination activities, along with materials developed and commentary from faculty and/or students involved.
- Reports on students mentored and/or supervised and in what contexts (e.g., undergraduate, graduate, research, studio, lab, teaching, clinical work).
- Written comments on teaching, mentoring, and/or supervising from students, community partners, or clients solicited or otherwise.
- Examples of student work completed under teacher's supervision, along with descriptions of venues for presentation and any recognition, with student permission granted or with identifying information removed.
- Letters from students commenting on mentoring/supervising that indicate how the mentoring has influenced student learning.
- Letters attesting to impact of guest presentations in classes at TTS and/or elsewhere.
- Excerpts of books, websites, or other teaching materials generated, and any letters attesting to the quality/impact of those materials.

Professionalism

- Peer evaluation of classroom performance.
- Examples of work with other TTS entities (e.g., Writing Center, Library, Learning Community Program, Career Center/Experiential Learning) to support teaching and student learning.
- Written comments/letters on the professionalism of teaching, mentoring, and/or supervising from students, community partners, or clients-solicited or otherwise.
- Responses to student feedback (e.g., from student ratings of teaching, consultations with peers or chairs about student concerns).

2.5 - Assessment of Teaching Effectiveness (cont)

Assessment of Student Learning

- Samples of assessments (exams, project guidelines, rubrics, etc.).
- Samples of feedback provided to students to promote learning. Trend data showing the impact of the teacher on student learning (e.g., comparing pretests and posttest).
- Samples of student work demonstrating student learning.
- Examples of work with other TTS entities (e.g., Writing Center, Library, Learning Community Program, Career Center, Experiential Learning) to support teaching and student learning.
- Examples of any local, regional, and/or critical review and recognition of student work.

Professional Development

- Seminars attended or conducted on teaching, including descriptions of new approaches learned from workshops or descriptions of how ideas have been incorporated into teaching.
- Examples of collaboration with faculty at TTS or elsewhere to support teaching.
- Examples/explanations of faculty colleagues mentored on teaching, including comments from colleagues about shared work. Evidence/explanation of participation in learning communities, book clubs, and listservs. Conference programs/descriptions for presentations, letters, or other evaluations of the quality of presentations; samples of presentations or published proceedings. Explanation of quality and significance of department, school, college, and/or Institution teaching committees or presentations at TTS. Educational contributions to professional organizations.
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Reflective Practice

- Narrative that articulates how supporting evidence demonstrates the faculty member's level of achievement in one or more of the specific criteria for effective teaching.
- Narrative that addresses plans for future adjustments and course development.
- Describes how evidence or artifacts demonstrate adjustments in teaching.
- Adjustments to teaching practices based on relevant evaluations (e.g., students, peers, chair).
- Evidence of change in student, peer, or supervisor evaluations.
- Evidence of engagement in the scholarship of teaching and learning.
- Uses the results of assessments to improve the quality of instruction.

2.6 - Course Scheduling Expectations

The primary objective of course scheduling is to deliver the required curriculum. It is expected that faculty will be involved in determining course schedules in consultation with the degree coordinators to determine institutional needs. TTS faculty will be involved in all aspects of the course schedule. The faculty is expected to participate in courses as scheduled per determinations of the Director of Enrollment Management and Registrar in consultation with the provost.

2.7 - Course Instructional Materials

Whereas most classes taught on the junior and middler levels are foundations for more advanced ones, multiple-section classes must reflect general instructional goals defined by the department in response to each program's student learning outcomes. In addition, to model course syllabi that guide instructors, instructional materials (textbooks, lab manuals, music scores, software, CD-ROM, instruments, and other equipment, etc.) will be selected by the individual faculty member so that all students will have an instructional experience that reflects the student learning outcomes of each course, and each degree. In junior-senior level classes where only one instructor teaches a particular class, that instructor will select the instructional materials. If another instructor teaches the same course during a different semester, it would be advisable to discuss and share instructional materials that effectively achieve the course's general instructional goals.

2.7 - Course Instructional Materials (cont)

2.7.1 - Textbooks

Faculty involvement in the writing and editing of instructional materials published and marketed through national and regional publishing houses, such as academic textbooks, is regarded by TTS as a legitimate and recognized form of scholarship. There are conditions for the adoption of textbooks and other instructional materials written by faculty members. Prior to the adoption of such materials in a faculty member's own course, approval must be obtained from the department. The approval is necessary to prevent any possible conflict of interest. Faculty cannot resell sample texts provided by publishers or take advantage of any financial incentives offered by publishers in the assignment of specific texts.

At times, faculty members may wish to develop instructional materials that are compilations for local use in their own classrooms. In such cases, royalties may not be paid to individual faculty for compilations the faculty member produces for copy and resale through any bookstore (internal or external to the institution). Copyright clearance must be obtained by the issuing department or faculty, where necessary, for compilations to be sold through any bookstore (internal or external to the institution).

Conflicts of interest concerns arising as a result of sales of textbooks or other instructional materials should be directed to the provost.

2.8 - Class Rolls

Class rolls are available through the Populi system. Instructors are to check class rolls using procedures provided by the Office of Enrollment Management and Registrar. Instructors should be reminded that they are not to allow any unauthorized students in their classes. A student is authorized to attend a class when that student's name appears on the printed class roll available on the system. If a student claims to be in an instructor's class and their name is not on the roll, ask the student to report to the Office of Enrollment Management and Registrar and get the situation clarified. As soon as a student has been registered for a class, their name will be on Populi class roll.

2.9 - Grading

2.9.1 General Policies

Issuance of grades and formulation of individual attendance policies are the prerogative of the instructor. The course instructor must make feedback available to each student about that student's academic progress prior to the last published day to withdraw without academic penalty. Grades are expected to conform to those listed in the Academic Catalogue. For more information on the grading system, see the TTS Academic Catalogue.

2.9.2 Withdrawal from Classes

A student may withdraw from one or more courses up to one week prior to the last day of class. The student should consult the applicable academic calendar posted on the Office of Enrollment Management and Registrar website. For more information about course withdrawals, please consult TTS Academic Catalogue.

2.9.3 Compliance with Federal Regulations Governing the Disbursement of Financial Aid Attendance Verification Procedures

Federal regulations governing the disbursement of financial aid require institutions to verify student attendance in class. Institutions disbursing Federal funds are also required to record the last date of attendance for students who stop attending class and return the appropriate funds to the U.S. Department of Education based on institution refund percentages. Federal Regulation is part of the "Pell Recalculations" - 34 CFR 690.80. To view more information on the final grades and attendance verification process, please visit the Enrollment Management and Registrar's website.

2.9 - Grading (cont)

2.9.4 Reporting Final Grades

The instructor submits the grades, Populi, to the Office of Enrolment Management and Registrar. For more information on final grades and grade submissions, please visit the Registrar's website.

2.9.5 Errors in Grades

Errors in grades must be reported to the Office of Enrolment Management and Registrar. In general, no grade changes will be made after the end of the next semester after the grade was assigned, except with the approval of the provost. In general, the provost will not consider requests for grade changes beyond one year from the end of the semester in which the grade was assigned. A petition for a grade change will not be accepted after the date of graduation.

2.9.6 Changing Grades

Changes in grades may be made only on the form designated for this purpose. All changes must be approved by the appropriate dean or department chair and submitted to the Office of Enrolment Management and Registrar.

The Official Grade Change Form is used to correct entries and to record grades for courses in which the grade of "I" had been previously assigned. The Official Grade Change Form is the only form that can be used to change a student's grade once it has been recorded on that student's official transcript. The form can be obtained from the Office of Enrolment Management and Registrar website. In general, the provost will not consider requests for grade changes beyond one year from the end of the semester in which the grade was assigned. For additional information about grade changes, including changing an incomplete grade ("I"), consult the TTS Academic Catalogue.

2.9.7 Grade Appeals

A student's rights to grade appeals are defined in the Academic Catalogue. Each faculty member must specify the grading policy in the syllabus at the beginning of the course. The faculty member may change the grading policy for cause after that time but must do so uniformly with ample notification to students.

The grading policy should be quite specific and should be distributed to each class in written form. It is strongly recommended that instructors retain any student papers, tests, projects, or other materials not returned to the student for 70 days after the end of a semester or if an appeal is filed until the appeal is resolved. To view the complete policy and procedure for grade appeals, please consult TTS Academic.

2.10 - Student Attendance Policy

Attendance in classes, laboratories, and lectures is important. Each student is expected to attend the activities corresponding to the student's schedule of courses. The instructor determines the attendance policy for the course and, at the beginning of each semester, provides the students with a clear statement regarding the absence policies for the courses. Instructors will be responsible for advising the students regarding the academic consequences of absences. To view the complete student attendance policy, please consult the TTS Academic Catalogue.

2.11 - Faculty Absences

2.11.1 Planned Brief Absences from Teaching Responsibilities

If a faculty member plans to be absent for professional (e.g., conference participation) or health (e.g., minor surgery) reasons, it is the faculty member's responsibility to make arrangements for the faculty member's classes. (For other health issues, refer to the sick leave policy in TTS Faculty Handbook Section 4.2.5 - TTS Employee Benefits).

2.11 - Faculty Absences (cont)

2.11.2 Extended Absences from Teaching Responsibilities

In planning for the instructional coverage of a teaching faculty member on extended sick leave (e.g., disability, long-term illness and/or hospitalization, maternity), every effort will be made to minimize the potential disruption of the students' instructional experiences. For a complete description of policies, refer to TTS Faculty Handbook Section 4. Faculty members may not be absent from their teaching responsibilities except for illness, extraordinary personal circumstances, or performing professional obligations, even if coverage has been arranged. The faculty member should notify the degree coordinator before any cancelations or substitutions. In addition, faculty should not cancel scheduled classes or meetings to take personal time.

2.12 - Policies Concerning Research with Human Participants

No research involving human subjects should be performed without prior review and authorization from Turner's IRB. For details on obtaining IRB approval, the primary researcher should contact the office of the provost.

2.13 - Faculty Policies and Procedures with Legal Implications

2.13.1 Syllabus Requirements

Institution Policies or Statements to be Included in Syllabi

Academic Integrity Statement (Required)

Every TTS student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Academic Catalogs. The Academic Catalogue and the Student Handbook indicate TTS' policy on academic honesty, including provisions regarding plagiarism and cheating; unauthorized access to Institution materials; misrepresentation/falsification of Institution records or academic work; malicious removal, retention, or destruction of library materials; malicious/intentional misuse of computer facilities and/or services; and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedure.

Additional Legal Considerations

Protecting Students' Privacy

Students have certain privacy rights. These rights are mandated by federal policy. Leaving their work in an unsecured area, such as outside your office door (unless agreed upon with each student) means that the students' names, grades, and possibly social security numbers are accessible to everyone. Additionally, research papers can be taken and used by other individuals. It is recommended that you permit students to retrieve their work from your office if you don't return it to them in class. Information should not be made public in any way in which a student's grades, social security number, or other personal information may be identified.

Field Trips

Field trips offer students many educational opportunities and can be used by faculty to enhance courses. It is necessary to have advance clearance before scheduling and taking a class on a field trip. A letter giving pertinent information about the TTS' sponsored field trip must be sent to the degree coordinator and the provost for insurance purposes. The purpose and an accurate listing of names of all who participated in the field trip must be submitted to the student success office. It is important that each student understand that it is the student's responsibility to inform and clear a missed class with the student's other instructors. The Office of Enrolment Management and Registrar will not inform instructors of students who missed classes due to field trips.

2.13 - Faculty Policies and Procedures with Legal Implications (Cont)

Faculty Liability

From time to time questions arise concerning the liability of faculty members for injuries to students engaged in laboratory work, on field trips, etc. Faculty members should inquire in advance about liability insurance and trip insurance with their professional societies or the appropriate official in the Office of Admissions, Retention, and Student Services.

Copyright Law

The Copyright Law of the United States (codified as Title 17 U.S.C.) governs the making of photocopies or other reproductions of copyright material. Teachers have latitude to copy materials, but within the "fair use" intent, and should consider the effect of the copying on the sales of books and other materials.

2.14 - Faculty Institutional Service

TTS faculty serve the institution by participating in standing committees, task forces, and other duties necessary for carrying out its work.

1. Unless otherwise noted, the chair of every committee is elected by committee members to a one-year term, beginning with the fall semester. Administrative staff who are ex officio members of committees are not eligible to serve as chairs of standing committees. Chairs may succeed themselves up to four times if duly reelected.
2. Each committee and the respective chairpersons are responsible for preparing the agenda, establishing priorities, maintaining minutes and records, filing reports, assigning tasks to committee members, evaluating the performances of members and the work of the committee, and submitting progress reports to the provost with a copy to the president.
3. Unless otherwise noted, members of every committee may succeed themselves.
4. Members of the Deans' Council and faculty members may attend all committee meetings at any time and participate if the committees permit.
5. The president and the provost are ex officio members of all committees.
6. Each committee shall meet at least four times per academic year at the beginning and end of the semester.

2.14.1 The Faculty Senate

The Faculty Senate comprises all faculty, full-time, part-time, and adjunct faculty, Administrative Vice Presidents and Associate Vice Presidents, and the President of the Student Senate. It is chaired by the President of TTS or her/his designee, generally the provost. All will have a voice, but only faculty will have a vote.

1. Via the president's appointment, the Senate is chaired by the provost. It will meet on the first Monday of each month during the regular Academic Year unless this date falls on a holiday, at which time the Faculty will set another date for that month. It will not meet during the summer. Upon the provost's decision, the Faculty Council may be convened during the Fall and Spring retreats of the faculty. In the absence of the provost, her/his designee will function as chair, currently the Associate Vice President of Student Services.
2. All Standing Committees, the Faculty Representatives to the Board of Trustees, and the Administrative Vice Presidents will report their work to the Faculty Senate in writing, noting items for information and items for vote.
3. Degree Coordinators submit reports to the provost and may attend and report to the Faculty Council presenting in writing actions they wish the Faculty Senate to adopt, but they do not have a vote.
4. Administrative Officers may be required to attend and make reports to the Faculty Senate.

2.14 - Faculty Institutional Service (cont)

5. The Faculty Senate will, by vote, make policies governing the Academic Program of TTS and forward the same to the Administration and/or TTS Board for modification and/or ratification. These items include but are not limited to setting the Academic Calendar, altering degree requirements, establishing new programs and directions, establishing committees and ad hoc committees to accomplish its work, procedures for evaluating the provost and president, recommending students for graduation, and approving changes to the Faculty Handbook.

6. All motions from the Curriculum and Educational Policies Committee come to the Faculty Senate prior to approval by the Board of Trustees. A second is not needed on motions originating from standing committees.

7 Upon a vote of a Standing Committee or on petition from a quorum (a simple majority) of the Full-Time faculty members, the provost may convene the Faculty Council or Faculty Advisory Council for a “Called Meeting.”

2.14.2 Faculty Standing Committees

A. Committee on Committees (COC)

1. The Committee on Committees is composed of Degree Coordinators and meets during March of each year to nominate appointees to standing committees and other assignments for the following academic year. The provost ordinarily attends this meeting and serves in an ex officio function. The Committee circulates its list to the faculty for comment at least two weeks prior to the April meeting of the faculty, and the finalized list of nominees is presented at the April faculty meeting for its confirmation.
2. At the beginning of the academic year, any adjustments necessitated by the departure of faculty members on sabbatical leave, or by the hiring of new faculty, are made by the provost and presented at the August meeting of the faculty.

B. Committee on Admissions (CAD)

1. This committee reviews and implements admissions policies and procedures (e.g., extenuating circumstances). The chair shall not be the Director of Admissions, Retention, and Student Services.
2. The committee is composed of the Director of Admissions, Retention and Student Services, the Director of Enrollment Management and Registrar, the, the Director of Distance Learning, one representative of the faculty and one student.

C. Committee on Community Life (CSL)

1. This committee plans and coordinates weekly assembly and chapel activities as set forth in chapel and assembly guidelines approved periodically by the Faculty Council. Such plans and guidelines will include corporate events, which enhance the spiritual, intellectual, and social life of the TTS community. This committee shall assure that assembly and chapel activities are consistently in keeping with the mission (purpose, nature, and objectives) of TTS, and especially affirming the academic thrusts of each Area as well as the inclusivity of language and the diversity fostered by the institution.
2. All persons within and external to the TTS community who are invited to provide leadership in its educational, worship, and other functions are expected to adhere to the inclusive language guidelines. This committee’s contact persons shall be responsible for making these guidelines available to all leaders of chapel events.
3. The committee is composed of the Chaplain, one faculty member, a representative of the Student Senate, and the Director of Admissions, Retention and Student Services, and one student.

2.14 - Faculty Institutional Service (cont)

D. The Committee on Continuing Education and Public Service (CCE)

1. This committee provides guidance and assistance to the director of continuing and extension education in developing, implementing, and evaluating all programs of TTS. In addition, the committee develops and proposes policies and procedures necessary to effectively implement the programs within and beyond the immediate TTS community. This may include, from time to time, the coordination of denominational programs for the constituent seminaries.
2. The committee comprises the Director of Continuing and Extended Education, the Director of Admissions, Retention and Student Services, the Director of Distance Learning, the Director of Enrolment Management and Registrar, one faculty person, and one student.

E. The Committee on Curriculum and Educational Policies (CEP)

1. The main purpose of this committee is to monitor the school's curriculum and make recommendations to the faculty for action. It is the primary committee for maintaining continuity in curricular matters and the major resource for the Task Force on Curriculum Review and Revision.
2. The committee is composed of the provost who chairs the committee, the Degree Coordinators, the director of Distance Learning, the Director of Enrolment Management and Registrar, and one student. The responsibilities of this committee are:
 - a. To monitor curriculum between task force reviews, maintaining continuity in all curricular matters;
 - b. To review and recommend changes in the educational aims and objectives of TTS, in light of changes in society, graduate education, students to be educated, and faculty;
 - c. To recommend academic and program priorities in light of the objectives of the institution;
 - d. To review and evaluate all recommendations from Areas and the administration for addition and deletion of courses and programs;
 - e. To periodically review policies and procedures for granting academic credit for courses and programs;
 - f. To receive and review annual progress reports from the Degree Coordinators, thereby assisting the provost in evaluating and reporting to the president;
 - g. To evaluate and make recommendations on the standards and quality office academic programs;
 - h. To review and recommend proposals for joint and cooperative programs with other institutions or organizations;
 - i. To act on nominations for honorary degrees, TTS scholarships, fellowships and special awards.
 - j. To evaluate and make recommendations for improvement in academic efficiency, organization, and procedure;
 - k. To design, develop, and seek approval from faculty for a regular process of course evaluation by students;
 - l. To prepare in writing all major issues discussed and to distribute the documents among faculty prior to their meetings with sufficient time to study; and
 - m. To initiate whatever action is necessary to fulfill its responsibilities.
3. On an ad hoc basis, the Curriculum and Educational Policy Committee may appoint the Curriculum Revision and Review Task Force. The purpose of the task force and length of service are specified by the committee at the time of composition. This task force shall be dissolved when its appointed work has been completed.

2.14 - Faculty Institutional Service (cont)

F. The Committee on Advanced Studies (CAS)

The Committee on Advanced Studies (CAS) is a faculty committee providing oversight for the operation of the MA and any degrees TTS may offer that entails research, a thesis, or a dissertation. degrees. Regarding the MA, the CAS reviews and approves thesis proposals considers some student degree program petitions, makes recommendations to the faculty regarding degree program policies, and monitors student academic progress.

In addition, CAS oversees and foments research in the institution, supporting faculty in collaboration with the Committee on Faculty Care and the Provost's office.

All proposals and other material submitted for approval and all petitions for extensions or exceptions arising out of the stipulations in this handbook should be directed in writing to the Committee on Advanced Studies through its chair.

Decisions of the CAS may be appealed to the Academic Dean of the School of Theology.

The committee comprises the Degree coordinator of any research program of TTS, the VP of Institutional Effectiveness, one faculty member, and one student.

G. The Committee on Faculty Care (CFC)

1. This committee proposes, develops, and implements policies, procedures, and programs designed for professional and instructional development, and it recommends institutional changes necessary to accomplish these goals. In addition, the committee reviews all applications for promotion forwarded to it from Areas and applications for Endowed Chairs and makes recommendations to the provost and the president. It also reviews applications for tenure of faculty members and recommends the same to the Faculty Council for a vote to recommend the same to the Administration. It also reviews applications for Faculty Research and Travel Grant Funds forwarded from Areas. It also reviews the progress of faculty members toward tenure and reviews the work of tenured faculty.

2. The committee is composed of one faculty member from each of the four Areas, three of whom must be tenured. Representation of the various ranks, sexes, and races of the TTS faculty shall be considered in the selection of this committee. Any faculty member that is being considered for tenure or promotion during the year of the committee's work is ineligible to serve.

3. The responsibilities of this committee are detailed in Chapter II of this Handbook (§2.7). Its proceedings shall be confidential but communicated to the person(s) under its consideration.

H. Committee on Quality Enhancement Plan (QEP) and Institutional Effectiveness (CIF)

1. This committee comprises the VP of Institutional Effectiveness, Degree Coordinators, the Director of Admissions, Retention, and Student Services, the Chaplain, the chair of Faculty Care, and staff from the finance department. The provost usually attends this meeting.

2.14.3 Other Faculty Assignments

A. Council on Equal Employment Opportunity (CEEO)

1. This committee assists the Director of Human Resources in ensuring the implementation of equal employment opportunities.

2. This committee comprises the Provost, the Vice President for Administrative Services, and one degree coordinator.

B. Faculty Advisory Committee (CFA)

This committee serves in an advisory capacity to the administration and comprises tenured faculty. At the fall faculty retreat, the tenured faculty will meet to elect a chair and recorder of the committee. The president and/or provost can call upon the committee to provide faculty input on major administrative decisions. Upon request of 51% of the tenured faculty, the chair of the committee will convene this committee.

2.14 - Faculty Institutional Service (cont)

C. Faculty Representatives to the Board of Trustees

1. Two members of the faculty shall be selected as representatives to the TTS Board of Trustees.
2. The Representatives serve as a direct link between the faculty council and the board and may communicate to the board in writing and/or orally the sense of the faculty council.
3. The Representatives will provide a written report to the Faculty Council in the meeting following the Board meeting.

D. Committee on Faculty Search (CFS)

This ad hoc committee is appointed whenever a full-time position on the faculty is to be filled. Its composition and duties are outlined in §2.2.B.

E. Task Force on the Faculty Handbook

1. Every three years, the Committee on Committees, at its March meeting, nominates four faculty members to serve as a task force on the Faculty Handbook. These nominations are subject to the approval of the faculty at its April meeting.
2. The members of this task force review and propose revisions and review policies and procedures passed since the preceding document and policies and procedures that should be enacted in the future.





Section III **Review & Evaluation of Faculty**

To advance the institution's mission, faculty performance at TTS must be aligned with the institution's mission. While all faculty members in the academic departments work collectively to advance this mission, the roles and responsibilities of individual faculty can vary widely across the Seminary.





Section III

Review and Evaluation of Faculty Performance

3.1 Introduction

To advance the institution's mission, faculty performance at TTS must be aligned with the institution's mission. While all faculty members in the academic departments work collectively to advance this mission, the roles and responsibilities of individual faculty can vary widely across the Seminary. Each department may focus on particular aspects of the mission in ways that distinguish their contributions from others. However, the missions of all academic units must be aligned and consistent with the overall mission of TTS. Because department promotion and tenure (P&T) guidelines are discipline-specific and are approved by the Provost as consistent with TTS' standards, those guidelines are understood to be the primary basis for promotion and tenure recommendations and decisions. Therefore, at all levels of review, the rationale for P & T decisions will be stated in a letter to the candidate with specific and detailed reference to the department review guidelines used to justify the recommendations and decisions made. Any revisions to departmental guidelines must include the date of approval/adoption. Revisions to departmental guidelines become effective 12 months following their adoption. However, individual faculty may choose to be reviewed under revised guidelines immediately upon their adoption. A copy of the promotion and tenure guidelines approval form must be attached as a cover sheet to the department guidelines included in portfolios for Pre-Tenure, Promotion, and/or Tenure and Post-Tenure Review.

Performance evaluation of a faculty member is required at TTS. Reviews and assessments occur annually in the following ways:

- Detailed annual review of faculty performance;
- Pre-tenure review for tenure-track faculty;
- Review for tenure by the sixth year for tenure-track faculty with professorial rank;
- Post-tenure reviews for tenured faculty with professorial rank every five years are submitted at the beginning of the sixth year;
- Reviews for elective promotion for tenured faculty in the professorial rank (optional);
- Review for elective promotion for non-tenure track faculty with professorial rank, including clinical and research faculty (optional);
- Review for elective promotion for non-tenure track lecturers (optional).

This faculty performance policy requires effective and collaborative strategic planning at all levels. When a department focuses on particular aspects of the Seminary's mission, any units within that department must align the work of their faculty to advance TTS' mission. The relative emphasis of faculty professional activity in the areas of performance and evaluation at TTS must match the particular focus of their academic unit and be consistent with the mission of the Seminary. The faculty performance policy in TTS Faculty Handbook Section 2 encourages flexible faculty roles across the institution, recognizes the rich diversity of faculty talent, and advances the Institution's mission by maximizing the strengths and talents of individual academic units and their faculty.

3.1 Introduction (Cont)

These principles set forth policies, criteria, and procedures by which individual faculty members' contributions to the institution will be documented and equitably evaluated. They define terms and levels of review and set the basic structure for all performance reviews.

In this section of the Faculty Handbook, the words "must" and "will" (and equivalent terms) signify a binding, mandatory requirement that must be followed by departments, as to substance and procedure, as appropriate. Conversely, the words "may," "can," "might," or "should" (and equivalents) signify a permissive suggestion not binding on departments. Departments will establish written guidelines, consistent with the TTS Faculty Handbook, that specify evaluative criteria appropriate to their disciplines. These guidelines will describe the focus of their units within the larger mission and the core values of TTS and delineate which activities will receive emphasis in annual performance reviews, in promotion and tenure recommendations and decisions, and in post-tenure performance evaluation of faculty in their units. The process, guidelines, and revisions to the guidelines must also be approved by the full-time permanent faculty in the department, the department chair (for department guidelines), the Committee on Faculty Care, and the Provost.

3.2 - Overview of Faculty Responsibilities

For the purpose of clarification, administrative faculty are those members of the Instructional Personnel who receive a contract for faculty-ranked administrators. Teaching faculty are all others with faculty rank and status.

As described in TTS Faculty Handbook Section 3.3, the three basic performance areas in which faculty must be evaluated are teaching, scholarship and creative activity, and professional service. Depending upon college and departmental guidelines, faculty members need not demonstrate noteworthy achievements in all three areas but must be noteworthy in two and satisfactory in the third. All teaching faculty are expected to emphasize excellence in teaching and demonstrate noteworthy achievement in at least one other.

The specific departmental guidelines define appropriate activities and noteworthy achievements in all three areas. These standards must be honored by all levels of review in the tenure and promotion process. Regardless of the individual's relative emphasis in the performance areas, all faculty members are expected to devote at least 10% of their time to professional service activities, which are essential to the institution's life.

In addition, it is important to note that effectiveness in any performance area requires a basic foundation of prerequisite degrees and credentials and currency in one's field. At TTS, such credentials and currency are known as professional development, and all faculty members are encouraged to participate in professional development opportunities both on and off campus. Faculty should address in their portfolio narrative how their continuing development activities influence, support, and/or shape their activities in their performance area(s) of emphasis.

The differing proportions of emphasis given to each performance area for a given faculty member will depend upon written agreements between the faculty member, department, and provost in alignment with the college and departmental guidelines. The role(s) upon which each faculty member will be evaluated will be outlined in the faculty member's Faculty Performance Agreement (FPA) (see Section 3.12). This agreement will be developed in consultation with the faculty member's supervisor(s), who will have the responsibility to negotiate, assign, and coordinate the distribution of the various activities of individual faculty to ensure that the collective work of the department and institution is accomplished. The overriding factor in determining the activities of each faculty member must be the needs of that faculty member's department and academic programs. The FPA lists the faculty member's goals and priorities for a period agreed upon by the faculty member and supervisor(s) to fit current and anticipated circumstances. The FPA must:

3.2 - Overview of Faculty Responsibilities (cont)

- clarify the general responsibilities and relative emphasis of the individual in teaching, scholarship and creative activity, and professional service, articulate the manner in which the
- faculty member's activities relate to the departmental and college mission and goals, identify the expectations for scholarly activity in all the faculty member's performance
- areas, and identify the performance area(s) that will include scholarship expectations and describe those expectations. Consistent with the institution's culture of shared governance,
- the details of an individual FPA are worked out in consultation between the chair and the faculty member and are subject to final approval by the dean. If the faculty member and the chair cannot reach an agreement on the FPA, the provost will make the final determination.

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As a faculty member matures and develops and as the focus of departments evolves, an FPA may change. New agreements may reflect changes in the workload percentages assigned. It may be necessary to change an FPA during a given year due to unexpected circumstances, such as changes in departmental staffing and/or other opportunities. If this occurs, the faculty member, in consultation with supervisors, will draw up a new FPA that will be signed by all parties. Both this new and the old FPA will be used in the evaluation of the faculty member at the conclusion of the year and in subsequent promotion and tenure recommendations and decisions.

3.3 - Basic Categories of Faculty Performance

The basic categories of faculty performance at TTS are teaching, scholarship and creative activity, and professional service. The Faculty Performance Agreement delineates the relative emphasis of an individual faculty member's activities in these three areas. The typical faculty member will focus work in the specific areas that reflect their knowledge and expertise in advancing the institution's mission. In all cases, the evaluation of faculty performance will be based on evidence of the quality and significance (see Section 3.4) of the individual faculty member's scholarly accomplishments in respective areas of emphasis. Faculty for whom a different model would be more appropriate will collaborate with their chair/director in the selection of that model. A faculty member's strengths, interests, and past three years' annual reviews will serve as the primary guide to the selection of the model.

3.3.1 Teaching

This category of faculty performance refers to a wide variety of instructional activities that engage faculty peers and others to facilitate student learning. Teaching also includes activities such as mentoring, advising, and supervision. The norm for workload effort expected in the area of teaching for the typical tenure-track/tenured teaching faculty is 60%. By definition, scholarly teachers (see Section 3.4) demonstrate mastery of the current knowledge and methodology of their discipline(s). Teaching effectiveness at TTS will be assessed and evaluated not only from the perspective of the teacher's pedagogical intentions but also from the perspective of student learning. Such assessment may employ multiple methods, including a variety of classroom techniques. Instruments to assess student perceptions of their own learning should not be the sole means but may be used in conjunction with other instruments. Depending on the faculty member's situational context, evaluation of teaching and curricular contributions will not be limited to classroom activities but will also focus on the quality and significance of a faculty member's contributions to larger communities. Examples include curricular development, community-engaged teaching practices, program assessment, student mentoring, and supervision, public lectures and workshops, teaching abroad and international exchange, and academic advising.

3.3 - Basic Categories of Faculty Performance (Cont)

In addition to documenting teaching effectiveness in terms of student learning, faculty should provide other measures of teaching effectiveness, such as some, but not necessarily all, of the following: teaching awards, evidence of handling diverse and challenging teaching assignments, securing grants for curriculum development or teaching techniques, accomplishments involving community-engaged pedagogy, peer observations, and contributions to the achievement of departmental teaching-related goals.

3.3.2. Scholarship and Creative Activity

Scholarship and creative activity at TTS are aligned with the institution's mission statement as a wide array of activities that contribute to advancing knowledge, understanding, application, problem-solving, social impact, and pedagogy in the communities served by the Institution. The norm for workload effort expected in the area of scholarship/creative activity for the typical tenure-track/tenured teaching faculty is 30%. The minimum workload effort in this area expected for a tenure-track or tenured teaching faculty wishing to be tenured and/or promoted is 20%. Scholarship and Creative Activity will include a broad array of scholarships with the expectation that for something to be considered a scholarship, it must meet the scholarship expectations established by the department or institution. These professional activities become recognized accomplishments when the work uses appropriate and rigorous methods, is formally shared with others, and is subject to informed critique and review (peer review). Documentation and evaluation of accomplishments in scholarship and creative activity will focus on the quality and significance of the work. Merely listing individual tasks and projects does not address quality and importance. Faculty members are encouraged to disseminate their best teaching practices to appropriate audiences and to subject their work to critical review.

Departmental guidelines must identify the specific criteria for determining the quality and significance of scholarship and creative activity appropriate to that department's disciplines and scholarly contexts.

Accomplishments will be judged in the context of their use of current knowledge, their impact on peers and communities who are stakeholders in the processes, and the products of the scholarship and creative activities. In evaluating scholarship, faculty members are expected to demonstrate the quality and significance of the faculty member's accomplishments. In specific fields, such as creative fields, distinguished creation should receive consideration equivalent to distinction attained in more traditional research areas. In evaluating artistic creativity, an attempt should be made to determine the quality and significance of the faculty member's accomplishments. Criteria such as originality, scope, richness, depth of creative expression, and peer recognition may be used to evaluate quality and significance. In disciplines such as music or drama, performance, conducting, directing, design, choreography, etc., are evidence of a candidate's creativity.

Contributions to developing collaborative, interdisciplinary, cross-institutional, international, or community-engaged research programs are highly valued. Documenting collaborative research might involve evidence of individual contributions (e.g., quality of work, completion of assigned responsibilities), work facilitating the successful participation of others (e.g., skills in teamwork, group problem-solving), and/or the development of sustained partnerships that involve the mutually beneficial exchange of knowledge and resources. TTS recognizes publishing in pedagogical journals or making educationally focused presentations at disciplinary and inter-disciplinary gatherings that advance the scholarship of teaching and curricular innovation or practice.

3.3 - Basic Categories of Faculty Performance (Cont)

3.3.3 Professional Service

Professional service involves the application of a faculty member's academic and professional skills and knowledge to the completion of tasks that benefit the institution, the community, or the profession. Professional service includes service to the department, Institution, profession (e.g., guilds), and community. The service activity must be related to a person's status as a faculty member. For example, faculty members might draw on their professional expertise to engage in a wide array of scholarly services to the department or institution's governance and professionally related service activities. Service is a vital part of faculty governance and the operation of the Seminary. Evidence of the quality and significance of institutional service can support promotion and tenure. Governance and professionally related service create an environment that promotes scholarly excellence and achieves the Seminary's mission. Administrative faculty are encouraged to engage in service activities such as faculty development, fundraising, fiscal management, personnel management, and public relations. Whatever the individual's relative emphasis in the performance areas, all faculty members are expected to devote at least 10% of their time to professional service activities essential to the institution's life (see Section 2.2). That is, the norm for minimum workload effort expected in the area of service for the typical tenure-track/tenured teaching faculty is 10% (120 hours/year).

Scholarly service to communities external to the Institution is highly valued and frequently enhances teaching, scholarship, and creative activity. Service to the community should be related to the faculty member's discipline or role at the Institution. For example, a faculty member might engage in professionally connected service to a guild (AAR, SBL, ARE), or a community agency, support or enhance regional economic development, provide technical assistance, or facilitate organizational growth. Likewise, some scholarly service activities might rely on a faculty member's academic or professional expertise to serve their discipline or an interdisciplinary field. This type of service might include developing linkages with partner institutions locally and globally.

In all types of professional service, scholarly service documentation and evaluation will focus on quality and significance rather than on a plain recitation of tasks and projects. Documentation of the products or outcomes of professional service should be provided by the faculty member and considered as evidence for evaluating accomplishments. Documentation should be sufficient to outline a faculty member's agreed-upon responsibilities and to support an evaluation of effectiveness.

Faculty will be expected to explain and document the quality and significance of their service roles. The faculty member should provide measures of functions such as:

- an explanation of the scholarly work involved in the service role,
- copies of minutes, number of hours met, copies of products developed, measures of the impact or outcome of the service role and/or an explanation of the unique contribution of leadership roles or recognition by others of contributions. Those in administrative roles
- should demonstrate the quality and significance of their leadership and administration, especially how effectively they foster the requisite fiscal, physical, interpersonal, intercultural, international, and intellectual environment (e.g., improving the quality and significance of scholarship or service in their unit). In sum, administrative faculty act as leaders by assisting colleagues in their unit to achieve and surpass Institution, college, and departmental goals in teaching, scholarship and creative activity, and professional service.

3.4 - Evaluation of the Quality and Significance of Faculty Scholarly Accomplishments

3.4.1. Definitions of Scholarly Activity and Scholarship

"Scholarly" is an umbrella term used to apply to faculty work in all performance areas. Scholarly is an adjective used to describe the processes that faculty should use within each area. In this context, scholarly refers to a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, and revised and rethought. Scholarship is also a noun used to describe tangible outcomes of the scholarly processes. This tangible product is disseminated in appropriate professional venues relating to the performance area. In the dissemination process, the product becomes open to critique and evaluation. What follows is a description of how faculty work in each performance area might be scholarly and could result in scholarship.

While the professional activities of faculty vary, every faculty member is expected to demonstrate scholarly activity in all performance areas, as described below. Furthermore, tenure-track faculty members must produce scholarship in at least one of their performance area(s) of emphasis. The norm for workload effort expected in the area of scholarship for the typical tenure-track/tenured teaching faculty is 30%. The minimum acceptable for tenure and/or promotion is 20%. The performance area(s) with scholarship expectations must be agreed upon by the faculty member and the faculty member's supervisor. In other words, although faculty members are expected to engage in scholarly activity in all the performance areas identified in their FPA, they are not expected to produce scholarship in all areas. Evaluation of all scholarly accomplishments and scholarship will be based on evidence of the quality and significance of the work.

3.4.1.1 Examples of Scholarly Accomplishments in Teaching

Scholarly teachers plan their class activities in order to ascertain outcome data regarding student learning. Faculty members typically revise their courses from semester to semester; the scholarly faculty member makes these revisions deliberately and systematically assesses the effect of the revisions on students' learning. The following semester, the scholarly faculty member makes more revisions based on the previous semester's outcomes if such revisions are warranted. Professional development activities, such as attending workshops and conferences related to teaching, are examples of scholarly accomplishments in teaching. This process can result in scholarship when the faculty member makes these processes and outcomes public and subject to appropriate review.

3.4.1.2 Examples of Scholarly Accomplishments in Scholarship and Creative Activity

Scholarly researchers and artists approach their scholarship and creative activity in a systematic and intentional manner. They have clear goals and plans for their work. Such faculty engage in programmatic scholarship and creativity, as opposed to random, haphazard scholarship and creative activities that have less chance of building a substantial body of work. Researchers and creative artists transform their work into scholarship when the work is formally shared with others, exhibits the use of appropriate and rigorous methods, and is subject to informed critique and review, including the usual process of peer review and publication, showcasing, or presentations. Professional development activities such as attending workshops and conferences related to scholarship and creative activity would be an example of scholarly accomplishments, but not necessarily scholarship, in this area.

3.4.1.3 Examples of Scholarly Accomplishments in Professional Service

Faculty members who perform scholarly professional service use their knowledge and expertise in a service opportunity to the Institution, the community, or their profession. Appropriate documentation of scholarly service describes the role of the faculty member in each service activity, how the faculty member uses their expertise in the role, and clearly demonstrates the outcome or impact of the service activity. Reports of service lack scholarly

3.4 - Evaluation of the Quality and Significance of Faculty Scholarly Accomplishments (cont)

dimension when they merely list committee assignments, provide no evidence of the nature of activities or results, provide evidence of outcomes but no evidence of the individual's role, have no review by others or provide no evidence of how the service work is consistent with professional development or goals. Although all professional services may not be scholarly, faculty should document the quality and significance of all service activities. Scholarly service can move toward scholarship as it meets some or all of the following criteria:

1. The service is documented as intellectual work.
2. There is evidence of significance and impact from multiple sources.
3. There is evidence of individual contributions.
4. There is evidence of leadership.
5. There is dissemination through peer-reviewed publications or presentations.
6. There is dissemination to peers, clients, the public, patients, etc.
7. There is a peer review of the professional service.

Faculty members in administrative positions often provide oversight to initiatives that strengthen and enhance their unit's mission. Building innovative programs, policies, and procedures can require scholarly investigations (e.g., research or literature reviews) and lead to outcomes and products shared at professional meetings or in professional publications. For example, a department chair might develop a mentoring program in the department that is shared in professional meetings or publications and becomes nationally recognized.

3.4.2 Quality and Significance

Quality and significance are the primary criteria for evaluating faculty performance. Quality and significance of scholarly work are over-arching, integrative concepts that apply equally to all areas of faculty performance. A consistently high quality of scholarly work and the promise for future exemplary scholarly work are more important than the quantity of the work done. The criteria for evaluating the quality and significance of scholarly accomplishments include the following:

3.4.2.1 Clarity and Relevance of Goals

Faculty members should clearly define the goals of scholarly work in their respective areas of emphasis and the relevance of their scholarly work to their Faculty Performance Agreement. Clarity of purpose and relevance of goals provide a critical context for documenting and evaluating scholarly work.

3.4.2.2 Mastery of Existing Knowledge

Faculty members must be well-prepared and knowledgeable about developments in the relevant context of their scholarly activity. The ability to educate others, conduct meaningful scholarship, produce creative works, and provide high-quality assistance through professional service depends upon mastering existing knowledge and background information. Faculty members should use appropriate techniques, methods, and resources in their scholarly work.

3.4.2.3 Effectiveness of Communication

Faculty members should communicate effectively with their audiences and subject their ideas to critical inquiry and independent review.

3.4.2.4 Significance of Results Faculty members should demonstrate the extent to which they achieve their expressed goals and to which their scholarly accomplishment(s) may have had significant professional impact. Customarily in the academy, such significance might be confirmed by various credible sources (e.g., academic peers, community participants, or other experts), and by published documents such as reviews, citations, acknowledgments, or professional correspondence regarding one's work.

3.4 - Evaluation of the Quality and Significance of Faculty Scholarly Accomplishments (cont)

3.4.2.5 Consistently Ethical Behavior

Faculty members shall conduct their work with honesty, integrity, and objectivity. They shall foster a respectful relationship with students, community participants, colleagues, and others who participate in or benefit from their work. Faculty members shall uphold recognized standards for academic integrity (see Section 2.13).

3.5 - General Expectations for Tenure and Promotion

3.5.1 Post-Tenure Review, Faculty Performance for Tenure Track Faculty in Professorial Ranks

3.5.1.1 Tenure Academic tenure is an employment status at TTS that assures a tenured faculty member of continuous appointment from contract year to contract year, except under conditions of dismissal for cause (see Section 4.1.9), termination or layoff of tenured personnel due to program modification, or financial exigencies. The awarding of tenure is a highly important decision through which the Seminary incurs a major commitment to the individual faculty member well into the future. Years of service or successful annual reviews alone are not sufficient to qualify for tenure. It should only be granted to those faculty members whose achievements demonstrate the quality and significance expected of an Associate Professor and who demonstrate potential for long-term effectiveness at the Institution. Tenure requires prior or simultaneous promotion to the rank of Associate Professor. New tenure track faculty may be initially appointed to the rank of Associate Professor or Professor without the award of tenure. All tenure track faculty are expected to produce scholarship in at least one performance area. This scholarship must be consistent with departmental and Institutional guidelines. Only under exceptional circumstances will a candidate be recommended for tenure without at least one form of scholarship as articulated in approved promotion and tenure guidelines. In awarding tenure, the Institution recognizes the long-range value of the faculty member to the institution and ensures them the academic freedom that is essential to an atmosphere conducive to the proper operation of the Institution.

The review for tenure involves a retrospective analysis of how well the individual has met the needs and expectations of the Institution during the probationary period. Perhaps the greatest value of that retrospective analysis is in how well it informs the judgment of colleagues about the individual's prospects for future contributions and achievements as a TTS faculty colleague. The fundamental issue underlying the tenure decision is whether, in the judgment of teaching and administrative faculty colleagues, the faculty member will continue to meet institutional needs and expectations in the future. In addition to the minimum criteria above, tenure at the rank of associate or full professor requires a terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee of tenure.

Due to its long-term implications, the granting of tenure constitutes a significant decision and, therefore, requires a thorough review process that includes the judgments and recommendations of the faculty member's teaching and administrative faculty colleagues. The entire process has two major parts: the pre-tenure review and the tenure review. The timing of these two parts depends upon several factors that are determined at the initial employment in the professorial ranks, explained below. It is important to note that the number used to designate the year of review for tenure (and used similarly for promotion) indicates the year that the review process takes place. Because this review process starts at the beginning of the academic year, only the documentation of the fully completed years of service up until that point will be reviewed. Thus, a pre-tenure review in the third year considers only two years of service, and a tenure review in the sixth year considers only five years of service.

3.5 - General Expectations for Tenure and Promotion (cont)

In exceptional cases, the President may approve an outstanding distinguished senior faculty member for the award of tenure upon the faculty member's initial appointment under the following circumstances: appointed as an associate or full professor, was tenured at a prior institution, and brings a demonstrably national reputation to TTS. In most cases, the President will consult the Committee on Faculty Care and the chair of the department hosting the faculty member before awarding tenure.

3.5.1.2 Pre-Tenure Review

The first of the two parts of the tenure review process is a pre-tenure review that takes place in the third year of a tenure track faculty member's appointment. All tenure track faculty eligible for tenure must receive a pre-tenure review during their third year of appointment to that tenure track position. For these faculty, the purpose of this pre-tenure review is to assist faculty members in determining whether they are making appropriate progress toward tenure and to assess the individual's current readiness toward tenure. The pre-tenure review does not constitute a tenure decision but rather provides feedback to the faculty member as to strengths and weaknesses. At each level of the review, a summary letter will be produced that describes in detail how the faculty member is progressing toward meeting or not meeting the expectations for tenure. The letter will also include specific suggestions for maintaining and enhancing further preparations for a successful tenure decision in the future. These pre-tenure review letters and the descriptive assessments they contain become part of the individual's portfolio for later review.

3.5.1.3 Tenure Review

The second major part of the process is the review at the end of the probationary period, which leads to a tenure decision. All tenure-track faculty must be reviewed for tenure. The length of the probationary period over which this review is to occur depends upon several factors. For faculty who enter TTS at the assistant professor rank or above, the probationary period is five years, with a mandatory review for tenure being conducted in the sixth year if tenure has not already been awarded. However, faculty may be granted years of credit toward tenure for work experience before coming to TTS. The President will note this credit in writing before the faculty member is employed and can range from one to three years, with the latter figure being reserved for rare cases of exceptional service elsewhere, such as administrative work. Any, all, or none of the granted credit can be applied toward tenure at the discretion of the individual faculty member. If applied toward tenure, this credit plus the number of years of service at TTS must match the minimum probationary period of five years. The tenure portfolio will include evidence from this credited time and evidence of relevant work experience prior to employment at TTS. A faculty member may use their probationary credit towards tenure and apply for tenure earlier than the completion of the minimum probationary period only once. Faculty who have used probationary credit towards tenure and who were denied tenure will have one additional attempt to obtain tenure, which will occur in their sixth year of eligibility (i.e., their required year for tenure as outlined on their faculty tenure and promotion status sheet). The amount of the probationary period spent at TTS must be continuous unless the interruption is for a leave of absence or for part-time service that must not, in either case, exceed two years. A faculty member who is granted two or three years of credit toward tenure may replace the pre-tenure review with a tenure review in the second year in the position (if taking three years of credit toward tenure) or in the third year of the position (if taking two years of credit toward tenure).

3.5 - General Expectations for Tenure and Promotion (cont)

If a tenure track assistant professor or associate professor is granted probationary credit upon initial hire, the same amount of credit will be granted for both tenure and promotion and can only be used once. For example, if a faculty member is using probationary credit and chooses to apply for tenure only or promotion only during their first portfolio submission at TTS, the probationary credit initially granted for both tenure and promotion will be considered used at that time.

A faculty member hired without credit toward tenure may apply for tenure during the fifth year of service (after serving a minimum of four years in their current tenure track position at TTS). Tenure track faculty can be reviewed concurrently for both promotion (from assistant professor to associate professor or from associate professor to full professor) and tenure; however, the awarding of tenure for assistant professors can only be approved after a positive decision on promotion to associate professor has been made by the TTS President.

Tenure track eligibility for a faculty member will be stated in a letter offering employment from the Provost. An administrative faculty member who is appointed without academic rank or with a part-time rank is not on track for tenure. Part-time, limited-term, adjunct faculty and temporary or visiting faculty are not eligible for and do not accrue any credit toward tenure. Service as a non-tenure track faculty with professorial rank, part-time, limited term, temporary, or visiting faculty member at TTS does not earn credit toward the probationary period if the individual is hired later into a regular permanent faculty status.

Academic deans and department chairs may be appointed with tenure. Tenure does not reside in an administrative position. Deans and chairs not hired with tenure are subject to a tenure-track review process similar to all other tenure-track faculty. Once tenured as a faculty member, an individual retains tenured status as a function of changing positions, responsibilities, or departments at the Institution.

Tenure track faculty not recommended for tenure during their required sixth or ninth (e.g., due to leave of absence) year reviews automatically receive a terminal one-year contract and formal notice that they will not receive another employment contract after their seventh or tenth years, respectively.

All non-tenured faculty who have been awarded academic rank (instructor, assistant professor, associate professor, professor) are employed under written contract and who served full-time for the entire previous year have the presumption of renewal of the next academic year unless notified in writing by the President or authorized representative of the intent not to renew.

Such individuals are employed from contract to contract and only for the term specified in the contract. Subsequent or future appointment results solely from a separate offer and execution of a new and distinct contract. Under these circumstances, the offer of a new contract is the prerogative of TTS, provided that sufficient advance notice is given informing the individual of the institution's intent to exercise its option of not renewing the current employment contract. In addition to the minimum criteria above, tenure at the associate or full professor rank requires a terminal degree in the appropriate discipline or equivalent in training, ability, and/or experience. Turner Theological Seminary believes that the qualities of knowledge, experience, and ability that would qualify as equivalent to the earned doctorate or terminal degree must be demonstrated at a high level of achievement. Equivalency should only be awarded when the demonstrated evidence is clear and convincing. In addition, the judgment of equivalency depends on many variables specific to the particular discipline in question and to the individual achievements of the person making the case for equivalency.

3.5 - General Expectations for Tenure and Promotion (cont)

The following criteria are guidelines for faculty committees and administrators who will use their professional judgment to recommend doctoral or terminal degree equivalency for hiring and promotion, and tenure.

Required criteria for terminal degree equivalency include:

- a. Demonstrating broad and in-depth knowledge and understanding of the body of information in the discipline beyond a masters' degree
- b. Demonstrating the ability to implement one's own scholarship and creative activity agenda, to apply research and creative methodologies, and to produce scholarship that meets the criteria for quality and significance outlined in departmental guidelines

A variety of other factors may be considered in determining doctoral equivalency. Additional supporting evidence might include the following:

- a. Holding a master's degree in the appropriate discipline
- b. Completing graduate coursework in the discipline beyond what would be expected for a masters' degree
- c. Holding appropriate professional licensure or certifications in the discipline
- d. Achieving a leadership position in and/or honors and awards from a professional society or societies which indicates regional, national, and/or international peer recognition of professional accomplishments
- e. Having professional work experience relevant to the faculty member's teaching assignments that are significant in level of responsibility and duration
- f. Having already been promoted to the rank of Associate Professor

In addition to the criteria mentioned, other discipline-specific achievements may constitute doctoral or terminal degree equivalency that departments have outlined in their promotion and tenure guidelines.

Faculty members submitting portfolios for tenure who do not hold a doctorate or terminal degree must address the criteria for equivalency in their portfolios. The review committee or administrator will consider equivalency when considering the tenure recommendation.

Candidates without a doctorate or terminal degree can be tenured if, in addition to the criteria for tenure, they meet the requirements for equivalency as stated in departmental and institutional guidelines. Each level of review will make a recommendation for tenure and a decision on doctoral or terminal degree equivalency.

3.5.2 . Promotion for the Tenure Track Professorial Ranks

The professorial ranks are typically linked to the different stages of career development and accomplishment for Institution faculty. Faculty members at the different stages of an academic career tend to have different levels of experience, expertise, accomplishment, effectiveness, and productivity. They also tend to have different opportunities for contribution, leadership, and mentorship. Consequently, TTS' general expectations for faculty performance and for promotion in rank will be dependent on experience levels and the faculty member's career path.

Experience is correlated with professorial rank, but years of service or successful annual reviews alone are not sufficient to qualify for a promotion in rank. When a faculty member's experience, accomplishments, and career development evolve to the point where expectations applicable to the beginning level of the next highest rank are being met, the faculty member can make a strong case for promotion. A decision of promotion will result from a thorough review of a faculty member's accomplishments and contributions to the Institution by TTS

3.5 - General Expectations for Tenure and Promotion (cont)

teaching and administrative faculty colleagues. This review is accomplished in consideration of the faculty member's situation and context and in relation to their stage of academic career development.

Only faculty who were hired in professorial rank with credit toward promotion can undergo a promotion review before the fifth full academic year of service at TTS. This credit will be noted in writing by the President before the faculty member is employed and can range from one to three years, with the latter figure being reserved for rare cases of exceptional service elsewhere, such as administrative work. Any, all, or none of the granted credit can be applied toward promotion at the discretion of the individual faculty member. If applied toward promotion, this credit plus the number of years of service at TTS must match the minimum probationary period of five years. The promotion portfolio will include evidence from credited time and must include evidence of relevant work experience prior to employment at TTS. A faculty member may use their probationary credit towards promotion and apply for promotion earlier than the completion of the minimum probationary period only once. Faculty who have used probationary credit towards promotion and who were denied promotion will have to receive approval to submit for "early" promotion prior to serving the minimum of five years in rank at the current institution. The amount of the probationary period spent at TTS must be continuous unless the interruption is for a leave of absence or for part-time service that must not, in either case, exceed two.

If a tenure track assistant professor or associate professor is granted probationary credit upon initial hire, the same amount of credit will be granted for both tenure and promotion and can only be used once. For example, if a faculty member is using probationary credit and chooses to apply for tenure only or promotion only during their first portfolio submission at TTS, the probationary credit initially granted for both tenure and promotion will be considered used at that time.

A faculty member who was hired without credit toward promotion may apply for promotion during the fifth year of service (after serving a minimum of four years in rank). Tenure track faculty can be reviewed concurrently for both promotion (from assistant professor to associate professor or from associate professor to full professor) and tenure; however, the awarding of tenure for assistant professors can only be approved after a positive decision on promotion to associate professor has been made by the TTS President.

Early promotion is allowed for consideration. Strong justification must be provided to support any consideration of "early" promotion wherein the individual has served fewer than the minimum number of five years in rank at the current institution.

Before a faculty member submits an application for early promotion, the faculty member should seek guidance from the department chair and Provost. However, in the rare case where a faculty member has served less than four years in rank, prior approval from the President to be reviewed for promotion is required.

In addition to the minimum criteria above, promotion to the rank of associate or full professor requires a terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Turner Theological Seminary takes the view that the qualities of knowledge, experience, and ability that would qualify as equivalent to the earned doctorate or terminal degree must be demonstrated at a high level of achievement. Equivalency should be awarded only in cases when the demonstrated evidence is clear and convincing. In addition, the judgment of equivalency depends on many variables specific to the particular discipline in question and to the individual achievements of the person making the case for equivalency. The following criteria are established as a guideline for faculty committees and administrators

3.5 - General Expectations for Tenure and Promotion (cont)

who will use their professional judgment to recommend doctoral or terminal degree equivalency for hiring promotion and tenure.

Required criteria for terminal degree equivalency include:

- a. Demonstrating broad and in-depth knowledge and understanding of the body of information in the discipline beyond a master's degree
- b. Demonstrating the ability to implement one's own scholarship and creative activity agenda, to apply research and creative methodologies, and to produce scholarship that meets the criteria for quality and significance outlined in departmental guidelines

A variety of other factors may be considered in determining doctoral equivalency. Additional supporting evidence might include the following:

- a. Holding a master's degree in the appropriate discipline.
- b. Completing graduate coursework in the discipline beyond what would be expected for a master's degree
- c. Holding appropriate professional licensure or certifications in the discipline
- d. Achieving a leadership position in and/or honors and awards from a professional society or societies which indicates regional, national, and/or international peer recognition of professional accomplishments
- e. Having professional work experience relevant to the faculty member's teaching assignments that are significant in level of responsibility and duration
- f. Having already been promoted to the rank of Associate Professor

In addition to the criteria mentioned, there may be other discipline-specific achievements that constitute doctoral or terminal degree equivalency that departments have outlined in their promotion and tenure guidelines.

Faculty members submitting portfolios for promotion to associate or full professor who do not hold a doctorate or terminal degree must address the criteria for equivalency in their portfolios.

The review committee or administrator will consider equivalency at the time the promotion recommendation is considered. Candidates without a doctorate or terminal degree can be promoted if, in addition to the criteria for promotion, they meet the requirements for equivalency as stated in departmental and institutional guidelines. Each level of review will make a recommendation for promotion and a decision on doctoral or terminal degree equivalency.

3.5.3 Post-Tenure Review (PTR)

This policy aims at conducting post-tenure reviews of all tenured faculty members, beginning in the sixth year, five full years after the faculty member's most recent promotion or personnel action (e.g., post-tenure review, conversion from administrative to instructional faculty). The primary purpose of post-tenure review is to examine, recognize, and enhance the performance of all tenured faculty members, thereby strengthening the quality and significance of faculty work. Post-tenure review serves to highlight constructive and positive opportunities for all tenured faculty to realize their full potential of contributions to Turner Theological Seminary. It also serves to identify deficiencies in performance and provide a structure for addressing such concerns.

Post-tenure review is not a reconsideration of the faculty member's tenure status. Instead, it is a comprehensive five-year performance review that occurs after an individual is tenured. This post-tenure performance review is more comprehensive and concerns a longer time perspective (at least five years) than the annual performance reviews; post-tenure review

3.5 - General Expectations for Tenure and Promotion (cont)

feedback also comes from multiple peer and administrative perspectives rather than from the perspective of one administrative head, as is the case in annual reviews. Post-tenure review provides both retrospective and prospective examination of performance, taking into account that a faculty member probably will have different emphases and assignments at different points in his or her career. It is directed toward career development and a multi-year perspective of accomplishments and plans for professional development. The primary evidence to be considered by review committees/administrators for post-tenure review consists of the five most recent annual evaluations and a current curriculum vitae (see Section 3.12 for the review process and portfolio instructions). Three or more positive annual evaluations are necessary but are not sufficient to guarantee a positive decision. Post-tenure review also considers the broader peer and administrator perspectives provided by members of the Committee on Faculty Care and administrative levels of review. Faculty who have three or more unsatisfactory annual evaluations (not achieving/not meeting expectations) will be considered as candidates for remediation.

A post-tenure review will result in an assessment of the strengths and weaknesses in the quality and significance of a faculty member's performance in the context of individual roles and responsibilities. The overall outcome of the assessment will be categorized as either:

1. Achieving Expectations in Post-Tenure Performance or
2. Not Achieving Expectations in Post-Tenure Performance.

Basic guidelines for differentiating between achieving expectations and not achieving expectations in post-tenure performance are as follows:

3.5.3.1 Achieving/Meeting Expectations

Achieving/meeting or exceeding expectations in teaching, scholarship and creative activity, and professional service has been sustained in annual performance reviews with three or more positive annual reviews over the last five years, and the candidate has met the performance and quality expectations of the area of emphasis over the period of evaluation.

In cases where the faculty member is found to be "achieving expectations in post-tenure performance," no formal faculty development plan is required. The results of the post-tenure review are likely to reveal that the faculty member is performing well and any development activity would focus on further enhancing the faculty member's performance.

3.5.3.2 Not Achieving/Not Meeting Expectations

Achieving/meeting expectations in teaching, scholarship creative activity, and professional service has not been sustained in annual performance reviews over the past five years; specifically, there are three or more unsatisfactory annual reviews.

In cases where a faculty member is identified in the post-tenure review as "not achieving expectations in post-tenure performance," a formal faculty development plan must be written. The formal faculty development plan should address how deficiencies cited in the post-tenure review will be corrected. Administrators may wish to renegotiate and adjust the faculty member's workload assignments in developing a mutually acceptable plan. In all cases, face-to-face meetings and discussions among the principals (see below) are required to ensure thorough exploration of all options and clear communication of the understandings reached. A formal plan for faculty development should: 1) define specific goals or outcomes that are to be achieved; 2) outline the activities that will be undertaken to achieve the goals or outcomes; 3) identify appropriate sources of faculty development, whether they be located on campus, or in other locations; 4) set appropriate times within which the goals or outcomes should be accomplished; and 5) indicate appropriate criteria by which progress will be monitored.

3.5 - General Expectations for Tenure and Promotion (cont)

The following parties should be involved in the creation of a formal faculty development plan, in the monitoring of the faculty member's progress towards completion of the plan, and in verifying the plan's completion: 1) the affected faculty member; 2) the academic home department chair; 3) the provost; and 4) an optional fourth colleague -the affected faculty member may ask one of the members of the Committee on Faculty Care to serve as this fourth principal. The affected faculty member will be free to seek mentors, as needed, to successfully complete the plan. A copy of the formal faculty development plan must be submitted to the provost.

The academic home department chair and the provost are jointly responsible for arranging appropriate funding for the development plan if required. However, development plans will typically expect faculty to remedy deficiencies within existing resources and the normal level of support available for faculty development and for achieving faculty expectations. Furthermore, faculty with unsatisfactory performance reviews should not expect to receive paid leave to pursue further study or research for the purpose of remediating deficiencies. The maximum time allowed to complete a faculty development plan will be three years. The three-year period will normally start in the spring of the academic year, in which the post-tenure review was conducted and in which the faculty development plan is formulated. Depending upon the circumstances, remediation could occur in less time. An assessment of progress made on the faculty development plan will be incorporated into the individual's annual performance review each year. A written progress report on the plan will be prepared as a supplement to the annual performance evaluation and be reviewed by the next-level administrator. Satisfactory completion of the faculty development plan must be documented in writing, approved by the signatories of the plan, and copied to the provost. The post-tenure review clock will restart upon satisfactory completion of the development plan.

If the tenured faculty member has not satisfactorily completed the formal faculty development plan within three years, one of several consequences could occur as determined by the parties involved in the creation of the plan: 1) institution colleagues will continue to work with the individual toward the completion of the plan but the individual will not be eligible for equity or merit increases until the plan is satisfactorily completed; 2) a reassignment might be considered if it appears that the individual will not successfully complete the original plan; or 3) academic administrators could initiate other personnel actions up to and including revocation of tenure and termination. In any of these cases, the faculty member, department chair, and Provost should fully document an unsatisfactory ruling and its consequences.

Failure to Submit All Required Post-Tenure Review Documentation

Failure by a faculty member to submit all documentation required for post-tenure review according to the Institution review timeline shall be considered by the review committee as not achieving expectations. In these cases, the candidate and the department chair will develop a faculty development plan. The development plan must include a requirement to submit materials for post-tenure review the following year. If, after one year, the tenured faculty member has not completed satisfactorily this faculty development plan, one of several consequences could occur as determined by the parties involved in the creation of the plan: 1) institution colleagues will continue to work with the individual toward the completion of the plan but the individual will not be eligible for equity or merit increases until the plan is satisfactorily completed; 2) a reassignment might be considered if it appears that the individual will not successfully complete the original plan; or 3) academic administrators could initiate other personnel actions up to and including revocation of tenure and termination. In any of these cases, the faculty member, department chair, dean, and Provost should fully document an unsatisfactory ruling and its consequences.

3.5 - General Expectations for Tenure and Promotion (cont)

TTS' policy on post-tenure review affects all faculty who are tenured and have primarily teaching responsibilities at Turner Theological Seminary. A tenured faculty member will be expected to have a required post-tenure review, five full years after the award of tenure and at five-year intervals (occurring in the sixth year) thereafter unless one of several intervening circumstances occurs. Such intervening circumstances may substitute for, defer, or waive the next scheduled post-tenure review as follows:

- A successful review for promotion in professorial rank is considered comprehensive and comparable to a post-tenure review; the successful promotion will restart the individual's five-year "clock" for the next post-tenure review.
- A successful selection and appointment to a different TTS position as a result of a competitive national search and screening process is considered comprehensive and comparable to a post-tenure review; the appointment will restart the individual's five-year clock for the next post-tenure review.
- As is presently the case in eligibility for tenure or promotion consideration, a leave of absence taken during one or more terms of the nine-month academic year may exclude that year from being counted on the five-year clock for post-tenure review, deferring the next scheduled review accordingly by a year.
- The provost may waive a scheduled post-tenure review for a faculty member whose written notification of retirement is formally accepted and is effective within the two-year period immediately following the next scheduled post-tenure review.
- The five-year clock for post-tenure review will be restarted in the year in which an individual has completed successfully a formal faculty development plan.
- Administrators who have tenure and who may also have some teaching responsibilities are not subject to post-tenure review as long as their duties are administrative in nature (greater than 50% of their workload is administrative in function). Faculty members serving in administrative positions, including interim administrative positions, will have their post-tenure review clock reset at the end of the administrative appointment.

3.5.4 Faculty Performance Expectations for Tenure Track Faculty with Professorial Rank

3.5.4.1 Assistant Professors

Assistant Professors ordinarily hold the earned doctorate or terminal degree in their fields of specialization. A rare exception to this requirement may be made when there is evidence of outstanding achievements and professional recognition in the candidate's field of expertise. In most fields, a doctorate will be expected.

Adapting to the expectations of the academy and TTS and getting established in one's scholarly work are typically the primary concerns of an assistant professor. A typical pattern of effective and productive scholarly work for the assistant professor begins modestly in the early years, perhaps with a limited or local significance, and expands in-depth, focus, significance, recognition, and productivity in later years.

3.5.4.2 Associate Professors

Associate Professors make contributions to knowledge as a result of their scholarly work. High quality and significance (see Section 3.4) are the essential criteria for evaluation. The specialty areas, expertise, and professional identities of associate professors should become more advanced, more clearly defined, and more widely recognized as their academic careers progress. Typically, as the faculty member's roles and contributions grow towards significance, leadership, and initiative, the faculty member establishes a strong record of accomplishments with broader impact and recognition within and beyond the Institution.

3.5 - General Expectations for Tenure and Promotion (cont)

Promotion to the rank of associate professor requires a terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion. Initial appointments to the associate professor rank should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience.

3.5.4.3 Professors

Professors are experienced and senior faculty members who have become highly accomplished in their scholarly activities. They are faculty whose careers have advanced to mature and high levels of effectiveness and productivity. Professors have strong records of contribution to and leadership in their respective areas of emphasis. A professor is typically a leader, mentor, scholar, expert, and/or distinguished colleague. Professors make significant contributions to knowledge due to their scholarly work, whether demonstrated through the scholarly work of scholarship and creative activity, teaching, or professional service. Professors have a documented record of distinguished accomplishments using the criteria for quality and significance of scholarly work (see Section 3.4). These accomplishments will merit regional, national, or international attention and recognition.

Professors continue to grow and develop in their respective areas of emphasis. Promotion to the rank of full professor requires a terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither possessing a doctorate nor longevity of service is a guarantee per se of promotion. Initial appointments to the full professorial rank should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience.

3.5.5 Conversion from Tenure Track to Non-Tenure Track Faculty

A tenure-track faculty member may request a conversion from a tenure-track to non-tenure-track faculty status. The request form must be approved by the Committee on Faculty Care, the Provost, and the President. If a tenure-track faculty requests and is granted a conversion to a non-tenure-track faculty position, the individual's clock is reset because this is a different faculty type with a different set of expectations and guidelines. Thus, the faculty member will begin the first year in the new non-tenure-track faculty position at the beginning of the next academic year after the approval of the conversion and the faculty member will follow all performance evaluations appropriate for that new faculty type and rank.

3.6 - General Expectations for Promotion and Faculty Performance for Non-Tenure Track Faculty in Professorial Ranks

Some TTS faculty are non-tenure track with professorial rank. These non-tenure track individuals will hold the rank of Assistant Professor, Associate Professor, or Professor. The workload for these individuals in the appropriate performance areas (Teaching, Scholarship and Creative Activity, and Professional Service) is outlined in their situational context and set forth in the Faculty Performance Agreement (FPA). In many cases, faculty in these positions may be assigned roles and responsibilities to meet specific needs related to the Institution, college, and/or departmental missions.

3.6 - General Expectations for Promotion and Faculty Performance for Non-Tenure Track Faculty in Professorial Ranks (cont)

The holder of a non-tenure track faculty position with professorial rank is not eligible for consideration for the award of tenure or probationary credit toward tenure. Non-tenure track faculty members may apply for a declared, open tenure track faculty position and be considered through the normal search and screening process. Administrative transfers from a tenure track faculty position with professorial rank to a non-tenure track faculty position with professorial rank require the approval of the department chair, Provost, and President.

3.6.1 Faculty Performance for Non-Tenure Track Faculty in Professorial Ranks

Some TTS faculty are non-tenure track with professorial rank. These non-tenure track individuals will hold the rank of Assistant Professor, Associate Professor, or Professor. The workload for these individuals in the appropriate performance areas (Teaching, Scholarship and Creative Activity, and Professional Service) is outlined in their situational context and set forth in the Faculty Performance Agreement (FPA). In many cases, faculty in these positions may be assigned roles and responsibilities to meet specific needs related to the Institution, college, and/or departmental missions.

The holder of a non-tenure track faculty position with professorial rank is not eligible for consideration for the award of tenure or probationary credit toward tenure. Non-tenure track faculty members may apply for a declared, open tenure track faculty position and be considered through the normal search and screening process. Administrative transfers from a tenure track faculty position with professorial rank to a non-tenure track faculty position with professorial rank require the approval of the department chair, Provost, and President.

Departments with non-tenure track faculty with professorial ranks must incorporate into their guidelines the criteria for the promotion review for these faculty members. Departments may also establish an optional third-year review for non-tenure track faculty to provide feedback for an optional promotion review. As indicated in this handbook Section 3.1, establishment and revision to guidelines must be approved by the full-time permanent faculty in the department (for department guidelines), the Committee on Faculty Care, and the Provost.

3.6.1.1 Promotion for the Non-Tenure Track Faculty Professorial Ranks

The professorial ranks are typically linked to the different stages of career development and accomplishment for Institution faculty. Faculty members at the different stages of an academic career tend to have different levels of experience, expertise, accomplishment, effectiveness, and productivity. They also tend to have different opportunities for contribution, leadership, and mentorship. Consequently, TTS' general expectations for faculty performance and for promotion in rank will be dependent on experience levels and the faculty member's career path.

Experience is correlated with professorial rank, but years of service or successful annual reviews alone are not sufficient to qualify for a promotion in rank. When a faculty member's experience, accomplishments, and career development evolve to the point where expectations applicable to the beginning level of the next highest rank are being met, the faculty member can make a strong case for promotion. A decision of promotion will result from a thorough review of a faculty member's accomplishments and contributions to the Institution by TTS teaching and administrative faculty colleagues. This review is accomplished in consideration of the faculty member's situation and context and in relation to their stage of academic career development.

3.6 - General Expectations for Promotion and Faculty Performance for Non-Tenure Track Faculty in Professorial Ranks (cont)

Only faculty who were hired in professorial rank with credit toward promotion can undergo a promotion review before the fifth full academic year of service at TTS. A faculty member who was hired without credit toward promotion may apply for promotion during the fifth year of service (after serving a minimum of four years in rank).

TTS allows consideration of early promotion. Strong justification must be provided to support any consideration of "early" promotion wherein the individual has served fewer than the minimum number of five years in rank at the current institution.

Before a faculty member submits an application for early promotion, the faculty member should seek guidance from the department chair and Provost. However, in the rare case where a faculty member has served less than four years in rank at the current institution, prior approval to be reviewed for promotion is required from the President.

In addition to the minimum criteria above, promotion to the non-tenure track ranks of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Turner Theological Seminary holds that the qualities of knowledge, experience, and ability that would qualify as equivalent to the earned doctorate or terminal degree must be demonstrated at a high level of achievement. Equivalency should be awarded only in cases when the demonstrated evidence is clear and convincing. In addition, the judgment of equivalency depends on many variables specific to the particular discipline in question and to the individual achievements of the person making the case for equivalency.

The following criteria are established as a guideline for faculty committees and administrators who will use their professional judgment to recommend doctoral or terminal degree equivalency for hiring promotion and tenure.

Required criteria for terminal degree equivalency include:

- a. Demonstrating broad and in-depth knowledge and understanding of the body of information in the discipline beyond a master's degree
- b. Demonstrating the ability to implement one's own scholarship and creative activity agenda, to apply research and creative methodologies, and to produce scholarship that meets the criteria for quality and significance outlined in departmental guidelines

A variety of other factors may be considered in determining doctoral equivalency. Additional supporting evidence might include the following:

- a. Holding a master's degree in the appropriate discipline
- b. Completing graduate coursework in the discipline beyond what would be expected for a master's degree
- c. Holding appropriate professional licensure or certifications in the discipline
- d. Achieving a leadership position in and/or honors and awards from a professional society or societies which indicates regional, national, and/or international peer recognition of professional accomplishments
- e. Having professional work experience relevant to the faculty member's teaching assignments that are significant in the level of responsibility and duration
- f. Having already been promoted to the rank of Associate Professor

In addition to the criteria mentioned, other discipline-specific achievements may constitute doctoral or terminal degree equivalency that departments have outlined in their promotion and tenure guidelines. .

3.6 - General Expectations for Promotion and Faculty Performance for Non-Tenure Track Faculty in Professorial Ranks (cont)

Faculty members submitting portfolios for promotion to associate or full professor who do not hold a doctorate or terminal degree must address the criteria for equivalency in their portfolios. The review committee or administrator will consider equivalency at the time the promotion recommendation is considered. Candidates without a doctorate or terminal degree can be promoted if, in addition to the criteria for promotion, they meet the requirements for equivalency as stated in departmental, college, and Institution guidelines. Each level of review will make a recommendation for promotion and a decision on doctoral or terminal degree equivalency.

The criteria for the optional promotion review are based on criteria established for non-tenure track faculty with professorial rank for the beginning level of the next higher rank as articulated in department and Institution guidelines. The same committee structure that is used for the promotion review of tenured and tenure-track faculty will be used for the promotion review of non-tenure-track faculty with professorial rank.

Non-tenure track faculty with professorial rank must prepare a portfolio for the optional promotion consideration. The portfolio contents will follow the guidelines for tenure-track faculty who are reviewed for promotion (see Section 3.12, Faculty Review Process - Portfolio Guidelines and Contents).

Annual reviews and/or portfolio feedback indicating poor performance with little or no improvement over time and based on the department promotion and tenure guidelines provide the basis for nonrenewal of non-tenure track faculty with professorial rank. Non-tenure track faculty with professorial rank have the option to respond in writing within ten calendar days after receiving reviews of their performance, should an appeal be necessary. Response letters are directed to the reviewing committee or administrator and copied to the next level of review. This response will become part of the portfolio that will be forwarded to the subsequent levels of review. The response letter should address the interpretation of the information in the portfolio, but it should not include new evidence to be considered in the review process. The reviewer (committee or administrator) does not respond to this letter.

3.6.1.2 Faculty Performance Expectations for Non-Tenure Track Faculty with Professorial Rank

Faculty performance is evaluated for non-tenure track faculty with professorial rank through annual reviews. Nontenure track faculty with professorial rank will follow the annual review processes and timelines outlined for nontenure track faculty in TTS' Faculty Handbook Section 3.13.

All non-tenured faculty members who have been awarded academic rank and who have served full-time for the entire previous year under written contract have the presumption of renewal for the next academic year unless notified in writing by the Provost or the President of the institution of the intent not to renew. Notice of intent to renew or not renew a non-tenure track faculty member with professorial rank should follow the schedule for annual contract renewals and be issued no later than April 15, prior to the issuance of new contracts in June 30. Below are the general expectations for non-tenure track faculty with professorial rank:

Assistant Professors

Assistant Professors ordinarily hold the earned doctorate or terminal degree in their fields of specialization. A rare exception to this requirement may be made when there is evidence of outstanding achievements and professional recognition in the candidate's field of expertise. In most fields, a doctorate will be expected.

3.6 - General Expectations for Promotion and Faculty Performance for Non-Tenure Track Faculty in Professorial Ranks (cont)

Adapting to the expectations of the academy and TTS and getting established in one's scholarly work are typically the primary concerns of an assistant professor. A typical pattern of effective and productive scholarly work for the assistant professor begins modestly in the early years, perhaps with a limited or local significance, and expands in-depth, focus, significance, recognition, and productivity in later years.

Associate Professors Associate Professors make contributions to knowledge as a result of their scholarly work. High quality and significance (see Section 3.4) are the essential criteria for evaluation. Associate professors' specialty areas, expertise, and professional identities should become more advanced, more clearly defined, and more widely recognized as their academic careers progress. Typically, as the faculty member's roles and contributions grow towards significance, leadership, and initiative, the faculty member establishes a strong record of accomplishments with broader impact and recognition within and beyond the Institution. Promotion to the rank of associate professor requires a terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither possessing a doctorate nor longevity of service is a guarantee per se of promotion. Initial appointments to the associate professor rank should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience.

Professors

Professors are experienced and senior faculty members who have become highly accomplished in their scholarly activities. They are faculty whose careers have advanced to mature and high levels of effectiveness and productivity. Professors have strong records of contribution to and leadership in their respective areas of emphasis. A professor is typically characterized as a leader, mentor, scholar, expert, and/or distinguished colleague. Professors make significant contributions to knowledge as a result of their scholarly work, whether demonstrated through the scholarly work of scholarship and creative activity, teaching, or professional service. Professors have a documented record of distinguished accomplishments using the criteria for quality and significance of scholarly work (see Section 3.4). These accomplishments will merit regional, national, or international attention and recognition.

Professors continue to grow and develop in their respective areas of emphasis. Promotion to the rank of full professor requires a terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither possessing a doctorate nor longevity of service is a guarantee per se of promotion. Initial appointments to the full professorial rank should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience.

3.6.2 Conversion Between Non-Tenure Track Faculty Positions

If a non-tenure track faculty requests and is granted a conversion to another type of non-tenure track faculty position, the individual's clock is reset because this is a different faculty type with a different set of expectations and guidelines. Thus, the faculty member will begin the first year in the new non-tenure track faculty position at the beginning of the next academic year after the approval of the conversion, and the faculty member will follow all performance evaluations appropriate for that new faculty type and rank.

3.6.3 Conversion from Non-Tenure Track to Tenure Track Faculty

A non-tenure-track faculty member may request a conversion from a non-tenure-track to tenure-track faculty status. The process follows the application for promotion, and it is housed

3.6 - General Expectations for Promotion and Faculty Performance for Non-Tenure Track Faculty in Professorial Ranks (cont)

at the Committee on Faculty Care procedures. If a non-tenure-track faculty requests and is granted a conversion to a tenure-track faculty position, the individual's clock is reset because this is a different faculty type with a different set of expectations and guidelines. Thus, the faculty member will begin the first year in the new tenure-track faculty position at the beginning of the next academic year after the approval of the conversion and the faculty member will follow all performance evaluations appropriate for that new faculty type and rank

3.7 General Expectations for Promotion and Faculty Performance for Non-Tenure Track Clinical Faculty in Professorial Ranks

Clinical faculty at Turner Theological Seminary are educator-practitioners in professional departments who have a background in their disciplinary area and who practice the discipline in the work setting. The following clinical ranks are recognized at TTS: Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor. The goal of these positions is to enhance the academic and professional development of students in the mission of the institution. Clinical faculty must meet various discipline-specific standards for professional employability that facilitate teaching in a professional setting. Clinical faculty maintain a balance that is different from that of tenure track faculty regarding their workload model and expectations. Unless otherwise set forth in the Faculty Performance Agreement (FPA), clinical faculty generally spend less time engaged in scholarship and creativity activity. Clinical faculty typically make contributions in clinical, educational, industry, and/or professional settings on Institutions, colleges, department committees, and local, regional, and national professional organizations with a professional, applied focus.

The holder of a non-tenure track clinical faculty position with professorial rank is not eligible for consideration for the award of tenure or probationary credit toward tenure. Non-tenure track clinical faculty members may apply for a declared, open tenure track faculty position and be considered through the normal search and screening process. Administrative transfers from a tenure track faculty position with professorial rank to a non-tenure track faculty position with professorial rank require the approval of the department chair, Provost, and President. Clinical faculty must hold or be eligible to obtain, as applicable, board or other certification in the profession/discipline in which the individual will provide clinical, educational, industry, and/or professional service. Exceptions must be approved by the department chair and Provost prior to appointment.

A department must receive approval from the Provost to become a clinical faculty appointment and promotion department. Departments with approval for clinical faculty must incorporate the criteria for the promotion review of clinical faculty into their guidelines. Departments may also establish an optional third-year review for non-tenure track clinical faculty to provide feedback for an optional promotion review. As indicated in TTS' Faculty Handbook Section 3.1, establishment and revision to guidelines must be approved by the full-time permanent faculty in the department (for department guidelines), the Committee on Faculty Care, and the Provost.

3.7.1 Promotion for the Non-Tenure Track Clinical Faculty Professorial Ranks

The professorial ranks are typically linked to the different stages of career development and accomplishment for Institution faculty. Faculty members at the different stages of an academic career tend to have different levels of experience, expertise, accomplishment, effectiveness, and productivity. They also tend to have different opportunities for contribution,

3.7 General Expectations for Promotion and Faculty Performance for Non-Tenure Track Clinical Faculty in Professorial Ranks (cont)

leadership, and mentorship. Consequently, TTS' general expectations for faculty performance and promotion in rank will be dependent on experience levels and the faculty member's career path.

Experience is correlated with professorial rank, but years of service or successful annual reviews alone are not sufficient to qualify for a promotion in rank. When a faculty member's experience, accomplishments, and career development evolve to the point where expectations applicable to the beginning level of the next highest rank are being met, the faculty member can make a strong case for promotion. A decision of promotion will result from a thorough review of a faculty member's accomplishments and contributions to the Institution by TTS teaching and administrative faculty colleagues. This review is accomplished in consideration of the faculty member's situation and context and in relation to their stage of academic career development.

Only faculty who were hired in professorial rank with credit toward promotion can undergo a promotion review before the fifth full academic year of service at TTS. A faculty member who was hired without credit toward promotion may apply for promotion during the fifth year of service (after serving a minimum of four years in rank).

Early promotion may be considered, however, strong justification must be provided to support any consideration of "early" promotion wherein the individual has served fewer than the minimum number of five years in rank at the current institution.

Before a faculty member submits an application for early promotion, the faculty member should seek guidance from the department chair and Provost. However, in the rare case where a faculty member has served less than four years in rank at the current institution, prior approval to be reviewed for promotion is required from the president.

In addition to the minimum criteria above, promotion to the rank of associate or full professor requires a terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. TTS holds the view that the qualities of knowledge, experience, and ability that would qualify as equivalent to the earned doctorate or terminal degree must be demonstrated at a high level of achievement. Equivalency should be awarded only in cases when the demonstrated evidence is clear and convincing. In addition, the judgment of equivalency depends on many variables specific to the particular discipline in question and to the individual achievements of the person making the case for equivalency.

The following criteria are established as a guideline for faculty committees and administrators who will use their professional judgment to recommend doctoral or terminal degree equivalency for hiring promotion and tenure.

Required criteria for terminal degree equivalency include:

- a. Demonstrating broad and in-depth knowledge and understanding of the body of information in the discipline beyond a masters' degree
- b. Demonstrating the ability to implement one's own scholarship and creative activity agenda, to apply research and creative methodologies, and to produce scholarship that meets the criteria for quality and significance outlined in departmental guidelines

A variety of other factors may be considered in determining doctoral equivalency. Additional supporting evidence might include the following:

3.7 General Expectations for Promotion and Faculty Performance for Non-Tenure Track Clinical Faculty in Professorial Ranks (cont)

- a. Holding a master's degree in the appropriate discipline
- b. Completing graduate coursework in the discipline beyond what would be expected for a masters' degree
- c. Holding appropriate professional licensure or certifications in the discipline
- d. Achieving a leadership position in and/or honors and awards from a professional society or societies which indicates regional, national, and/or international peer recognition of professional accomplishments
- e. Having professional work experience relevant to the faculty member's teaching assignments that are significant in level of responsibility and duration
- f. Having already been promoted to the rank of Associate Professor

In addition to the criteria mentioned, there may be other discipline-specific achievements that constitute doctoral or terminal degree equivalency that departments have outlined in their promotion and tenure guidelines.

Faculty members submitting portfolios for promotion to associate or full professor who do not hold a doctorate or terminal degree must address the criteria for equivalency in their portfolios. The review committee or administrator will consider equivalency at the time the promotion recommendation is considered. Candidates without a doctorate or terminal degree can be promoted if, in addition to the criteria for promotion, they meet the requirements for equivalency as stated in departmental and institutional guidelines. Each level of review will make a recommendation for promotion and a decision on doctoral or terminal degree equivalency.

The criteria for the optional promotion review are based on criteria established for clinical faculty for the beginning level of the next higher rank as articulated in department, college, and Institution guidelines. The same committee structure that is used for the promotion review of tenured and tenure-track faculty will be used for the promotion review.

Non-tenure track clinical faculty with professorial rank must prepare a portfolio for the optional promotion consideration. The portfolio contents will follow the guidelines for tenure track faculty who are reviewed for promotion; see TTS Faculty Handbook Section 3.12 (Faculty Review Process - Portfolio Guidelines and Contents).

Annual reviews and/or portfolio feedback indicating poor performance with little or no improvement over time and based on the department promotion and tenure guidelines provide the basis for nonrenewal of non-tenure track clinical faculty with professorial rank. Non-tenure track clinical faculty with professorial rank have the option to respond in writing within ten calendar days after receiving reviews of their performance, should an appeal be necessary. Response letters are directed to the reviewing committee or administrator and copied to the next level of review. This response will become part of the portfolio that will be forwarded to the subsequent levels of review. The response letter should address the interpretation of the information in the portfolio, but it should not include new evidence to be considered in the review process. The reviewer (committee or administrator) does not respond to this letter.

3.7.2 Faculty Performance Expectations for Non-Tenure Track Clinical Faculty with Professorial Rank

Faculty performance is evaluated for non-tenure track clinical faculty with professorial rank through annual reviews. Non-tenure track clinical faculty with professorial rank will follow the annual review processes and timelines outlined for non-tenure track faculty in the TTS Faculty Handbook Section 3.12 and Section 3.13.

3.7 General Expectations for Promotion and Faculty Performance for Non-Tenure Track Clinical Faculty in Professorial Ranks (cont)

All non-tenured faculty members who have been awarded academic rank and who have served full-time for the entire previous year under written contract have the presumption of renewal for the next academic year unless notified in writing by the Provost or the President of the institution of the intent not to renew. Notice of intent to renew or not renew a non-tenure track faculty member with professorial rank should follow the schedule for contract issuing and notifications.

Below are the general expectations for non-tenure track clinical faculty with professorial rank:

3.7.2.1 Clinical Assistant Professors

Faculty members at this rank are adapting to the academy's and TTS's expectations and getting established in the clinical specialty area. A pattern of effective and productive on-campus and off-campus contributions in clinical, educational, industry, and/or professional settings in the disciplinary area begins modestly, perhaps with a limited focus or local significance. These contributions expand in depth, focus, significance, recognition, and productivity in later years.

3.7.2.2 Clinical Associate Professors

Faculty members at this rank contribute to knowledge due to their clinical specialty contributions.

These on-campus and off-campus contributions occur in clinical, educational, industry, and/or professional settings. The professional identities of clinical associate professors should become more advanced, more clearly defined, and more widely recognized as their careers progress. The faculty member establishes a strong record of clinical accomplishments with broader impact and recognition within and beyond the Institution. Promotion to the rank of clinical associate professor requires a terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion. Initial appointments to the clinical associate professor rank should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience.

3.7.2.3 Clinical Professors

Clinical professors are experienced and senior members of the faculty who have become highly accomplished in their specialty areas. They are faculty whose careers have advanced to mature and higher levels of effectiveness and productivity. Clinical professors have strong records of contribution to and leadership in clinical specialty areas. These contributions are in on-campus and off-campus work in clinical, educational, industry, and/or professional settings. Clinical professors are typically characterized as leaders, mentors, and experts, and these accomplishments merit regional, national, or international attention and recognition. Clinical professors continue to grow and develop in their clinical specialty areas. Promotion to the rank of clinical professor requires a terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion. Initial appointments to the rank of clinical professor should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience.

3.7 General Expectations for Promotion and Faculty Performance for Non-Tenure Track Clinical Faculty in Professorial Ranks (cont)

3.7.3 Conversion Between Non-Tenure Track Faculty Positions

If a non-tenure track clinical faculty requests and is granted a conversion to another type of nontenure track faculty position, the individual's clock is reset, because this is a different faculty type with a different set of expectations and guidelines. Thus, the faculty member will begin the first year in the new non-tenure track faculty position at the beginning of the next academic year after the approval of the conversion, and the faculty member will follow all performance evaluations appropriate for that new faculty type and rank.

3.8 - General Expectations for Non-Tenure Track Lecturers and Senior Lecturers

Initial hiring at the senior lecturer level is reserved for those individuals with extensive experience and accomplishments in higher education or corporate settings. In most cases, a lecturer's or senior lecturer's primary responsibility is teaching and, therefore, is expected to be a highly effective teacher. In most cases, those responsibilities will primarily be devoted to teaching multiple sections of the same courses. The heavy teaching load of such individuals constitutes a full workload and offsets the absence of a full range of regular faculty responsibilities that normally rounds out the typical full faculty workload at TTS. In rare cases, the responsibilities assigned to a lecturer or senior lecturer may be individualized and differ from the typical lecturer or senior lecturer workload described above. In such cases, the responsibilities must be specified in the FPA.

Unless otherwise outlined in the Faculty Performance Agreement (FPA), there are no expectations for scholarship. Service responsibilities may be limited to the minimum necessary to successfully teach their assigned courses (e.g., attendance at relevant department meetings and participation on appropriate department committees).

3.8.1 Promotion for the Non-Tenure Track Lecturer

The criteria for promotion to senior lecturer are evidence of highly effective teaching ability inside and/or outside of the classroom environment and value to the Institution in the area of teaching and student learning (or highly effective professional service and/or administration and leadership for lecturers/senior lecturers with these primary responsibilities). The same committee structure that is used for promotion for tenured and tenure track faculty will be used. Promotion reviews for lecturers begin with the Committee on Faculty Care and then proceed to the department chair, dean, Provost, and President (discrepant reviews and requests for an additional review also go to the Committee on Faculty Care).

Early promotion may be considered; however, strong justification must be provided to support any consideration of "early" promotion wherein the individual has served fewer than the minimum number of five years in rank at the current institution.

Only non-tenure track lecturers who were hired with credit toward promotion can undergo a promotion review before the fifth full academic year of service at TTS. A faculty member who was hired without credit toward promotion may apply for promotion during the fourth year of service (after serving a minimum of three years in rank).

Before a faculty member files an application for early promotion, the faculty member should seek guidance from the department chair, dean, and Provost. However, in the rare case where a faculty member has served less than three years in rank at the current institution, prior presidential approval to be reviewed for promotion is required.

3.8 - General Expectations for Non-Tenure Track Lecturers and Senior Lecturers (cont)

Non-tenure track lecturers must prepare a portfolio for the optional promotion consideration. The portfolio contents will follow the guidelines for tenure-track faculty who are reviewed for promotion (see Section 3.12, Faculty Review Process - Portfolio Guidelines and Contents). A lecturer's portfolio will be evaluated based on highly effective accomplishments in two performance areas: 1) teaching and 2) professional service (related to teaching assignments). For lecturers with primary responsibilities in professional service and/or administration and leadership, their portfolios will be evaluated based on highly effective performance in those areas.

Annual reviews and/or portfolio feedback that indicate poor performance and with little or no improvement over time based on department promotion and tenure guidelines provide the basis for the nonrenewal of contracts for lecturers and senior lecturers. Lecturers and senior lecturers have the option to respond in writing within ten calendar days after receiving reviews of their performance. Response letters are directed to the reviewing committee or administrator and copied to the next level of review. This response will become part of the portfolio that will be forwarded to the subsequent levels of review. The response letter should address the interpretation of the information in the portfolio, but it should not include new evidence to be considered in the review process. The letter will be considered in subsequent levels of review.

3.8.2 Faculty Performance Expectations for Lecturers and Senior Lecturers

Reappointment of lecturers and senior lecturers and promotion of lecturers to senior lecturers are dependent on their performance in instruction and service as outlined in the FPA and on the programmatic needs and financial exigencies of the Institution and its units.

Departments with non-tenure track lecturer faculty must incorporate the criteria for the promotion review for these faculty members into their guidelines. Departments may also establish an optional third-year review for non-tenure track faculty to provide feedback for an optional promotion review. As indicated in TTS Faculty Handbook Section 3.1, establishment and revision to guidelines must be approved by the full-time permanent faculty in the department, as appropriate (for department guidelines), the Committee on Faculty Care, and the Provost.

Annual reviews must be conducted for lecturers and senior lecturers according to the following schedule. For lecturers in their first year of service at TTS, the department chair conducts a midyear review in January from August to December. For lecturers and senior lecturers with two or more years of service at TTS, the annual reviews are conducted in January from January to December of the previous year. Based on annual review feedback, the reappointment of a lecturer or senior lecturer will be recommended by the department chair to the provost.

3.8.3 Appointment Information

The institution appoints full-time lecturers and senior lecturers on a year-to-year basis. Lecturers and senior lecturers who have worked full-time for the entire previous academic year have the presumption of reappointment for the next year unless you tell me in writing as follows.

- For lecturers with less than three years of full-time continuous service to TTS, notification of non-reappointment is encouraged as soon as possible, but no specific notice is required.
- For lecturers with three or more years but less than six years of full-time continuous service to TTS, notification of non-reappointment is at least 30 calendar days prior to the institution's first day of classes of the semester.

3.8 - General Expectations for Non-Tenure Track Lecturers and Senior Lecturers (cont)

- For senior lecturers and lecturers with six or more years of full-time continuous service to TTS, notification of non-reappointment is at least 180 calendar days prior to the institution's first day of classes of the semester. Senior lecturers and lecturers who have served for six or more years of full-time continuous service at TTS in those positions and received timely notice of non-reappointment shall be entitled to a review of the decision in accordance with the following published procedures developed by the institution. A senior lecturer or lecturer with six or more years of full-time service to the institution who is given notice of non-reappointment may opt to submit a letter appealing the non-reappointment. This letter must be addressed to the Committee on Faculty Care (see TTS Faculty Handbook Section 3.12). The letter must state the grounds for the appeal. The CFC will convene after the appeal letter has been received. The CFC committee will respond to the grounds stated in the letter and may ask the administrator who provided written notice of the senior lecturer's or lecturer's non-reappointment to write a letter to the CFC addressing the grounds presented in the senior lecturer's or lecturer's letter. A copy of the CFC's recommendation and justification will be provided to the senior lecturer/lecturer, the senior lecturer's/lecturer's department chair, and the Provost. A unit is justified when not reappointing a senior lecturer or lecturer for reason(s) of budgetary changes; CFC cannot make a recommendation supporting a reversal of a notice of non-reappointment based on budgetary losses.

Additionally, the CFC only makes a recommendation. In cases where a senior lecturer or lecturer has requested a review by the Executive Cabinet, a final decision on a senior lecturer or lecturer's non-reappointment is made by the President in consultation with the Provost.

3.8.4 Conversion Between Non-Tenure Track Faculty Positions

If a non-tenure track lecturer or senior lecturer requests and is granted a conversion to another type of non-tenure track faculty position, the individual's clock is reset, because this is a different faculty type with a different set of expectations and guidelines. Thus, the faculty member will begin the first year in the new non-tenure track faculty position at the beginning of the next academic year after the approval of the conversion, and the faculty member will follow all performance evaluations appropriate for that new faculty type and rank.

3.9 - Administrative Faculty

Administrative faculty have administrative matters as their primary area of responsibility. These faculty have academic rank and are typically located within the Division of Academic Affairs. Administrative faculty are those members of the Instruction Personnel who receive a contract for faculty-ranked administrators and are eligible to receive an administrative stipend and have their PTR clock stopped, if applicable while serving as an administrative faculty.

Positions in which faculty are eligible to receive administrative contracts and an administrative stipend include department chairs/directors; assistant/associate deans; deans; assistant/associate/directors of academic units; assistant/associate/vice presidents; assistant/associate/vice/ provosts; Provost; special assistant to President/Provost; others per President/Provost determination.

3.10 - Faculty Review Process

Administrative and teaching faculty performance is evaluated via two basic and interrelated processes: annual reviews and multi-year reviews.

An annual review is an evaluation of the faculty member's performance over one year but within the context of the multi-year reviews. The multi-year reviews, involving multiple reviewers, are a more comprehensive examination of a faculty member's contribution to the department and Institution.

3.10 - Faculty Review Process (cont)

3.10.1 Format of Annual Review

The annual assessment of a faculty member's contributions to the Institution will be based on performance in reference to the criteria listed in the most recent year's Faculty Performance Agreement(s) (FPA). The basis of this assessment is an Annual Review Package (ARP) that is compiled by the faculty member to demonstrate progress toward the criteria in the FPA. This document will convey accurate information and the criteria by which the faculty member is to be assessed, counseled, and judged. The professional performance at TTS must address the quantity, quality, and significance of the contributions.

The FPA must be updated annually in conjunction with the annual review. Both the annual review and the FPA are integral to the next annual review process. The ARP and the FPA together provide a retrospective and prospective synopsis of a faculty member's performance. They provide the basis for all levels of reviewers to properly assess the contributions of the faculty member.

The ARP addresses items in the past year's FPA. The faculty member's department will determine the exact format and layout of the ARP and the FPA. The Committee on Faculty Care, the department chair, and the provost must approve these formats. Because the ARP and the FPA are integral to Promotion and Tenure decisions, those documents must reflect the Promotion and Tenure guidelines.

Academic administrative officers shall be evaluated by the administrator's supervisor using a performance management instrument that emphasizes the following:

1. Leadership qualities,
2. Management style,
3. Planning and organizing capacities,
4. Effective communication skills,
5. Accountability for diversity efforts and results; and,
6. Success at meeting goals and objectives.

The first-level reviewer will comment upon the entire ARP. The ARP and any comments must be acknowledged and digitally signed by the faculty member and the reviewer. The entire package is forwarded to the next administrative level for review. Within ten calendar days from the review decision, the faculty member has the right to submit, electronically, a written response to the entire package and subsequent responses by the next level or levels of review. Response letters are directed to the reviewing administrator and entered into the workflow system. Such responses become integral to the ARP throughout the review process. Administrators reviewing candidates should be very clear in stating their expectations and in discussing problems in detail with the faculty member.

ARPs, FPAs, and any additional comments, such as response letters, must be submitted with documents and materials for all Promotion and Tenure reviews, including pre-tenure reviews and post-tenure reviews.

Each full-time faculty member at TTS, regardless of rank or responsibilities or contract type, must receive an annual review of his or her performance. In January of each year, the department chair or direct supervisor of the faculty member conducts an annual review of the faculty member's activity (provided in the ARP) in relation to the FPA goals for the previous calendar year.

Evaluation of faculty performance via the Annual Review Package (ARP) and Faculty Performance Agreement (FPA) will be conducted simultaneously. The general timeline for annual reviews and evaluation of faculty performance adheres to the following schedule:

3.10 - Faculty Review Process (cont)

- Last Friday of January: Completed ARPs/FPAs submitted by teaching and administrative faculty to next-level supervisors.
- 2nd Friday of March: All reviews between teaching and administrative faculty and next-level supervisors completed; portfolios submitted to second-level supervisors.
- 2nd Friday of April: Second-level supervisors return annual review submissions to teaching and administrative faculty; salary recommendations.

All faculty must have an annual review digitally signed by the appropriate administrators at all levels by the final due date listed above. Failure by a faculty member to submit all documentation required for annual reviews according to the TTS review timeline above shall be deemed as not meeting performance standards. Eligibility for merit, if applicable, is contingent upon completion of the ARP process. A faculty member has the right to respond to their annual review in writing; any such response will become part of the record.

A faculty member returning from a full leave of absence must complete their ARP and FPA within two weeks of returning from leave during their academic or fiscal contract period. If a faculty member on an academic contract officially returns from leave when they are not under contract, during the summer, the ARP and FPA must be completed within two weeks of the next contract start date.

Within 30 days after the start date, new faculty should develop an FPA in consultation with the Department Chair to cover the period from the start date to December of the start year. The requirement for annual reviews does not preclude the possibility of having additional reviews during the year. Non-renewal schedules, as outlined in Section 4.1.8 of TTS Faculty Handbook, must be followed.

3.10.2 Multi-Year Reviews

3.10.2.1 Administrator Review

Academic administrative officers shall be evaluated by their subordinates (one level down) at least once every five years. Evaluation results will be the basis for the academic administrative officer's development plan.

Withdraw from an Elective Review by Submitting a Written Request for Withdrawal

A faculty member who has initiated an Elective Tenure or Elective Promotion Review may withdraw from the review process at any point before the provost review. Failure to withdraw before the provost review will result in the portfolio proceeding automatically through the remainder of the review process. To withdraw from the review process, the faculty member should fill out the "Form Requesting Withdrawal from an Elective Review for Tenure or Promotion at TTS" and send it to the current level of review. If the portfolio is at a Faculty Response step, the faculty member can upload the form and withdraw the portfolio directly. Because a portfolio proceeds whether it has received positive or negative evaluations and may receive different evaluations at different levels of review, the decision to withdraw must be made on the merits of each individual situation. Petitioners are encouraged to discuss their situation with their department chair or a colleague familiar with their situation and the review process before submitting a withdrawal request.

Withdrawing from an elective tenure and/or promotion review does not alter the requirements for completing a required pre-tenure or post-tenure review. The withdrawal from elective review form will be inserted into the portfolio, and it will then be reviewed only for pre-tenure or post-tenure following the routing for those reviews, if applicable. In this case, the faculty member may upload the withdrawal form for the elective review at a faculty response step but should advance the workflow, not withdraw it.

3.10 - Faculty Review Process (cont)

Pre-Tenure Reviews

For non-administrative faculty, the review of pre-tenure review portfolios begins with the Committee on Faculty Care (CFC), proceeding in turn to the department chair and the provost. The pre-tenure review for other academic administrators (chairs, deans, and administrators) will mirror the first three levels of review for the tenure and promotion process.

At each level, the CFC and administrators consider the progress of the candidate toward tenure. A letter is written at each level of review outlining the strengths and weaknesses of the candidate concerning this question. This review letter is placed in the portfolio workflow. Within ten calendar days from the date of Advance of each review recommendation, the faculty member has the right to respond to the committee's or administrator's recommendation and justifications by submitting a letter written by the faculty member to the CFC or administrator for the information of the next level of review. The faculty member will place the response letter into the digital portfolio workflow. The response letter should address the interpretation of the information in the portfolio, but it should not include new evidence to be considered in the review process. The reviewer (committee or administrator) does not respond to this letter.

Review for Promotion and/or Tenure

The review of promotion and tenure documents begins with the CFC. Documents are then reviewed in turn by the degree coordinators, department chair, and the provost. (see TTS Faculty Handbook Section 3.13).

Promotion and tenure portfolios without any negative recommendations among required levels of review proceed from CFC to the Provost. In the event of any negative recommendations among the required levels of review, the portfolio remains with the CFC which serves as the appeals committee for promotion and tenure cases. The CFC may request written clarification from previous levels of review and will have access to all portfolios in the current year to see examples of successful portfolios in that year.

After the review and recommendation of CFC (when such a review is necessary), the portfolio proceeds to the provost for a final recommendation.

Within ten calendar days from the date of Advance of each review recommendation, the faculty member has the right to respond to the committee's or administrator's recommendation and justifications by submitting a letter written by the faculty member to the reviewing committee or administrator for the information of the next level of review. The faculty member will place the response letter into the portfolio workflow. The response letter should address the interpretation of the information in the portfolio, but it should not include new evidence to be considered in the review process. The reviewer (committee or administrator) does not respond to this letter. The provost makes a recommendation, and the portfolio then goes to the President, who makes a final decision. If, after the provost review, a candidate for tenure or promotion believes that the process of review has been violated, the candidate may request review under the provisions of the TTS Grievance Policy.

If a tenured faculty is under review for promotion and post-tenure review simultaneously, the portfolio is reviewed by CFC only. The portfolio is subsequently sent to the provost for promotion consideration. If the Provost is inclined not to support a recommendation of previous levels for promotion, if previous levels of review are discrepant for promotion, or if previous reviews are consistently negative for promotion, the Provost sends the portfolio to the college committee for promotion and post-tenure review. The provost then provides a promotion review, and finally, the President provides a promotion decision.

3.10 - Faculty Review Process (cont)

At each level, CFC and administrators must make a positive or negative recommendation on the question of tenure and/or promotion and must write a letter to be placed in the portfolio workflow [for administrative faculty, recommendation letters must be copied to the candidate's academic supervisors (e.g., department chair, dean) and administrative supervisors (Directors of Centers), etc.) if the supervisor is not included in the workflow during the review process. The letter consists of the recommendation for tenure and/or promotion and articulates the strengths and weaknesses that contributed to the recommendation. Within ten calendar days from the date of Advance of the review recommendation at each level, the faculty member has the right to respond to a committee's or administrator's recommendation and justifications by submitting a letter written by the faculty to the reviewing committee or administrator for the information of the next level of review. The faculty member will place the response letter into the portfolio workflow. The response letter should address the interpretation of the information in the portfolio, but it should not include new evidence to be considered in the review process. The reviewer (committee or administrator) does not respond to this letter.

Post-Tenure Review (PTR) The review of post-tenure portfolios for faculty begins with the Committee on Faculty Care. Because the faculty member submits the portfolio through the digital workflow to CFC, the committee chair will notify the department chair's office that the portfolio has been received. After receiving the CFC's recommendation in the workflow, the provost then makes a summary decision. A letter indicating the provost's decision must be uploaded into the workflow, with an electronic copy sent to the department chair.

The post-tenure review will result in an assessment of the strengths and weaknesses in the quality and significance of a faculty member's performance in the context of individual roles and responsibilities. At each level, review committees and administrators must address the overall outcome of the assessment and must write a letter with the outcome to be categorized as either 1) Achieving Expectations in Post-Tenure Performance or 2) Not Achieving Expectations in Post-Tenure Performance. The letter from each level of review will be placed in the portfolio workflow (electronic copy to the department chair).

If there is a request for an additional review by either the candidate under review, the CFC, or the provost, the portfolio can proceed to the degree coordinator of the program to which the faculty is affiliated. The degree coordinator's findings are sent to the Provost for a final decision.

Although the primary evidence considered by review committees/administrators for post-tenure review is the five most recent annual evaluations and a current curriculum vitae, faculty members for post-tenure review must submit all materials listed on the Portfolio Document Submission List (see below). Supporting documentation is also submitted. External letters are not required for PTR. To receive a positive PTR recommendation, the faculty member must be "noteworthy" in teaching and be satisfactory in both scholarship and service. These ratings will be relative to the workload described in the faculty member's FPA (Faculty Performance Agreement).

Within ten calendar days from the date of the review decision, the faculty member has the right to respond to the committee's or administrator's decision and justifications by submitting a letter written by the faculty member to the reviewing committee or administrator for the information of the next level of review. The faculty member will place the response letter into the portfolio workflow. The response letter should address the interpretation of the information in the portfolio, but it should not include new evidence to be considered in the review process. The reviewer (committee or administrator) does not respond to this letter. Administrators who have tenure and who may also have some teaching responsibilities will not be subject to post-tenure review as long as a majority of their duties are administrative in nature. When an administrator returns full-time to the faculty, the faculty member will be

3.10 - Faculty Review Process (cont)

placed into the post-tenure review cycle and evaluated in the fifth year following return to the faculty and at subsequent five-year intervals.

External Letters

The inclusion of external letters as part of the Promotion and Tenure process is required. External letters will not be required for non-tenure track faculty unless research and scholarship expectations are 50% or more of their workload expectations, nor for Post-Tenure Review (PTR). For faculty submitting for promotion from Assistant Professor to Associate Professor and tenure, three external letters will be required. For faculty submitting for promotion from Associate Professor to Professor and/or tenure, three external letters will be required. The actual process for obtaining external letters will be as follows:

Teaching Faculty

- a. The person submitting a portfolio (hereinafter referred to as the "candidate") and the department chair/director (hereinafter referred to as "chair") develop a list of potential letter writers, twice the minimum number of the total required, with the candidate supplying at least half the names on the list.
- b. The chair and the candidate will discuss potential letter writers and, in collaboration, will develop a mutually acceptable, hierarchized list. The majority of letters must come from individuals who are neither co-authors nor dissertation committee members. If the candidate and the chair cannot reach agreement on the list of potential letter writers, the dean will make the final determination of the list.
- c. Individuals who pose a conflict of interest (such as friends, relatives, or TTS coworkers) will be removed from the list.
- d. For promotion to Professor, the candidate chooses two names out of the final three letter writers; the chair chooses 1.
- e. For promotion to Associate Professor, the candidate chooses 2 out of the final three letter writers; the chair chooses 1.
- f. The candidate may veto two names on the chair's initial list with no reasons or explanations required.
- g. Neither the chair nor the candidate may solicit a letter concerning Scholarship / Creative Activity from outside of the mutually agreed upon list.
- h. The candidate will enter the names and contact information for the reviewers on the final list into the digital portfolio system, along with the TTS faculty member's CV, department guidelines for promotion and tenure, and reprints and/or professional portfolios or other documentation as appropriate by discipline. The candidate should select the work to be shared with the letter writer. It is unnecessary to have all materials evaluated.
- i. The department chair contacts the potential letter writers through the digital portfolio system, requesting their assistance using the standard TTS "Letter to External Reviewers."
- j. If the letter writer declines, the chair will choose another letter writer in the order of the list.
- k. Once packets are sent to external letter writers, no additional information regarding the candidate's research/creative activity will be sent to the external letter writer.
- l. The letter writers will upload their letters into portfolio workflows before the faculty member submits the portfolio.
- m. If requests are sent to more potential letter writers than are required, and if more than the required numbers are received, all letters will be included in the portfolio.
- n. If fewer than the number of letters requested by the chair are received, the chair will so note them in the portfolio, and the review will proceed.
- o. The candidate will not see the letters unless the candidate expressly requests a copy of the letters pursuant to the Georgia Open Record Act (O.C.G.A §50-18-0 through 50-18-76).
- p. The candidate may choose to solicit a maximum of 5 additional letters of support in any area of Teaching and/or Service from outside the mutually composed list. When soliciting such letters, the candidate will include that the writer is asked not to make a recommendation as such. No individual may write more than one (1) letter of support for a single candidate's portfolio.

3.10 - Faculty Review Process (cont)

Administrators

- a. All department chairs, deans, associate deans, VPs, AVPS, etc., must follow the same procedure for soliciting and incorporating external letters into their portfolio, following the guidelines for teaching faculty.

Queries about Process and Ethical Violations Proposed revisions to the process are directed to the chair of the Committee on Faculty Care.

Disputes about the Promotion and Tenure procedures, including structure and content (conflict of interest or conflicting guidelines, for example), will be directed to the chair of CFC for investigation and resolution. Violations of process (late letters, committees not elected according to guidelines, etc.) should be reported to the provost or designee and to all levels of review. In these cases, the college committee should recommend an appropriate course of action to the provost. Potential ethical indiscretions during the promotion and tenure process should be directed to the provost or designee.

Portfolio Guidelines and Contents

All faculty members who are considered for tenure, promotion, pre-tenure, or post-tenure review must prepare a portfolio for consideration by all involved in the formal review process. On an annual basis (usually at the time of contract renewal), the Office of Academic Affairs will notify all faculty of the dates of their next eligible and their next required reviews.

Failure by a faculty member to submit all documentation required for any review according to the scheduled timeline will result in a negative decision. Failure to submit a required tenure or pre-tenure review portfolio according to the scheduled timeline will result in the issuance of a terminal contract. For post-tenure review, failure to submit a portfolio shall be considered by the review committee as not achieving expectations.

To initiate the review process, the faculty member submits the portfolio to the portfolio workflow by 11:59 p.m. on the scheduled date in the fall semester. Failure to submit a required tenure portfolio by the required time will result in a negative tenure decision. After the deadline, no material can be changed, and no new material can be added. However, "updating" information (e.g., a paper going from submitted to accepted or a grant going from submitted to funded) may be included in a response letter and considered by subsequent levels of review. This is a simple "status" change of something already submitted; it is not considered a submission of new information. Previous levels of review will not reconsider their recommendation based on this status change. If, during its consideration of the portfolio, the CFC discovers what it deems to be an inadvertent omission of a required document or incomplete forms, the committee will ask the supervisor or designee to provide the missing item(s). The review committee will place this information in the digital portfolio workflow along with the committee review letter.

The portfolio consists of the following items in the Portfolio Document Submission List (below) and Linked Supporting Materials. The specific material required for inclusion in the portfolio can be found in the next two sections. Beyond the required material, all faculty members submitting portfolios for review should make their own decisions on what additional information to include, especially those materials relating to accomplishments at prior institutions and accomplishments since their last tenure and/or promotion review at TTS. Although material from other institutions may be considered, the quality of more recent accomplishments at TTS are major considerations for review recommendations and decisions. All materials that demonstrate the quality and significance of the faculty member's work should be included in the portfolio and review committees should consider all the materials included in the portfolio to make their recommendation.

3.10 - Faculty Review Process (cont)

Portfolio Document Submission List

- Narrative (no more than twelve pages, double-spaced, 12-point type, with one-inch margins). Sample narratives are available on the Faculty Affairs web page. The narrative describes the quality and significance of the faculty member's contributions during the period under review in the following areas as appropriate:
 - Teaching
 - Scholarship and Creative Activity
 - Professional Service

The narrative will refer to the Linked Supporting Materials listed below using the List of Links to Supplemental Evidence Files.

- List of Links to Supplemental Evidence Files
- Vitae - Vitae should be formatted to clearly demonstrate the quality and significance of the faculty members' accomplishments, especially to those beyond the department. An example of a vitae template can be found on the Faculty Affairs webpage. The Vita Interactive report may be used to provide links to Linked Supporting Materials listed below.
- Annual Review Materials (including all signed ARPs, FPAs, and any faculty response letters).
 - Faculty eligible and submitting for tenure and/or promotion should include all annual review documents and supporting materials since their last pre-tenure, tenure, and/or promotion review.
 - Faculty eligible and submitting for pre-tenure review should include all annual review materials since their start date at TTS.
 - Faculty eligible and submitting for PTR should include all annual review documents and supporting material since their last promotion, tenure, or PTR review.
 - For any faculty who has received a "Not Meeting Expectations" in their post-tenure review, a copy of the formal plan for faculty development (as described in Section 3.5C) must be included.
 - Departmental guidelines (Administrative Faculty should include the guidelines from the academic home department of their faculty appointment).
 - Review Letters from Pre-tenure Review (only submitted for tenure review, if applicable) or from Third-Year Review (only submitted for non-tenure track promotion review, if applicable).

Linked Supporting Materials

- Teaching - This section contains illustrative evidence of the quality and significance of the faculty member's teaching. These materials may include, but are not limited to, the following (college and departmental guidelines may be more specific):
 - Peer review letters
 - Course syllabi
 - Course materials
 - Evidence of student learning
 - Student evaluations
 - Student survey results
 - Evidence of advising activities
 - Evidence of faculty development
 - See also TTS Faculty Handbook Section 2.5 Assessment of Teaching Effectiveness
- Scholarship and Creative Activity - This section contains illustrative evidence of the quality and significance of the faculty member's scholarship and creative activity. These materials may include, but are not limited to, the following (college and departmental guidelines may be more specific):
 - Excerpts from conference programs/proceedings
 - Conference presentation evaluations
 - Title pages and abstracts from professional journals or the full article
 - Title pages and tables of contents from books or the full books
 - Evidence of grant solicitation
 - Book, chapter, and article
 - Copies of exhibit and performance programs
 - Photographs of commissioned or exhibited artworks

3.10 - Faculty Review Process (cont)

- Professional Service - This section contains illustrative evidence of the quality and significance of the faculty member's professional service. These materials may include, but are not limited to, the following (departmental guidelines may be more specific):
 - Committee assignment documentation
 - Copies of meeting minutes
 - Copies of products developed
 - Recognition by others of contributions
 - Evidence of statewide, regional, national, or international professional service. For Administrators, additional evidence of the quality and significance of the faculty member's administration and leadership:
- Documentation indicating leadership assignments
- Evidence of program evaluation
- Supervisor, peer, and employee evaluations
- Copies of products developed

Beyond the material listed above, the faculty member may link to a one-page summary of activity not readily supported by documentation.

3.11 - Multi-Year Review Schedules

Promotion and Tenure Reviews, Tenure Reviews (for Tenure Track Faculty), and Promotion Reviews (for Lecturers, Non-Tenure Track Faculty with Professorial Rank (including Clinical), and Tenured Faculty with Professorial Rank)	
Mid-January to Early February	Chair and Faculty decide on external letter writers as required (if applicable)
Mid-February to Early March	Chair sends request for external letters
Late April to Early May	Chair sends a reminder email to letter writers
July 1st	Due date for external letters (If a response or letter is not received by this date, chair contacts the next letter writer on the list.)
Mid-August	Candidate submits portfolio to digital portfolio workflow
Mid-August to Mid-September	Committee on Faculty Care review (see NOTE)
Mid-September to Early October	Department chair review (see NOTE) (Department chair review can begin earlier, but no chair recommendations should be made before the end of the optional faculty response deadline to the Committee on Faculty Care review.)
Early October to Early November	Degree Coordinators' review (see NOTE)
November to December	Committee on Faculty Care review (portfolios with any negative recommendations or requests for additional review)
November-December-January	Provost Review and Referral to College Committee as needed
January to Early February	College reviews as needed based on Provost's request (see NOTE)
February and March	Provost recommendations and President decisions (see NOTE)

3.11 - Multi-Year Review Schedules (cont)

Promotion and Tenure Reviews, Tenure Reviews (for Tenure Track Faculty), and Promotion Reviews (for Lecturers, Non-Tenure Track Faculty with Professorial Rank (including Clinical and Research Faculty), and Tenured Faculty with Professorial Rank)	
For Pre-Tenure Reviews	
Mid-September	Candidate submits portfolio to portfolio
Mid-September to Mid-October	Committee on Faculty Care review (see note)
Early November to Early December	Degree Coordinators' review (see note)
For Post-Tenure Review (for Tenured Faculty)	
Early October	Candidate submits portfolio to digital portfolio
Early October to Early November	Committee on Faculty Care reviews teaching faculty (see note)
Mid-November to Early January	Degree Coordinators' reviews teaching faculty (see note)
November to December	If there is a request for a second review by either the candidate under review, the Committee on Faculty Care, the portfolio can proceed to a committee of current Degree Coordinators. The findings are sent to the Provost for a final decision.

The dates for the promotion and tenure, pre-tenure, and post-tenure review schedules can be obtained from the chair of the Committee on Faculty Care or the Provost Office.

NOTE: Within ten calendar days from the review recommendation, the candidate has the right to respond to the committee's or administrator's recommendation and justifications by submitting a letter written by the faculty member to the reviewing committee or administrator and copied to the next level of review. The reviewer (committee or administrator) does not respond to this letter. The next level of review will place the response letter into the digital portfolio workflow.





Section IV Personnel, Fiscal, & Institutional Policies

Appointments to the faculty with academic rank and administrative faculty appointments with rank and/or tenure-track status are made through the Office of the Vice President of Academic Affairs and Provost, typically upon the recommendation of a department head. The President approves such appointments.





Section IV

Personnel, Fiscal, & Institutional Policies

4.1 - Faculty Appointments and Contracts

4.1.1 Faculty Appointments

Appointments to the faculty with academic rank and administrative faculty appointments with rank and/or tenure-track status are made through the Office of the Vice President of Academic Affairs and Provost, typically upon the recommendation of a department head. The President approves such appointments.

4.1.1.1 Tenure Track Appointments Tenure and tenure track appointments are restricted to regular full-time teaching faculty employed on a continuing basis and to academic administrative faculty with professorial rank (i.e., Assistant Professor, Associate Professor, Professor).

4.1.1.2 Non-Tenure Track Appointments

- Lecturers and Senior Lecturers (as defined below)
- Full-time clinical, research, and librarian faculty with rank
- Limited-term, part-time, and adjunct faculty
- Full-time instructional or administrative faculty with rank who are explicitly employed in a non-tenure track status

4.1.1.3 Instructional Personnel Full-time professors, associate professors, assistant professors, instructors, lecturers, senior lecturers, and teaching personnel with such other titles as may be approved by the Board shall be the Instructional Personnel of TTS. Full-time research and extension personnel and duly certified librarians will be included in the Instructional Personnel based on comparable training. Persons holding part-time and adjunct appointments or other honorary titles shall not be considered faculty members.

4.1.1.4 Professorial Rank Faculty who hold an earned doctorate, acceptable terminal degree, or other acceptable credential are appointed to one of the professorial ranks (see Faculty Handbook Section 3.6 for additional information regarding expectations for rank, performance, promotion, and tenure).

a. Assistant Professor, Clinical Assistant Professor, Research Assistant Professor, and Librarian Assistant Professor - relatively inexperienced faculty who are in an early stage of becoming established in their academic careers in higher education.

b. Associate Professor, Clinical Associate Professor, Research Associate Professor, and Librarian Associate Professor - experienced faculty members who have established a solid foundation for continued success in the academy but who may be at an early stage of academic career development.

c. Professor, Clinical Professor, Research Professor, and Librarian Professor - highly experienced and senior members of the faculty who have become highly accomplished in their teaching effectiveness and scholarship or service.

4.1 - Faculty Appointments and Contracts (Cont)

4.1.1.5 Lecturers To carry out special instructional functions, such as basic skills instruction, instructional staff members may be appointed to the lecturer position. Lecturers are not eligible for the award of tenure. Less than 30% of TTS' FTE instruction personnel may be lecturers and/or senior lecturers.

4.1.1.6 Senior Lecturers Initial appointment at the rank of senior lecturer is reserved for those with extensive experience and accomplishments. Promotion to senior lecturer, or initial appointment at the rank of senior lecturer, requires approval by the President. Senior lecturers are not eligible for the award of tenure.

All teaching faculty must have qualifications that satisfy all accreditation requirements.

4.1.1.7 Criteria for Granting Permission for Graduate Instruction The provost is guided by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Academic Credentials standards in determining whether an instructor possesses the minimum academic qualifications to instruct at the postbaccalaureate level. SACSCOC utilizes a graduate course or other credit-bearing activity - not a program - as the unit of measuring qualification. It requires instructors to qualify for graduate instruction in one of two ways. Primarily, instructors qualify for graduate teaching by earning a terminal degree in a discipline relevant to the faculty member's instructional assignment (see SACSCOC Principle 6.2.a). Alternatively, SACSCOC also recognizes that individuals may demonstrate the capacity to engage in graduate instruction through means other than a terminal degree, including relevant professional experiences, licensures, or certifications that are relevant to **the teaching assignment. In such cases, the individual must provide acceptable evidence of these proficiencies prior to being assigned to teach a graduate course.**

4.1.1.8 Process for Appointment The provost is responsible for approving the qualifications of graduate-status of instructors. This process is initiated by the applicant and routes to their department chair. The department chair will verify the applicant's qualifications for Graduate Faculty status or provide a justification for an exemption. All individuals assigned to engage in postbaccalaureate instruction must be reviewed prior to the start of their assigned courses.

4.1.1.9 Status of TTS Administrators TTS faculty members who have already established Graduate Faculty status and who serve as President, vice presidents and associate vice presidents, vice provosts and associate vice provosts, academic deans and associate/assistant deans, and department chairs sustain their Graduate Faculty status for the duration of the time they are in administrative appointments. When they return to faculty appointments, they retain the Graduate Faculty appointment for at least two years, after which they must reapply.

Individuals hired into TTS simultaneously as faculty members and administrators must apply for Graduate Faculty status to be eligible to teach graduate courses, supervise GRAs/GTAs, or serve on thesis/dissertation committees.

4.1.1.9 Revocation of Graduate Faculty Status A revocation may occur for egregious acts or when a faculty member fails to fulfill the responsibilities of a member of the Faculty to teach graduate student(s) effectively, in a civil, professionally appropriate manner, to do scholarly research and creative work of high quality or remain active in the practice of the profession, and to direct the research/professional development of graduate student(s) so that they progress toward graduation in a timely

4.1 - Faculty Appointments and Contracts (Cont)

manner appropriate to the field. Failure to teach graduate students effectively and/or to direct the research and professional development of graduate student(s) also includes but is not limited to, abuse of power, intimidation, harassment, and violation of workplace violence policies.

Revocation can be initiated by the degree coordinator for which the faculty member is assigned or by the provost.

4.1.2 Faculty Employment and Separation

4.1.2.1 Employment Contracts Full-time faculty are issued either a fiscal year (12-month) or academic year (9-month) employment contract annually, usually in June preceding the start of a new fiscal year on July 1. These are "term" contracts for a period of only one year. A faculty member will not be reemployed in a subsequent year unless there is a new and separate contract issued for that year. (see TTS Faculty Handbook Section 4.1.8 on Non-Renewal of Employment Contracts for Individuals with Faculty Status for further information in this regard). Contracts for 12-month faculty begin on the first of the month and usually begin on July 1 of the contract year. All tenured faculty members employed under written contract for the fiscal or academic year shall give at least sixty (60) days written notice of their intention to resign to the president of the institution or his/her designee, the provost.

4.1.2.2 Notice of Faculty Resignation or Retirement All faculty members considering separating from employment are encouraged to first contact Human Resources to discuss the timing of providing notice as it relates to the last day of employment, contract status, semester transitions, and benefits coverage. Conversations of this nature will not be considered notice of resignation or shared with department leadership, nor do they replace the need for written notice of resignation. As a general rule, faculty members who do not sign a new contract will be considered to no longer be employed as of August 1.

Faculty are also encouraged to begin conversations with Human Resources well in advance, declaring intent to retire to ensure that all retirement eligibility requirements have been met. Due to considerations for both retirement benefit payments and medical coverage into retirement, a lead time of three months is usually required to smoothly transition from employment into retirement.

4.1.2.3 Filling Vacant Faculty Positions and Faculty Search and Screening Process

The academic search and screening process proceeds according to established guidelines.

4.1.2.4 Faculty Relocation and Moving Expenses Policy Relocation and moving expenses may be provided to new, full-time contracted tenure track and non-tenure track faculty members and administrators if funds are available in the department or college budget and relocation assistance benefits the Institution and its recruitment effort. The exact amount of reimbursable relocation expenses will be determined on a case-by-case basis and specified in the written offer of employment.

4.1.2.5 Redirection and Reassignment of Filled Faculty Positions Specific job duties and responsibilities of teaching and administrative faculty are constantly subject to change or modification as the circumstances and needs of the Institution and its units change. Departmental or unit reorganization or elimination may result in significant staffing changes. Administrative unit heads have the responsibility to manage the assignment, reassignment, redirection, and reorganization of job duties and responsibilities of the employees in their units.

4.1 - Faculty Appointments and Contracts (Cont)

Sometimes, the changes that are made in the assigned duties and responsibilities of an individual who fills a teaching or administrative faculty position on a continuing basis are so significant that they warrant an additional or changed job title. When the role of a filled position is redirected in this manner, necessitating a title change, the change is typically made through administrative approval channels. Because such change constitutes reassignment or redirection and does not involve or result in a "vacant" position, no search and screening process is necessary; the one position involved is already filled.

For example, when a tenured department chair elects to give up administrative responsibilities and assume the role of a full-time teaching faculty member, that change in title and function is approved administratively. The individual already holds continuing faculty status at TTS and does not have to reapply and go through another search and screening process to shift job responsibilities from one TTS faculty role to another.

Likewise, when a teaching faculty member has a portion of the load reassigned from instruction to administration that warrants the addition of an administrative title such as coordinator, director, etc., that change in title and function may also be approved administratively. Again, that individual already holds a continuing faculty role at TTS, which has simply been redirected. There is no need to reapply or go through another search and screening process to shift job responsibilities for that filled but redefined faculty position.

In the administrative faculty positions of instructional department chair and above (see TTS Faculty Search Guidelines and TTS Faculty Handbook Section 4.1.5 for specific policies), administrative reassignment is insufficient for a permanent or continuing appointment. If current TTS faculty are to be eligible to take on one of those positions on a continuing appointment basis, they must emerge as the candidate of choice from a search and selection process. In these cases, academic tradition and procedural guidelines restrict internal administrative redirection and reassignment prerogatives.

Administrative faculty positions of department chair and above may be reassigned administratively out of the responsibilities of those positions to other faculty roles. TTS faculty in other roles can be reassigned administratively to the role of acting or interim administrative faculty positions of instructional department chair or higher. However, internal candidates for an administrative faculty position of instructional department chair or higher (on a continuing appointment basis) must formally apply for those positions as part of a standard search and screening process. In these cases, if a vacant faculty position does not exist because the previous administrative faculty remained on the TTS faculty in another capacity, a new vacant position would typically have to be created in the institutional budget.

The reassignment of a faculty administrator into other roles and unit(s) will be preceded by a discussion with the unit(s) involved. Administrative faculty serve in their administrative roles at the pleasure of their department/unit head and, ultimately the President. Administrative reassignment does not constitute constructive discharge.

Administrative faculty who hold positions in non-instructional departments and who do not hold regular academic rank and tenure or tenure-track status usually do not have the option of reassignment to the role of a teaching faculty member in an instructional department. Rarely would such administrative faculty have an option of reassignment to a different set of administrative faculty responsibilities in their or another department on a continuing basis.

Reorganizations and reassignments that affect such individuals may result in the Institution's election of its option for the non-renewal of a completed employment contract or possibly to a mutual agreement that results in a change in status within the classified staff system. (It is not uncommon for administrative faculty in non-instructional departments to have emerged from classified staff roles earlier in their careers.)

4.1 - Faculty Appointments and Contracts (Cont)

4.1.2.6 Non-Renewal of Employment Contracts for Individuals with Faculty Status

All Non-tenured Faculty with Academic Rank

All non-tenured faculty members who have been awarded academic rank (assistant professor, associate professor, professor, clinical assistant professor, clinical associate professor, clinical professor, librarian assistant professor, librarian associate professor, librarian professor, research assistant professor, research associate professor, and research professor), are employed under written contract, and who have served full-time for the entire previous year have the presumption of renewal for the next academic year unless notified in writing by the Provost or the President of the institution of the intent not to renew.

Non-tenured faculty and other non-tenured personnel employed under the written contract shall be employed only for the term specified in the contract, and subsequent or future employment, if any, shall result solely from a separate offer and acceptance requisite to execution of a new and distinct contract.

Notice of intention to not renew the contract of a non-tenured faculty member who has been awarded the academic rank of assistant professor, associate professor, professor, clinical assistant professor, clinical associate professor, clinical professor, librarian assistant professor, librarian associate professor, librarian professor, research assistant professor, research associate professor, or research professor is the prerogative of the institution and written notice of intent not to renew follows this schedule:

- a. At least three (3) months before the date of the contract in the faculty member's first year of service with any of the above academic ranks at the current institution;
- b. At least six (6) months before the date of termination of the contract in the faculty member's second year of continuous service with any of the above academic ranks at the current institution or
- c. At least nine (9) months before the date of termination of the contract in the faculty member's third or subsequent continuous year of service with any of the above academic rank at the current institution. Previous years of service in positions other than the faculty positions with academic rank listed above shall not be included in the calculation to determine the schedule for notice of intention not to renew a faculty member's contract. Previous years of service in any capacity at institutions other than the current institution also shall not be included in the calculation.

This notification schedule does not apply to persons holding temporary, limited-term, or part-time positions or persons with courtesy appointments, such as adjunct appointments.

Full-time Lecturers and Senior Lecturers

Full-time lecturers and senior lecturers are appointed by the institution on a year-to-year basis. Lecturers and Senior Lecturers who have served full-time for the entire previous academic year have the presumption of reappointment for the subsequent academic year unless notified in writing to the contrary as follows:

- a. For lecturers and senior lecturers with less than three (3) years of full-time continuous service in that position at TTS, notification of non-reappointment is encouraged as soon as possible, but no specific notice is required.
- b. For lecturers and senior lecturers with three (3) or more years but less than six (6) years of full-time continuous service in that position at TTS, notification of non-reappointment is at least thirty (30) calendar days prior to the institution's first day of classes in the semester.
- c. For lecturers and senior lecturers with six (6) or more years of full-time continuous service in that position at TTS, notification of non-reappointment is at least one hundred and eighty (180) calendar days prior to the institution's first day of classes in the semester.

4.1 - Faculty Appointments and Contracts (Cont)

Lecturers or Senior Lecturers who have served for six (6) or more years of full-time continuous service in those positions at the institution and who have received timely notice of non-reappointment shall be entitled to a review of the decision in accordance with published procedures developed by the institution. The procedures must be approved by the Board or his/her designee prior to implementation.

In no case will the service as lecturer or senior lecturer imply any claim upon tenure or reappointment under other conditions than those above.

Previous years of service in positions other than lecturer and/or senior lecturer positions shall not be included in the calculations to determine the schedule for notice of intention not to renew a faculty member's contract or the availability of a review of that decision. Previous years of service in any capacity at institutions other than the current institution also shall not be included in the calculations.

Reappointment of lecturers and senior lecturers and promotion of lecturers to senior lecturers are dependent not only on their performance in instruction and service, but also on the programmatic needs and financial exigencies of the Institution and its units.

4.1.2.7 - Removal of a Faculty Member for Cause

The President of TTS or designee may at any time remove any faculty member or other employee of an institution for cause. Cause shall include willful or intentional violation of the Board of Trustees' policies or the approved statutes or bylaws of the institution or as otherwise set forth in the institution's policies, statutes, or bylaws. A tenured faculty member or a non-tenured faculty member may be dismissed before the end of the contract term for any of the following reasons, provided that the institution has complied with procedural due process requirements:

- Conviction or admission of guilt of a felony or of a crime involving moral turpitude during the period of employment - or prior thereto if the conviction or admission of guilt was willfully concealed;
- Professional incompetency, neglect of duty, or default of academic integrity in teaching, research, or scholarship;
- Unlawful manufacture, distribution, sale, use, or possession of marijuana, a controlled substance, or other illegal or dangerous drugs as defined by applicable laws; teaching or working under the influence of alcohol or other drugs which interferes with the faculty member's performance of duties or responsibilities to the institution or to profession;
- Conviction or admission of guilt in a court proceeding of any criminal drug offense;
- Physical or mental incompetency as determined by law or by a medical board of three or more licensed physicians and reviewed by a CFC;
- False swearing with respect to official documents or statements filed with or given to the institution;
- Disruption of any teaching, research, administrative, disciplinary, public service or other authorized activity;
- Violation of Board of Trustees' policies; and
- Any student, faculty member, administrator or employee, acting individually or in concert with others, who clearly obstructs or disrupts, or attempts to obstruct or disrupt any teaching, research, administrative, disciplinary, public service, or any other activity at TTS is considered by the Board to have committed an act of gross irresponsibility and shall be subject to disciplinary procedures, possibly resulting in dismissal or termination of employment.

4.1 - Faculty Appointments and Contracts (Cont)

4.1.2.8 - Visiting Faculty Appointments

Faculty members who are employed at another institution and are temporarily employed at TTS for a designated short-term period may be appointed as Visiting Faculty members. These faculty may be on a temporary leave of absence or sabbatical from their home institution, an executive on loan, or a visiting international faculty member and are expected to return to their home institution at the end of their appointment at TTS. The same appointment process for limited term faculty is used for visiting faculty if TTS is providing a salary. The same appointment process for adjunct faculty is used for visiting faculty if TTS is not providing a salary.

4.1.2.9 - Limited Term Faculty Appointment

The appointment letter for limited-term faculty explicitly states at the time of employment that there is no official institutional commitment to continuing employment beyond the single term of the limited-term assignment. Such a limited-term appointment can be made without a formal search and screening process, but it requires administrative recommendation and approval at all levels between the position's department and the President. A limited-term appointment is typically made in circumstances where a new vacant position has been created, or an existing position has been vacated unexpectedly, and there is insufficient time to conduct a proper search for a "continuing" appointment before the instructional and/or administrative services from that filled position are needed by the Institution. However, departments must attempt to fill a continuing, budgeted, full-time, tenure-track, or non-tenure-track position with a permanent faculty member as soon as possible. Regular faculty who are not hired through a competitive search will typically be given a "term" appointment for one academic or fiscal year and may be reappointed for one (1) additional year, not to exceed a total duration of two (2) years.

4.1.2.10 - Part-time Teaching Faculty Appointment

Part-time faculty are non-tenured faculty employed at TTS and are subject to the following conditions:

1. Are employed as-needed, on a per-course, per semester limited term basis at the discretion of the institution and will receive no compensation unless a part-time assignment is given;
2. Are not accruing time toward tenure;
3. Are required to sign a letter of agreement for each appointment period and are not issued contracts;
4. Are not the same as adjunct faculty appointments;
5. Are not eligible for TTS benefits, unless the part-time appointment is regular and half-time (.5 FTE) or greater, in which case the benefits offered will be based on FTE in accordance with the current Human Resources Administrative Practices and
6. Are required to work an average of less than 30 hours per week over the academic year.

Hours worked per week are based on Contact hours. See the conversion chart to determine the number of contact hours that can be assigned to the part-time faculty to meet the less than 30 hours per week condition. A faculty member employed at an institution at a .75 FTE or greater, other than in a temporary status in the current Human Resources Administrative Practices.

Academic Qualifications

Part-time faculty must meet the same minimum requirements for academic preparation and credentials as their full-time counterparts and have qualifications that satisfy all accreditation requirements. In order to teach certificate classes, part-time faculty must hold at least a master's degree in the teaching discipline OR a master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline). A terminal degree in the teaching discipline is required for part-time faculty to teach graduate courses. In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may justify how outstanding professional experiences equate to the academic preparation to qualify part-time faculty to teach a course.

4.1 - Faculty Appointments and Contracts (Cont)

Appointment of Part-Time Faculty

No guarantee of employment is issued to part-time faculty at the time of appointment. An appointment as a part-time faculty member only constitutes eligibility to be employed if needed and as needed by the Institution at some future date. The department chair arranges part-time teaching assignments on a semester-by-semester basis and is not obligated to employ part-time faculty for subsequent semesters. These appointments are reviewed comprehensively each spring by department chairs for the purpose of determining formal reappointments for the coming year. In keeping with the temporary and as-needed status of part-time faculty, a decision not to renew an appointment can be made at the institution's discretion; non-renewal notice provisions do not apply to part-time faculty. All part-time faculty, regardless of the academic rank they hold, are not eligible for tenure or tenure-track status.

Compensation and Benefits

Total compensation for part-time faculty is determined on a course-by-course basis, semester by semester. Part-time faculty employed on an as-needed basis are not eligible to participate in the Institution's fringe benefit programs. For TTS to comply with reporting requirements of the Affordable Care Act (ACA), all part-time workloads (both teaching and additional duties) must be tracked and reported.

Attainment of an earned doctorate or terminal degree will raise the compensation level and rank of a part-time faculty member, effective the next semester after receipt of official graduate transcripts. The department chair must notify the Office of Academic Affairs of this achievement, and official transcripts showing the new degree must be provided for the personnel files in that office.

Teaching Load (Academic Course Assignments)

A non-benefitted part-time faculty member cannot exceed more than one-half time for the year at TTS. When two or more TTS departments need to employ the same part-time faculty member, the department of the primary assignment is responsible for coordinating the part-time faculty member's total load and keeping it within the bounds of less than half-time.

The upper limit of a partially benefitted part-time faculty member is 24.75 standard work hours per week. Before a part-time faculty member can become partially benefits-eligible, prior approval must be granted by the Office of Academic Affairs.

TTS' guidelines for defining the workload for teaching faculty appear in Section 2.2, Workload Model for Teaching Faculty. This supplemental statement serves as the operational definition of what the upper limits of a less-than-half-time faculty load will be at TTS from the perspective of the Provost. It is important to note the distinction made in TTS' workload guidelines between a "full faculty load" and a "full teaching load" and the reference to a "principally teaching model" for workload as described in the Faculty Handbook. The provost's interpretation of the upper limit of a less than half-time faculty workload is the teaching of no more than 19.25 standard work hours per week.

Different from the expectations for full-time faculty, there are no additional or minimal TTS expectations for the part-time colleague to be engaged in professional service, scholarship, academic achievement, or advisement responsibilities at TTS.

During the summer session, a part-time faculty member should be limited to teaching no more than two (2) three-credit hour courses to be employed less than half-time during that abbreviated term. The provost's interpretation of the upper limit of a less-than-half-time faculty workload during the summer session is teaching no more than 19.25 standard work hours per week. Part-time faculty employed by TTS are not allowed to become partially-benefits eligible for any reason over the summer.

4.1 - Faculty Appointments and Contracts (Cont)

Part-time Non-academic Course or Non-instructional Assignments

Part-time faculty members teaching non-academic courses (e.g., continuing education courses) or participating in noninstructional assignments (e.g., grant work or workshops) are paid per assignment based on actual hours worked rather than the standard instructional semester hour rate for academic course assignments. The non-instructional assignment standard hours worked counts toward the upper limit allowed for a less-than-half-time faculty.

Performance Review

The instructional effectiveness of part-time faculty will be evaluated by department chairs each semester and will be considered in decisions to employ part-time faculty in subsequent semesters. When reviewing teaching effectiveness, the department chair should follow the general institutional policy on assessing teaching effectiveness outlined in Section 2.5 of the TTS Faculty Handbook.

4.1.11 Salary Conversion for Fiscal and Academic Year Appointments

When a faculty member on an academic year contract is given a fiscal year administrative appointment, the institution should pay the faculty member an administrative stipend based on the job description and responsibilities related to the administrative role. The administrative stipend will be identified separately from the base salary amount in the faculty member's contract and the contract will specify that the stipend is no longer available when the administrative appointment ends.

The nine-month faculty salary is set based on a comparison to other faculty members in the administrator's academic department with similar rank and qualifications. Because all TTS academic administrators are on twelve-month contracts, a twelve-month salary is determined by multiplying the nine-month salary by 1.3. An administrative stipend may be added to the twelve-month salary based on market conditions for a particular position and/or to recognize additional requirements and/or unique qualifications for the position. Some academic administrators may not receive administrative stipends because their nine-month faculty salary equates to the appropriate twelve-month administrative salary. Conversions to and from 12-month status are effective at the start of the new fiscal year (July 1).

Calculating the total administrative salary in this manner allows for both consideration of internal equity (salaries for faculty already employed by TTS) and external equity (market salaries for individuals holding similar administrative positions at other institutions). If an academic administrator leaves the administrative position to return to the faculty, the administrative stipend is removed and the salary is converted from twelve to nine-months by dividing the twelve-month salary (minus the administrative stipend) by 1.3. Merit dollars are available for the full amount of the administrative salary including the stipend. Based on the recommendation of the supervisor and the approval of the Vice President for Academic Affairs and Provost, the merit pay increase can be applied to the total salary or used to increase the stipend. Stipend amounts are renewed yearly and the administrator's supervisor should adjust the stipend as needed in order to maintain both an appropriate nine-month faculty salary and a competitive twelve-month administrative salary including a stipend.

4.1.2.12 - Adjunct Faculty Appointments

Following best practices in Georgia, TTS reserves "adjunct faculty status" for courtesy or honorary appointments. The primary characteristic that usually distinguishes "part-time faculty status" from "adjunct faculty status" is that part-time or visiting faculty are compensated for their services, and adjunct faculty are not.

TTS grants adjunct faculty status through the office of the Vice President for Academic Affairs and Provost, typically upon the recommendation of a department chair and dean. Adjunct faculty are individuals who regularly make significant volunteer contributions of their personal time, talents, energy, and resources to the instructional program of the Institution.

4.1 - Faculty Appointments and Contracts (Cont)

Regular and significant volunteer contributions are typically made by student teaching supervisors, nursing preceptors, coop and internship supervisors, regular guest lecturers who provide significant components of courses or programs annually, and others. These courtesy appointments will be made on an annual basis, renewable at the discretion of the Institution, and serve as a small token of the Institution's appreciation and recognition for the valuable contributions made to the instructional program and its students.

The title "Adjunct Professor" will be used for the courtesy appointments of individuals who hold a doctoral or equivalent terminal degree. All others will be appointed "Adjunct Instructor." Adjunct instructors will normally be expected to hold at least a master's degree unless the individual has established an exceptional record of accomplishment and demonstrated success in the area of contribution to the Institution's instructional program. Submission of formal credentials and transcripts will not be required for these courtesy appointments. Unless a special exception is granted by the Vice President for Academic Affairs and Provost (and required credentials and transcripts are on file), adjunct faculty will not serve as the instructor of record for any TTS course or grade roster. TTS will not compensate adjunct faculty for their contributions or service, nor will they normally have employment status at TTS. Adjunct faculty status is a courtesy or honorary appointment and earns no credit toward tenure.

4.1.2.13 - Visas for Non-U.S. Citizens

Faculty members must have current, valid proof of employment eligibility in the US due to citizenship, status as a permanent resident, or status as an employment-eligible non-resident when they begin work at TTS.

Non-resident international faculty at TTS can be hired under eligible work authorization (H4, F1, etc.) or may be sponsored either as short-term visiting scholars (J-1 visa) or for extended employment under an employment-sponsored visa (such as an H1B) through Human Resources. International faculty may contact Human Resources for advice and assistance regarding employment-eligible visa status. Department chairs wishing to sponsor short-term scholars for J-1 visas should contact the provost office for assistance.

TTS Human Resources offers service and support of TTS-sponsored non-immigrant visas (primarily H1B and J-1) for full-time faculty. Service and support for TTS-sponsored legal permanent residency is provided for full-time, tenure track, and non-tenure track faculty only.

4.1.2.14 TTS Academic Affairs Electronic Records Policy

The Office of Academic Affairs at TTS recognizes electronic records as the official and authoritative records.

4.2 - Compensation & Benefits

4.2.1 - Academic Year Pay Procedures

Each paycheck will include one-twelfth of the faculty member's academic year salary. Fringe benefit deductions that are required for 12-month coverage (e.g., health insurance, long-term disability insurance, etc.) are deducted on a monthly premium schedule August through December and on a seven-fifths monthly premium schedule January through May. In utilizing this method, the full-year's premiums are deducted over the 12 paychecks. Paychecks are distributed by electronic transfer (direct deposit) for all full-time and part-time faculty.

4.2.2 - Summer Employment and Compensation

All faculty members employed under academic year contracts are eligible for employment during the summer term for extra compensation. This extra compensation cannot exceed 33-1/3% of their salary for the immediately preceding academic year contract. The Institution

4.2 - Compensation & Benefits (Cont)

makes no guarantee of the availability of summer employment. Any employment opportunities are dependent on enrollment and the best interests of the Institution. Summer employment opportunities may include instructional or non-instructional assignments. Non-instructional assignments include sponsored program activities and/or other special assignments for the Institution (usually limited to high-priority needs such as special initiatives) and require the prior approval of the faculty member's college dean. Compensation for instructional assignments is normally at the rate of 10% of the faculty member's academic year salary for a three-semester hour course.

Summer compensation for field supervision and individualized course instruction will be based upon the approved equivalents of such activity per semester hour or per 3-hour semester course. Compensation for non-instructional assignments will vary with the assignment and should be based on the percentage of time devoted to the project. For example, if a faculty member devotes approximately half a full-time summer commitment to the non-instructional assignment, they would be paid 15% of their academic salary. Faculty employed during the summer term are to be paid in two checks, one on the last working day in June and the other on the last working day in July.

Faculty members serving in nine-month limited-term faculty positions during the Spring Semester preceding the summer term may be eligible for employment during the summer term on an as-needed basis. The compensation during the summer term cannot exceed 33-1/3% of their annual nine-month limited-term salary for the immediately preceding academic year. All other policies and procedures for full-time contracted faculty summer employment and compensation will apply.

4.2.3 - TTS Faculty Exchanges

If one's teaching and research abroad are part of an official TTS exchange (i.e., has the Department's or TTS' sponsorship and endorsement), salary and benefits will ordinarily be continued as usual. The faculty member is simply on a special assignment when doing teaching and research abroad. These exchanges will not affect tenure, promotion, or PTR clocks.

4.2.4 Stipend and Overload Compensation Guidelines

4.2.4.1. Stipends

Stipends are a fixed amount of additional money for performing a specific non-teaching task; paid regularly; a stipend is a payment in addition to the base pay for an assignment that is not part of the employee's ongoing faculty appointment but which is part of the normal workload, i.e. within the assigned percent of full time. A stipend is used to separate the portion of compensation paid to an employee for the effort and responsibility related to a special assignment. If the special assignment ends, the stipend is removed, and the salary will revert to the salary for the ongoing teaching faculty appointment.

A) Administrative Stipend - Faculty administrators who receive a Faculty Ranked Administrator contract are defined as "administrative"; these faculty will receive 9- or 12-month Faculty Ranked Administrator contracts/administrative stipends serving in the role of an administrator. Given when a faculty member is asked to perform administrative duties that are outside the scope of the faculty member's position. PTR clock stops for the duration of the assignment; faculty receiving administrative stipends are not eligible for teaching faculty awards, nor may they serve on Institution/college/department committees as teaching faculty. Positions in which faculty are eligible to receive administrative contracts and an administrative stipend include Provost; assistant/associate/vice presidents; assistant/associate/vice/senior vice provosts; deans; assistant/associate deans; department chairs/school directors; assistant/associate/directors of academic units; special assistant to President/Provost; others per President/Provost.

4.2 - Compensation & Benefits (Cont)

B) Non-Administrative Stipend - For non-administrators who receive a teaching contract, the assignment is nonteaching and is expected to continue; these faculty will not receive administrative contracts but will remain on a 9- or 12-month teaching faculty contract. The PTR clock does not stop. Faculty receiving non-administrative stipends are eligible for teaching faculty awards and may serve on Institution /department committees as teaching faculty. Positions in which faculty may be eligible to receive non-administrative stipends include but are not limited to, assistant/associate department chairs/school directors, program coordinators, and others as determined by the dean and/or department chair/school director. Stipends for 9-month faculty can be paid in the summer by putting the stipend amount on the summer payroll. Stipends count towards the 33.33% earning maximum for summer pay.

4.2.4.2. Overloads

Overloads are a temporary amendment to a contract for additional teaching, research, or service responsibilities, defined as those activities in excess of activities expected as part of the defined workload formula. Full-time faculty at TTS may be requested to perform service in excess of full-time effort for institutional-funded activities. Under certain circumstances, qualified teaching faculty and administrative faculty may be called upon to take on additional teaching, research, or service responsibilities at their home institution. Whenever possible in this situation, the institutions should consider adjusting the individual's primary duties to incorporate the extra duties associated with the overload(s). If it is determined that a workload adjustment cannot be made, the faculty member's contract should be amended to reflect a temporary change in compensation warranted by the additional responsibilities.

Contract modifications should be done using the Contract Addendum for Temporary Overload Compensation because overloads involve a modification to a faculty member's original TTS contract.

Conditions of an Overload Assignment

Faculty who assume overload assignments for overload pay must meet expectations in all of their normal in-load work assignments. In-load work assignments typically include the expected full-time commitment of the faculty member to teaching, professional service (including administration), scholarship and creative activity, and academic achievement and professional development. Overload pay is not appropriate for an individual if the work can be readily assigned on an in-load basis to another qualified person or if the individual's existing assignments can accommodate the work or can be readily reduced, rearranged, or reassigned in order to accommodate the work on an in-load basis.

Whereas TTS is in full or partial operation seven days a week in the mornings, afternoons, and evenings, many faculty do not share the same daily or weekly work schedules. A "normal full load" must consider flexible scheduling, regardless of when and where an individual's faculty-related work is done during the week.

Avoiding Conflicts with Regular Duties Because faculty are salaried professional employees, overload assignments are most acceptable when the nature of the work in the overload assignment is significantly different from the nature of an individual's work assignments in the normal full load. When the nature of the work is similar for in-load and overload pay, the potential for an appearance of a conflict of interest or conflict of obligation exists and should be avoided or thoroughly justified. Faculty members who write themselves into grants or contracts for services that involve overload pay create the potential for a perceived conflict of interest or obligation.

When an apparent conflict of interest exists within a department or division, an administrator at another level of authority beyond that unit must confirm that the overload compensation is appropriate and does not constitute a conflict of interest or obligation.

4.2 - Compensation & Benefits (Cont)

Avoiding Conflicts with Grants

Faculty can perform work as additional pay from a grant provided it is allowable by the grant. It is strongly encouraged that a dialogue should exist between the dean/chair and faculty as to what their agreed time distribution should be at the beginning of each academic year (split between research, service, and teaching) and that no faculty member should need to seek additional pay for work on a grant regularly, rather, it should be a part of their expected duties outlined by the chair and provost. In short, the use of the Contract Addendum (additional pay) for work on grants should not be an ongoing and predictable form of increasing total compensation. It would be most preferable for faculty working on grants and receiving pay from the grant(s) that this be part of the faculty member's expected workload and the off-set savings from the portion of salary paid by the grant be used by the dean or chair to offset the loss in teaching or service capacity by the department by, for example, employing limited term professors.

Furthermore, it is important to note that federal grants explicitly do not allow for overload while working on a federal grant, regardless of the funding source for the overload. Some non-federal grants may also explicitly state such a restriction. Any non-federal grant supported by federal funds is also subject to federal grant restrictions. In short, there can be no additional pay for grant work unless the grant is a) non-federal, b) not supported by federal dollars, and c) does not explicitly restrict additional pay. For additional information, contact the TTS Advanced Studies Committee.

4.2.4.3. Extra Compensation

Extra compensation may be paid to TTS faculty when all four of the following conditions exist:

1. The work is carried out in addition to a normal full load;
2. No qualified person is available to carry the work as part of the normal load;
3. The work meets institutional needs and priorities as determined by the institution's President or designee, and
4. The additional duties are not so heavy as to interfere with the performance of regular duties.
5. When extra compensation is paid, it shall be in line with compensation paid for the performance of similar duties.

4.2.5 - TTS Employee Benefits

4.2.5.1 Vacation Leave Teaching faculty who receive contracts with work commitments of less than twelve (12) months do not accrue vacation (annual) leave. Full-time teaching faculty who receive twelve (12) month contracts accrue vacation (annual) leave at the rate of 1 3/4 days per month (14 hours). The maximum number of days of vacation (annual) leave that may be carried from one calendar year to the next is 45 days (360 hours). Earned vacation (annual) leave shall be taken at times mutually acceptable to both the employee and supervisor. In the event of termination of employment or conversion to a work commitment of less than twelve months, accrued vacation (annual) leave shall be paid in a lump sum amount. The maximum amount of paid vacation (annual) leave shall be 45 days (360 hours).

The faculty member who takes vacation leave is responsible for making arrangements for the coverage of missed meetings, notifying the person to whom the faculty member reports at TTS, rescheduling appointments, and reporting the number of days of vacation leave used each month via the appropriate time reporting system.

4.2 - Compensation & Benefits (Cont)

4.2.5.2 Sick Leave Benefit and Reporting Responsibility for Faculty

One of the faculty's employment benefits at TTS is the award, accumulation, and use of sick leave. A day of sick leave (8 hours) is awarded to a faculty member for each month of benefited employment during the academic year. Faculty on twelve-month contracts and instructional faculty who work during June and/or July will accordingly also accrue a day of sick leave for those months. Accumulated unused sick leave is summarized monthly in the payroll time and labor management system.

The use of accumulated sick leave allows a faculty member to continue to be paid a salary during days when the faculty member is unable to perform teaching, service, scholarship, and professional development responsibilities as expected due to illness, injury, disability (including maternity leave), or family leave and health-related emergencies. If the use of accumulated sick leave extends into a sixth consecutive business day, the individual must contact Human Resources to coordinate the use of the Family Medical Leave Act (FMLA). Likewise, if an illness/injury is causing frequent or consistent disruption of expected work duties, use and reporting of sick leave and coordination with Human Resources regarding your rights under FMLA is required. Examples of instances where Human Resources should be consulted include but are not limited to, surgery, therapy, rehabilitation, ongoing testing, bed rest, and any chronic condition(s) impacting work. Once a faculty member's unused accumulated sick leave has been exhausted, the individual shifts to a leave without pay status if the individual is unable to resume faculty responsibilities. While this shift automatically occurs, the individual must contact Human Resources to discuss benefits continuation and further FMLA requirements. The faculty member should also contact the Academic Affairs Faculty Affairs office to complete those Leaves of Absence (Paid and Unpaid) forms. Coordination of the sick leave benefit is particularly important during periods of illness or injury for purposes of utilizing short and long-term disability. If a faculty member has sufficient accumulated sick leave, this paid leave can provide an important financial bridge between the onset of a disability and the delay in the start-up of disability insurance benefits. All employees are encouraged to carefully review their personal need to enroll for short and/or long-term disability benefits and to subsequently coordinate with Human Resources in order to maximize the benefits platform offered to Faculty.

Accumulated sick leave also may provide an enhanced benefit at retirement. Unused accumulated sick leave may be converted to service credit towards retirement benefits under the retirement system. All unused sick leave not eligible for conversion to service credit is forfeited upon separation/retirement.

Faculty frequently work days, nights, and weekends teaching and preparing for classes; grading, mentoring, and supervising students; conducting scholarship and creative activities; performing professional service; attending professional development workshops and conferences; pursuing formal academic achievements; and participating in work-related special events. The resulting work schedules of the faculty are highly diverse, variable, and flex-time oriented. However, if the faculty member is unable to fulfill responsibilities during a day that is usually devoted to teaching, service, scholarship, or professional development and those responsibilities are not completed at another time during the month, that day should be reported as a day (8 hours) of sick leave. Although many faculty devote more than 40 hours a week to their full range of faculty responsibilities, no more than 40 hours a week are expected to be reported as sick leave if a faculty member is unavailable or incapacitated for a week's time. Resuming some, but not all, of one's TTS' responsibilities while on sick leave requires only partial use of sick leave days in proportion to the amount of work not completed.

Sick leave applies to days in a work week in which the faculty member is unavailable or incapacitated, regardless of whether the faculty member has formal teaching responsibilities on those sick days or not. Having a colleague cover one's classes does not relieve the faculty member from the responsibility of reporting sick leave taken.

4.2 - Compensation & Benefits (Cont)

The faculty member who takes sick leave is typically responsible for making arrangements for the coverage of missed classes and meetings, notifying the person to whom the faculty member reports at TTS, rescheduling his/her appointments, and reporting the number of days of sick leave used each month via the appropriate time reporting system.

Faculty members are expected to report the use of sick leave via the payroll system at least monthly. Administrators must approve these monthly time reports. Repeated failure to make appropriate reports of sick leave taken constitutes neglect of duty by an Institution employee and is subject to appropriate restitution and disciplinary action. Department chairs, directors, and vice presidents are responsible for ensuring to the best of their abilities that sick leave is being reported properly and timely by faculty members in their administrative units.

4.2.5.3 Sabbatical Leave

TTS, recognizing the necessity for faculty members to acquire new experience in order to enrich their teaching or to obtain uninterrupted time for research and writing, supports the principle of sabbatical leave. The school encourages professional growth, increased competence, and productivity among faculty members by subsidizing significant research, creative work, or a program judged to be of equivalent value, which may include some other study or exchange of teaching responsibilities with a faculty member at another seminary or Institution.

The leadership of TTS affirms the importance of scholarship among members of its faculty and the value of sabbaticals to refresh and renew faculty and support work in which they may be involved. Sabbatical leave has always been a privilege and not a right or entitlement. These requests may be granted by the president of TTS in the best interests of the Institution. Faculty members who have completed six (6) full-time years of service at TTS may apply for a semester or year of paid sabbatical leave. Full salary is granted for sabbaticals of one semester. Half salary is granted for sabbaticals extending the full academic year.

1. Any faculty member with the academic rank of assistant professor or above who has served a minimum of six (6) years on the full-time teaching faculty of TTS shall be eligible for consideration for a sabbatical leave in the seventh year.
2. During the first full week of school in January, the provost shall inform simultaneously in writing the applicant, the chair of the department, and the Committee on Care of the decision.

Leaves Granted in a Year Regardless of the length of the leave granted to a faculty member, TTS shall grant sabbatical leaves in any given academic year to no more than 10 percent of the total full-time teaching faculty. (In the event that this is a fraction, it shall be understood that the numerical value shall be raised to the next highest whole number.) Moreover, a maximum of one (1) sabbatical leave shall be granted in Areas where there are up to five (5) full-time instructors. Departments with six (6) or more full-time instructors shall be granted a maximum of two (2) sabbatical leaves in any given academic year.

Stipend The stipends for sabbatical leaves shall be one (1) semester at full salary or one (1) academic year at one-half of full salary. Normal raises and benefits shall not be withheld by reason of the sabbatical leave. Moreover, whether the sabbatical leave is for one semester or one academic year, both the faculty member and the Institution shall continue to pay their normal full share toward fringe benefits.

The stipend for the sabbatical leave shall be based on the salary the faculty member would receive were he/she be teaching full-time at TTS during the sabbatical year.

4.2 - Compensation & Benefits (Cont)

Application Policies and Faculty Offices

1. Sabbatical leaves shall not be granted automatically upon the completion of the necessary period of service. The faculty member shall demonstrate in writing, as part of the application, evidence of sound research, creative ability, and/or other academic achievement to support the program of work that s/he plans for the sabbatical period. S/he shall show also that the proposed program will accomplish one or more of the general purposes set forth in this Handbook.
2. The faculty member shall make a formal application for sabbatical leave using forms and guidelines provided by the provost's office. The application shall include a narrative outline of the intended project and a statement indicating the significance of the project for professional growth and development. The application shall be submitted to the Department, which will forward a recommendation to the degree coordinator in sufficient time to observe the general deadlines set forth below. The original plus two copies of the application, the evaluations of the degree coordinator, and a statement indicating how the Area will accommodate a sabbatical leave shall be submitted to the chair of the Committee on Faculty Care no later than the first school day after October 1 of the preceding academic year sabbatical leave is requested.
3. Within twenty-eight (28) calendar days of the receipt of these materials, the chair of the Committee on Faculty Care shall forward two copies of the application to the provost. The original copy of the application shall be retained by the provost for his/her use and for eventual inclusion in the personnel file of the applicant.
4. Normally, within the first (3) three weeks of the receipt of the completed application, the Committee on Faculty Care shall return one copy of the application with its written recommendation to the provost. This committee, for its use, shall retain the second copy during the remainder of the process.
5. The provost, after an appropriate review of the application, shall make a recommendation to the president based on the total needs and capabilities of TTS.

Obligations of Recipients and TTS

A sabbatical leave shall establish a reciprocal agreement between a faculty member and TTS. The institution obligates itself to maintain a faculty position for the faculty member on sabbatical leave. The recipient of a sabbatical leave shall incur the following obligations:

1. To make every reasonable effort to fulfill the terms of sabbatical leave;
2. To return to TTS for a minimum of one year upon the completion of the sabbatical leave, or repay the compensation received for that period; and
3. To file a detailed report on the actual results of her/his project with the degree coordinator, the provost, and the chair of the Committee on Faculty Care within ninety (90) school days after the beginning of the semester following the sabbatical leave. At the request of the Committee on Faculty Care, the report may be made orally to a group of interested faculty and students.

4.2.5.4 Leaves of Absence

A. With Pay

1. The school permits short leaves with pay for jury duty as herein provided. If the school has employed a faculty member for at least one full year prior to the start of duty, s/he may be granted a leave with pay for this civic service. Fringe benefits will not be affected by this provision.
2. For compassionate reasons, the school may also permit, at its option, short-term leaves with pay for a maximum of ten (10) working days, provided that the faculty member has been employed by the school for at least one full year prior to the request for such a leave.
3. Short-term leaves for illness or disability are subject to the provisions for short-term disability. (Consult the Office of Human Resources for details.)
4. Requests for short leaves with pay are submitted in writing to the provost. Requests for emergency leaves for compassionate reasons may be taken directly to the provost, who may waive a written request in view of the circumstances.

4.2 - Compensation & Benefits (Cont)

B. Without Pay

1. Any full-time faculty member may request a full-time or part-time leave of absence without pay for one of the following reasons:
 - a. Completion of research
 - b. Formal study
 - c. Any program of enrichment approved by the school
 - d. Assignments of work considered to benefit the school
 - e. Other
2. Such leaves must be mutually agreed to and shall not ordinarily be for longer than one (1) year.
3. Time on such leaves will not count toward tenure or promotion in rank and are not credited toward time in service for sabbatical leave. However, the faculty member will not forfeit rank due to being on leave without pay.
4. While a faculty member is on leave without pay, the school does not provide fringe benefits. Faculty members may continue their fringe benefits, however, by paying them through the institution.

4.2.5.5 Faculty Family and Medical Leave Policy

Turner Theological Seminary recognizes the difficulty many faculty face balancing the demands of the workplace with their needs and the needs of their families. The TTS permits eligible faculty to take leave for their own serious health condition, for the birth, adoption, or foster care placement of a child, and to care for a child, spouse, or parent who has a serious health condition. All leaves are consistent with the provisions of the Family and Medical Leave Act of 1993 (FMLA).

Eligible Faculty

Family and Medical Leave Due to the Faculty Member's Own Serious Health Condition.
Any regular faculty member is eligible to apply for family and medical leave due to the faculty member's own serious health condition after having been employed for at least 12 months immediately preceding the commencement of the leave.

Family and Medical Leave for Reasons other than the Faculty Member's Own Serious Health Condition.

Any regular faculty member who has been employed for at least 12 months immediately preceding the commencement of the leave is eligible to apply for family and medical leave for reasons other than the faculty member's own serious health condition.

Purpose of Leave

1. A "family and medical leave" is defined as any period during which a faculty member is away from work for one or more of the following reasons:
 - a. The faculty member's own serious health condition, including pregnancy and childbirth-related conditions.
 - b. The birth of the faculty member's child and to care for that child. (Note: Leave taken due to a faculty member's own pregnancy and/or childbirth-related condition is considered leave for the faculty member's own serious health condition described above. Once a faculty member has recovered from the effects of pregnancy and childbirth such that she no longer has a serious health condition, any time taken off to care for that faculty member's child is considered leave under this provision for the birth of the faculty member's child and to care for that child.)
 - c. The placement of a child with the faculty member for adoption or foster care and to care for that child.
 - d. To care for a faculty member's spouse, child, or parent who has a serious health condition.
2. Any leave granted under this policy shall be designated as leave provided under the provisions of the FMLA unless specifically determined to be otherwise.

4.2 - Compensation & Benefits (Cont)

Leave Duration

1. Faculty may be granted a maximum of 12 weeks of Family and Medical leave in any 12-month period (time off in addition to family and medical leave may be granted to faculty at the TTS's discretion). The 12-month period is a "rolling" 12-month period measured backward from the date a faculty member uses any leave. Each time a faculty member takes family and medical leave, the remaining leave entitlement is any balance of the 12 weeks that has not been used during the immediately preceding 12 months. For example, if a faculty member has taken eight weeks of leave during the past 12 months, an additional four weeks of leave could be taken. If a faculty member used four weeks beginning February 1, 2016, four weeks beginning June 1, 2016, and four weeks beginning December 1, 2016, the faculty member would not be entitled to any additional leave until February 1, 2016. However, beginning on February 1, 2016, the faculty member would be entitled to four weeks of leave; on June 1, 2016, the faculty member would be entitled to an additional four weeks, etc.
2. Leave to care for a newborn child or for adoption or foster care placement of a child must be completed within 12 months of the birth, adoption, or placement and cannot be taken intermittently or on a reduced-time basis unless both the department and the individual agree on the schedule of intermittent or reduced leave.
3. Leave for a serious health condition (for a seriously ill child, spouse, or parent, or the faculty member's own serious health condition) may be taken intermittently or on a reduced-time basis, but only if certified by a health care provider as needed for medical reasons.

Pay Status During Family and Medical Leave

Family and Medical Leave Due to the Faculty Member's Own Serious Health Condition.

A faculty member's own serious health condition(s) may necessitate that he or she take one or more leaves of absence under this policy. Upon written certification of this necessity by the attending physician (see below for medical certification requirements), the TTS obligates itself to pay a faculty member's salary for up to a total of four (4) months. Medical reports are to be submitted to the Office of Human Resources at two-month intervals during any period of leave for a faculty member's own serious health condition. The TTS reserves the right to discontinue payments after it has paid a faculty member the equivalent of four (4) months' leave. Any additional payment made to a faculty member during leave for his or her own serious health condition(s) is at the TTS's discretion.

Family and Medical Leave for Reasons Other than the Faculty Member's Own Serious Health Condition.

Family and medical leave to care for a faculty member's newborn child, the placement of a child with a faculty member, for adoption or foster care, and to care for that child, or to care for a spouse, child, or parent who has a serious health condition is unpaid.

Request for Family and Medical Leave

Any faculty member wishing to take a family and medical leave must provide the TTS with sufficient information to support a determination that the leave qualifies as a family and medical leave. If a faculty member does not provide sufficient information, the absence might not be considered family and medical leave.

Family and medical leave request forms are available from the Office of Human Resources and should be returned there. When possible, requests for family and medical leave must be made at least 30 days before the first date of the requested leave. If the need for a leave is not foreseeable 30 days in advance, the leave must be requested as soon as practicable.

4.2 - Compensation & Benefits (Cont)

Medical Certification

If an individual requests a family and medical leave for his or her own serious health condition or to care for a child, spouse, or parent with a serious health condition, the leave must be supported by a certification from a healthcare provider. The certification must contain the following:

- 1.The date the condition commenced.
- 2.The probable duration of the condition.
- 3.Any pertinent medical facts.
- 4.In the case of a family and medical leave to care for a child, spouse, or parent with a serious health condition, a statement from the health care provider that the faculty member is needed to care for the family member and an estimate of the amount of time the faculty member is needed.
- 5.In the case of the faculty member's own serious health condition, a statement from the healthcare provider about the faculty member's ability to perform the essential functions of his or her position.
- 6.If the leave is to be taken on an intermittent or reduced-time basis, a faculty member must provide a statement from the healthcare provider of the medical necessity for such leave. Additionally, if the intermittent or reduced time schedule is necessary for planned medical treatment, the certification must also contain an estimate of the dates treatment will be given and the duration of treatment. The faculty member is expected to consult with the department before scheduling treatment to work out a treatment schedule that best suits the needs of the faculty member and the department.

The medical certification form, available from the Office of Human Resources, must be completed by the health care provider. The faculty member should return the certification form, either with the family and medical leave request form or as soon thereafter as practicable, to the Office of Human Resources. Failure to return the form as prescribed may delay or deny family and medical leave. TTS reserves the right to request and obtain a second opinion at the TTS's expense.

Teaching

Faculty members with serious health conditions caused by pregnancy, childbirth, or related medical conditions are, as discussed, entitled to family and medical leave. Leave for a serious health condition related to childbirth and recovery is normally for at least six weeks. As with any family and medical leave, no TTS duties are required during the period of the leave. In addition, a faculty member whose due date for the birth of her child is any time during the semester is relieved from all teaching responsibilities during that semester. When a faculty member's due date falls outside of a semester, she should contact the Office of the Provost regarding whether she will be relieved from teaching responsibilities.

Faculty members who take family and medical leave for reasons unrelated to childbearing should contact the Office of the Provost regarding whether they will be relieved from teaching responsibilities during those portions of a semester that they are not on family and medical leave.

Any faculty member relieved of teaching responsibilities under this policy may be assigned other service and administrative responsibilities during the period when the faculty member is not on family and medical leave but is relieved from teaching.

Benefit Continuation

During the first four (4) months of a family and medical leave, a faculty member will have the option to continue his or her benefits (health, life insurance, and flexible spending accounts) at the same monthly cost as before the leave. If the leave extends beyond four (4) months, the faculty member will have the option to continue his or her benefits for the duration of the leave, but at full cost to the faculty member.

4.2 - Compensation & Benefits (Cont)

Faculty members on paid leave who elect to continue their benefits will have regular deductions made from their pay. Faculty members on unpaid leave who elect to continue their benefits must make their regular monthly payments to the Office of Human Resources no later than the fifth day of each month. Failure to make monthly payments may result in termination of the benefits.

If an individual fails to return from leave, that person may be required to reimburse TTS for medical insurance premiums paid by TTS during the leave.

Reinstatement

Faculty members returning from family and medical leave will return to the same positions held by them before the leave. Faculty members holding administrative positions (including, for example, department chairperson, director, or other administrative positions) who are absent for longer than 12 weeks may be relieved of some or all of their administrative duties during or upon their return from leave, depending upon the operational needs of TTS.

Definitions

Spouse - A husband or wife as defined or recognized by the State of Georgia.

Parent - A legal parent or an individual who raised a faculty member when the faculty member was a child. It does not include "in-laws."

Child - Any child under 18 who is the biological child of the faculty member, who is adopted by the faculty member, or whom the faculty member supervises on a day-to-day basis and for whom the faculty member is financially responsible. Any such child 18 or older and incapable of self-care because of a mental or physical disability.

Serious Health Condition - A serious health condition is defined as an illness, injury, impairment, or physical or mental condition that involves (1) an overnight stay in a hospital or medical care facility and any period of incapacity or subsequent treatment in connection with the overnight stay, or (2) continuing treatment by a health care provider.

Continuing treatment may be established under any one of five sets of circumstances:

1. A period of incapacity of more than three consecutive days that also involves a certain level of treatment (either two or more times by a health care provider, or at least one occasion that results in a regimen of continuing supervised treatment, e.g., prescription medications or therapy with specialized equipment).
2. Any period of incapacity due to pregnancy or prenatal care;
3. Any period of incapacity due to a severe chronic health condition (such as asthma, diabetes, epilepsy);
4. Permanent or long-term incapacity due to a condition for which treatment may be ineffective but which requires the supervision of a health care provider (such as Alzheimer's, severe stroke, or terminal stages of a disease); or
5. Absence to receive multiple treatments for restorative surgery after an accident or injury or for a condition likely to result in incapacity of more than three days absent medical intervention (such as cancer, severe arthritis, kidney disease)

Extended Absences from Teaching Responsibilities

Faculty members may not be absent from their teaching responsibilities except for illness, extraordinary personal circumstances, or performing professional obligations. The faculty member must notify the chair prior to any class cancellations or substitutions. In addition, faculty members may not cancel scheduled classes or meetings to take personal time. Requests for leave will be handled in accordance with the policies and procedures detailed in the on Vacation, Sick Leave, and Leave of Absence, and/or the Americans with Disabilities Act policy.

4.2 - Compensation & Benefits (Cont)

When leave circumstances may result in faculty members returning to duty when the semester is in progress, every effort will be made to minimize the potential disruption of the instructional experiences of the students involved. A primary goal of this policy is to allow both the faculty member and TTS the opportunity to maintain the integrity of the classroom and avoid placing undue burden on the faculty member or the department. Generally, altering course instructors is only permissible when unavoidable due to the unexpected and/or sudden need for a faculty member to be removed from the classroom. In such cases, once HR and/or Academic Affairs has notified the faculty member that the faculty member has been relieved of classroom duties and a substitute instructor has replaced the faculty member, then the faculty member will not be placed back in that classroom for the remaining semester. In consultation with HR, Academic Affairs, and the department chair, upon return and as applicable, the faculty member will be expected to resume non-classroom duties, including, but not limited to, advising, committee work, course preparation, research and scholarship, and other duties which faculty members typically carry out beyond the classroom.

Additional Time-Off and Leave Information

Please see the TTS Employee Handbook for additional information concerning time-off and leave information not addressed in the TTS Faculty Handbook.

Faculty and Administrative Emeritus Status and Privileges

Emeritus/Emerita status signifies honorable and distinguished service to Turner Theological Seminary. The President may confer the title of emeritus/a on any retired (not resigned) tenured or non-tenure track associate professor or professor who at the time of retirement from TTS, had ten (10) or more years of continuous, full-time service. For teaching faculty members with the rank of professor or associate professor, the "emeritus" designation is appended to the rank held at the time of retirement, e.g., professor emeritus. For academic administrators, the emeritus designation, upon approval by the Provost and the President, is appended only to the most senior administrative title held at TTS, which may be held at or prior to the time of retirement, e.g., dean emeritus. The emeritus designation is not awarded for administrative titles held on an "acting" or "interim" basis. TTS' President may recommend the emeritus title for faculty members of other ranks upon the recommendation of the provost. The Board of Trustees may confer this title upon the recommendation of TTS' President. Emeritus appointment is not guaranteed or accorded to part-time faculty members nor faculty terminated for cause.

The President's decision will be based, in part, upon the recommendation of the unit where the employee has served. In considering persons from TTS for the "emeritus/emerita" title, the President shall base the recommendation upon the following:

1. Meritorious service to Turner Theological Seminary
2. Notable career performance at Turner Theological Seminary
3. Nomination and recommendation by a department peer review committee, chair, and the Vice President for Academic Affairs and Provost

The following procedure will be used to develop recommendations

The employee seeking the "emeritus/emerita" title shall submit the "Recommendation for Award of Emeritus/Emerita Status" form to the chair within 30 days before or 30 days following the official retirement date. An employee may be nominated for emeritus status by another employee in the same unit with the nominee's consent.

Process for faculty and academic administrators requesting Emeritus Status:

1. The "Recommendation for Award of Emeritus/Emerita Status" form must be accompanied by a one-page description summarizing the faculty member's accomplishments at TTS, and by a current vita.

4.2 - Compensation & Benefits (Cont)

2. The chair or unit head will appoint a peer review committee consisting of at least three members. This review committee may be the Committee on Faculty Care. After reviewing all materials submitted, by checking the appropriate box on the "Recommendation for Award of Emeritus/Emerita Status" form, the committee shall indicate their recommendation (either positive or negative). Their recommendation will be based on a simple majority vote of the committee. They will then forward the form, the employee's summary of accomplishments, and the vita to their department chair/director.
3. After reviewing all materials submitted, by checking the appropriate box on the "Recommendation for Award of Emeritus/Emerita Status" form, the chair/director shall indicate their recommendation (either positive or negative). They will then forward the form, the employee's summary of accomplishments, and the vita to their dean.
4. After reviewing all materials submitted, by checking the appropriate box on the "Recommendation for Award of Emeritus/Emerita Status" form, the dean shall indicate their recommendation (either positive or negative). They will then forward the form, the employee's summary of accomplishments, and the vita to the provost.
5. The provost will forward all recommendation materials to the President for final action.
6. The recommendation of the President shall be conveyed to the candidate no later than three months after the initial request date.

Upon approval of emeritus status, the faculty member/administrator shall be entitled to the following subject to fiscal constraints placed upon the Institution:

- TTS emeritus faculty/administrator photo identification card
- Full library privileges, using emeritus I.D. card, including borrowing rights and interlibrary loan privileges
- Emeritus Faculty and Administrators not currently employed by TTS may park in visitor parking at no charge
- Faculty discount on selected TTS Bookstore purchases. Admission to campus events the same as an active employee
- Invitation to march in academic procession at Commencement or other occasions
- Invitation to attend the opening of Institution faculty meetings
- Living emeritus faculty and administrators will be listed in the Institution catalogs and the faculty/staff directory
- Emeritus faculty members and administrators shall be retained on all mailing lists that contain information of general interest unless they specifically request that their names be omitted from such lists. They will also be retained on invitation lists for social functions to which non-retired faculty/administrators of equivalent rank are invited
- Emeritus faculty shall have continued use of the TTS e-mail address
- Emeritus faculty and administrators may serve as a consultant to various standing and ad hoc committees of the Institution or department when called upon by a committee chairperson and approved by the President, Provost, dean, or department chair
- All emeritus faculty are eligible to be appointed as adjunct or as part-time faculty and teach courses on an as-needed basis upon the approval of the department chair, dean, and Provost and subject to procedures for rehiring retired employees. Mail services shall be provided by the department for emeritus faculty, subject to certain restrictions. In some specific situations, with the approval of the appropriate department and/or unit authority, and subject to budgetary constraints, an emeritus faculty may be entitled to:
 -
 - Laboratory/experimental/performance/studio space - This is not an entitlement for all faculty who make the transition to emeritus status. Rather, such space will be recommended by department chairs to the dean whenever possible for those individuals who maintain an active research/creative activity program that is characterized by: (a) sufficient external funding to support their research activities including the support of technical assistants, post-doctoral fellows, and students; (b) continuing contributions to the department's academic mission and vision; and

4.2 - Compensation & Benefits (Cont)

- (c) demonstrable contributions to the discipline through the propagation of the products of their research in relevant mediums (books, articles, chapters, patents, presentations, performances, etc.).
- Retention or use of certain pieces of equipment, computers etc. as approved by their department chair and provost - The retention and/or use of equipment, computers etc. must be for professional purposes associated with work continuing on behalf of TTS.
- An emeritus faculty member can serve as the principal investigator on grants and can supervise doctoral, masters, or undergraduate students with approval from the respective department chair and subject to procedures for rehiring retired employees.
- Serve as a dissertation/thesis committee member with approval from the respective department chair and subject to procedures for rehiring retired employees.
- Emeritus business cards upon request to the chair of their home department and subject to budgetary constraints.

4.3 - Workplace Policies and Procedures

4.3.1 Outside Work for Pay and Conflict of Interest

The TTS is committed to avoiding conflicts between the personal interests of employees and the interests of its institution. A conflict of interest involves any situation in which a TTS employee makes decisions on behalf of the institution from which he or she can benefit directly or indirectly in any way from an entity or person conducting business with the institution. To prevent such conflicts of interest, any TTS employee is prohibited from being involved in either the decision-making or any transaction that presents the potential for a conflict of interest. Examples of the potential for a conflict of interest include, but are not limited to, the following: if your purchase of products or services for the institution leads to your own financial or other gains; if a transaction impairs independent, objective judgment in the fulfillment of your duties; and if institutional materials, time, and space are used for anything other than institution related activities. Any gifts or services received from vendors more than \$50 must be approved by the provost prior to acceptance.

4.3.2 - Policy and Process Concerning Discrimination and Harassment

See TTS' Academic Catalogue and TTS' Employee Handbook.

4.3.3 - Amorous Relationships

See TTS' Employee Handbook.

4.4 - Administrative Procedures

4.4.1 - Grants and Contracts

The Advanced Studies Committee, in consultation with the Director of Institutional Effectiveness and Compliance, is the service and support center for external funding activities.

This Committee provides services to support faculty throughout the proposal and grant process. The Committee is responsible for all pre-award and post-award functions and provides a full array of services such as identification of funding sources, interpretation of guidelines, assistance with proposal development, technical writing and editing, budget development, proposal submission, award and contract negotiation, grants management, and project accounting and billing.

Faculty should notify the Committee of their intention to submit a proposal at least two weeks before the sponsor's deadline. All proposals for external grant or contract funding must be routed through TTS' electronic grants management system; when proposal review and routing are complete, the Advanced Studies Committee chair will submit the proposal.

4.4 - Administrative Procedures (Cont)

Once a grant or contract has been awarded to TTS, the Committee negotiates and finalizes the terms and conditions of the award with the sponsor. The Committee works closely with faculty in the fiscal management of grants and contracts awarded to the Seminary and assigns a Grants Manager to work with the project director throughout the life of the award. The Committee is responsible for ensuring that the business interests of TTS are protected and that Turner complies with award provisions. The staff maintains auditable records supporting charges to grants and contracts and prepares and files fiscal reports required by the sponsor.

4.4.2 - Procedures for Handling Student Complaints Against Faculty Members

See TTS' Academic Catalogue for the latest version of this policy.

4.4.3 - TTS Faculty Conflict Resolution Procedures

4.4.3.1 Overview

Turner is committed to the prompt and fair resolution of faculty concerns. The Faculty Conflict Resolution Procedures described below have been formulated to help faculty members resolve interpersonal workplace disagreements. No person's status with TTS will be adversely affected in any way as a result of using these conflict resolution procedures. Any attempt to retaliate against a person for participating in conflict resolution under these procedures will be subject to disciplinary action, up to and including termination. These procedures do not in any way restrict the right of aggrieved Parties to seek resolution of their grievances, either through the courts or through agencies of the State or Federal government.

Except when conduct is alleged to violate established policies and procedures, a grievance review will not be available to dispute claims about:

- investigations or decisions reached under Turner Theological Seminary's Title IX/Sexual Misconduct or Nondiscrimination Policy,
- promotion and tenure decisions (see TTS Faculty Handbook Section 3.5, General Expectations for Tenure, Promotion, and PostTenure Review for Tenure Track Faculty in Professional Ranks),
- performance evaluations (see TTS Faculty Handbook Section 3.12, Faculty Review Process),
- hiring decisions (see TTS Faculty Handbook Section 4.1.5, Filling Vacant Faculty Positions and Faculty Search and Screening Process),
- changes to administrative appointments (see TTS Faculty Handbook Section 1.1),
- administrative changes to student grades,
- salary decisions (see TTS Faculty Handbook Section 4.2, Compensation & Benefits),
- transfers or reassignments (see TTS Faculty Handbook Section 4.1.7, Redirection and Reassignment of Filled Faculty Positions),
- removal of a faculty member or non-renewal of a contract of a non-tenured faculty (see TTS Faculty Handbook Section 4.1.9),
- termination or layoff because of financial exigency or program modification (See TTS Faculty Handbook Section, Financial Exigency),
- normal supervisory counseling (for example, the chair discussing classroom management issues with a faculty; the dean discussing the handling of personnel issues), or
- scholarly misconduct
-

4.4.3.2 Informal Procedures for Resolving Conflict

While informal resolutions are not required, all faculty are strongly encouraged to work through conflicts informally, beginning with the person with whom they have differences. As necessary, a faculty member may also informally resolve conflicts by contacting their immediate supervisor. The supervisor should then arrange a meeting with the faculty member, and all concerned should make a good-faith effort to resolve the problem. Good faith efforts to

4.4 - Administrative Procedures (Cont)

informally resolving the conflict may include conferring with TTS administrators to evaluate and assist with the informal resolution of the conflict. If the conflict is with the faculty member's first-line supervisor or some other person that the faculty member does not wish to approach directly, the faculty member may talk with their next-line supervisor or the Chair of CFC.

4.4.3.3 Formal Procedures for Resolving Grievances

A grievance is a written complaint. A grievance review will be available to handle claims that a person has been harmed by any action that violates the policies of Turner Theological Seminary. These procedures assure that any faculty member within the Institution community who has a complaint will have access to an internal process that provides fairness to all Parties involved and that has the resolution of the conflict as its objective.

These procedures are not intended to discourage faculty from attempting to resolve a conflict themselves through discussion with the involved parties. These procedures should not be interpreted as a means to eliminate or weaken first-level supervisory or administrative roles of individuals or to prevent them from attempting immediate and impartial resolution of conflicts that develop within their areas of responsibility.

Formal Grievance Resolution

In general, all formal grievances should be reviewed at a minimum of two levels, if possible, within the complainant's college/unit, including the head of the academic or administrative unit or designee. If the respondent (individual against whom the complaint is brought) is the faculty member's immediate supervisor, then the review process will start at the next administrative level below the level of the provost. If two levels of review are not possible, then the grievance is reviewed by the provost prior to submission to the Committee on Faculty Care.

Supervisory Level Review

A complainant (aggrieved faculty member) must file a formal written grievance, using the Grievance Form, by the last day of the next semester (fall and spring semesters only) of the event that has given rise to the grievance. Within 21 calendar days of receipt of the grievance, the complainant's immediate supervisor must investigate and provide a written response to the complainant's grievance, including sources of information used to make a decision. The investigation may include:

Supervisory Level Review

A complainant (aggrieved faculty member) must file a formal written grievance, using the Grievance Form, by the last day of the next semester (fall and spring semesters only) of the event that has given rise to the grievance. Within 21 calendar days of receipt of the grievance, the complainant's immediate supervisor must investigate and provide a written response to the complainant's grievance, including sources of information used to make a decision. The investigation may include:

- 1.meeting with the complainant, respondent, and any other necessary parties to develop an understanding of the grievance,
- 2.reviewing appropriate written policies and procedures, and
- 3.consulting with the appropriate Institution administrators, as needed, for advice and clarification of any policies or procedures. Next Level Review

The complainant will have ten calendar days from the date of the immediate supervisor's decision letter to appeal to the next level within the complainant's employment unit. The next-level supervisor will review the grievance, investigate, and provide a written response within 21 calendar days. The investigation may include:

- 1.meeting with the complainant, respondent, and any other necessary parties to develop an understanding of the grievance,
- 2.reviewing appropriate written policies and procedures, and
- 3.consulting with the appropriate Institution administrators, as needed, for advice and clarification of any policies or procedures.

4.4 - Administrative Procedures (Cont)

Petition for Review

If a complainant wishes to appeal after completion of the next level review of the matter, a petition for review (the completed Grievance Form) must be submitted to the Grievance Hearing Committee through the Provost Office within ten calendar days of the date of the final decision letter of the head of the academic or administrative unit, or designee. A copy of the petition for review will be provided to the respondent(s).

To ensure that the petition identifies pertinent issues, the Grievance Form must be completed in its entirety and will include the following:

- 1.Name of the complainant;
- 2.Complainant's job title;
- 3.Name of complainant supervisor (or next-level supervisor if the direct supervisor is named as a respondent);
- 4.Name(s) of the respondent(s);
- 5.The nature of the problem or complaint, including any attempts at an informal resolution; all relevant documentation must be included at this time;
- 6.The event(s) that has/have led to your grievance against the respondent;
- 7.The communication that has taken place between the complainant and the academic department head, supervisor and/or next-level supervisor concerning the matter;
- 8.Responses from supervisor(s);
- 9.The reason the complainant disagrees with the response from your supervisor (or 2nd level supervisor if the direct supervisor is a respondent);
- 10.The complainant's suggestion for proper resolution of the matter;
- 11.Identification of any witnesses who may have relevant information regarding the complaint; and
- 12.Signature of complainant and date (electronic submission of Grievance form constitutes signature).

Pursuant to Section IV of this policy, the Provost will constitute the Grievance Hearing Committee within 15 calendar days of receipt of the petition for review. Within 14 calendar days of the establishment of the Grievance Hearing Committee, the Provost will convene the initial organizational meeting of the Grievance Hearing Committee. The Chair of the Grievance Hearing Committee will schedule a meeting to review the petition for review within ten calendar days of the initial organizational meeting unless reasonable cause is documented to the parties as to why it should take longer than the prescribed time frame.

The respondent will have an opportunity to identify witnesses and provide documents to the Grievance Hearing Committee. A copy of the documents will be provided to the complainant. A complainant who wishes to address the Grievance Hearing Committee orally must make the request in the written petition. If no oral presentation is requested, the review will be based upon the written record. The Grievance Hearing Committee may call a hearing if they deem necessary. If a hearing is called, it must be conducted within 21 calendar days unless reasonable cause is documented to the parties as to why it should take longer than the prescribed time frame.

When a hearing is called, the following procedures will apply:

- 1.The Grievance Hearing Committee chair will notify the complainant and respondent of the hearing's date, time, and place.
- 2.The hearing will be recorded via audio recording. Tapes and records of the hearings may be subject to disclosure under the Georgia Open Records Act. Archives will be kept in the Office of Academic Affairs.
- 3.Members of the Grievance Hearing Committee will hear the petition.
- 4.Members of the Grievance Hearing Committee will be excused from service on a particular case under the following circumstances:

4.4 - Administrative Procedures (Cont)

- a.If they have a personal or professional relationship with any party to the case which would prejudice them from rendering an objective judgment in the case.
- b.If the case involves a student, faculty member, or staff member in the same department or unit as a member of the Grievance Hearing Committee.
- c.In the event a committee member is excused from service on a particular case, the Faculty Senate, will select an alternate from the appropriate constituency to serve on the committee for that case.
- d.If an oral hearing is to be held, the complainant making the appeal shall present first in the hearing; respondent(s) shall present after the complainant.
- e.The respondent against which the appeal is directed will be afforded the opportunity to attend and participate orally in the hearing if one is granted.
- f.The Grievance Hearing Committee has the discretion to limit the presentation time of all parties; time limits will be determined in advance of any testimony and the same time limits will apply to all parties.
- g.A faculty member may utilize an advisor of the faculty member's choosing to assist and advise the faculty member; however, attorneys are not authorized to participate in hearings before the Grievance Hearing Committee. Any TTS faculty member may participate as an advisor in Grievance Hearing Committee hearings because of the faculty member's designation as a TTS faculty member. The advisor is for advice and moral support. The advisor is not a witness and will not make statements to the Grievance Hearing Committee or present evidence at the hearing.
- h.The Grievance Hearing Committee may invite witnesses identified by either party or any other witnesses that they deem necessary to participate by meeting with the Grievance Hearing Committee; if they prefer, the witnesses may respond in writing to the Grievance Committee's request for information.
- i.The Grievance Hearing Committee has the discretion to accept any additional information from either party, as they deem necessary, and to request additional information from other Institution sources.
- j.If an oral hearing is to be held, the chair of the Grievance Hearing Committee will choose the option that the complainant and respondent appear: (a) separately or (b) together. Parties will not be permitted to cross-examine each other during the hearing. Formal legal rules of evidence do not apply in the hearing.
- k.The complainant has the burden of proving by the preponderance of the evidence that the complainant has been wronged. If, at the conclusion of a review, the Grievance Hearing Committee is unable to reach a decision, the complainant fails to carry this burden, and the finding should be in the respondent's favor.

Grievance Hearing Committee Findings

When the Grievance Hearing Committee has received the information it deems necessary to render a recommendation in a case, it will determine by majority vote what the Grievance Hearing Committee's findings and recommendations will be. Absent good cause, the findings and recommendations must be transmitted to the provost, complainant and respondent(s), and complainant and respondent's supervisor within 14 calendar days of the conclusion of the hearing or committee meeting.

Decision of the Provost

Within 21 calendar days, the provost or designee will review the Grievance Hearing Committee's findings and render a written decision to resolve the formal grievance. The provost has the discretion to conduct further investigation. The complainant or respondent may appeal the provost's (or designee's) decision to the President within ten calendar days. The provost's findings must be transmitted to the complainant, respondent(s), complainant and respondent's supervisor, and Chair of the Grievance Hearing Committee.

4.4 - Administrative Procedures (Cont)

Decision of the President If the complainant or respondent appeals, the President or designee will review the Provost's decision and the Grievance Hearing Committee's findings in rendering Kennesaw State Institution's final decision. The Provost or designee has the discretion to conduct further investigation into the complainant's grievance. The President will normally furnish a decision to the complainant, respondent, complainant and respondent's supervisor, Chair of the Grievance Hearing Committee, and Provost within 30 calendar days after receiving the provost's decision and Grievance Hearing Committee's findings. If the President's review of a case requires longer than 30 days, the President will notify the parties of the delay.

Discretionary Review by Board of Regents

A faculty member aggrieved by the President's final decision in the matter may apply to the Board of Trustees Academic Committee to review the decision. Review of the decision is not a matter of right but within the academic committee's sound discretion. If granted, the discretionary review shall be limited to the record from the institutional appeal process. Any petition must be submitted in writing within 20 calendar days following the decision of the President. The Academic Committee of the Board of Trustees will determine whether the application for review shall be granted.

Formation of a Grievance Hearing Committee

The provost will constitute a Grievance Hearing Committee of five committee members after consulting the shared governance body(ies) of the complainant and respondent, ensuring that members of the Grievance Hearing Committee do not have a conflict of interest with the involved parties. The appropriate shared governance bodies will recommend to the provost the names of up to eight potential Grievance Hearing Committee members. The complainant and respondent may strike one each of the recommended Grievance Hearing Committee members. If either or both declines to strike a potential Grievance Hearing Committee member, the provost will randomly choose the five members. The provost will also select one alternate Grievance Hearing Committee member from the recommended pool of potential Grievance Hearing Committee members.

Organizational Meeting

The provost, or designee, will proceed to make all arrangements for a formal hearing before a Grievance Hearing Committee and assure that all materials submitted are available to the Complainant, the Respondent(s), and Grievance Hearing Committee members in advance of the formal hearing. The initial organizational meeting of the Grievance Hearing Committee will be within 14 calendar days from the date of selection of the Grievance Hearing Committee. Upon convening the Grievance Hearing Committee, and in the presence of both the Complainant and the Respondent(s), the provost will give a brief charge to the Grievance Hearing Committee, specifying the allegations and summarizing the Institution policy. The Grievance Hearing Committee will elect a chair by majority vote. The meeting will then be turned over to the Grievance Hearing Committee Chair, who will preside over all the meetings of the Grievance Hearing Committee until the review is completed. The Provost will remain available to respond to procedural questions but will not be present during the hearing.

Amendment Process These Conflict Resolution Procedures can be altered and/or amended only if presented in writing to the Faculty Senate and approved by an affirmative vote of the majority of the Senate. No amendment or alteration will be in effect until the President has approved it

4.4 - Administrative Procedures (Cont)

4.4.4 TTS Academic Freedom Complaints

4.4.4.1 Overview

The informal and formal grievance process laid out in Section 4.4.3 above may apply to any variety of conflicts. However, violations of Academic Freedom, a core principle of TTS and outlined in Section 2.1 of this handbook, require particular attention and expertise. This section outlines procedures that complement those in Section 4.4.3. and are intended to fulfill requirements of accreditors and explore complaints made specifically related to violations of Academic Freedom. When faculty believe their Academic Freedom has been violated, the procedures outlined below govern the process prior to a formal grievance procedure outlined in 4.4.3. III above.

4.4.4.2 Optional Resolution at Departmental Level

A faculty member who believes their Academic Freedom, as outlined in Section 2.1 of this document, may have been violated may choose to bring their complaint to the relevant department administrator(s) or colleague(s) to clarify policies, decision-making authority, and other issues related to the complaint. Please note this process is optional, especially if the faculty member believes that participating will jeopardize their position further. Faculty may choose to skip this step and move directly to 4.4.4.III below. If the complaint is resolved at this level, the complainant is encouraged to report the outcome to CFC for accreditation purposes.

4.4.4.3 Preliminary Academic Freedom Complaint

In support of accreditors reporting requirements and to facilitate the long-term protection of Academic Freedom principles at TTS, the Committee on Faculty Care (CFC) will serve as the repository of Academic Freedom Complaints. Members of the CFC shall be intimately familiar with the principles of Academic Freedom outlined in Section 2.1 of this handbook and promulgated by the American Association of Institution Professors (AAUP), and ideally trained in the application of those principles.

Faculty who believe their Academic Freedom may have been violated may follow the procedures below prior to filing a formal grievance as outlined above in Section 4.4.3.

1. Submit Academic Freedom Complaint (AFC) complaint (will be recorded for accreditation purposes) using AFC form.
2. Complainant will meet with at least two members of CFC to discuss content of complaint and explore options.
3. CFC Chair determines whether complaint can be reasonably interpreted as a violation of Academic Freedom:
 - a. If not, complaint is recorded for the purposes of accreditation, but no further action is taken by CFC on this AFC. Complainant may elect to initiate formal grievance procedure as outlined in Section 4.4.3 above.
 - b. If so, AFC process continues as outlined below.
4. CFC reviews complaint by discussing with relevant parties. This information gathering step may not necessarily require involvement of or exposure of complainant identity. This review may include discussion with accused, relevant shared governance bodies disciplinary experts, Academic Freedom experts, other faculty members and administrative or staff members, if appropriate.
5. CFC recommends a remedy to both parties. Any agreement must be agreed to by both parties and signed off on by Provost.
6. If either party rejects CFC recommendation, complainant may initiate formal grievance procedures as outline in Section 4.4.3 above, with recommendation from CFC to be included as written evidence at all levels of review. Complainant may also elect to drop complaint.
7. Each fall, the CFC shall compile a report to be submitted to the Director of Institutional Effectiveness, and to the Provost/President. This report shall include all preliminary complaints reported to the CFC, proposed resolutions, and outcome.

4.4 - Administrative Procedures (Cont)

4.4.5 Equal Employment Opportunity Policy

4.4.5.1 Policy Statement

The TTS Corporation does not discriminate against qualified employees or applicants for employment on the basis of race, color, creed, sex, sexual orientation, national or ethnic origin, physical or mental handicap, or other factors that cannot lawfully form the basis for an employment decision. TTS admits qualified students regardless of sex, sexual orientation, race, color, creed, national or ethnic origin, physical or mental handicap, or other factors, which cannot lawfully be the basis for an admission decision. TTS does not discriminate based on sex, sexual orientation, race, color, creed, national or ethnic origin, physical or mental handicap, or other impermissible factors in its educational program or activities.

4.4.5.2 Action Policy of Affirmative Action

Affirmative action will be utilized to assure the complete implementation of the above policy. This action includes the following:

- 1.Utilization of all sources of applicants to ensure equal consideration of qualified individuals from all segments of the community;
- 2.Equal consideration of all qualified employees in the areas of promotion, transfer, and training;
- 3.Cooperation with authorized individuals responsible for administering federal and state laws and regulations in the area of Equal Employment Opportunity and Fair Employment practices, and so advertising on its employment opportunities notifications; and
- 4.These action policies shall regularly be brought to the attention of all personnel.

4.4.5.3 Policy Objectives and Revision Statement

By implementing the above policies, TTS intends to utilize more fully the skills and potential skills of well-qualified individuals to the mutual advantage of TTS and its employees. TTS will periodically review the administration of these policies and, where deemed necessary, will implement changes to eliminate any possibility of illegal or improper discrimination against employees or prospective employees.

4.4.5.4 Policy Implementation

This policy is implemented through the Council on Equal Employment Opportunity (§1.8.A).

4.4.5.6 Affirmative Action Policy

TTS unequivocally supports the principles and spirit of equal employment based on qualification, related experience, job pertinence, and relevant individual differences. Factors such as race, religion, national origin, handicap, sex, sexual orientation, or age are held to the non-relevant. TTS has practiced the principles of equal employment opportunity since its inception.

Our goal is to continue to administer our employment policy in order that all qualified persons are accorded an equal opportunity for employment or promotion without discrimination due to race, religion, national origin, handicap, sex, sexual orientation, or age.

To ensure that we continue to adhere to the principles of equal employment opportunity as stated above, the following remain our policy regarding recruitment, selection, and promotion.

4.4.5.7 Recruitment

The recruitment of persons to fill vacancies will be accomplished without regard to race, sex, sexual orientation, color, national origin, handicap, ancestry, age, or religion. Contacts with various persons, groups, and organizations concerning employment resources and requirements will be made whenever necessary.

The selection of persons to fill job vacancies will be accomplished through approved procedures. Persons will be hired following a completely objective appraisal of each individual interested in the position.

4.4 - Administrative Procedures (Cont)

4.4.5.8 Promotion

Promotion will be proposed in accordance with applicable rules on a nondiscriminatory basis. The procedure used in selecting persons for promotion will be evaluated periodically by the Council on Equal Employment Opportunity (§1.8) to ensure that it is realistic and relevant.

Any employee who feels he or she has not been accorded fair and impartial treatment regarding employment may use the complaint and grievance procedures (§2.13). Each supervisor is responsible for ensuring that the policy and procedures outlined herein will continue to be adhered to in his/her individual work unit. In addition, each supervisor will ensure that all present and future employees of TTS are aware of and familiar with the policy outlined herein. Periodical reviews of these procedures, as well as job requirements and job specifications, will be made to ensure that they are relevant, realistic, and objective.

TTS will require all vendors to submit copies of their Affirmative Action Policy before bids are selected.

4.4.6 Inclusive Language Statement

In an ongoing effort to eliminate oppression, theological educators and seminarians should recognize that the so-called generic usage of masculine nouns, pronouns, and adjectives is no longer applicable. The content of subject matter--spoken, written, sung, and visually portrayed language should:

1. Expand the image of God, expressing a full range of images for the persons of the Trinity;
2. Express inclusiveness and affirmation of all of God's people, showing sensitivity to age, race, gender, nationality, and those who are differently able;
3. Uphold and affirm academic dimensions of the preparation for ministry and
4. Embrace the diversity of historical traditions while providing a prophetic vision of hope for the future.

All persons from within and outside the TTS community invited to provide leadership in TTS educational, worship, and other functions are expected to adhere to the inclusive language guidelines; Committee on Community Life contact persons shall be responsible for making these guidelines available to all leaders of Chapel events.

4.4.7 TTS As an Environment of Trust

As an institution preparing women and men for leadership roles in the church, it is the policy and responsibility of TTS to establish an environment of trust in which the dignity and worth of all members of the institutional community are respected. TTS is committed to providing an environment where all employees and students feel safe, secure, and respected. As an organization in the business of providing theological education for the future leaders of our spiritual community, no conduct will be tolerated by any employee or student who harasses, disrupts, or interferes inappropriately with another employee's work performance or creates an intimidating or hostile environment for students.

4.4.7.1 TTS will not condone or disregard incidents of harassment based on an individual's race, color, religion, gender, national origin, age, disability, or other immutable characteristics. This includes harassment by supervisors, employees, vendors, students, and visitors. Sexual harassment and harassment based on an individual's race, color, religion, sexual orientation, gender, national origin, age, or disability will not be tolerated at TTS. This includes harassment by supervisors, employees, vendors, students, and visitors.

4.4.7.2 Harassment is the misuse of power and a violation of acceptable boundaries. It creates confusion and an uncomfortable, hostile, and intimidating environment in which to work and study. It destroys the opportunity for students, faculty, and staff to develop and affirm strong, positive self-concepts and a sense of self-confidence. It undermines the mutual respect necessary to conduct the educational process and the functioning of TTS.

4.4 - Administrative Procedures (Cont)

4.5.7.3 Harassment also includes conduct on the part of any employee, faculty member, or student that unreasonably interferes with another's work or academic performance by creating an intimidating, hostile, or offensive working and academic environment. Harassment consists of a variety of behaviors by employees, faculty members, and students directed to other employees, faculty members, and students, including but not limited to, subtle pressure for sexual activity, inappropriate touching, inappropriate language, demands for sexual favors, and physical assault.

4.4.8 Harassment

4.4.8.1 Harassment shall mean discriminatory harassment and/or sexual harassment. Harassment does not include verbal or written expressions that are relevant and appropriately related to course subject matter or curriculum, and this policy shall not abridge academic freedom or this institution's educational mission. However, an assertion of academic freedom will not protect behavior that violates this policy or any applicable laws.

4.4.8.2 Harassment may

1. occur as a result of a power relationship, as in supervisor/supervised or faculty/student, or
2. arise from the creation of a hostile environment by another person, including one's peers or subordinates.

4.4.8.3 Harassment of employees/students in connection with their work or school by nonemployees or non-students is also a violation of this policy. Any employee/student who experiences or observes any harassment of an employee or student, including by a non-employee/non-student, should report such harassment to the Director of Human Resources or the Director of Admissions, Retention, and Student Services, the TTS Title IX Officers. Visitors, guests, patrons, and independent contractors (by their personnel or on premises that they control) who fail to address harassment of which they know or should have known of employees/students may be subject to whatever sanctions the relationship of that person to this institution may allow.

4.4.8.4. Prohibited harassment includes but is not limited to the following behaviors:

1. Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments;
2. Visual conduct such as derogatory and/or inappropriate sexually-oriented posters, photography, videos, websites, cartoons, drawings or gestures;
3. Physical conduct such as assault, unwanted touching, blocking normal movement or interfering with work because of one's gender, race, sexual orientation, or any other protected basis mentioned;
4. Threats and demands to submit to sexual requests as a condition of continued employment or to avoid some other loss or the receipt of employment benefits in return for sexual favors;
5. Retaliation for having reported or threatened to report harassment.
6. The use of sexual intercourse, proposed or actual, as a way to influence grades in class; and
7. Conduct on the part of any employee, faculty member, or student that unreasonably interferes with another's work or academic performance by creating an intimidating, hostile, or offensive working and academic environment.

4.4 - Administrative Procedures (Cont)

4.4.9 Sexual Harassment

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964. The law defines sexual harassment as any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when:

1. Submitting to such conduct is made either explicitly or implicitly a term or condition of employment;
2. Submitting to such conduct is used as the basis for employment decisions affecting the individual as an employee or;
3. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.
4. The key to whether certain behavior is sexual harassment is whether the conduct is unwelcome and whether the conduct is sexual in nature. Sexual harassment can be:
 - a. Physical, including unwelcome touching or gesturing
 - b. Verbal, including unwelcome requests for a date or sexual favors or lewd remarks or sounds; and
 - c. Visual, including unwelcome exposure to sexual photos, cartoons, or drawings.

4.4.10 Discriminatory Harassment

Discriminatory harassment is defined as verbal or physical conduct that is directed towards an individual solely because of his/her gender, race, nationality, religion, creed, age, disability, citizenship and/or presumed or actual sexual orientation that,

4.4.10.1 stigmatizes the individual and is known by the speaker to invoke violence or imminent harm, or

4.4.10.2 is of a continual nature such that it creates an intimidating, hostile or offensive working, academic, or campus environment or unreasonable interference with an individual's work or academic performance.

4.4.11 Same-Sex Harassment

The Supreme Court ruled that sexual harassment against a member of the same sex is just as illegal as sexual harassment against a member of the opposite sex (*Oncale v. Sundowner Offshore Services, Inc.*, 118 S. Ct. 998 1998). Contrary to the decisions of other courts, the Supreme Court ruled that the harasser need not be homosexual and need not be motivated by sexual desire to be in violation of the law. To be considered harassment, behavior must be so hostile or abusive that it alters the conditions of a person's employment. This is judged from the perspective of a "reasonable person" considering all the circumstances.

4.4.12 Reporting and Processing Complaints

4.4.12.1. TTS's internal procedures are intended to address, promptly and fairly, concerns and complaints about harassment at this institution. All complaints will be handled without delay as undue delay may seriously hinder this Institution's ability to promptly review and investigate such allegations. All complaints are considered confidential and will be handled as such.

4.4.12.2. At the beginning of each academic year, the president, along with the director of human resources, faculty council and student services will select representatives that will serve as resolution officials. The Office of Human Resources, in conjunction with representatives from the appropriate constituencies, will coordinate a series of training sessions for persons who are likely to receive requests for information and/or grievances that this policy has been violated, including, but not being limited to such persons as graduate assistants, academic advisors, counselors, supervisors, faculty, and area conveners and degree coordinators. Mandatory training and educational programs will be developed for faculty, staff, and students. All resolution officials will be required to complete the annual training sessions and the periodic in-service workshops sponsored by the Office of Human Resources.

4.4 - Administrative Procedures (Cont)

4.4.13 Informal Complaint Process

4.4.3.1 The following steps will be followed

The resolution official will:

- a. Provide information and assistance to all students, faculty, and staff with regard to the alleged misconduct;
- b. Evaluate the severity of the complaint and refer it to a formal process, if warranted (The Office of Human Resources will inform the complainant and alleged offender when this occurs.);
- c. Inform the person against whom the complaint is brought;
- d. On a need-to-know basis, disclose appropriate information to others. Disclosures will be consistent with state and federal law. The resolution official may investigate the complaint without identifying the complainant if in the judgment of the resolution official, the identification of the complainant would decrease the likelihood of satisfactory resolution of the complaint.
- e. If the resolution official finds there is evidence that the alleged behavior occurred, s/he may use one or more of the following methods in addressing the complaint:
 - i. Discuss the complaint with the alleged offender, informing him/her of the policy and indicating that the behavior must stop;
 - ii. Suggest counseling and/or sensitivity training;
 - iii. Request a letter of apology to the complainant;
 - iv. Facilitate a meeting between the parties;
 - v. Separate the parties;
 - vi. Implement other non-disciplinary actions as deemed appropriate; and
 - vii. Maintain appropriate documentation of the resolution process

4.4.3.2 The resolution official will have direct access to the president, all vice presidents, the director of human resources, and all directors. S/he will keep the alleged offender's supervisor informed of the status of the complaint and will seek input from the appropriate administrators when implementing corrective action.

4.4.14 Formal Complaint Process

4.4.14.1 If the informal resolution process does not resolve the complaint to the satisfaction of the resolution official within a reasonable time, not to exceed fifteen days, or the resolution official feels that the circumstances warrant a more formal procedure, s/he may address the complaint to the director of human resources, who will convene a meeting with the resolution official team. The resolution official team will proceed as follows:

1. Ensure there is a written complaint that is to be signed by the complainant within two days of the filing of the complaint. If the complainant gives a verbal report of harassment, the resolution official assigned to the case will assist the complainant with the preparation of a written complaint. The written complaint must include details concerning the incident(s) or conduct giving rise to the complaint; date(s) and location(s) of incident(s); and any witness(s) to the alleged incident(s) or conduct.
2. Notify the alleged offender, within three days of receiving the complaint, of the nature of the allegations and include a copy of the harassment policy and process. The alleged offender must provide a written response to the allegations within three days of receiving this notice.
3. Conduct an investigation of the complaint, including without limitation, interviewing both parties and other witnesses, supervisors, and/or other persons who may have information about the alleged incident and may review personnel records relevant to the complaint.

4.4.14.2 The resolution official team will make its recommendations in writing to the director of human resources.

4.4 - Administrative Procedures (Cont)

The resolution officials on the case and the director of human resources will report the committee's findings to the Director of Human Resources. At his/her discretion, the Director of Human Resources may meet with either party, request additional information or take other measures deemed necessary to make a decision. The Director of Human Resources will report in writing to the parties his/her findings as to whether the harassment policy has been violated, and the nature and scope of any disciplinary actions to be taken. Appropriate discipline may range from an oral reprimand, up to and including termination/dismissal, or any other appropriate remedial action.

4.4.15 Appeals Process

Either the complainant or the alleged offender may file an appeal of any decision concerning the resolution of the harassment complaint to the president. All appeals must be in writing and must be filed in the Office of Human Resources (for staff and faculty) or the Office of Admissions, Retention and Student Services (for students) within seven (7) days of the notice of resolution of the complaint.

- a. The president will select a panel which shall be composed of three (3) representatives from the various institutional constituencies. This committee will be advisory in nature and will provide an independent review of the resolution official team's findings and the decision of the Human Resources Officer.
- b. The Appeals Committee's review will be conducted in an expeditious manner, considering all the circumstances. It will tender its report in a timely manner to the president, who will render the final decision of the institution.
- c. No disciplinary action or other action based on the complaint shall be taken against the alleged offender prior to the completion of the appeals process unless the employee or student waives the appeal. During the appeal process, temporary, interim measures may remain in place. As indicated here, the Institution at its discretion may at any point in the complaint process elect to place the alleged offender on administrative leave with pay, implement a temporary reassignment, or place a student under suspension.
- d. All supervisors – the president, vice president's, CEO's, executive directors, directors and managers have a major role in ensuring a workplace free from harassment. These responsibilities include but are not limited to:
 - i. Understanding, communicating and enforcing TTS's policy on harassment;
 - ii. Setting a clear example of appropriate workplace behavior and communicating zero tolerance for harassment;
 - iii. Being aware of what is occurring in the workplace and monitoring signs of harassment; and
 - iv. Reporting immediately any inappropriate actions of which you become aware, that you believe may constitute harassment.
- e. The initiation of a harassment complaint will not have any adverse impact on the complainant, nor will it affect such person's future business dealings with TTS, his/her employment, compensation, or future work assignments. Complaints of retaliation will also be promptly investigated, and disciplinary action will be undertaken as warranted.
- f. All employees are required to join TTS in implementing this policy. All complaints of harassment as well as the investigation of such complaints will be kept confidential.

4.4.16 Sexual Harassment, Sexual Misconduct, & Gender-Based Violence

Sexual harassment, sexual misconduct, and gender-based violence, in particular, warrant special mention within this policy. TTS is committed to providing its students, faculty and staff with a community and place of study and work which is free of sexual harassment, sexual violence, intimidation, and exploitation. TTS cannot thrive unless individual rights are respected, and each member of the community is treated with civility. Members of TTS should understand that this standard must shape our interactions regardless of whether it is backed up by some threat of legal sanction. Sexual misconduct, including sexual harassment and sexual violence, is not simply inappropriate behavior proscribed by TTS policy; it is also prohibited by law.

4.4 - Administrative Procedures (Cont)

Turner Theological Seminary will not tolerate any form of sexual harassment, sexual misconduct, or gender-based violence by faculty, staff, students, or campus visitors, whether they are guests, patrons, independent contractors, vendors, or clients. TTS policies provide ways for all members of the TTS community to file complaints of sexual harassment, sexual misconduct, and gender-based violence for investigation and resolution of such complaints. Because of the importance of this matter, information is provided to all new employees at orientation, and to all employees on an annual basis, including a description of prohibited conduct, an explanation of options available to employees for resolving complaints of sexual harassment, sexual misconduct or gender-based violence, and a list of resources available to employees who have concerns or questions about sexual harassment, sexual misconduct or gender-based violence. Additional information for students can be found in the Student Handbook.

It is illegal for any employee to sexually harass another employee and for any supervisory employee to permit any act of sexual harassment, sexual misconduct, or gender base violence in the workplace by anyone, whether or not it is an employee.

4.4.16.1 .Definition of Sexual Harassment

In the context of employees, sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature where submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

In the case of students, sexual harassment includes unwelcome contact of a sexual nature that substantially interferes with the student's employment, participation in TTS's programs or activities, or their living or learning environment. A single instance of unwelcome conduct of a sexual nature may constitute sexual harassment if it is sufficiently serious.

4.4.16.2 .Description of Sexual Harassment

The following type of conduct is considered to be sexual harassment and is not permitted:

- Unwanted sexual advances, propositions, or sexual comments, such as:
- Sexually oriented gestures, suggestive or lewd noises, remarks, jokes or comments about a person's sexuality or sexual experience.
- Preferential treatment or promise of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward.
- Subjecting, or threats of subjecting, an employee to unwelcome sexual attention or conduct or intentionally making the performance of that employee's job more difficult because of that employee's sex.
- Sexual or discriminatory displays or publications anywhere on campus or in the workplace by employees such as pictures, posters, calendars, graffiti, objects, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning, or pornographic, or bringing into the work environment or possessing any such material to read, display, or view at work,
- Reading or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning, or pornographic.
- Displaying signs or other materials purporting to segregate an employee by sex in any area of the workplace (other than restrooms and similar semi-private locker/changing rooms).
- Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

4.4 - Administrative Procedures (Cont)

4.4.16.3 Description and Definition of Sexual Misconduct and Gender-Based Violence

The following type of conduct is considered to be sexual misconduct and gender-based violence and is not permitted:

- Physical assaults and violence of a physical nature, such as: Rape, sexual battery, molestation, or attempts to commit these assaults; and intentional physical conduct which is sexual in nature, such as: touching, pinching, patting, grabbing, brushing against another person's body, or poking another person's body.
- Further definitions of sexual misconduct, gender-based violence and other relevant definitions include:
 - Sexual Misconduct is a broad term encompassing "Sexual Exploitation," "Sexual Harassment," "Non-Consensual Sexual Contact," and "Non-Consensual Sexual Intercourse," as defined in this Policy. Sexual Misconduct can occur between strangers or acquaintances, including people involved in an intimate sexual relationship. Sexual Misconduct can be committed by someone of any gender, and it can occur between people of the same or different sex.
 - Non-Consensual Sexual Contact means Sexual Contact that occurs without Effective Consent.
 - Non-Consensual Sexual Intercourse means Sexual Intercourse that occurs without Effective Consent.
 - Sexual Contact means the deliberate touching of a person's intimate parts (including genitalia, groin, breast or buttocks, or clothing covering any of those areas), or using physical force, violence, threat, intimidation or coercion to cause a person to touch their own or another person's intimate parts.
 - Sexual Exploitation means taking sexual advantage of another person without Effective Consent, and includes, without limitation: causing or attempting to cause the Incapacitation of another person in order to gain a sexual advantage over such other person; recording, photographing or transmitting identifiable images of private sexual activity and/or the intimate parts (including genitalia, groin, breasts or buttocks) of another person; allowing third parties to observe private sexual acts; engaging in voyeurism; and/or knowingly or recklessly exposing another person to a significant risk of sexually transmitted infection.
 - Sexual Intercourse means penetration (anal, oral or vaginal) by a penis, tongue, finger or an inanimate object.
 - Effective Consent means words or actions that show a knowing and voluntary agreement to engage in mutually agreed-upon sexual activity. Effective Consent cannot be gained by physical force, violence, threat, intimidation or coercion, by ignoring or acting in spite of the objections of another, or by taking advantage of the Incapacitation of another, where the person alleged to have engaged in sexual misconduct knows or reasonably should have known of such Incapacitation. The use of alcohol or other drugs will never function to excuse behavior that violates this Policy. Effective Consent is also absent when the activity in question exceeds the scope of Effective Consent previously given. In addition, certain states have designated a minimum age under which a person cannot give Effective Consent.
 - Incapacitation means the physical and/or mental inability to make informed, rational judgments. States of Incapacitation include, without limitation, sleep, blackouts, and flashbacks. Where alcohol [or other drug] is involved, Incapacitation is determined by how the alcohol [or other drug] consumed impacts a person's decision-making capacity, awareness of consequences, and ability to make informed judgments.
 - Gender-Based Violence Is a broad term encompassing "Dating Violence," "Domestic Violence," and "Stalking." Gender Based Violence can occur between strangers or acquaintances, including people involved in both long-term and brief intimate partnerships. Gender Based Violence can be committed by men or women, and it can occur between people of the same or different sex.

4.4 - Administrative Procedures (Cont)

- Dating Violence is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship will be determined based on consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual abuse, physical abuse, emotional violence, or the threat of such violence and does not include acts that meet the definition of “domestic violence.
- Domestic Violence means felony or misdemeanor crimes of violence committed by a current or former spouse of the victim, a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic law of Georgia or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of Georgia.
- Stalking is engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress. Examples of stalking include unwanted, intrusive, and frightening communications by phone, mail, and/or email; repeatedly leaving or sending unwanted items such as gifts; following or waiting for a person at places such as home, school, or work; making direct or indirect threats of harm to a person, or the person’s children, relatives, friends or pets; damaging or threatening to damage property; harassment through the internet or social media; and posting information or spreading rumors about a person.

4.4.16.4. Abuse of Power and Professional Authority The teacher-student relationship is at the core of TTS’s educational mission, where all can achieve to their highest potential. The integrity of this relationship commands our highest attention and as teachers, we are accountable as mentors, educators, and evaluators. The unequal institutional roles between teachers and students must be protected from influences or activities that can interfere with learning and personal development. For this reason, TTS prohibits faculty members from engaging in any sexual relationships with students even if they believe the relationship to be consensual. (Exception: Spouses/Domestic Partners of faculty/staff who are enrolled at TTS). In these relationships there exists the potential for sexual harassment, conflict of interests, and the abuse of authority, with adverse effects on employees, students and the overall TTS community. This policy applies even if the student is not enrolled in the faculty member’s class. Also prohibited are sexual relationships between staff and students*. For purposes of this policy faculty is defined as all those in any type of teaching/mentoring positions that might include tenured and tenure track faculty, coaches, teaching assistants, post-docs, lecturers, lab instructors, etc.

Faculty and staff must be able to mentor, educate, advise and evaluate students without potential for coercion. All employees should be aware that consensual relationships between those with unequal institutional power and those with institutionally conferred differences in status may create perceptions of favoritism or unfair treatment and may expose TTS and the employee (faculty or staff member) to claims of sexual harassment and sex discrimination. Those who violate this policy will be subject to appropriate disciplinary actions up to and including termination of employment. With respect to a complaint against a faculty, any termination decision shall be subject to the procedural requirements set forth in the Faculty Handbook.

(*In rare situations there may be a preexisting relationship at the time of employment. These may be permitted but must be immediately disclosed to one’s supervisor for review by the Associate Vice President of Student Services and Chief Human Resources Officer to understand and minimize potential areas of conflict. For example, a recent TTS graduate is hired in residential life and is in a relationship with a rising senior. Measures will be taken to be sure there is no supervisory aspect or preferential treatment).

4.4 - Administrative Procedures (Cont)

4.4.17 Title IX

Because complaints of sexual harassment, sexual misconduct, or gender-based violence implicate Title IX and other applicable non-discrimination and harassment laws, the TTS has designated specific individuals to coordinate its efforts to comply with equal opportunity and affirmative action laws. Questions or concerns about Title IX, Section 504 or other aspects of TTS's equal opportunity or affirmative action or harassment policy should be directed to:

Director Human Resources Officer/Title IX Coordinator
702 Martin Luther King, Jr. Dr. SW
Atlanta, GA 30314

In addition, for alleged sex discrimination, sexual misconduct, or gender-based violence complaints against students and student employees, inquiries or complaints may be made to:

Director of Admissions, Retention and Student Services, Title IX Deputy Coordinator
702 Martin Luther King, Jr. Dr. SW
Atlanta, GA 30314

Complaints of sexual harassment, sexual misconduct, or gender-based violence must be brought to any of the individuals listed in this policy, and if against a non-student, will be handled pursuant to the Administrative Complaint Resolution Procedure outlined above. Complaints of sexual harassment, sexual misconduct, or gender-based violence by a student will be handled pursuant to the procedures set forth in the Student Handbook (*policy is currently under revision).

Further information about Title IX and sex discrimination in education is available from the Office for Civil Rights, 400 Maryland Avenue, SW, Washington, DC 20202-1100 (by Customer Service Hotline: (800) 421-3481; fax: (202) 453-6012; TDD: (877) 521-2171; email: OCR@ed.gov; or on the web at <http://www.ed.gov/ocr>).

4.4.17.1 NON-RETALIATION

Under law, you may not be punished or penalized in any way for reporting, complaining about, participating in an investigation of, or filing a claim concerning discrimination or harassment or for testifying in any proceeding brought by anyone else.

4.4.17.2 COMMUNITY RESOURCES

Georgia Coalition Against Domestic Violence
114 New Street, Suite B
Decatur, GA 30030
Phone: 404-209-0280
24 Hour Hotline 1-800-334-2836

Georgia Network to End Sexual Assault
817 W. Peachtree Street, Suite 200
Atlanta, GA 30308
Phone: 404-815-5261
Website: www.gnesa.org

If the complainant alleges that a criminal sexual violation has occurred and chooses to inform the police, TTS will provide support to the complainant through such community resources and employees of TTS as appropriate.

4.4 - Administrative Procedures (Cont)

4.4.18 Employment Policies

4.4.18.1 Americans With Disabilities Act (ADA)

Introduction

The Americans with Disabilities Act (ADA) requires employers to accommodate qualified individuals with disabilities reasonably.

Policy

It is Turner Theological Seminary's policy not to discriminate against qualified individuals with disabilities regarding application procedures, hiring, advancement, discharge, compensation, training, or other terms, conditions, and privileges of employment. The Human Resources Administrator has been designated as the contact person for employees and applicants seeking accommodation.

Scope

This policy applies to all TTS employees and applicants.

Definitions

As used in this policy, the following terms have the indicated meaning and are adhered to in relation to this policy.

“Disability” refers to a physical or mental impairment that substantially limits one or more of the major life activities of an individual. An individual who has such impairment has a record of such impairment or is regarded as having such impairment is a “disabled individual.”

“Qualified individual with a disability” means an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the employment position the individual holds or has applied for.

“Reasonable accommodation” means making existing facilities readily accessible to and usable by individuals with disabilities, job restructuring, part-time or modified work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, adjustment or modification of examinations, adjustment or modification of training materials, adjustment or modification of policies, and similar activities.

Reasonable accommodation applies to three aspects of employment:

- 1.To assure equal opportunity in the employment process;
- 2.To enable a qualified individual with a disability to perform the essential functions of a job;
and
- 3.To enable an employee with a disability to enjoy equal benefits and privileges of employment.

“Undue hardship” means an action requiring significant difficulty or expense by Turner Theological Seminary. For example, a factor to be considered in determining an undue hardship could include the nature and cost of the accommodation.

“Essential job functions” refers to those activities of a job that are the core to performing said job for which the job exists that cannot be modified.

“Open-Door Policy” refers to any applicant or employee who believes that there has been a violation of this policy or any applicable law relating to accommodating a person with a disability should immediately contact the Chief Human Resources Officer. All complaints will be promptly investigated. All individuals are expected to cooperate with an investigation. The information obtained in the course of an investigation will, generally, be held in confidence and will only be disclosed to those individuals who have a need for the information.

4.4 - Administrative Procedures (Cont)

“Confidentiality” refers to all information obtained concerning the medical history and / or condition of an applicant or employee maintained in separate medical files and treated as confidential information that will only be disclosed on a need-to-know basis.

Procedure for Current Employees and Employees Seeking Promotion

Due to the personal nature of some disability issues, every reasonable effort is taken to ensure confidentiality during the entire review process. The determination whether to provide an accommodation is made on a case-by-case basis.

Employee

Complete the Reasonable Accommodation Request Form. All requests for accommodation must indicate the following:

- a. Name, address, telephone number of the person requesting the accommodation.
- b. The specific limitation, the type of accommodation requested, with an explanation of how the accommodation will allow the employee to perform the essential functions of the position.
- c. Verification of the disability by the requesters’ physician, medical provider or vocational/rehabilitation counselor. When medical verification is required, the person requesting accommodation must sign a release form Authorization for the Release of Medical Information. Note: Any medical documentation collected will be maintained in separate, locked files. Only Human Resources personnel, and the President (as needed) has access to this medical information unless the disability requires emergency treatment.
- d. Based on the employee doctor’s recommendation, analyze the position and determine the essential functions - does the job or job description need to be modified (e.g. schedule change, flexible work schedule, increase number of days that employee works from home, etc.). The Vice President of Administration will confer on any equipment requests.
- e. When applicable, consult with the employee to determine precise limitations and identify
- f. potential accommodations - what does the employee think their limitations are; if needed,
- g. send a copy of the job description to the doctor to determine if they can't do the essential functions what exactly is the limitation.
- h. Select and implement the accommodation that is the most appropriate for both the individual and employer. While an individual’s preference is given consideration, the Seminary is free to choose among equally effective accommodations and may choose the one that is less expensive or easier to provide.

Procedure for Job Applicants

- a. The job applicant will need to inform Human Resources of the need for an accommodation. Human Resources will discuss the needed accommodation and possible alternatives with the applicant.
- b. Human Resources will make a recommendation regarding the request for accommodation and, if approved, take the necessary steps to see that the accommodation is provided.

Funding the Accommodation

- a. After the employee has met with the Human Resources Office to discuss the requested accommodation, the Director of Human Resources will review undue hardships with the Vice President of Administration. The Vice President Administration approves funding for accommodations that do not cause an undue hardship. The Director of Human Resources will provide a decision to the employee.



4.4 - Administrative Procedures (Cont)

4.4.18.2 Eligibility for Employment Verification

TTS provides employment opportunities to people from a variety of backgrounds. TTS follows state and federal regulations, and therefore, all employees, at the time they are hired, must present appropriate documentation to prove that they may work legally in the United States.

4.4.18.3 Background Checks

TTS strives to ensure a safe learning, working, and living environment for its staff, faculty, and students. In support of these efforts, TTS requires background checks to be completed for all new employees, whether part-time, full-time, regular, or casual.

All finalist candidates for faculty, staff, and casual positions at TTS are subject to pre-employment background checks. Employment may not begin until TTS has received and reviewed all results. Failure to consent to a background check will disqualify the candidate from further consideration.

Transfers/Internal Job Changes: For current TTS employees who change jobs (promotions excluded), a background check will be required if one was not previously conducted as part of the original hiring process or if additional checks are required for the new position (i.e., driving is an essential function of the new position, the new position entails cash handling, therefore, a credit check is required, etc.).

Rehires: Rehires will be subject to the required background checks for new employees if, for 12 months or more the employee has 1) been inactive on our payroll or 2) terminated from TTS.

Violations of TTS's policies, including providing false or misleading information on TTS's application materials (by either omission or falsification of information), may result in denial of employment, withdrawal of an employment offer, or termination of employment.

Scope of Background Check: The level and type of background checks vary based on the position. The standard checks for all positions include criminal history, social security number trace, and national sex offender search. Additional information, based upon the position's responsibilities, may include education verification, credit history check (for positions in Financial Services, IT, and/or when cash handling is required), professional license verification, and motor vehicle record check.

Motor vehicle record checks will be run only for positions in which driving a TTS vehicle or rental car is an essential function of the job.

TTS employees are obligated to inform Human Resources of any misdemeanor or felony convictions during their employment.

Procedures

TTS has partnered with a third-party provider, AAIM Check, to conduct background screening checks. TTS complies with all applicable laws, including the Fair Credit Reporting Act (FCRA).

- The FCRA requires TTS to disclose to the employee or applicant that it intends to obtain a consumer report from a third party agency for employment purposes.
- Applicants will be informed during the interview process that all final applicants being considered for employment will be subject to completion of the required checks. If an offer is extended prior to the completion of the required checks, the offer will be contingent upon successful completion of satisfactory results.
- Prior to conducting background checks, a signed, written consent form will be obtained from the candidate or employee. Candidates or employees who refuse to consent to any form of required background check, refuse to provide information necessary to conduct the background check, or provide false or misleading information in regard to the background check, will not be considered for the position.



4.4 - Administrative Procedures (Cont)

- If the background check reveals potentially troubling information (see "Considerations" below), the candidate or employee will have an opportunity to dispute the accuracy of the information obtained in the background check (including criminal records) before any adverse action is taken. A dispute will not necessarily impact the hiring decision. TTS will provide the applicant or employee with a Pre-Adverse Action Notice indicating that adverse action may be taken, along with a complete copy of the report and a notice of his or her rights under the law. A candidate or employee disputing the accuracy of the information will then have five (5) business days to conclusively demonstrate the inaccuracy of the information. TTS's Human Resources Department may grant extensions on a case by case basis. If after five (5) business days the candidate or employee does not respond, or fails to adequately dispute the background check results, he or she will no longer be considered for the position.
If the decision is made not to hire the candidate based in whole or in part on information
- obtained in the background check, a Final Adverse Action Notice will be mailed by Human Resources via certified mail to the applicant explaining the reason for not hiring, along with an additional copy of the background report, a written description of the employee or applicant's rights under the FCRA, the contact information of the consumer reporting agency, a statement that the agency did not take the adverse action and cannot explain why it was made, and a notice of his or her rights under the law.

Human Resources will maintain all information received in the background investigation process in the strictest possible confidence, separate from employee personnel files, with access allowed only on a need-to-know basis.

Considerations

When reviewing a candidate's criminal history check which reveals prior criminal convictions, TTS will consider the following:

- Nature and gravity of the offense(s)
- Frequency of offense(s)
- Relevance of the offense(s) to the essential functions of the job
- Duration of time since the offense(s) took place.
- Discrepancies between the background check and what the candidate self-reported
- Criminal convictions/adverse findings will not automatically exclude an applicant from consideration for employment.

4.4.19 Student-Related Academic Policies

4.4.19.1 Mandatory Attendance Policy

See TTS Academic Catalogue for Academic Attendance Policies, Mandated and Instructor Specific Attendance Policy.

4.4.20 Teach-Out Policy

4.4.20.1 - If the appropriate designee(s) of the TTS determines that it is no longer feasible to continue offering an academic degree program or that the school must discontinue its total operations, a "teach-out" policy and plan will be initiated in accordance with requirements outlined by accrediting bodies, namely, Transnational Association of Christian Colleges and Schools (TRACS), the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), which has direct standards related to program or school termination, and The Association of Theological Schools (ATS), which only lists standards and notations related to institutional viability.

4.4 - Administrative Procedures (Cont)

4.4.20.2 - SACSCOC

- According to SACSCOC, this constitutes a “substantive change,” which must first be reported and approved. SACSCOC defines a substantive change as:
 - “a significant modification or expansion of the nature and scope of an accredited institution.” Accredited institutions are required to notify the Commission of substantive changes and, when indicated, to seek approval prior to the initiation of changes. Examples of substantive change include (but are not limited to) the following:
 - The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when TTS’s accreditation was last reaffirmed;
 - The addition of courses or programs of study at a degree or credential level different from that which is included in TTS’s current accreditation or reaffirmation;
 - A substantial change in the number of contact or credit hours awarded for successful completion of a program;
 - The establishment of a geographic location apart from the main campus at which the institution offers at least 50 percent of an educational program;
 - The establishment of a branch campus;
 - Closing a program, off-campus site, branch campus or institution;
 - Entering into a collaborative academic arrangement that includes the initiation of a dual degree program or a joint academic program with another institution.
- Closing Programs
 - If a school decides to close a program, it must choose one of the following options:
 - The school teaches out currently enrolled students, no longer admits students to the program, and terminates the program after students have graduated. (Teach-out plan); or
 - The school enters into a contract with another institution or organization to teach-out the program. (Teach-out agreement).
 - Teach-out plans and teach-out agreements must be submitted for review to the Curriculum and Educational Policies Committee, Provost, Faculty Senate, President, Accreditation Liaison, TTS Board of Trustees, and then approved by the accrediting agency in advance of implementation.

4.4.20.3 TTS Specific Teach Out Policy

- Terminating a Degree Program
 - When closing a program, TTS will make a good faith effort to assist affected students, faculty, administrative and support staff so that they experience a minimal amount of disruption in the pursuit of their course of study or professional careers. Specifically, the TTS should make every effort to teach out currently enrolled students and to discontinue admission of students to the program once the decision is made to terminate the program. TTS is committed to assisting students affected by termination of degree programs and will implement procedures that minimize the impact on students while maintaining the integrity of the respective degree. Prospective students with active applications awaiting admission decisions to either a terminated program and/or newly admitted students:
 - Immediately suspend admission of all new students.
 - Notify students who have already been offered admission that they must complete the program within the teach out time period specified for the particular program. The teach out time period will end with the conclusion of the spring semester.
 - Notify newly admitted students (if the program or institution closes prior to the semester commencing) that admissions and enrollment have been terminated.



Appendixes





Appendixes

Appendix A

1.0 Board of Trustees

1.1 Articulate leadership directives for the institution while providing direction and guidance to the President and other administrative officers for the efficient and effective operation of the institution. 1.2 Establish and award academic, professional, and honorary degrees upon recommendation of the faculty; 1.3 Interpret the reciprocal relationship between TTS' mission and purpose, the church and society 1.4 Provide and develop financial resources necessary to carry out the mission and purpose of TTS; 1.5 Review and approve, at least once every five years, the institution's written statement of mission and purpose; 1.6 Direct the prudent management and deployment of institutional assets and resources; 1.7 Initiate the annual presentation of a five-year projection of educational programs and corresponding financial requirements for review and approval; and 1.8 Protect TTS from undue pressure and encroachment from outside groups and individuals who would tend to compromise the integrity of the institution's mission and purpose.

2.0 Administrative Officers

2.1 President 1. There shall be a president of TTS. S/he shall serve at the will and pleasure of the Board of Trustees as the chief executive officer. The president shall have authority in all matters relating to the administration of TTS as shall be assigned and expected of the president. S/he shall be directly responsible to the Board of Trustees of TTS and its executive committee. The president is the chair of the faculty and may delegate this responsibility to the Provost. 2. The president shall be an ex officio member of the Board of Trustees. In his/her responsibility as chief executive officer, the president is the primary and authoritative channel of communication between the Board, faculty, and student body. The president also advocates on behalf of TTS to the public.

2.2 Degree/Program Coordinators Degree Coordinators report to the Vice President of Academic Affairs and Provost 1. Qualifications and Appointment The coordinator must be a full-time tenure-track faculty member and is appointed by the provost in consultation with the president. A degree coordinator serves at the pleasure of the administration. He/she has administrative program responsibilities within his/her respective degree program. Degree coordinators are appointed to serve for a term of three years After a three-year term, a coordinator is eligible for reappointment to a succeeding three (3) year term, after which he/she must relinquish the position for a term, except in unusual circumstances determined by the provost. The degree coordinator can be relieved of administrative duties by voluntary action or by the provost if there is clear indication of the necessity for such action. Removal from administrative duties does not affect the person's status as a faculty member.

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2. Areas of Responsibility The degree coordination and facilitation of the program outputs concerning instructional delivery, co-curricular (e.g. community and campus service learning) and program assessment are the primary tasks of the degree coordinator. A degree coordinator's teaching load is reduced by one course per semester and receives additional salary and benefits for the performance of these duties. 3. Functional Relationships Academic Services -Works with the QEP Director and the faculty to ensure program learning outcomes are achieved and continuous improvement in the quality of the degree program as assigned.

- *Student Services* -Works with the Office of Student Services and the Director of Admissions, Retention and Student Services in student advisement, evaluating and responding to degree-seeking student complaints and handling all complaints regarding department members in accordance with appropriate procedures in the Faculty Handbook and Student Handbook; partners and collaborates when appropriate with governing council of the Student Senate to support student success in the degree program; Enrollment Management-Works with the Registrar to maintain course scheduling in accordance to the degree planned program and the TTS catalogue.

Assist the Director of Enrolment Management and Registrar in developing, conducting, implementing, and evaluating all summer, E-Term and J-Term programs. In consultation with the provost and the Committee on Curriculum and Educational Policies, they determines the relationship of the summer school program to the regular academic year program (also §1.4.A). A Degree Coordinator's administrative responsibilities include

- a.Ensuring that the degree program produces successful students in achieving the program outcomes in a supportive and least restrictive environment of effective (a) teaching and learning, (b) scholarship, research, and service.
- b.Serves as a co-convenor of curricular departments (ISS, BHS, TPS, CSS, MII) meetings that address degree program issues (e.g. course schedules, faculty deployment, program learning outcomes and measures, etc.);
- c.Working with the faculty to ensure periodic review of the degree program;
- d.Recording of and reporting on recommendations and/or improvements made to the degree program;
- e.Maintaining an up-to-date file of degree program records and degree assessment activities;
- f.Point of contact and institutional designee for information concerning the degree from other units in the TTS;
- g.Participating in preparing the budget and ensuring that the expenditures do not exceed the budget allocation;
- h.Responding in consultation with departmental faculty to course changes; for the TTS Academic Catalog;
- i.Conducting syllabi review and maintaining electronic files of the current outlines and/or syllabi of all courses offered in the degree;
- j.Preparing program review assessment for submission to the Vice President for Academic Affairs and Institutional Effectiveness;
- k.Fostering communication, cooperation, and goodwill among departments, administration, and the various components of the Institution.
- l.Timely communications to the Vice President of Academic Services any instances of non-adherence that jeopardize the effectiveness and outcomes of the degree program; and Participating in meetings when invited by the President or the Provost.
- m.Participating in the Committee on Committees that meets in March to assign faculty and staff to Standing Committees;

1.

Appendix A (cont)

2.3 Director of Special Programs, Field Placement, and Ministry in Context

The Director for Special Programs, Field Placement, and Ministry in Context coordinates field-based experiences for all professional education placements for Turner Theological Seminary (TTS) through the Provost Office of Academic Services. Maintains the reports from the TTS Special Programs and communicates opportunities for student practical engagement with these special programs. Serves as an institutional liaison to TTS special programs and the larger community. This position supports the mission, goals, and strategic plan of Turner Theological Seminary.

The Director for Special Programs, Field Placement, and Ministry in Context administers the Ministry and Context and Foundations Courses as well as the Middler and Senior Assessment sequence series for the seminary. The Director secures contextual education sites; matches supervisors, students, and sites; supervises students in the field; follows up on evaluations; attends to conflicts and adaptation challenges; engages student's on-going vocational discernment and special personal circumstances that affect contextual education placements; and oversees departmental budget. The Director works collaboratively with the faculty advisor responsible for the student to secure appropriate placement, as well as the Director of Admissions, Retention and Student Services (DARSS), Director for Distance Learning and TTS Faculty. The Director, with an earned terminal degree in an academic discipline, may be required to teach in that discipline as requested by the provost.

Position Purpose

Under the direction of the Provost, responsibilities of the Director for Special Programs, Field Placement, and Ministry in Context include working with the specific degree coordinators and the QEP Director to coordinate placements, sites and supervision, working with ecclesial leaders, ecumenical offices, school administrators, teachers, hospital and other service institutions using persons trained in religious education and church administration. The individual also works with prospective placement site personnel to identify and maintain successful field experiences and supervision of degree candidates in their student practicum, internships and/or capstone field experience including performing analysis of site and site facilitator appropriateness, eligibility, and assists students with completion of forms and counsels on placement requirements. The position requires regular office hours, which includes working with walk-in student traffic.

Essential Job Functions

With regards to special programs the primary responsibilities of the director include but are not limited to the following:

1. Secures all professional field experience placements for degree seeking candidates, coordinating student readiness to engage in the TTS field experiences, practicum or internship.
2. Reviews student applications including statement of "candidacy" from the Director of Enrollment and Registrar or Degree program coordinator.
3. Processes student placement request informed by the Office of Student Services and the Human Resources Office to ensure compliance with USDOE, Office of Civil Rights and TTS' Student Handbook.
4. Develops and manages a field experience database, including eligibility criteria, certification requirements, demographics, contact information.
5. Schedules, organizes and conducts field experience enrollment meetings. Attends TTS faculty council meetings and reports on special programs and field education.
6. Encumbers travel funding for TTS site facilitators (to attend Orientation and Exit Consultations).

Appendix A (cont)

7. Corresponds with online delivery coordinators and cooperating sites for online delivery of field education regarding student site placement and site requirements. 8. Identifies and selects placement sites that TTS students with the opportunity to implement many of the strategies and techniques they have learned about in their professional course work. 9. Serves as liaison with degree candidates, small group leaders and cooperating site facilitators. 10. Composes correspondences to students concerning changes in requirements and updates on TTS degree programs and policies as they relate to field education. 11. Responds to inquiries regarding field placement policies and related issues, by phone, email and in person. 12. Provides accurate information to TTS students about completion of field education as a degree requirement, its academic standards, and support systems available at Turner Theological Seminary. 13. Composes and updates Field Education handbook, placement documentation and correspondence (including emails) to TTS students, faculty, staff, and school district personnel. 14. Maintaining regular communication with special program directors and, with applicants throughout the placement process. 15. Developing relationships with local/regional stakeholders, agencies and organizations and identifying key opportunities for recruiting and maintaining viable site placements for the ecclesial, community and academy placements. 16. Organizing, preparing, and staffing for key recruiting events and Field education orientation sessions. 17. Maintaining regular communication with program participants. 18. Developing our presence via social media. 19. Maintaining an inventory of program-wide reports and data. 20. Writing, editing, and revising routine program reports for program funders. 21. Coordinating routine surveys of program participants and stakeholders

The job functions for the position as it relates to Ministry in Context include:

- a. Administer the Ministry and Context Contextual Education program for the TTS: Foundations First-Year Contextual Experience, Teaching Parish and other Community Based Contextual Educational Sites Middler and Senior Assessment Sequence
- b. Recruit contextual education supervisors/sites
- c. Place students in contextual education sites
- d. Read and respond to multiple contextual education evaluations throughout the year
- e. Oversee budget and financial transactions for the Ministry and Context Department
- f. Conduct site visits as needed
- g. Conduct student and supervisor orientation sessions
- h. Oversee smooth operations of the office of the Ministry and Context Department
- i. Supervise instructors and adjunct professors teaching in the Department
- j. Supervise half-time Administrative Assistant
- k. Work closely with Academic Dean and Associate Dean for Academic Administration
- l. Meet with visiting prospective students and advise incoming and distance learning students on Contextual Education
- m. Participate in Ministry Days events and New Student Orientation every semester
- n. Attend to any other matters related to Ministry and Context Contextual Education at the TTS as directed by the Area Convener and the Academic Dean.

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2.If the Director of Ministry and Context is an assistant or associate professor at TTS, her/his work as Director of Ministry and Context will be counted toward tenure and/ or promotion, with the understanding that other areas of professional accomplishment (§2.7) may have been limited by this work. If the sabbatical time for the Director of Ministry and Context occurs during that period, s/he will be expected to apply for a deferral until completion of the term. Upon leaving office, s/he, if appointed from among the faculty, will return to her/his former position as full-time faculty member.

If the CSPFP is an assistant or associate professor at TTS, her/his work as CSPFP will be counted toward tenure and/or promotion, with the understanding that other areas of professional accomplishment (§2.7) may have been limited by this work. Upon leaving office, s/he, if appointed from among the faculty, will return to her/his former position as full-time faculty member.

2.4 Director of Enrollment Management and Registrar

Position Purpose

The Director of Enrollment and Registrar (DEMUR) is a senior level professional who plays a major role in coordinating, implementing, and evaluating Turner's strategic recruitment and retention initiatives. The primary focus of this position is student success, measured by retention and graduation rates.

Scope

The DEMUR works extensively across institutional divisions to accomplish the strategic goals of TTS. The DEMUR consults and coordinates with Academic Services professionals to develop departmental goals as related to recruiting strategies and enrollment goals, as well as formulate long and shortrange plans to meet institutional enrollment goals. This position reports directly to the Provost/CAO and provides leadership and administrative support to the Director of Admissions, Retention and Student Services, and the Office of Financial Aid. This position supports TTS's mission, values and goals.

Essential Job Functions

- 1.Provides historical enrollment analysis, demand forecasting, and operational enrollment.
- 2.Information to assist in TTS enrollment management strategies and optimization of course scheduling to maintain enrollment growth for the Seminary and efficient degree paths for students.
- 3.Serves as a member of the TTS' leadership team providing advice in the professional areas of student retention and student achievement and related TTS policy to the Board of Trustees, the President, the Provost and DARSS.
- 4.Provides leadership and planning in the development, implementation, and monitoring of all aspects of student success, services for students with disabilities, admissions, orientation, registration, and records.
- 5.Provides leadership in performance of administrative responsibilities to maintain efficiency and successful functioning of the units of Enrollment Management.
- 6.Oversees the coordination of retention and enrollment activities for unit departments.
- 7.Works with and support recruitment and retention efforts across campus.
- 8.Serves on the Enrollment Management Marketing Committee of the TTS.
- 9.Maintains currency and compliance with TRACS and other accreditation or regulatory agency requirements.

Appendix A (cont)

10. Initiates activities and programs to support institutional goals of academic excellence, student success, fiscal responsibility and TTS/community linkages.
11. Develops and prepares certain reports for submission to external agencies and internal departments as requested.
12. Reviews and makes recommendations to the Provost/CAO on policy changes, procedures, budget items and personnel recommendations.
13. Assists in the resolution of student problems referred to the Enrollment Management Office by the Directors of the units under Enrollment Management's leadership.
14. Responsible for writing/revising of any policies in Financial Aid, Admissions and the Registrar's Office.
15. Responsible for developing the student life cycle programming and data driven intervention strategies.
16. Responsible for evaluating unit staff and the alignment of Enrollment Management processes with the mission, values and goals of the TTS.
17. Possess experience in financial aid to develop enrollment and retention strategies through leveraging initiatives and knowledge of best practices in the efficient use of resources.
18. Performs other duties as assigned.

If the DEMR is an assistant or associate professor at TTS, her/his work as DEMR will be counted toward promotion to full professor, with the understanding that this work may have limited other areas of professional accomplishment (§2.7). If the sabbatical time for the DEMR occurs during that period, s/he will be expected to apply for a deferral until completion of the term. Upon leaving office, s/he, if appointed from among the faculty, will return to her/his former position as full-time faculty member.

2.5 Director of Admissions, Retention and Student Services

Position Purpose

Serve as a senior member of the Student Services Leadership. Provide vision and leadership in the development and administration of a vibrant campus life program that engages the entire campus community using nationally recognized best practices. The Director of Admissions, Retention and Student Services (DARSS) is responsible for the supervision of Student Activities, TTS Events, Apartment and Residence Life.

Scope

The DARSS reports to the Provost and as the TTS's chief student affairs officer, provides leadership and vision and has the authority and responsibility for the planning, policy development, implementation and assessment of all TTS student affairs programs and services consistent with the TTS' mission and goals and strategic plan.

Essential Job Functions

1. Plans, administers, manages, and evaluates the Student Services functional units and staff.
2. Provide vision for the development and implementation of a comprehensive student life program.
3. Provides leadership in the areas of planning, policy development, operational, facility, and budgetary aspects for all reporting departments.
4. Develop and implement services, activities, and opportunities that complete the student experience with the specific purpose of increasing student retention, persistence, and graduation rates.
5. Oversee the quality and consistency of student development programming across multiple departments pertaining to Student Activities, TTS Student Events, and Residence Life.
6. Provide direct supervision, training and evaluation of programs and staff in all oversight units.

Appendix A (cont)

7. Organizes, directs, and coordinates the activities for student counseling, academic advising, testing, and student activities at TTS.

8. Directs the preparation of the electronic student handbook.

9. Supervises and coordinates the student complaint and appeal procedures for the TTS and makes recommendations to the Provost regarding student violations of the Seminary's regulations presented in the student handbook.

10. Develops and implements new programs and services in response to the needs of students, in collaboration with Provost, and the Director of Enrolment Management and Registrar.

11. Develops the program outcomes for all student services functional areas, monitors assessment of those outcomes, and develops plans of action for improvement based on the assessment of those outcomes.

12. Lead the process for systematic review and evaluation of the student services functional area per the model adopted by TTS.

13. Works with faculty and staff to resolve student issues and complaints in compliance with TTS policies and procedures.

14. Completes duties and responsibilities in compliance with TTS standards, policies and guidelines.

15. Play a key role in the implementation of the Student Services unit's strategic plan.

16. Serves as a strong proponent for student learning and success by promoting TTS and learning outcomes and program assessment.

17. Work effectively with a wide variety of constituent groups including students, TTS staff, faculty and the public.

18. Provide leadership and planning in the development, implementation, monitoring of all aspects of student success, to include revising policies and procedures, services for students with disabilities, admissions, orientation, registration and records in collaboration with the Provost and the Director of Enrolment Management and Registrar..

19. Knowledge of student development theories and practices. Remain abreast of current issues and best practices in higher education, specifically in areas of direct supervisory responsibility.

20. Supports the system of internal controls developed by the TTS, Student Services, and individual departments. Upholds all applicable laws, regulations, policies, and procedures.

21. Supports the values and institutional goals as defined in the TTS' Strategic Plan.

22. Prepare financial reports, supervise budget process for areas reporting.

23. Lead and serve on various TTS committees.

24. The development of recruitment and retention strategies leading to the TTS's annual enrollment goals.

25. Establishes an on-going systematic Student Services assessment plan.

26. Ensures that Student Services and Academic Services work collaboratively to provide student programs at the TTS which promote student development and academic success.

27. Oversees the policy implementation of the Student Code of Conduct.

28. Perform other duties as assigned.

If the DARSS is an assistant or associate professor at TTS, her/his work as DARSS will be counted toward tenure and/or promotion, with the understanding that other areas of professional accomplishment (§2.7) may have been limited by this work. If the sabbatical time for the DARSS occurs during that period, s/he will be expected to apply for a deferral until completion of the term. Upon leaving office, s/he, if appointed from among the faculty, will return to her/his former position as full-time faculty members.

2.6 The Director of Institutional Effectiveness and Compliance (CIEC) (Effective July 2024) Position Purpose

The Director of Institutional Effectiveness and Compliance provides leadership for institutional effectiveness, research; strategic, tactical, and operational planning; assessment;

Appendix A (cont)

accreditation; institutional and organizational effectiveness; and student learning outcomes (QEP). This position's reports assist TTS' leadership in the formulation of issues, analysis of trends, and the understanding of outcomes as well as contribute to the strategic planning, evaluation, and development of institutional policy. The Director of Institutional Effectiveness and Compliance plays a critical role linking planning, budget, and assessment institutionally and provides information and analysis impacting students, budgets, research activity, human resources, financial analysis, strategic planning, policy formulation, and enrollment management. This position supports the strategic vision and mission of Institutional Effectiveness and the TTS.

Scope

The position is responsible for monitoring institutional effectiveness and improvement including regional and professional accreditation; program reviews; learning outcomes assessments; and student satisfaction surveys. The position is also responsible for data analysis including systemic analysis of data to support decision-making, preparation of standard reports, as well as the design, development, and implementation of an interactive data reporting system. The position provides relevant, timely and accurate information to the administration and faculty in support of the program review, planning, budgeting, and decision-making process at the TTS. This position reports directly to the President of the TTS; and is a member of the President's Executive Cabinet and Joint Leadership Council.

Essential Job Functions

1. Researches and maintains currency with local, state, and national trends that affect the institution's mission and goals and ensures compliance with the reporting requirements of applicable agencies; coordinates and, when appropriate, supervises the reporting of institutional data required by the U.S. Department of Education, the State of Georgia, accrediting agencies or data requested by national, state, local agencies, or private sector firms, other educational institutions, and/or other external collectors of higher education data. In cooperation with other units and departments, ensures that reports meet stated requirements and are consistent with current best practices. Working with IT, designs, develops, and maintains an IE Website to publish institutional data for the public, and for internal campus communities, including but not limited to, the TTS Fact Book.
2. Actively assists the President and other senior managers in achieving priority institutional objectives based on the mission, institutional goals, and strategic plan.
3. Provides oversight and supervision for institutional planning, assessment, research, evaluation strategies, trend analysis for environmental scanning, and accreditation processes.
4. Ensures that meaningful, appropriate/accurate data and supporting documentation is available to meet the decision-making needs of TTS.
5. Develops and implements a system for institutional strategic planning and scanning, and assists in coordinating the annual assessment, planning, budgeting process(es) with TTS leadership.
6. Develops and implements a comprehensive system for assessing effectiveness of TTS programs and services, including surveys, national tests, data reports, secondary data sources, qualitative and quantitative analyses, and research designs to make recommendations for institutional improvements.
7. Develops and coordinates TTS-wide systems of academic and service area program reviews; provides orientation and support to departments in designing program reviews; and delivers monitoring reports to administrators and Board members, as assigned.
8. Coordinates and conducts training for the program review and outcomes assessment database and other areas where the Institutional Effectiveness Office has developed instrumental tools for internal departments or external agencies.

Appendix A (cont)

9. In cooperation and partnership with appropriate institutional units, compiles, analyzes, and disseminates quantitative data on facets of the seminary and related educational issues, including areas such as institutional characteristics, enrollments, student retention, student transfer activities, enrollment projections, grades, other student performance indicators and fiscal affairs.
10. Works in concert with the TTS' Self-Study Team to address accreditation issues.
11. Conducts special projects/studies to address decision-making needs of the community and for senior administrative staff, TTS President and the Board of Trustees, as assigned.
12. Serves as administrative staff resource for faculty-based assessment efforts in curriculum development and student learning outcomes. Interprets institutional data, e.g., enrollment, retention, transfer, alumni, academic assessment and other related data, to advise departments, TTS administration, or Governing Board members.
13. Supervises the creation, administering, and reporting of institutional surveys, evaluations, and assessments, including Graduate and surveys.
14. Coordinates state, federal and other required reports of TTS. Serves as the certifying official for the various reports.
15. Facilitates the preparation of specialized reports such as compliance, accreditation, and grant funding agency reports as directed.
16. Serves as TTS' Higher Education Coordinating Board Accountability representative.
17. Implements the QEP for improved student learning and coordinates with the QEP Advisory Board.
18. Supervises, evaluates, and provides leadership to administrative staff assigned to the IE office.
19. Other duties as assigned.

If the DIEC is an assistant or associate professor at TTS, her/his work as Institutional Effectiveness Officer will be counted toward tenure and/ or promotion, with the understanding that other areas of professional accomplishment (§2.7) may have been limited by this work. If the sabbatical time for the IEO occurs during that period, s/he will be expected to apply for a deferral until completion of the term. Upon leaving office, s/he, if appointed from among the faculty, will return to her/his former position as full-time faculty member.

2.5 Director of Human Resources (DIHR)

Position Purpose

The Director of Human Resources is responsible for providing leadership in developing and executing human resources strategy in support of the overall vision, mission, and strategic direction of the TTS, specifically in the area of succession planning, talent management, change management, organizational and performance management, training and development, compensation and employee relations. The DIHR serves as a member of the executive management team and provides strategic leadership by articulating Human Resources needs and plans to the executive management and cooperating with various unit leaders in meeting the needs and executing the HR plans.

Scope

The DIHR provides advice and assistance to supervisors and staff. This includes information on training needs and opportunities, job descriptions, performance reviews and personnel policies and the staff recruitment process. The DIHR originates and leads Human Resources practices and objectives that will provide an employee-oriented, high-performance culture that emphasizes empowerment, quality, productivity and standards, goal attainment, and the recruitment and ongoing development of a superior workforce. The DIHR is also the lead person in the investigation of workplace complaints related to inappropriate workplace behavior.

Appendix A (cont)

~~Essential Job Functions~~ 1. Establish and implement HR efforts that effectively communicate and support the TTS' vision and strategic plan. 2. Analyzes wage and salary reports and data to determine competitive compensation plan. 3. Writes directives advising department managers of TTS policy regarding equal employment opportunities, compensation, and employee benefits. 4. Works with department executives to develop effective human resources strategies. 5. Consults legal counsel to ensure that policies comply with federal and state law. 6. Develops and maintains a human resources system (HRIS) that meets executive management information needs. 7. Functions as a strategic business advisor to the executive/senior management of each business unit or specialty group regarding key organizational and management issues. 8. Works with the executive management team to establish a sound plan of management succession that corresponds to the strategy and objectives of TTS. 9. Oversees the analysis, maintenance, and communication of records required by law or local governing bodies, or other departments in the organization. 10. Identifies legal requirements and government reporting regulations affecting human resources functions and ensures policies, procedures, and reporting are complying. Studies legislation, employment law decisions, and other publications and media to assess industry trends. 11. Writes and delivers presentations to executive management officers regarding human resources policies and practices. 12. Recruits, interviews, tests, and selects employees to fill vacant positions in consultation and cooperation with unit heads and senior management. 13. Plans and conducts new employee orientation to foster positive attitude toward TTS goals. 14. Oversees process to ensure compliance with EEOC and OCR regulations. Leads process investigation complaints. 15. Direct investigations of reports of misconduct, arrests, or illegal activities of employees. 16. Keeps records of benefits plans participation such as insurance and pension plan, personnel transactions such as hires, promotions, transfers, performance reviews, and terminations, and employee statistics for government reporting. 17. Coordinates management training in interviewing, hiring, terminations, promotions, performance review, safety, and sexual harassment. 18. Advises management in appropriate resolution of employee relations issues. 19. Responds to inquiries regarding policies, procedures, and programs. 20. Administers performance management program to ensure effectiveness, compliance, and equity within the organization. 21. Administers salary administration program to ensure compliance and equity within the organization. 22. Administers benefits programs such as life, health, and dental insurance, pension plans, vacation, sick leave, leave of absence, and employee assistance. 23. Processes and reconciles invoices for benefit vendors, including 3rd party vendors. 24. Plans the annual benefit's fair, to include contacting vendors and setting up of the event. 25. Advises executive leadership on changes or restructuring of benefits plans. 26. Investigates accidents and prepares reports for insurance carrier. Coordinates Safety Committee meetings and acts as Safety Director. 27. Conducts wage surveys within labor market to determine competitive wage rates. 28. Prepares budget of human resources operations. 29. Prepares employee separation notices and related documentation, and conducts exit interviews to determine reasons behind separations. 30. Prepares reports and recommends procedures to reduce absenteeism and turnover. 31. Represents organization at personnel-related hearings and investigations. 32. Contracts with outside suppliers to provide employee services, such as temporary employees, search firms, or relocation services.

Appendix A (cont)

33. Maintains payroll information by designing systems; directing the collection, calculation, and entering of data.
34. Updates payroll records by reviewing and approving changes in exemptions, insurance coverage, savings deductions, and job titles, and department/ division transfers.
35. Pays employees by directing the production and issuance of paychecks or electronic transfers to bank accounts.
36. Prepares reports by compiling summaries of earnings, taxes, deductions, leave, disability, and nontaxable wages.
37. Determines payroll liabilities by approving the calculation of employee federal and state income and social security taxes, and employer's social security, unemployment, and workers compensation payments.
38. Balances the payroll accounts by resolving payroll discrepancies.
39. Provides payroll information by answering questions and requests.
40. Maintains payroll guidelines by writing and updating policies and procedures.
41. Complies with federal, state, and local legal requirements by studying existing and new legislation; enforcing adherence to requirements; advising management on needed actions.
42. Maintains employee confidence and protects payroll operations by keeping information confidential.
43. Maintains professional and technical knowledge by attending educational workshops; reviewing professional publications; establishing personal networks, participating in professional societies.
44. Contributes to team effort by accomplishing related results as needed.

If the DIHR is an assistant or associate professor at TTS, her/his work as DIHR will be counted toward tenure and/ or promotion, with the understanding that other areas of professional accomplishment (§2.7) may have been limited by this work. If the sabbatical time for the DIHR occurs during that period, s/he will be expected to apply for a deferral until the completion of the term. Upon leaving office, s/he, if appointed from among the faculty, will return to her/his former position as full-time faculty member.



Appendixes

Appendix B Employment Classifications

Philosophy and Purpose: A faculty or staff member may be employed in various categories that determine pay, benefits, and other terms and conditions of employment. An employee's status may not change from one category to another without written confirmation from TTS. All exempt employees (except faculty) and non-exempt employees, regardless of employment category, are employees at will. All employees receive unemployment coverage under the TTS's Workers Compensation insurance and participate in the Social Security program, which are legally mandated benefits. Casual employees are not eligible for TTS benefits. The definitions will help us understand how TTS policies apply to each employee:

Benefits-eligible employee -- an employee with a schedule of at least 32 or more hours per week over the course of an academic or full year.

Casual employee -- an employee working in a position that requires occasional duty on an as-needed basis. The hours worked may vary from week to week based on operational needs, and total hours must take into consideration all casual assignments across the Seminary. Possible situations are:

1. has a varying schedule of less than 20 hours per week for all assignments and works less than 1,000 hours total per fiscal year;
2. is hired by a department for a limited set time period, not to exceed 16 weeks cumulatively, and may work varied hours per week (e.g., coverage for a leave)
3. Retirees who have an interest in working at the Seminary as a casual employee may be considered for re-hire after consultation with HR to determine return date eligibility after a break in service.

Full-time employee -- a non-exempt (hourly) employee with a regular schedule of at least 37 hours per week or an exempt (salaried) employee with a regular schedule of five full days or 37 hours per week. Such employees may also be categorized as interim full-time, hired for a position for a specific period, as determined at the time of hire. Full-time faculty, including administrators with faculty status, are governed by policies and procedures outlined in the TTS Faculty Handbook. The TTS staff handbook governs administrators without faculty status.

Part-time employee -- a non-exempt (hourly) employee with a regular schedule of at least 20 hours per week but less than 32 hours per week or an exempt (salaried) employee with a regular schedule of at least 20 hours per week but fewer than five full days or 37 hours per week.

Appendix B Employment Classifications (Cont)

Temporary Employee--From time to time, TTS may hire employees for specific periods or for the performance or completion of a specific project. An employee hired under these conditions will be considered a temporary employee. Such an employee's job assignment, work schedule, and the duration of the position will be determined on an individual basis at the time of hire. Benefits are not extended to temporary employees other than federal or state-mandated benefits.

Academic year employee -- a regular employee who is scheduled to work over the course of an academic year, generally for nine/ten months or a 38-week appointment.

Adjunct Faculty employee -- a faculty member appointed for a limited number of classes for a single semester. Adjunct faculty are not expected to work more than 20 hours per week and are not eligible for TTS benefits.

Independent Contractors—In accordance with IRS standards, the table below is used in determining if a worker is to be defined as an employee or an independent contractor in terms of compensation. Individuals defined as independent contractors are required to complete form W9 and will be paid through Accounts Payable and issued a 1099 at the end of the tax year.

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