

LOUISVILLE PRESBYTERIAN THEOLOGICAL SEMINARY

# Faculty Handbook

Revised September 2018

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9/2018

# Faculty Handbook

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## INTRODUCTION

This Faculty Handbook compiles rules, regulations, and other procedures that relate to the faculty. As such, it represents the agreements by which we do our work. This Handbook does not represent a legal contract but is a summary of the policies that we follow as of September, 2018. It is regularly revised and available on the LPTS website and in hardcopy.

In addition to this Handbook each faculty member should have and use several other Seminary documents. The *Catalog* is revised and published on line and in hardcopy every year and contains data that the whole Seminary is required to honor. The Seminary's *Articles of Incorporation* and *By-Laws* are available in the *Governance Manual*, which also includes the Plan of Governance and the Bill of Rights and Responsibilities. These documents are available on the LPTS website and in hardcopy in the Dean's Office. The *Employee Handbook* is likewise available on the website.

Alton B. Pollard III,  
President

September, 2018

*Abbreviations used in this handbook:*

- BM (Board of Trustees Minutes)
- CM (Council Minutes)
- FM (Faculty Minutes)

## *Mission Statement*

***Louisville Seminary educates and forms servant leaders for tomorrow's ministries.***

***We build bridges:***

- ***between sacred texts and human lives;***
- ***between the past and the future;***
- ***among persons of different faiths, Christian denominations, & cultures;***

***. . . all in the name of Jesus Christ, the bridge between God and humanity.***

### **Commitments**

The Seminary is a community that affirms and trusts the ever-faithful presence and activity of the triune God. Empowered by the Holy Spirit, we confess the Scriptures to be the unique and authoritative witness to God's redemptive love for the world. As an institution of the Presbyterian Church (USA), the Seminary has a particular responsibility to preserve and develop the values and insights of the Reformed tradition.

### **Relationships**

Consistent with the Reformed tradition, we are committed to an ecumenical vision of the ultimate unity of the Body of Christ. This vision recognizes the wholeness of the church's mission, respects the global and cross-cultural character of Christian ministry in the world, and motivates continuing efforts at interfaith dialogue and practice. The faculty, staff, student body, administration and Board of Trustees of the Seminary represent a broad range of Christian traditions. The United Methodist denomination officially recognizes the Seminary as an appropriate school for its candidates to receive their theological education.

### **Educational Vision**

The Seminary strives to provide an educational context in which students and teachers may explore and nurture their vocational commitments while becoming biblically, theologically, and historically informed and competent in the diverse skills necessary for ministry. In the Seminary's integrated curriculum, the historical and contemporary resources of the church's thought and practice are in continual interaction with the contributions of our wider culture and with first-hand experiences of the practices of ministry. Through our commitment to scholarly research and teaching, the Seminary provides theological resources for the church by striving to interpret the gospel in an ever-changing world, by extending the horizons of theological inquiry, and by shaping the church's intellectual foundation for its faith and ministry. In all these activities, our aim is to nurture the convictions, character, vision, wisdom, and forms of life vital to leadership in the Christian community and the wider culture.

## **Strategies**

Students at Louisville Presbyterian Theological Seminary are preparing for various types of ministry, including ministries of the Word and Sacrament through the Master of Divinity degree program, and other types of ministry and scholarship related to the Master of Divinity, Doctor of Ministry, Master of Arts in Marriage and Family Therapy, and Master of Arts in Religion degree programs.

The Seminary serves the wider church community by generating scholarship, educational opportunities, programming, and research through the Louisville Institute, continuing and lay education, field education, and the Louisville Seminary Counseling Center.

In our life of worship, spiritual development, learning, and mutual Christian care, the Seminary community is led by the Holy Spirit to respond to God in Jesus Christ. In our planning and stewardship, and through engagement with significant social struggles and ethical issues, the Seminary community seeks to model faithful Christian discipleship.

(Revised 2018)

### ***Louisville Presbyterian Theological Seminary Institutional Goals***

In order to fulfill its mission, the Seminary intends to:

1. Provide a theological education that is grounded in the history and scripture of the Christian movement; informed by the Presbyterian Church (USA) and Reformed tradition; and guided by the vision of an ecumenical church that is committed to ministry in global, multicultural, and religiously diverse contexts and to religious leadership that is competent in the practices of Christian ministry.
2. Provide an educational context in which students and teachers may explore and nurture their vocational commitments through the guidance and wisdom of outstanding teachers and scholars, the provision of all necessary student services, the development of excellent library and information technology resources, and the leadership of a highly qualified administration.
3. Provide theological resources for the ecumenical church by interpreting the gospel in an ever-changing world, extending horizons of theological inquiry, and shaping the church's intellectual foundation for its faith and ministry, thereby continuing the historic commitment of the Reformed tradition and the Presbyterian Church to a theologically educated and critically reflective ministry.

4. Serve the wider Christian community by offering opportunities for lifelong learning, preparing students for professional roles as pastoral counselors and as church leaders, providing public leadership to encourage critical reflection and response to issues of social injustice, and promoting interfaith and ecumenical dialogue and practice.
5. Nurture the convictions, character, vision, wisdom, and forms of life that are vital to leadership in the Christian community and the wider culture through worship and Christian practices, through the curriculum and first-hand ministry experiences, and through Seminary governance practices and community life.

(Approved, January 2009)

### ***Basic Documents of the Seminary***

Every faculty member should have the following documents, which are companion papers to this Handbook. The Handbook and companion papers are available on the seminary website.

1. Periodic Documents
  - a. The Catalog
  - b. Class schedule: fall/January/spring/summer
  - c. Committees of Council and Faculty
  - d. Council and Faculty Minutes
  - e. The Governance Calendar
2. Permanent Documents
  - a. The Employee Handbook
  - b. Doctor of Ministry Handbook
  - c. The Governance Manual
  - d. The Articles of Incorporation and By-Laws of the Seminary
  - e. The Bill of Rights and Responsibilities
  - f. Code of Student Conduct
  - g. Plan of Governance
  - h. The Student Handbook

### ***Non-Discrimination***

Louisville Presbyterian Theological Seminary is an equal opportunity employer. It is the policy of the Seminary to comply with all applicable employment laws. The Seminary does not discriminate on the basis of race, color, religion (except as religion may be a bona fide occupational qualification for certain positions at the Seminary), sex, sexual orientation, gender identity, national origin, age, veteran status, or disability.

### ***Policy Regarding Students with Disabilities***

Louisville Seminary does not discriminate against applicants with disabilities. The Seminary will make reasonable accommodations, as required by federal law, to provide appropriate access so that students with documented disabilities are able to study and live at the Seminary. While the Seminary does not maintain academic programs specifically for students with disabilities, it does provide support services and accommodations to all students in all programs who need those services and have a legal entitlement to them. Enrolled students who have questions about the Seminary's policies on students with disabilities should refer them to the Office of the Dean of the Seminary. Prospective students should refer such questions initially to the Office of Admissions. The standard process for responding to student complaints and grievances will be followed in the case of accommodation practices (see student Code of Conduct).

### ***Full-time Faculty Appointment Diversity Policy***

Louisville Presbyterian Theological Seminary is committed to an Affirmative Action policy for full-time faculty searches that consists of the following:

1. Search committees will bring at least two members of identified groups to active candidacy, ordinarily on-campus interviews. Identified groups of potential faculty members include African American, Asian American, Latino/a, Native American, and those who belong to a culture other than the U.S., as well as women, who may also belong to these categories.
2. Every search committee will take full advantage of networks both on and off campus to provide information concerning potential candidates who are from identified groups.
3. Committees will keep in mind the Seminary's commitment to Equal Opportunity Guidelines as well as matters related to competence and/or experience in determining qualifications for participation in the Faculty of the Seminary.
4. The Chair of each search committee will ask a member of the committee to be the Officer of Affirmative Action. This person will make certain that the plan is explained to all members of the committee and that it is used effectively throughout the search process. The Officer will report to the committee and seek to recognize and bring to the attention of the committee matters of equity as well as matters of cultural prejudice that may inhibit justice during the search process.
5. Search committees will be accountable to the President, to the Faculty, and to the Board of Trustees for meeting the goals throughout the process. The institution is also accountable to the Presbyterian Church (USA). In all respects search committees will follow the non-discrimination policies of the Seminary, specifically including attention to sexual orientation and gender identity in its interview processes.

6. With the goal of exercising vigilance in maintaining current percentages of diversity, the Faculty will discuss and review the Affirmative Action Plan in connection with every search. This discussion and review will be initiated by the Dean of the Seminary.

*Louisville Presbyterian Theological Seminary*

*Intellectual Property Rights Policy*

**Intellectual property**, as used in this policy, is defined as the tangible or intangible result of scholarship, research, development, teaching, or other intellectual activity. The term, for the purposes of this policy, includes traditional products of scholarship prepared for dissemination outside the Seminary Community, such as books, monographs, articles, reviews, works prepared for worship or use by a church or denomination, and works of art, unless Louisville Presbyterian Theological Seminary (forthwith defined as Louisville Seminary) commissioned the product.

**Commissioned Work**, as used in this policy, is defined as work prepared by an employee within the scope of his or her employment and/or work specifically ordered or commissioned by Louisville Seminary, if the parties understand and agree in a signed agreement before commencement of the work that the work shall be considered commissioned work.

**Intellectual Property and Rights to institutional works** is retained by Louisville Seminary. Institutional works include works that are supported by specific allocation of Louisville Seminary funds, that are created at the direction of Louisville Seminary for a specific seminary purpose or that are developed in the course of a project arranged, administered or controlled by Louisville Seminary or that may have been created over an extended time by multiple authors, such as the Catalog, or the Louisville Seminary Mission Statement.

**Application.** This policy is binding on Louisville Seminary faculty, staff, and students as a condition of their participation in Louisville Seminary research, teaching, and service programs and for their use of Louisville Seminary funds, facilities, or other resources.

**Faculty.** In keeping with the long standing practice at Louisville Seminary, members of the faculty (Officers of Instruction, as defined by the By-Laws of Louisville Seminary), retain intellectual property rights to the work created during the course and scope of their employment, including but not limited to copyrightable works such as books, articles, and artistic creations, unless the work is specifically commissioned by Louisville Seminary. If Louisville Seminary specifically commissions a work, ownership of the intellectual property rights will be retained by Louisville Seminary unless negotiated otherwise by the faculty member and Louisville Seminary on a case by case basis.

**Students.** Students shall retain intellectual property rights to all works created while enrolled at Louisville Seminary unless Louisville Seminary specifically commissioned the works or

they are institutional works as defined above.

**Staff.** While Louisville Seminary acknowledges that staff members may create intellectual works outside the scope of their employment, all works created by non-faculty employees during the course and scope of their employment are considered commissioned works. Louisville Seminary retains ownership of all intellectual property rights relative to such works. (Approved, January 2009)

### ***Accreditation, Associations and Memberships***

The Seminary is accredited by the Association of Theological Schools and the Southern Association of Colleges and Schools Commission on Colleges. The Marriage and Family Therapy Program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) and the American Association of Pastoral Counselors (AAPC).

Official publications of these bodies are on file in the offices of the President and the Dean. The address of each is: Association of Theological Schools, 10 Summit Park Drive, Pittsburgh, PA 15275-1103; Commission on Accreditation for Marriage and Family Therapy Education, 112 South Alfred Street, Alexandria, VA 22314-3061; American Association of Pastoral Counselors, PO Box 3030, Oakton, VA 22124; and Southern Association of Colleges and Schools Commission on Colleges, 1866 Southern Lane, Decatur, GA, 30033-4097.

Louisville Seminary seeks to maintain the accrediting standards of our accrediting agencies to the best of our ability. Should any student, staff, faculty, or trustee wish to bring a complaint with respect to failure to maintain the standards, the individual should put the complaint in the form of a letter to the President of the Seminary. The President will then appoint appropriate persons to investigate the complaint and report back to the President concerning appropriate action. We report annually to the Association of Theological Schools and to the Southern Association of Colleges and Schools. We also report to the General Assembly of the Presbyterian Church (USA). In addition, we make periodic reports to the U.S. Department of Education and to the Kentucky Council on Postsecondary Education.

We are a constituent member of the Kentuckiana Metroversity. This consortium makes available a great number of library volumes and expanded curricular resources.

## **FACULTY ORGANIZATION**

### ***Area Groups***

For administrative purposes the Faculty is organized into three Areas: A -- Biblical Studies; B - - Theology, History, and Ethics; and C – Practical Theology. These conform to traditional divisions in theological education.

The Professors in each Area are listed in the Catalog at the head of the course listings for the three respective areas of the curriculum. The Dean is an *ex officio* member of each Area.

The Area Chair is nominated by the Area and appointed by the Dean.

There is no limit on the number of terms an Area Chair may serve. The responsibilities of the Chair are:

1. To coordinate the work of the Area with respect to Area curriculum review, planning and evaluation, course development, nomination of Area representatives, and nomination of students for student awards; and to provide for regular preparation and distribution of minutes of Area meetings;
2. To review as necessary transcripts and syllabi of transfer students to determine how previous work should be viewed over against LPTS requirements;
3. In cooperation with the Registrar to coordinate the advising of students by faculty of the Area;
4. In cooperation with the Dean of Student Engagement to coordinate efforts by the area faculty to provide aid for ordination takers;
5. To serve on the Awards Nomination Committee chaired by the Dean of Student Engagement.

Each Area is expected to review and evaluate in depth its curricular offerings every two years. This evaluation is designed to eliminate needless overlap, to suggest needed new courses and revisions of present offerings, etc.

Each Area is to scrutinize carefully each proposed new course. This is not to stifle creativity but to avoid needless proliferation and meaningless changes of courses. The Area distribution requirements must be approved by the Academic Committee and the Seminary Council (cf. Procedure for Introducing New Courses).

Certain committees and special task forces draw their membership from each Area in order to insure a balanced representation of faculty interest.

The Area is the natural resource from which instructors arrange to cover their absence from class. In many cases the Area covers the courses of a colleague on sabbatical.

### ***Degree Committees***

Each degree program is overseen by a standing committee serving several purposes. Apropos

of continuous program assessment and improvement, degree committees routinely collect and interpret data related to program effectiveness, suggest corresponding improvements (to be vetted and approved by the faculty as a whole before implementation), identify benchmarks for measuring improvements, and track student performance related to changes that have been made. Apropos of curricular revisions (whether comprehensive or minor), committees ensure attention to distinct needs and aims of the particular degree programs they oversee, with meetings of the Academic Committee and plenary meetings of the faculty providing opportunity for additional conversation and decision-making. Apropos of self-study and applications for re-accreditation, committees work collaboratively with members of any steering committee or others directing such processes to supply information and analysis as requested.

The Master of Divinity, Master of Arts in Religion, and Doctor of Ministry degree committees all include faculty representing the three academic areas. The Master of Arts in Marriage and Family Therapy degree committee consists of the MFT faculty, the Director of the Louisville Seminary Counseling Center, and the administrative assistant to the MAMFT program. The Dean will appoint members to the degree committees each year, and the schedule of meetings will ordinarily be included on the Governance Calendar.

## **FACULTY PERSONNEL POLICIES**

### ***Calls to Instructional Office***

When authorized by the Board, an Officer of Instruction shall receive a "Call to Instructional Office," signed by the President. The Call shall stipulate specifically the position and duties to which the Faculty member is being called, as well as the terms of the call.

Administrators with Faculty rank appointed by the President in consultation with the Faculty and other special Officers of Instruction, including Visiting Faculty, part-time faculty, and adjunct faculty shall receive letters of appointment signed by the President or, in the case of adjunct faculty, by the Academic Dean, if the authority to do so has been delegated by the President, stipulating the duties to which they are being called and terms of service. Such letters of Call to Instructional Office or appointment by the President will constitute a contract between the recipient and the Seminary.

Any change in terms of call or appointment related to change in title, duties, or status of Officers of Instruction recommended by the President in consultation with the Faculty and approved by the Board shall also be stipulated by a letter signed by the President and provided to the faculty member, and will constitute an amendment to a former contract.

### *Faculty Search Process*

Officers of Instruction are elected by the Board of Trustees upon the recommendation of the President. Searches for faculty are carried out by a Faculty Search Committee consisting of representatives from the Areas. Each Area shall have one representative, except the Area to which the new faculty member will belong, which shall have two representatives.

Representatives are recommended by the Areas to the President, who appoints the members of the Committee. One of those appointed shall be designated the Committee Chair, who is responsible for guiding the Committee's work. On behalf of the Committee, the Chair, in consultation with the Student Body President, shall recommend to the President two senior students to serve on the Committee. The Dean of the Seminary and the President serve *ex officio* as members of the Committee.

When Faculty and Administration, in collaboration, identify the need to search for a new Officer of Instruction, the Faculty, beginning with the Area to which the person would belong, will prepare a profile of the qualifications desirable in the person to be appointed to the position. As a part of this process, with the goal of exercising vigilance in maintaining diversity, the Faculty will discuss and review the Faculty Appointment Diversity Policy for bringing members of identified groups to full candidacy, which ordinarily means being invited for an on-campus interview (see "Full-Time Faculty Appointment Diversity Policy," *Faculty Handbook, Rev. 12*, p. 5).

The Committee shall choose a date by which applications for the position must be received and, in consultation with the Dean and the Director of Communications, see that the position is widely advertised in appropriate venues. When applications have been received and fully reviewed, the Committee shall select from among them usually three or four candidates to be invited to interview on campus (first interviewing a subset of candidates by phone or video-conference if they so choose). The Committee shall arrange for the on-campus interviews, providing opportunities for faculty, students, and employees of the Seminary to interact with candidates during the interview. Evaluative comments from those groups will be solicited by the Committee. Samples of previous interview schedules and evaluation forms may be requested from the Dean's Office.

Once interviews are completed, the Committee shall deliberate and may recommend to the Faculty, ordinarily in a regularly scheduled Faculty Meeting, that one of those interviewed be nominated to receive a call to join the Faculty as an Officer of Instruction. In turn, the Faculty, after deliberation, may elect to recommend to the President by a two-thirds majority, voting by secret ballot, that the proposed nominee be recommended to the Board to be called as an Officer of Instruction. If the result of the vote is affirmative, the tenured faculty members shall meet as a Committee, chaired by the President, to recommend the beginning rank of the nominee. If the recommendation is to call the candidate at the rank of professor, then the Committee (of tenured faculty) shall also recommend tenure.

If the Faculty Search Committee reports that none of those interviewed is to be recommended to the Faculty for nomination, the Faculty shall together determine how the search is to be continued.

### *Faculty Installation and Declarations of Purpose*

Everyone receiving a call as an Officer of Instruction shall be installed. The installation shall ordinarily take place during the fall or spring convocation of the first year of service. The President's office is responsible for organizing and planning the service of installation in consultation with the person or persons to be installed. Those taking part in the installation shall include the President, a member of the Board of Trustees, the faculty member or members to be installed, and others who may be invited to participate.

As a part of the installation service, the newly called Officer of Instruction shall make a Declaration of Purpose, responding affirmatively to the following questions:

1. Is it your purpose to work with your colleagues to achieve the basic objectives of Louisville Presbyterian Theological Seminary?
2. Is it your purpose to exercise the freedom accorded to you by this institution with an accompanying sense of responsibility for the Seminary's total mission in the church and the world?
3. Is it your purpose to perform the duties of a theological teacher in obedience to Jesus Christ, under the authority of the Scriptures and under the continuing instruction and guidance of the confessions of the Presbyterian Church (U.S.A.)?
4. Is it your purpose to subject the faith and practice of the church to loyal but critical scrutiny in the light of Scripture and of your particular field of specialization?
5. Is it your purpose to give to research and teaching in your chosen field your best energies and devotion and to work continuously for the increase of knowledge and the improvement of your teaching skills?
6. Is it your purpose to give to your students that measure of respect, candor, and loving concern which will enable them to grow toward Christian maturity?
7. Is it your purpose to join responsibly with your colleagues in establishing policies for the Seminary and to work cooperatively in the implementation of the policies of the Seminary?

### *Adjunct and Visiting Faculty*

Adjunct professors may be appointed by the President upon recommendation by the Dean and faculty. Normally adjunct professors, as in the case of regular professors, will be expected to have advanced degrees in a relevant field from ATS- or regionally accredited institutions or, in the case of faculty outside North America, will be accredited or authorized by the academic community in their own country. After initial appointment, adjunct professors serve as agreed in contracts, which may be made for up to three years at a time. An adjunct professor of the Seminary may be publicly identified with the Seminary but may not be awarded indefinite tenure. Nor shall any service at the rank of adjunct professor have any bearing on possible appointment to regular faculty rank, eligibility for tenure, or any other rights or responsibilities of regular faculty not otherwise specifically granted.

The adjunct relationship expires if there has been no contract for services within a period of two years. Adjunct faculty may participate, at their option, in academic convocations with regular faculty.

The number of courses taught by adjunct faculty will be reviewed on an annual basis by the Dean. Normally the ratio of courses taught by adjunct faculty with regular faculty will not exceed 1:5 or 20%.

Visiting professors (if they hold professorial rank in another institution) and visiting lecturers may also be appointed, subject to the same terms of call as adjunct professors. These appointments have no relationship to or promise of regular faculty appointments and have no faculty rights and responsibilities not otherwise specifically granted.

1. Responsibilities: Adjunct and visiting faculty have all the responsibilities of regular faculty to conduct their courses at a high academic level, to respect the rights of their students, and to provide reasonable accessibility outside of class for consultation with students. They are likewise obliged to meet deadlines for grades and to uphold the standards governing grades, incompletes, examinations, etc.
2. Rights: Adjunct and visiting faculty have all the rights of regular faculty in the exercise of the teaching function, in conducting courses, making assignments, and grading students. They have access to the services of the faculty secretaries for producing syllabi and other course-related material. They are welcome to share in the non-business meetings of the Faculty, but are not obligated to attend. Library privileges and access to other offices are granted.

### *Academic Freedom*

In accordance with Article VI of the Seminary's By-Laws, officers of instruction at Louisville Presbyterian Theological Seminary are guaranteed a climate of academic freedom. Faculty

members are assured that they will be permitted to fulfill their responsibilities without interference and in an atmosphere of mutual respect and intellectual freedom.

At the same time faculty members are reminded that there are responsibilities attendant to the academic freedom in which they work. As members of a scholarly community of Christians they exercise their freedom within the restraints of the Presbyterian Church (USA) and the particular presbyteries or other governing bodies to which they have special responsibility. They are also responsible to the Board of Trustees through its orderly governance under the By-Laws.

The exercise of academic freedom first and foremost is carried out in the classroom. This means that faculty and students alike have the freedom to express their points of view without harassment or ridicule. The faculty in their writing and speaking are assured their right of individual conscience and the support of the institution even when they express unpopular views.

Beyond the classroom in the larger community, faculty and students are likewise assured of their own individual rights of free speech and assembly. Men and women seeking to follow Jesus Christ will no doubt be motivated in a variety of ways to meet particular issues in our society. No one person or institution is wise enough to determine that only one action is appropriate to a disciple of Jesus Christ. It is to be remembered, further, that even though individuals may disclaim that they are representing the Seminary -- and individuals certainly should make clear as best they are able that they do not speak or act for the Seminary unless explicitly authorized to do so -- the Seminary will likely be viewed by members of the public as affirming and supporting the action of individuals whether it does so or not. Thus it is within the responsibilities of the Board of Trustees to make as clear as possible to the public that the Seminary supports the academic freedom of its faculty and students to speak their conscience even if the Board of Trustees does not endorse or agree with views that individuals may express in speaking, writing, or action. It is equally important for members of the Seminary community to remember that their actions do reflect upon the Seminary and thus in any choice of action the larger community interests should be considered as well as one's own individual concern.

### ***Learned Societies***

The Seminary encourages membership and active participation by faculty in one or more learned societies and/or associations for the development of expertise in the faculty member's field of scholarship. The Seminary will budget an amount in the annual budget to aid faculty participation in these and other such professional development events. Such allocated funds must be used within the fiscal year of the Seminary, which is currently June 1- May 31.

## *Faculty Evaluation, Promotion, and Tenure*

### **I. Standards for Evaluation**

- A. Evaluation of members of the faculty is based on contributions by faculty members to the mission of the Seminary in four areas:
1. Learning of students and others
  2. For faculty administrators: administrative effectiveness
  3. Advancement of knowledge in one's chosen (or a related) field
  4. Seminary life
  5. Mission and ministry of the church and service to the world
- B. Assessment of the work of faculty takes into account the wide range of faculty strengths, institutional needs, support of the Seminary's expected educational outcomes, and diversity of personal styles. The institution recognizes that faculty members will vary in their areas of particular excellence and distinction.
- C. Nevertheless, every faculty member is expected to be an effective teacher and a productive scholar; these two criteria are of crucial importance in tenure and promotion reviews and will also be assessed in regular biennial and triennial reviews. Every faculty member is also expected to be a faithful participant in the work of the institution.
- D. Evaluation of faculty work employs specific criteria in each of these areas of faculty performance, as indicated below (recognizing that no one faculty member will be engaged in every listed activity):
1. Learning of students and others, including:

- a. Ability to demonstrate thoughtful reflection and self-awareness about teaching, as evidenced by a brief written statement of the candidate's philosophy of teaching.
  - b. Thoughtful preparation for classes, demonstrated in syllabi, course design, handouts, multimedia resources, and other course materials
  - c. Currency with ongoing developments in one's field or discipline, as evidenced by syllabi and course materials, modifications of courses that have been taught before, and the development of new courses
  - d. A concern for the learning of students, evidenced by examples of typical written feedback on student work and clear articulation of expected student learning outcomes in syllabi and corresponding means of assessment
  - e. The ability to engage students with the subject matter, evidenced by statistical and critical summaries of student evaluation forms, responses to questionnaires solicited by the Dean as specified below, and peer observations conducted by faculty colleagues
  - f. Self-education on best teaching practices, applications for teaching grants, participation in teaching workshops, and the reception of teaching awards
2. For faculty-administrators, administrative effectiveness including:
- a. Thoughtful participation in strategic planning within their department and for those departments in relation to the larger mission of the seminary.
  - b. Careful budget management
  - c. Leadership and work with staff, both within the department and across the seminary.
  - d. Clear and appropriate communication with students, faculty, staff, and seminary leadership.

- e. Commitment to the mission of the seminary and the development of ways in which their administrative area can enhance and contribute to the mission
  - f. Development of communication networks and strengthening of ties between the seminary and partner organizations, as appropriate to the program in which the faculty member serves as administrator.
3. Advancement of knowledge in one's chosen (or a related) field:

Louisville Seminary places a high value on its faculty's scholarly engagements. In the review process, evidence should be presented that demonstrates a continuing pattern of scholarly reflection, research, and writing. In order to receive tenure, a faculty member will ordinarily be expected to have published at least one full-length original book or four articles in peer-reviewed scholarly journals or other peer-recognized venues appropriate to one's field, and shown evidence of promise for further publication. All faculty members are expected to have a personal research agenda that is discussed during biennial and triennial reviews and annual conferences. Work under review should give evidence of serious engagement with primary data, knowledge of methodological issues in the discipline, conceptual depth, orderly organization of thought, and the ability to present results with clarity and imagination. Faculty members will be recognized for their ability to communicate well with diverse audiences and in diverse media. Evidence of scholarly productivity can be demonstrated through:

- a. Books and articles written by the faculty member and published in respected and high-quality venues as appropriate for the field (peer-reviewed journals, other peer-recognized venues appropriate to one's field, presses with rigorous standards of external review, etc.)
- b. Electronic publications of high quality
- c. Collaborative research projects, editorial work, and translations with critical apparatuses
- d. Books and articles directed to a broader audience and designed to deepen the insight of the general reader, including books and materials written for the church

- e. Service to the academy and leadership in one's field
  - f. Participation in conferences and gatherings devoted to exploration of particular issues connected with one's field
  - g. Presentations of work in lecture series, professional meetings, and other scholarly settings
  - h. Published reviews of one's books by others; citation of one's work by others
  - i. Writing and reception of grants to fund particular research projects; participation in grant-funded projects organized by others
  - j. For faculty-administrators, written reports, projects, or grant applications that significantly enhance or benefit the seminary internally and externally.
4. Contributions to Seminary life can be demonstrated in such activities as the following:
- a. Effective academic advising of one's assigned students, as determined by results of a questionnaire directed to the Registrar (see below) and by feedback from student advisees
  - b. Regular participation in community worship
  - c. Regular attendance and consistent, active participation in meetings of the Seminary Council and the faculty
  - d. Regular attendance and consistent, active participation in the work of assigned committees, including governance, search, and ad hoc committees
  - e. Timely submission of reports and requests, especially those on which others depend to complete their work

- f. Service as liaison to a Seminary group such as the Staff Council or the Alum Board or to a meeting of the church or of an accrediting body at which faculty representatives are required
  - g. Service as an area chair or performance of other administrative tasks (e.g., serving as a program director)
  - h. Representing the Seminary in public venues
  - i. Contributions to other groups that enhance student, collegial, or institutional life
  - j. Furthering the mission of the school in cooperation with key offices, including the Office of Recruitment and Admissions and the Office of Institutional Advancement
5. Contributions to the mission and ministry of the church and service to the world may be evidenced by:
- a. Active participation and engagement in church life
  - b. Preaching, worship leadership, teaching, and educational leadership in congregations or at conferences
  - c. Congregational and judicatory consultation
  - d. Participation in church governance
  - d. Ecumenical and interfaith work
  - e. Efforts to foster dialogue and understanding with people who affirm non- Christian traditions
  - f. Efforts to gain justice and peace for oppressed people

- g. Service in judicatory bodies or other church or para-church organizations
- h. Membership or leadership in community organizations
- i. Volunteering with schools
- j. Civic and philanthropic participation
- k. Membership in or work with service clubs and organizations

## II. Annual reports and conferences

A. Each year **every faculty member, including those on sabbatical**, will prepare the following reports, each of which will become part of the faculty member's file and will be part of the documentation to be used in any faculty reviews or evaluations:

1. Due February 15: A one-paragraph report, highlighting major activities for the current academic year, to be included in the spring Board Report.
2. An annual report that includes an updated curriculum vitae and a narrative report that looks back over the year just ending and ahead to the coming year. The report should be divided into the following sections:
  - a. Regular courses taught and their assigned credit-hours, as well as independent studies, BCS certificate courses, and other Seminary-related teaching
  - b. A list of publications and research in progress during the previous year, other contributions to the profession at large, and awards or recognitions received
  - c. A description of other responsibilities in the life of the Seminary, including administrative responsibilities, committee work, work with students, chapel responsibilities, professional development, and continuing education
  - d. Service to the church and to the larger community
  - e. Evaluation of how teaching, research and other activities have supported the Educational Outcomes (Student Learning Outcomes and

Program Goals) of degree programs

- f. Teaching and research plans, including plans for the development and teaching of new courses, anticipated research, and plans for service beyond the Seminary
- g. Any other reflections the faculty member may wish to offer on what has been satisfying and fruitful, what has been challenging or frustrating, etc.

### III. Biennial and triennial reviews

A. **Non-tenured faculty** will be reviewed biennially.

1. In the first biennial review (ordinarily during the spring of the second year), the faculty member will be thoroughly advised on how to prepare for his or her fourth-year promotion review. The intention is to allow time to address identified areas of concern and to evaluate whether more time will be needed before being considered for promotion.
2. A major review will occur in the fourth year, as the faculty member is being considered for promotion to associate professor. Strengths will be assessed and problems that could potentially impede tenure will be identified. Ordinarily the review process will be initiated in the fall of the fourth year with the actual review taking place in the following spring. This review, however, could be delayed for no longer than one year if a written request for such a delay is approved in writing by the Dean and the President and is, upon recommendation of the President, approved by the Board of Trustees. Such a delay would effectively extend the number of years a faculty member could remain at the rank of assistant professor and the number of years between hiring and tenure review.
3. A biennial review in the sixth year will provide opportunity to follow up on items identified as needing attention in the previous review and to offer encouragement and guidance as the faculty member enters into the last two-year period prior to the tenure review.
4. A major review will also occur in the eighth year, as the faculty member is being considered for promotion to professor (or, if the faculty member is on a tenure track, promotion to professor with tenure). Ordinarily the review process will be initiated in the fall of the eighth year with the actual review taking place in the following spring. If necessary, adjustments to the schedule will be made for those entering the faculty at ranks higher than Assistant Step

1 or having other extenuating circumstances (such as having taken family leave). This review may also be delayed for no longer than one year if a written request by the faculty member is approved in writing by the Dean and the President and is, upon recommendation of the President, approved by the Board of Trustees.

5. Officers of Instruction who are appointed as administrators with faculty rank and not eligible for tenure will be reviewed annually with respect to their administrative roles. With respect to the standards for faculty evaluation, they will be reviewed biennially until they reach the rank of professor and triennially after that. In their evaluation as faculty, due consideration will be given to the fact that their duties are primarily administrative.

B. **Tenured faculty** will be reviewed triennially. Ordinarily this review will take place in the semester following sabbatical.

C. Ordinarily, no reviews, whether of tenured or non-tenured faculty, are to take place when the faculty member is on leave.

D. The President shall be notified in writing by the Dean when any required review is more than six months overdue.

#### **IV. Process for biennial and triennial reviews (not including reviews for promotion and tenure)**

A. At the outset of the semester in which the review will take place, the faculty member being reviewed will suggest the names of three possible faculty peers to assist with the review, from which the Dean will choose one. The faculty member will also suggest the name of one student to assist with procuring student feedback for the review, and the Dean will choose two additional students, at least one of whom is an advisee, to assist in this capacity.

B. The faculty member being reviewed will assemble and supply copies of the following to the Dean, the peer reviewer, and the President: all annual reports written since the last biennial or triennial reviews; all syllabi as well as course evaluations for courses taught during that same period; a current C.V.; a one-to-two-page self-assessment of teaching philosophy, accomplishments, professional growth, and challenges faced in the period since the last biennial or triennial review; and any other material that the faculty member being reviewed thinks would be helpful.

C. The peer reviewer will solicit feedback from all faculty colleagues regarding

performance by the faculty member under review as a teacher, scholar, and citizen of the institution, using a questionnaire approved by the faculty as a body. The peer reviewer will also solicit feedback, using questionnaires approved by the faculty as a body, from the faculty member's secretary and from appropriate administrators and/or staff members in the Library, in the Office of the Registrar, in the Office of Recruitment and Admissions, in the Academic Support Center, in Information Technology Services, and in any other areas deemed relevant to the review.

- D. The Dean will solicit feedback from the three selected students, using a questionnaire approved by the faculty as a body. Responses to this questionnaire, along with student course evaluations, will be shared with the peer reviewer and the President.
- E. The Dean and/or the peer reviewer will sit in on one or more class sessions taught by the faculty member being reviewed with prior agreement as to which sessions will be attended and which qualities or competencies will be evaluated.
- F. After the above data have been collected, the faculty member being reviewed will meet for a conference with the Dean, the peer reviewer, and the President to discuss the information received and to identify strengths, goals, and areas for growth for the faculty member and ways that the faculty member may be assisted in his or her professional development.
- G. A report of the meeting will be written by the Dean in collaboration with the peer reviewer and signed by the Dean, the President, the peer reviewer, and the faculty member being reviewed before being placed in the faculty member's permanent file.

**V. Process for the first major review (consideration for promotion to associate professor)**

- A. During the semester preceding the review, the faculty member being reviewed will suggest the names of three possible faculty peers to assist in the review. The Dean will form a committee of three faculty members, and the Dean and the President *ex officio*, including at least one person from the list given by the faculty member being reviewed and at least one person not on that list. The faculty member being reviewed will also suggest four external reviewers. The Faculty Review Committee and the Dean shall select one or two external reviewers from the list provided by the faculty member under review, and one or two additional reviewers not on this list (for a total of three external reviewers). These three scholars will be contacted by the Dean and asked to write a two-to-three-page letter, addressing the strengths and weaknesses of the faculty member being reviewed, with reference to the Standards of Evaluation above. It may be

necessary to ask additional scholars until a total of three letters is received. The faculty member will also suggest the name of one student to assist with procuring student feedback for the review, and the Dean will choose two other students to assist in that capacity. Of these students, at least one will be an advisee of the faculty member under review and the other two students will have taken separate courses with the faculty member under review.

- B. The faculty member being reviewed will assemble a packet of material including: all annual reports written since becoming employed at the Seminary; all syllabi as well as course evaluations for courses taught during that same period; a current C.V.; a three-to-four page self-assessment of teaching philosophy, personal research agenda, professional growth, and challenges faced during that period; a copy of each work published during that period; and any other material the faculty member being reviewed thinks would be helpful. Published reviews of the faculty member's work are not appropriate for submission but may be referenced in the C.V. or self-assessment. This packet of materials must be submitted to the Dean's office no later than July 1 for review in the fall semester and no later than January 1 for review in the spring semester.
- C. The faculty secretary review will make sufficient copies of this packet for members of the review committee (including the Dean and the President).
- D. The review committee will solicit feedback from all faculty colleagues regarding performance by the faculty member under review as a teacher, scholar, and citizen of the institution, using a written questionnaire approved by the faculty as a body. The review committee will also solicit feedback from the following personnel, using written questionnaires approved by the faculty as a body: the library director, the registrar, the recruitment and admissions director, the director of the Academic Support Center, and the faculty member's secretary.
- E. The Dean will solicit feedback from the three selected students using a written questionnaire approved by the faculty as a body. These questionnaires, along with the course evaluations, will be shared with the review committee and the President.
- F. The Dean and a member of the review committee will sit in on one or more class sessions taught by the faculty member being reviewed, with prior agreement as to which sessions will be attended and which qualities or competencies will be evaluated.
- G. After the data referred to above have been collected, the review committee will meet to discuss and consider the work of the faculty member in relation to the Standards for Evaluation above. They will agree upon no more than 20 leaves of representative scholarship, such as an article or a book chapter that the

faculty member being reviewed has produced since beginning employment at the Seminary. This material, along with the faculty member's self-assessment, will be circulated among the faculty.

- H. At a designated faculty meeting, the review committee will present their report and recommendation and the faculty as a whole will engage in thoughtful consideration and discussion of the colleague's work, development, promise, and suitability for promotion. When the discussion is concluded, the tenured faculty will meet as a Committee of the Tenured Faculty, with the President serving as chair, and, voting by secret ballot, determine by a two-thirds majority whether the faculty member being reviewed shall, upon recommendation of the President, be promoted to associate professor. A decision not to promote shall also be reported by the Dean and the Faculty Review Committee to the faculty member under review, along with an explanation for the decision offered, as appropriate. Any suggested means of remediation should also be provided to the faculty member on this occasion. A written copy of this report shall be made available to the faculty member under review and a second copy placed in the faculty member's file.

#### **VI. Process for the second major review (consideration for promotion to professor)**

- A. This review is conducted according to the same procedure used in the first major review, with the following exception: ordinarily four external reviewers shall be consulted. As in the first major review, the Faculty Review Committee shall consist of three faculty members and the Dean and the President, *ex officio*. To facilitate this, the faculty member being reviewed will submit a list of five senior faculty members in her or his field at peer institutions. The Faculty Review Committee and the Dean shall select two external reviewers from the list provided by the faculty member under review. Two additional reviewers not on this list shall be selected by the Dean and the Faculty Review Committee. These four scholars will be contacted by the Dean and asked to write a two-to-three-page letter, addressing the strengths and weaknesses of the faculty member being reviewed, with reference to the Standards of Evaluation above. It may be necessary to ask additional scholars until a total of four letters is received.
- B. The faculty member being reviewed will prepare a packet of materials as described above for the first major review, with the following exception: all published materials should be included, regardless of the time of their publication. This packet must be submitted by the faculty member no later than July 1 for review in the fall semester and no later than January 1 for review in the spring semester. When the faculty secretary makes copies of this packet, he or she should make additional copies for the external reviewers. The review committee, including the Dean, the President, and the external reviewers should all be provided with a copy of this packet and of any books published by the

faculty member under review at the Seminary's expense.

- C. This packet, any books published by the faculty member under review, and a copy of the Standards of Evaluation above, should be sent to external reviewers. Letters received in response will be included among the data to be considered by the Faculty Review Committee and the faculty.
- D. In all other matters and procedures, the second major review should follow the policies described above for the first major review.
- E. If the faculty member under review is on a tenure track, recommendation for promotion to professor shall be accompanied by recommendation for tenure.

### ***Attendance Expectations***

Being a faculty member at Louisville Presbyterian Theological Seminary involves the exercise of a number of responsibilities. Among these responsibilities are at least the following:

1. Faculty members are expected to attend regularly the Seminary's services of worship. They are expected to serve as leaders when requested and to demonstrate the importance of worship by their own presence in worship.
2. Faculty members are expected to meet their classes faithfully and promptly. In case of sickness or emergency, faculty members are asked to notify the faculty secretary, Dean's secretary, or the Registrar in order that students may be promptly notified.
3. If faculty members need to make commitments for professional service that conflict with the regular class schedule, they should do so in consultation with the Dean. Conflicts between such obligations and the regular class schedule should be kept to a minimum and normally faculty should not miss more hours of class in a semester for such obligations than the credit awarded for the class (i.e. not more than three hours away in a three credit course).
4. Faculty members are expected to attend the regularly scheduled meetings of the Seminary Council and the Faculty. Likewise they are expected to participate in their Area meetings and to participate responsibly in any committees (including degree committees) to which they have been elected or appointed. Requests to be excused from meetings of the Seminary Council or the Faculty should be directed to the Dean in advance of the scheduled meetings.
5. Faculty members are expected to attend the formal academic convocations and the commencement exercises and to wear appropriate academic garb as specified (see Academic Garb section). Requests for excuse for such events should be directed to the

Dean or the Marshal in advance of the occasion.

6. Faculty members are expected to participate regularly in meetings of the Faculty which are scheduled for the discussion of scholarly matters. Requests to be excused should be directed to the Dean prior to the event.

Notice of meetings and events at which faculty are expected to attend are found in three sources: The class schedule produced each term by the Registrar; the *Seminary Times* issued weekly during September-May by the Office of Communications; the Governance Calendar which is adopted annually by the Seminary Council and distributed at the beginning of the academic year.

### ***Faculty Meetings***

The Faculty shall meet at least once a month during the academic year for the purpose of conducting business. The President presides at all faculty meetings, or, in the President's absence, the Dean shall preside. A majority of the total number of Officers of Instruction shall constitute a quorum and all questions at issue shall be decided by at least a majority of votes cast. A clerk shall be elected by the Faculty to record minutes of all regular and called meetings of the Faculty, which minutes when approved shall be a permanent record of the proceedings. A copy of the minutes, signed by the clerk, shall be submitted to the President's Office for filing. Monthly meetings shall be scheduled on the Seminary's Governance Calendar and published annually. Officers of Instruction and others whom the Faculty may elect to sit with the Faculty for purpose of deliberation are expected to attend all scheduled and called meetings except when on sabbatical or other authorized leave. Attendance shall be taken and excused absences granted by approval of the Faculty and recorded in the minutes. Faculty meetings are conducted in accordance with *Robert's Rules of Order*. From time to time it may be necessary to schedule a Called Meeting of the Faculty. Such meetings shall be called by the President or by the President at the request of at least five members of the Faculty.

In the course of a Faculty meeting, for purposes including but not limited to the recommendation of rank and tenure of Officers of Instruction, the Faculty may choose to go into executive session as a Committee of the Tenured Faculty, with the President as Chair. Minutes of the meeting will be recorded separately from the regular Faculty meeting and approved by the Committee of Tenured Faculty. A copy of the minutes, signed by the clerk, shall be submitted to the President's Office for filing.

Faculty Committees may be created as needed for the purpose of discharging responsibilities committed to the Faculty by the Board of Trustees. These include committees, for example, that may be formed for the purpose of establishing or revising the curriculum, conducting faculty searches, conducting faculty reviews for promotion and tenure, reviewing and recommending faculty policies, or addressing other needs related to the business of the Faculty. The Seminary bylaws provide that appointments to all Seminary Committees are the

responsibility of the President and that the President and the Dean are members *ex officio* on all faculty committees.

### *Faculty Workload*

Faculty workload will consist of one or more of the following: course instruction, research in residence, clinical supervision, development of teaching materials, offering continuing education, and participation in the worship and governance of the Seminary.

**Teaching expectations:** Each full-time Officer of Instruction will ordinarily teach courses in the Seminary's degree programs equal to 15 credit hours per year or 45 credit hours over a three-year period (the ordinary time between sabbatical leaves). Hours may be "carried over" from one year to the next, within the three-year period.

In the event a course is taught by two or more instructors, each instructor may count the course toward his or her 15 required hours.

A course in which more than 30 students are enrolled may be offered in sections under the following conditions and after consultation with the Dean and Area colleagues:

- a. When the specific content of a course requires a limited class size to achieve particular student learning outcomes, as in the case of language instruction, homiletics instruction, and other such courses, and
- b. When provision has been made for teaching courses that are needed to meet Area or Seminary course requirements, on the principle that the primary obligation is to provide students the courses needed to meet degree requirements.

In the event a 3-credit or 4-credit course is taught in sections, as defined above, the second section may be counted as 2 additional credit hours.

An instructor teaching a class in which more than 30 students are enrolled, when the course is not offered in sections, may be credited additional hours, the number of hours to be determined in consultation with the Area and with the approval of the Dean.

Faculty members are expected to teach Seminary courses and in the Doctor of Ministry program as needed. Doctor of Ministry seminars shall be counted as 3 credit hours, except Seminar I, which shall be counted as 4 credit hours.

Credit hours taught during the academic year are to be reported in the faculty member's annual report to the Dean.

**Advising and supervising courses:** Each member of the Faculty shall be expected to relate to Master's and DMin students as an advisor in a careful and appropriate fashion. In this role, faculty advisors are expected to guide students through their academic program, planning course schedules with students to insure that requirements are met and, working in collaboration with students to shape an appropriate course of theological study and formation that prepares them for ministry. Advisors are critical also to help students meet the challenges of a rigorous graduate program.

Faculty members who agree to supervise independent studies or Doctor of Ministry projects will not be expected to supervise more than 2 independent studies per semester or 3 Doctor of Ministry projects (as First Reader) per year, which supervision will not be counted toward the required 15 credit hours.

**Other duties:** Each faculty member shall participate appropriately in Seminary governance and in responsibilities connected with the institution. Members of the Faculty shall not ordinarily be required to serve on more than two major committees of any kind during a school year, or to carry more than one assignment as "chair" of a major committee.

Professors are expected to give full time to their duties at Louisville Presbyterian Seminary. Any regular employment, such as the teaching of a semester course at another institution, or regular preaching supply or private counseling practice, must have the approval of the Dean.

Faculty members are encouraged to accept some outside professional assignments (e.g., to help lead conferences, to do occasional preaching, to teach classes on a short-term basis, and in other ways to use their abilities to strengthen the church and community welfare). Such outside professional activities, done at the individual's discretion, should not exceed the equivalent work and time commitment of a three-credit course.

Faculty members may be asked by various members of the Seminary community to engage in more courses of instruction and other avenues of service than are provided for above. It may be that for an additional course of study or for a continuing education event of several days in length, an honorarium will be provided that is over and above the salary of that faculty member. It may also be that a faculty member, during a particular period of time, will seek to have protection against inordinate demands from the church or from the community or even from the Seminary. In such cases, the Dean is available to assist in setting and interpreting to others the work load of the faculty member.

For faculty with significant administrative responsibilities, workload will be negotiated with the Dean.

## *Termination of Faculty Appointments<sup>1</sup>*

### I. Termination by the Faculty Member

**A. Resignation.** A Faculty Member's appointment terminates upon the effective date of the Faculty Member's resignation. As provided in Article VI, Section 4 of the *Bylaws*, a Faculty Member who wishes to resign shall do so by providing written notice to the President. The Faculty Member's letter of resignation should be provided within a reasonable time prior to the intended date of termination so as to avoid undue hardship to students or harm to the Seminary's academic program but, in any case, no less than three (3) months prior to the intended date of termination. The President may agree to forego such notice. The President shall acknowledge the resignation by letter and shall report resignations to the Board.

**B. Retirement.** A Faculty Member's appointment terminates upon the effective date of the Faculty Member's retirement. A Faculty Member, who wishes to retire, as authorized under the Seminary's retirement program, shall do so by letter to the President. The Faculty Member's letter should be provided within a reasonable time prior to the intended date of retirement so as to avoid undue hardship to students or harm to the Seminary's academic program, but, in any case, no less than three (3) months prior to the intended date of retirement unless the President agrees to forego such notice. The President shall acknowledge the retirement by letter and shall report retirements to the Board.

### I. Termination by the Seminary

**A. Expiration of Term.** Faculty Members in tenure-track or instructor positions ordinarily are appointed for a term. A term faculty appointment is terminated at the end of the stated term when the term expires without reappointment.

**B. Rescission of an Appointment for Reasons of Mental or Physical Incapacity.** A Faculty Member's inability to perform his or her job for reasons of a mental or physical incapacity may constitute grounds for rescission of the Faculty Member's tenured appointment or term appointment before the end of its term. A decision to rescind an appointment due to mental or physical incapacity shall be made by the Board of Trustees, upon recommendation of the President. The President may make such a recommendation and the Board

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<sup>1</sup>Policy approved by the Board of Trustees on 4/26/2013

may make such a decision when the Faculty Member is unable to perform the essential responsibilities of the Faculty Member's position, even with reasonable accommodation, due to the Faculty Member's mental or physical incapacity. The President shall make a recommendation to the Board for rescission of an appointment after 1) consultation with the Dean; 2) consultation with the Faculty Member or a representative; 3) if necessary, consultation with an impartial medical authority.

The President shall notify the Faculty Member of the President's intent to make a recommendation for rescission of the Faculty Member's appointment prior to making the recommendation to the Board. The Faculty Member may seek review of the President's recommendation by the Faculty Grievance Committee which, after review of the matter according to its procedures, shall submit a report to the President with its findings, conclusions and recommendations. If the Faculty Grievance Committee disagrees with the President's recommendation, the Committee shall consult with the President. If the President and the Grievance Committee continue to disagree, the President shall submit the report of the Grievance Committee to the Board with the President's recommendation. The process for review of the President's recommendation must be concluded within sixty (60) days of the notice to the Faculty Member of the President's recommendation.

Confidentiality shall be maintained during the process. Neither the Faculty nor the President shall discuss the matter with individuals who are not involved in the process and specifically shall not discuss the matter with students who are not involved in the process.

The President's recommendation to the Board shall include the information on which the President's recommendation is based. The Board may request additional information from the President, including reports from other medical authorities, prior to making its decision. The Board may assign to the Executive Committee the responsibility of reviewing the information and providing a recommendation to the full Board. The full Board shall have access to all the information when considering the Executive Committee's recommendation.

If the Board approves the President's recommendation, the Faculty Member shall be notified of the effective date of termination. Tenured Faculty Members and Faculty Members whose term appointments will be terminated prior to the end of the term shall receive at least three (3) months' notice prior to the intended date of termination.

**C. Rescission of an Appointment as a Sanction.** Rescission of a tenured appointment or of a term appointment prior to the end of its term may be for just cause. As provided in Article VI, Section 8 of the *Bylaws*, "just cause" for

rescission of an appointment means incompetence, failure to perform the duties of the office, moral turpitude (including, but not limited to, dishonesty, plagiarism, unethical conduct, and sexual abuse or harassment), and lack of faithfulness to the Seminary's basic purpose. The process for rescinding an appointment for just cause is described in Section III of the Seminary policy on *Faculty Responsibilities, Standards of Conduct and Sanctions*.

**D. Layoff.** A Faculty Member's tenured appointment may be rescinded or a term appointment may be terminated prior to the end of its term because of the layoff of the Faculty Member.<sup>2</sup> The Faculty Member's layoff may result from the reduction or discontinuance of a program or as a consequence of a declaration of financial exigency. The policy and process for the reduction or discontinuance of an academic program is described in the Seminary's policy on *Program Reduction and Elimination*. The policy and process for the declaration of financial exigency is described in the Seminary's *Financial Exigency Policy*.

The President shall develop a recommendation for the layoff of specific Faculty Members in consultation with the Faculty. The President shall submit the President's recommendation to the Board for its approval. Under emergency conditions, this process may be expedited as required for the Seminary to respond to the emergency. For example, if facilities of the Seminary are destroyed by a natural disaster, the Seminary may be required to move rapidly through the layoff process in order to respond effectively to the resulting threat to the Seminary.

The President's recommendation shall be developed in accordance with the following guidelines.

1. Under any circumstances, the consultative process used in developing the recommendation shall move forward expeditiously. Confidentiality shall be maintained during the process. Neither the Faculty nor the President shall discuss the recommendation outside of the consultative process and specifically shall not involve students in the process.
2. The foremost consideration in the development of the recommendation and in the identification of specific Faculty Members for layoff shall be the viability, health and integrity of the Seminary's programs and the fulfillment of the Seminary's mission.

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<sup>2</sup> For the purposes of this policy, the layoff of a Faculty Member refers only to the rescission of the Faculty Member's tenured appointment or the termination of a Faculty Member's term appointment prior to the end of the term as a result of the reduction or discontinuance of a program or as a consequence of a declaration of financial exigency.

3. With primary consideration being given to the needs of the Seminary as described above, consideration shall also be given to whether the need for faculty layoffs can be reduced or eliminated by the nonrenewal of term faculty contracts, the elimination of non-tenure track faculty positions, and the freezing of vacant faculty positions.
4. In determining the specific Faculty Members who will be subject to layoff, consideration shall be given to the following with the primary consideration being the needs of the Seminary as described in item 2 above:
  - a. The qualifications of the Faculty Member;
  - b. Tenure status, with the understanding that ordinarily Faculty Members on term appointments will be considered for layoff before tenured Faculty Members with similar qualifications;
  - c. Other selective criteria identified by the President, which may include seniority status, rank and performance.

Upon the Board's approval of the recommendation, Faculty Members subject to layoff shall be notified by the President of the effective dates of termination of their appointments. Notice shall be provided at least three (3) months prior to the intended date of termination unless the Board finds that the Seminary must provide a shorter notice period in order to respond effectively to an emergency condition that threatens the Seminary.

A Faculty Member notified of layoff may request review by the Faculty Grievance Committee on the grounds that: (1) the underlying reason for the layoff (program reduction, program discontinuance or financial exigency) was without a reasonable basis; (2) the requisite procedures or requirements were not followed; or (3) the layoff was for reasons other than the stated precipitating cause. The grievance must be filed within ten (10) days of the Faculty Member's receipt of notice of layoff. The review of the grievance shall be concluded within sixty (60) days of its filing and, in any case, shall not delay the implementation of the recommendation or the effective date of the Faculty Member's layoff. A decision made through the grievance process to withdraw a notice of layoff issued to a Faculty Member must be referred to the Board for approval even if neither party to the grievance has used the appeal process provided in the Faculty Grievance Process and appealed to the Executive Committee.

If a tenured Faculty Member is subject to layoff, the Seminary will make an effort to identify another position in the Seminary for which the Faculty Member is suited, considering the qualifications of the Faculty Member, the responsibilities of the position, and the needs of the Seminary.

The position of a tenured Faculty Member will not be filled within two years

after the termination of the Faculty Member's appointment as a result of a layoff unless the Faculty Member has first been offered reappointment and a reasonable time within which to accept or decline it.

To the extent that the Faculty Member qualifies and the Seminary has adequate resources, early retirement of the Faculty Member should be considered. A Faculty Member who retires in lieu of being laid off will not be offered reappointment prior to being replaced.

**E. Elimination of Positions Due to Merger.** "Merger" of the Seminary shall mean a merger as provided for by the corporate law of any applicable jurisdiction and shall include any other form of business combination having an equivalent effect as a corporate merger (for example, but without limitation, a purchase and sale of assets). "Merger" implies the affiliation or merger of the Seminary with another institution.

In the event of a merger, Faculty positions may be eliminated and, as a result, tenured appointments rescinded and term appointments terminated prior to the end of the terms. In the case of tenured Faculty Members, the Seminary will make an effort to obtain term contracts for those Faculty Members whose tenured appointments are rescinded.

The Seminary will make reasonable efforts to provide a minimum of three (3) months' notice to tenured Faculty Members and Faculty Members whose term appointments are being terminated prior to the end of the terms as a result of a merger.

### *Faculty Responsibilities, Standards of Conduct, and Sanctions<sup>3</sup>*

#### **I. Faculty Responsibilities and Standards of Conduct**

As described in the Seminary's Bylaws, policies, Faculty Handbook, and Faculty Declaration of Purpose ("Seminary Documents"), Faculty Members have special responsibilities to work collaboratively as members of the Seminary's community of scholars for the achievement of the Seminary's mission and for the accomplishment of the Seminary's objectives. Faculty Members are expected to perform their responsibilities in a climate of academic freedom and moral responsibility. It is incumbent upon the Faculty to provide thoughtful leadership in harmonizing the minds of people with the will of God in intellectual integrity. To

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<sup>3</sup>Policy approved by the Board of Trustees on 4/26/2013

the Faculty is committed the obligation to prepare students for a Christian ministry, to serve as models for the ministry, to provide pastoral oversight of students, and to treat students with the respect, candor, and loving concern that will enable them to grow to Christian maturity. Faculty Members function as ministers and theological teachers in obedience to Jesus Christ, under the authority of the Scriptures, and under the continuing instruction and guidance of the confessions of the Presbyterian Church (U.S.A.) and with the expectation that they will subject the faith and practice of the Church to loyal but critical scrutiny in light of the Scripture. Faculty Members perform their duties competently and with integrity, give their best efforts to research and teaching in their chosen fields, and work continuously to increase knowledge and improve their skills. Expected standards of Faculty conduct are derived from the Seminary Documents and from the statements of ethics and standards of practice of educational associations and of the Faculty's various disciplines and professional associations.

## **II. Sanctions Short of Rescission for Just Cause**

A Faculty Member who violates standards of conduct may be subject to discipline. Discipline short of rescission of an appointment includes a written reprimand, a probationary period with specified conditions, suspension with pay for a specific period of time, and suspension without pay for a specified period of time not exceeding one (1) year. The specific sanction imposed shall depend on the severity of the misconduct. Discipline short of rescission of an appointment may be imposed by the President (or by the Dean if assigned by the President) after consultation with the Faculty member, provision to the Faculty Member of an opportunity to respond, and consideration of the Faculty Member's response. A Faculty Member may be suspended immediately without consultation and an opportunity to respond when, in the judgment of the President (or the Dean), the safety, health or welfare of members of the Seminary community requires it. Ordinarily, any such immediate suspension is with pay until after the Faculty Member receives an opportunity to respond. A Faculty Member who believes that a sanction imposed under this section is without a reasonable basis may seek review through the Faculty Grievance Procedure.

## **III. Rescission of an Appointment for Cause**

Authority. On the grounds provided below, a Faculty Member may be sanctioned by rescission of an appointment for just cause. Only the Board of Trustees has the authority to rescind a tenured appointment or a term appointment during its term for just cause.

Grounds for Just Cause. As provided in Article VI, Section 8 of the Bylaws, "just cause" for rescission of an appointment means incompetence, failure to perform

the duties of the office, moral turpitude (including, but not limited to, dishonesty, plagiarism, unethical conduct, and sexual abuse or harassment), and lack of faithfulness to the Seminary's basic purpose.

*Informal Resolution.* When the President has reason to believe that there are grounds for rescission of an appointment for cause, the President (or the Dean, as the President's designee) will ordinarily discuss the matter with the Faculty Member in a personal consultation. The matter may be resolved by mutual consent at this point.

*Commencement of Rescission Proceedings.* If the matter is not resolved informally, the President may commence rescission proceedings by providing the Faculty Member with notice that the President intends to recommend to the Board of Trustees that the Faculty Member's appointment be rescinded. The notice shall include the ground(s) for rescission and the factual bases for the grounds. The President's notice shall also advise the Faculty Member of the Faculty Member's right to request, within fourteen (14) days of receipt, the review of the matter by the Faculty Grievance Committee. If the Faculty Member does not request review by the Grievance Committee, the President may proceed with a recommendation to the Board of Trustees for rescission of the Faculty Member's appointment.

*Suspension of the Faculty Member.* The Faculty Member may be suspended prior to the conclusion of these proceedings when, in the judgment of the President, the safety, health or welfare of members of the Seminary community requires it. Ordinarily, any such suspension is with pay.

*Burden of Proof.* Just cause for rescission of an appointment must be established by clear and convincing evidence.

*Review by the Grievance Committee.* If the Faculty Member should request review by the Grievance Committee, the President shall refer the matter to the Grievance Committee for consideration in accordance with its procedures. Upon referral to the Grievance Committee, the Committee shall: (1) advise the Faculty Member and the President, in detail or by reference to Seminary publications, of the faculty grievance process; (2) advise the Faculty Member of the option to be assisted by counsel throughout the proceedings at the Faculty Member's choice and expense; and (3) request that the President designate one or more representatives to participate in the proceedings.

The Committee's review of the matter shall move forward expeditiously and shall be concluded within sixty (60) days. At the conclusion of the proceedings, the Grievance Committee shall prepare a report containing findings of fact, conclusions and recommendations consistent with the Bylaws and policies of the Seminary. The Faculty Member and the President shall be given copies of the

report.

If the Committee concludes that grounds for rescission of the Faculty Member's appointment have been established, it may concur with the President's recommendation or it may recommend to the President that a sanction short of rescission be imposed. The Committee shall provide the reasons for its recommendation. Upon consideration of the Committee's conclusion and recommendation, the President may either proceed to the Board of Trustees with a recommendation to rescind the Faculty Member's appointment or may impose a sanction short of rescission. If the President decides to impose a sanction short of rescission, the matter shall be closed. In either case, the President shall notify the Committee and the Faculty Member of the President's decision and, if the President disagrees with the Committee's recommended sanction, the reasons for that decision.

If the Committee concludes that grounds for rescission of the Faculty Member's appointment have not been established and the President agrees, the matter shall be closed. If the President disagrees with the Committee's conclusion and decides to proceed to the Board of Trustees with a recommendation to rescind the Faculty Member's appointment, the President shall notify the Committee and the Faculty Member of the President's decision and the reasons for the decision.

*Decision by the Board of Trustees.* If the President should decide to proceed to the Board of Trustees, the President shall provide to the Board: (1) the President's recommendation; and (2) the record of the matter, including the President's notice of intent, any response by the Faculty Member, the record of any proceedings before the Grievance Committee, any report by the Committee, and any response by the President to the Committee's report. The Board may give the President and the Faculty Member or their representatives an opportunity to provide oral or written statements to the Board. The Board's action on the President's recommendation shall be based on the information before it. The Board may assign to the Executive Committee the responsibility of reviewing the information, receiving statements, and providing a recommendation to the full Board. The full Board shall have access to all the information when considering the Executive Committee's recommendation.

Upon conclusion of this review, the Board of Trustees shall take action which may include modification or adoption of the President's recommendation or dismissal of the proceeding against the Faculty Member. The Board shall advise the President and the Faculty Member of the Board's action. If the Board decides to rescind the Faculty Member's appointment, the Board shall determine the effective date of the rescission. The Board's action is final.

*Confidentiality and Publicity.* Confidentiality shall be maintained during the

process. Neither the Faculty nor the President shall discuss the matter with individuals who are not involved in the process and specifically shall not discuss the matter with students who are not involved in the process. Except for such simple announcements as may be required, public statements about the case by either the Faculty Member or administrative officers will be avoided so far as possible until the proceedings have been completed, including action by the Board of Trustees.

### ***Academic Garb***

All faculty members of the ranks of Professor and Associate Professor must supply their own academic garb for formal academic occasions. The Dean's Office can arrange for rentals when desired, at the professor's expense.

All full-time faculty of the rank of Assistant Professor or below will be supplied appropriate academic garb for formal occasions during the first twelve months of their employment by the Seminary. Thereafter they must supply their own.

Adjunct professors, Board members, and visiting professors will be supplied appropriate academic garb as requested for formal occasions. Arrangements are handled by the Dean's Office.

### ***Guidelines for the Nominating Committee***

See Article Nine of the Plan of Governance for Louisville Presbyterian Theological Seminary, which is included in the Governance Manual (available on the Seminary's website).

### ***Formation of the Faculty Salary Scale***

Early in the budget development process, the President and Vice President for Finance study the faculty salary scales in comparable educational institutions and project a tentative scale for the next year. While in the formative stage, the projected scale is discussed with a three-person Faculty committee elected by the Faculty.

The current faculty salary scale is public; individual salaries are confidential. Faculty may consult a copy of the salary scale in the President's Office.

It is understood that the tenured faculty have the freedom to negotiate the level within a given rank at which a new faculty person enters the system, and that this entry point will be made known to the Faculty.

### ***Faculty Grievance Procedure***

Each year, the Nominating Committee will recommend and the Faculty will elect three of their members to serve as a Faculty Grievance Committee. Their names will be published, and they together with the Dean will serve as a Faculty Grievance Committee.

If a faculty member has a grievance in any matter, he/she shall confer first with the persons(s) regarded to be the primary cause of the grievance and informally seek a satisfactory settlement or resolution of the dispute.

If the grievance cannot be settled in this manner, then the petitioner may request one of the members of the Faculty Grievance Committee to become a mediating party in an informal attempt of settlement or resolution.

If such informal procedures do not produce a satisfactory result, then the petitioner may direct in writing the substance of his/her grievance, including all pertinent facts and data to the Committee. The Committee will then meet with the Dean as Convener and decide on the merits of the grievance and appropriate formal procedures, if any, such as investigation and hearing.

In all formal proceedings, the Committee and Dean shall secure the rights of both petitioner and respondent to due process (such as counsel, submission of evidence, cross-examination, self-disqualification in conflict of interest, etc.) and do so confidentially. A written record of the proceedings shall be made and submitted to both petitioner and respondent for review and authentication, both of whom shall sign indicating concurrence or non-concurrence.

In the event that these procedures fail to produce a settlement satisfactory to both parties, the petitioner or respondent may appeal to the Executive Committee of the Board of Trustees. Such an appeal shall be made only as a last resort and their judgment on the matter shall be final and binding unless one or both of the parties seek a remedy in litigation.

### *Sabbaticals and Leaves of Absence*

#### **Sabbatical Leaves:**

**Definition:** A sabbatical leave of absence is a period during which a member of the Faculty is exempt from his/her usual duties, without diminution of salary, to pursue an approved program of professional enrichment, writing, or special projects.

**Purpose:** The general purpose of such leaves is to improve the institution by improving the person involved. Particular purposes for which leaves of absence may be granted include study, travel, writing, and/or special missions.

**Eligibility:** Persons eligible for sabbatical leaves are full-time members of the Faculty having regular classroom instructional responsibilities. A member of the Faculty assigned to non-instructional duties, but serving full-time, is also qualified.

**Time Elements:** Each person eligible shall be entitled to apply for a sabbatical leave, for specific purposes, after three or six years of teaching or other duties. In the case of present professors, this period shall be counted from the end of the most recent sabbatical leave; in the case of new professors the first sabbatical shall be determined in the light of his/her previous sabbatical history.

The length of such leaves shall be one semester after three years of teaching or one academic year after six years of teaching. If the three year pattern is elected, the January term may be included with one leave but not with the other, and the semester leaves will be scheduled to include two within a seven year period.

Sabbatical leave is not normally scheduled for more than four faculty persons in any one semester.

There may be an occasion when a professor or the Seminary desires to change the sabbatical schedule. These adjustments will be made in consultation with the professor so that he/she will maintain the ratio of one semester sabbatical at the end of each three years of service.

A professor will not normally engage in remunerative work during his/her sabbatical except to replace costs of moving or added living expenses while away from home. If a professor believes that a remunerative position for a short period is essential for his/her career

development then a leave of absence for that period without pay should be requested. Or, if it is judged by the Faculty and the Board's committee on Academic Affairs that a particular remunerative job is appropriate to a professor's work while he/she is on sabbatical, any extra compensation that the professor secures should be given to the Seminary.

After taking a leave, a person is ordinarily under obligation to remain with the Seminary for at least a year. If a faculty member requests, however, to plan a semester-long or year-long leave (depending upon eligibility) which will coincide with the year in which that person turns 65, then such a sabbatical, upon receipt of the faculty member's resignation effective at the end of the proposed sabbatical, may be approved to serve the final period of the faculty member's tenure at the Seminary. (BM 10/29/94)

### ***Process for Submission of Sabbatical Proposals and Reports***

All sabbatical proposals are to be submitted to the Dean at least six weeks in advance of the Board meeting at which the sabbatical requests could be approved. Appropriate forms may be obtained from the Dean.

Faculty members are encouraged to share a preliminary draft of the proposal with colleagues for critique and advice. The Dean will then review the proposal with the Professor and make recommendation on the direction and format before it is submitted to the full Faculty for approval and recommendation to the Board.

Sabbatical proposals for research should outline fully the topic of the research, the processes in which the research and/or composition will take place, and the schedule for completion of the project. In addition, pertinent modes of evaluation should be included in the initial proposal.

Sabbatical proposals for travel, teaching, or study in another institution, working in a congregation, and so on, should describe fully the project and the benefit to be gained for the individual faculty and for the Seminary. A schedule of activities and some method of evaluation should be included in the proposal.

The Faculty must review and act upon all proposals before they are sent to the Board's Academic Affairs Committee.

Proposals are to be sent to members of the Board's Academic Affairs Committee three weeks in advance of the meeting at which approval could be given. Members of the Academic Affairs Committee then may review proposals, make suggestions to the professors involved, and assess the project before they meet.

Professors who seek sabbaticals are to appear in person before the Academic Affairs Committee during a regularly scheduled Board of Trustees meeting in order to discuss their sabbatical proposals. This requirement to appear in person can be waived only under exceptional circumstances. If the Academic Affairs Committee approves a request, the Committee will in turn recommend the proposal to the full Board for final approval.

The process for submission of sabbatical reports following sabbatical leave should take the following course:

1. Sabbatical reports should be submitted to the Dean within a month after professors have returned from sabbatical leave.
2. The Dean, the President, and the faculty should review reports and any necessary inclusions to be able to recommend them to the Board's Academic Affairs Committee.
3. The Academic Affairs Committee and the Board will approve sabbatical reports at a regularly stated meeting.

#### ***Salary-Replacement Grants Related to Sabbatical Leave***

When a major salary-replacement grant is procured by a faculty member, that faculty member will receive 10% of the grant for personal use while on sabbatical leave. The remaining 90% of the grant will go to the institution to provide adjunct assistance as necessary, to cover the teaching responsibilities of the faculty person on leave, or otherwise to supplement the general fund.

This policy does not apply to travel grants, incidental stipends that may come with teaching or serving in another situation (so long as these do not duplicate salary already being received by the faculty person), or other small benefits that may come to a faculty person in the course of a sabbatical leave.

#### ***Special Leaves***

**Eligibility:** Persons eligible for special leaves are: (1) instructional members of the faculty pursuing a graduate degree course approved by the Board, and (2) faculty members suffering from prolonged illness or marked fatigue.

**Time Elements:** In cases involving illness or marked fatigue, the length of leave shall be determined by the Board or recommended by the President in light of the pertinent circumstances. In cases not involving illness or marked fatigue, leaves will usually be for

shorter periods than those of sabbatical leaves, and, so far as possible such leaves shall be restricted to times when regular classes are not being held. Because they involve shorter periods and are not expected to interfere with sabbatical leaves of others, they may be granted at shorter intervals than every seven years.

### ***Family Leave***

See Employee Handbook.

### ***Holidays and Vacations***

Faculty members receive the same holidays as staff and students according to the Seminary calendar.

Faculty are expected to be available for meetings or other service to the institution during reading weeks, examination weeks, or other non-holiday periods that may not have scheduled classes (including summers). Faculty also receive one month of vacation time annually.

### ***Fringe Benefits***

Faculty members receive a benefits package that includes the TIAA-CREF Retirement Plan plus the Seminary's major health plan; life, disability, and accidental death and dismemberment insurance. A limited number of alternatives to TIAA-CREF are also available. Please consult with the Vice President for Finance for details.

All faculty members are eligible for workers' compensation benefits and for college tuition benefits for dependent children (see below).

Adjunct faculty members are eligible for workers' compensation benefits. For further information, please contact the Vice President for Finance.

### ***College Tuition Fringe Benefits***

See Employee Handbook.

### *Guidelines for Student Assistants*

Students may be invited by faculty members to assist them in the following ways as:

1. Class assistants—these persons will do such things as copy materials for class, distribute materials, and do other things that will assist the professor in the conduct of the course;
2. Research assistants—these persons will primarily assist professors in research by developing bibliographies, searching out articles, and so forth;
3. Instructional assistants—these persons may be used to assist in actual instruction. Normally these students will be from a class at least one year advanced of those with whom they are working. They may assist periodically in leading small group discussion.

Faculty must request of the Dean permission to use students in any of the above three categories. Students may not be contacted prior to the Dean's approval for the use of students in a certain category. Permission will be granted on the basis of need on the part of the professor, the appropriateness of the students being requested, and the availability of funds. Requests are to be made in writing and normally should be made prior to the semester in which the students will be employed.

On occasion, students have been engaged as instructional assistants and at the same time have done Independent Study for up to two credits aimed at their development of teaching skills. The Independent Studies have been constructed as projects with required readings and papers. Further, they have included a "practice teaching" component that required involvement with students in a particular course. This experience is evaluated along with the quality of the student's mastery of the reading and writing assignments to determine a grade for the Independent Study. The students enrolled for such an experience pay regular tuition (or utilize tuition grant credits) for the two credits they receive, are evaluated with letter grades like any other course, and receive compensation for their assistance in the instruction at the same rate that other students are compensated. Normally such students should be at least a year in advance of the students with whom they will be working (and preferably they should be seniors). Normally a student will be allowed this opportunity for "practice teaching" one time during his/her course of study.

Basically all student assistants are paid at the same rate. However, there may be some peculiar circumstances where a higher rate of remuneration is appropriate given a particular task. For instance, someone with advanced Greek skills might be asked to do a research project in advance of what most students could provide. Or someone with German or French

might provide translation material for a class. Such work could receive remuneration at a higher rate. In such cases the Dean may authorize such a payment. All remuneration will be set by and under the direction of the Dean and the Vice President for Finance and must fit within budgetary restraints set by the Dean. Students should not be asked to work more than 12 hours a week on average.

### ***Secretarial Service***

The Seminary provides faculty with limited secretarial assistance for certain kinds of instructional tasks. In general, requests for services should be made one or more days in advance of the time materials are needed.

The Faculty Secretary maintains a log of all material submitted for processing. It is the secretary's responsibility to assign a priority on all material as it is received. Any faculty member may look at this log to see where they stand in relation to the schedule.

The following general priority schedule for faculty is in effect:

1. First priority: Faculty material for classroom usage, including tests.
2. Second priority: Longer material, such as course syllabi, or even non-classroom material, such as speeches or lectures for outside groups.
3. Third priority: Normal correspondence in direct relationship to the Seminary.
4. Fourth priority: Scholarly works being prepared for publication.
5. Fifth priority: Requests from Professors Emeriti/ae who are retired but still need Faculty Secretary services.

Faculty Secretaries are *not* responsible for recording grades, keeping grade books, or monitoring tests.

### ***Duplication***

Duplication of syllabi and one- or two-page materials that are required for a class should be scheduled through submission of the item along with a print ticket to the manager of the Print Shop. It is understood that faculty members have priority in the three weeks immediately preceding the beginning of each four-month semester and in the three weeks in which the class is first meeting. At other times the workload of the duplication personnel is governed by a priority schedule that includes other offices and departments of the Seminary. Faculty still

can request duplication for classes during those times, but their request will be scheduled according to the duplication schedule for the whole Seminary. Note that duplication costs of materials for personal use (i.e., not pertaining to LPTS course or committee work or to research in one's academic discipline) and for courses at other institutions will be billed to the individual faculty member.

### ***Keys and Matters of Security***

Members of the Faculty are provided, through the Business Office, keys to buildings in which they work and need access, in a fashion consistent with faculty responsibilities. Faculty members are responsible to keep doors locked and to engage in other matters of prudence in behalf of the well-being of students and other members of the community.

### ***Multimedia Policies***

**Reservation of Equipment:** A room-reservation request, specifying the equipment needed, must be submitted no more than one year and no less than five working days in advance through Virtual EMS, the Seminary's event management system. This includes AV equipment in classrooms.

Equipment in multimedia lecterns or cabinets is considered part of the room and so is automatically reserved when the room is reserved. Lectern keys are available from the Circulation Desk in the library. Only employees and students who have received lectern training can use equipment in the lecterns/cabinets. Multimedia or AV equipment not provided in the classroom lecterns/cabinets must be requested through Virtual EMS. Questions regarding the setup of multimedia equipment in a meeting room or classroom should go to the Multimedia Specialist.

**Priority of Usage:** When two or more requests are made for the same multimedia equipment or support, priority will be given in the following order:

1. Faculty or administrators using the equipment for classroom instruction or other Seminary-sponsored events, on a first-come, first-served basis
2. Students using the equipment for classroom presentation
3. Students or staff using the equipment for Seminary-sponsored events

NOTE: Multimedia lectern training for employees and students is provided on a regular basis. When a student uses equipment in a multimedia lectern or cabinet, either the student or the instructor must have had multimedia lectern training, and the instructor is responsible for requesting special equipment needed for the presentation. If neither student nor instructor has had training, technical support will not be provided.

**Requests for Audio and Video Taping:** Multimedia Services can videotape Seminary-sponsored events for archival purposes only. Departments that require taping of events, where tapes will either be sold or otherwise provided to the public, will be referred by the Multimedia Specialist to a commercial company for professional production of videotapes or audiotapes. Departments need to factor funding for such outsourcing into their budgets. Multimedia Services cannot accommodate requests to tape events or activities that are not Seminary-sponsored.

**Departmental Liaison Required:** Seminary sponsorship of an event requires that a person from the sponsoring department serve as liaison to the Multimedia Specialist. This liaison should be a Seminary employee who will be attending the event. All arrangements for multimedia services must be handled by the departmental liaison in communication with the Multimedia Specialist.

### *Information Technology Use Guidelines*

*See "IT Guide for Employees" on the Seminary's website.*

### *Office Supplies*

Office supplies for Seminary use may be requested from the Faculty Secretary. Non-stock items will be ordered.

### *Mail and Postage*

Inner-campus and out-going mail is processed by the Seminary's mail room, located on the ground floor of Nelson Hall. Mail boxes are assigned for each regular and adjunct faculty member. See the Mailroom Coordinator for a box number and combination. Package pick-up hours are posted.

Postage stamps for personal mail may be purchased from the Business Office, as personal mail may not be run through the postage meter.

### *Automobile Mileage Allowance*

If you drive your own vehicle for Seminary business for which you would normally be paid a travel allowance, the Seminary will reimburse you at a standard rate (\$.545 cents per mile in 2018; check with Business Office for updated rate).

## ACADEMIC POLICIES AND PROCEDURES

### *Procedure for Introducing a New Course*

A professor proposing a new course will draw up a tentative syllabus including all essential parts (see Syllabi).

The professor's Area will review the particulars of the proposed offering, including evidence of gender, racial/ethnic, and other diversity, and noting in addition (1) the balance of curricular offerings in the field and for the semester in which the course is proposed, and (2) all budgetary items pertaining to the Area. The Area must approve all course proposals before sending them to the Dean, with the exception of Senior Seminar courses.

In the case of "seminary courses," the syllabus for the new course is reviewed by the faculty, rather than an Area and, if warranted, recommended to the Academic Committee for review.

The Dean will study the proposed course with particular reference to the budget, the faculty load, and possible overlap of courses and general effect on the curriculum. The Dean and professor will confer on any unresolved questions and plan for an evaluation of the course after its first offering. Proposed courses shall be presented to the Academic Committee with the Dean's recommendation.

The Academic Committee will review and approve the course and report its action to the Seminary Council.

### *Syllabi*

Syllabi for new courses submitted to the Academic Committee for approval (following approval as described above) shall contain the following elements:

1. Statement of course purpose and expected student learning outcomes;
2. Connection of course outcomes to degree-program learning outcomes
3. description of main content themes;
4. description of teaching methodology;
5. course requirements (including attendance, readings, papers, projects, and tests) with indication of how they are related to student learning outcomes;
6. a rubric indicating how achievement of student learning outcomes is to be determined;
7. appropriate bibliography (written in appropriate bibliographic style) reflecting sensitivity to gender, racial, ethnic diversity of others as much as possible;
8. the weight assigned to each course requirement;

9. identification of the style to be used in citing sources in research papers;
10. identification of extra funding if necessary;
11. A statement of faculty policies related to student responsibilities and expectations in courses and course work. The following expressions of these policies are recommended by faculty colleagues and the Dean's office.

### *Policy Statements to Be Included on Syllabi*

#### **1. Use of Inclusive Language**

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. See for further assistance, <http://www.lpts.edu/academics/academic-resources/academic-forms/guides-policies-and-handbooks/inclusive-and-expansive-language>.

#### **2. Academic Honesty**

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, see The Code of Student Conduct, 6.11; the Student Handbook, p. 19.

#### **3. Special Accommodations**

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

#### **4. Citation Policy**

Citations in your papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Chicago: University of Chicago Press, 2013.

*The Chicago Manual of Style*. 16th ed. Chicago: University of Chicago Press, 2010.

Copies of these guides are available at the library and in the Academic Support Center.

## 5. Attendance Policy

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (1/4 of the course) may result in a low or failing grade in the course.

A copy of each syllabus shall be filed with the Dean, the Library, and the Faculty Secretary. Faculty are expected to revise syllabi regularly.

A Doctor of Ministry student wishing to take a master's-level course for DMin credit may do so by, in consultation with the Instructor, modifying the syllabus to indicate explicitly how the course requires advanced work on a doctoral level.

### *Independent Study Policy*

Students in the MDiv, MAMFT, and MAR degree programs may design and complete Independent Studies to make progress towards their degrees. Independent Studies may be used only for elective credits and not for required courses. Other stipulations that pertain to Independent Studies done for the MDiv, MAMFT, and MAR degrees include:

1. Maximum of three Independent Studies
2. Minimum GPA of 3.0 required
3. Minimum of 30 earned credits
4. Maximum of one Independent Study per semester

Work done in connection with preparation of a MAR thesis is not counted in the maximum number of Independent Studies.

Independent Studies may be used to fulfill requirements of the DMin degree program. DMin degree program students must complete Seminars I and II before registering for an Independent Study. Required seminars may not be fulfilled by Independent Studies.

A registration form and Independent Study form along with a course proposal, written in accordance with a set of guidelines, must be submitted to the Registrar to register for an Independent Study. The Independent Study form and the guidelines for course proposals are available from the Office of the Registrar upon request. Registration for Independent Studies follows the same calendar as the one used for registering for other courses.

### ***Dual-Area Courses***

A course may meet two area requirements under the following conditions:

1. The course is interdisciplinary and ordinarily taught by two professors from two different disciplines; e.g., "Teaching the Bible in the Church," which is taught by a Christian Education professor and a Bible professor and draws on the disciplines of Christian Education and Bible. It would satisfy the requirement for an elective in Bible and the requirement for a course in Teaching Ministry. A dual requirement course may also involve two colleagues from different disciplines but within the same Area.
2. Faculty teaching such a course would request designation of it as a "dual requirement" course by the Area or Areas to which the requirements belong (in the example, Areas A and C). The areas or area whose requirements are being satisfied would determine that a course is a "dual requirement" course. If approved, the areas or area would recommend it to the Academic Committee as a Dual Requirement Course.
3. The designation of a course as a dual-requirement course should be indicated on the course listings created for registration, but not in the catalog, because a course could be taught in such a way that it does not meet criterion #1 above.

(Effective spring semester, 2010)

### ***Guidelines for Course Work and Credit Hours***

When calculating course work to determine credit hours, Louisville Seminary uses the following standards:

- One credit hour requires 45 hours of work;
- Two credit hours require 90 hours of work;
- Three credit hours require 135 hours of work;

- Four credit hours require 180 hours of work;
- Five credit hours require 225 hours of work.

These hours may be earned through a combination of supervisory/instructional contact hours, assigned reading (calculating fifteen pages as approximately one hour of reading; endnotes, bibliography, and other scholarly apparatus pages do not count), written work (calculating one page of a finished written draft as approximately one working hour), and other activities related to instruction/learning. Time calculations may be adapted for differing course situations and types of reading, assignments, and activities.

### ***Beginning a Course***

Faculty should ordinarily present to the students at the first meeting of a course a complete syllabus together with a clear description of all course requirements and faculty expectations and a schedule of due dates. In no case may information relating to the nature and work of a course be delayed beyond the second week of a course. No changes made after that time may be mandatory for a student wishing to follow the original requirements and schedule.

### ***Inclusive Language***

Faculty members are encouraged to use inclusive language in reference to people and should encourage students to do so as well. At the beginning of each semester, faculty members should inform students about the need for inclusive language when referring to people and should supply appropriate educational materials and/or personal assistance to students to interpret this issue. See <http://www.lpts.edu/academics/academic-resources/academic-forms/guides-policies-and-handbooks/inclusive-and-expansive-language> for more information. (FM 8/30/84)

### ***Course Completion and Incompletes***

Courses must be completed by 5:00 p.m. on the last day of the term. A faculty member, at his or her discretion, may, upon request, grant an incomplete to a student. All work for a course graded incomplete must be submitted no later than eight weeks after the last day of classes of the semester or term of registration (see page 55 for Incomplete Policy). Any extension of this deadline must be negotiated with the Dean by the faculty member. An incomplete will ordinarily be given when some emergency in the student's life, such as serious illness or a death in the immediate family, has arisen which has prevented the student from completing his or her work by the end of the regular semester. A copy of the form required for student requests for an Incomplete is available in the Registrar's office and on the seminary website. It is the student's responsibility to make the formal request for an

Incomplete and return the signed form to the Registrar's office. The Seminary policy on incompletes appears in the Academic Standards section of the current catalog.

### ***Submission of Grades***

Instructors are to turn in grades to the Registrar no later than three weeks after the last day of the term.

### ***Process for Review/Revision of Curriculum***

1. The Academic Dean annually reviews the effectiveness of the curriculum in terms of meeting articulated goals by means of student review forms of each class, Academic Committee of the Seminary Council review of course syllabi, and discussion of curricular effectiveness by faculty working in degree committees or Areas and within the Seminary Council; and in terms of student performance on standard tests taken in conjunction with denominational requirements toward ordination.
2. Should the above review suggest the need for the consideration of a curricular revision, the Academic Dean will organize the Faculty to consider this possibility.
3. If a systemic revision seems warranted, the Dean shall submit the question to a vote of the Faculty in a regular Faculty Meeting. If there is concurrence, the Faculty shall then ask the Dean to establish an acceptable process.
4. The primary responsibility for curriculum revision resides in the Faculty, who shall work in consultation throughout the process with the Academic Committee of the Council.
5. On completing a proposed revision of the curriculum, the Faculty shall request the Seminary Council's approval of it. If the Council votes to approve the proposal, the Dean, with the approval of the President, shall forward the revision to the Academic Affairs Committee of the Board.
6. The Board of Trustees has the authority to sustain the proposed curriculum revision and authorize its implementation or it may return it for further refinement. The Board of Trustees also has the authority to reject any revision and direct that the current curriculum be maintained.
7. The above process is altered somewhat with respect to the Doctor of Ministry degree. The initial review and discussion process is the same except that it is restricted to faculty without consultation with the Academic Committee of the Council. The faculty alone makes the decisions about whether and what shall be done with the curriculum for the Doctor of Ministry degree. Beyond that, however, the process of taking it to the

Academic Committee of the Board of Trustees and subsequent action by the Board of Trustees and the possible consequences of such action is the same as described above.

### ***Class Size, Minimum***

The Dean may cancel a class with insufficient enrollment. Ordinarily five students is the minimum required. Exegetical courses may be exempt from this rule.

### ***Evaluation of Faculty Teaching***

Each Faculty member is responsible to obtain valid evaluation of his or her teaching. Students are expected to complete the evaluation form required by the Seminary and administered by the Registrar's office for each class. Individual faculty members, however, may wish to seek additional means of evaluating their teaching. Possible forms of evaluation include additional course evaluation questionnaires, teacher student evaluation interviews, feedback sessions, peer evaluation, and evaluation by the Dean of particular class segments.

### ***Tests and Examinations***

Final examinations are scheduled by the Registrar in consultation with faculty. Scheduling an examination for a particular student at a different time is done only in emergency situations.

Faculty members should proctor or arrange to have someone proctor their exams. Faculty and students should confront anyone they observe cheating.

The faculty is encouraged to develop high quality tests and examinations. "Take-home" examinations are allowed, as are open-book examinations. Oral examinations may also be employed.

### ***Grading System***

Presuppositions: An adequate grading system should provide for:

1. The statement of the level of competence and achievement to be required for graduation by the Seminary. This is done by stating the level below which no work will be accredited.

2. Safeguards against tendencies to alter (usually to lower) the standard of competence. This is done by making provision for marginal cases or those that might be simply remedied.
3. The recognition of superior work and safeguards against awarding this recognition to those who have only fulfilled requirements well, tried hard, or showed strength. This is done by establishing a buffer grade between the superior and competence grades that will recognize strong achievement.
4. The intelligent use of the record of grades (or transcript) by those interested (seminary, other educational institutions, church bodies, the student). This is done by clear statement of what we intend the letter grades to denote.

Evaluation of academic work will be by grades of A, B, C, D, or F as defined below:

A = superior, B = good, C = satisfactory, D = marginal, F = failure

Some courses, such as Field Education and Doctor of Ministry seminars, are routinely graded "Pass/Fail." Other courses may be graded Pass/Fail with the approval of the Academic Committee, reported to the Seminary Council. Courses approved as Pass/Fail are clearly identified as such in registration materials and/or the Seminary Catalog.

An instructor wishing to offer a course graded Pass/Fail follows a process parallel to that used to obtain approval for a new course: a proposal for such an option is discussed first with the Area in which the course is to be taught and, upon the Area's recommendation, approved by the Academic Committee and reported to the Council through the committee's regular meeting minutes. Independent Studies may be graded Pass/Fail at the discretion of the instructor.

All students in a course are subject to the manner of grading (letter grades or Pass/Fail) used in the course.

Students taking courses Pass/Fail should be aware that the Pass/Fail grade has no effect on their GPA, positive or negative.

An Incomplete is a temporary grade. See "Course Completion and Incompletes."

The numerical scores assigned by the Registrar to letter grades turned in by professors in determining the Grade Point Average are as follows:

A = 4.0	A- = 3.6	B+ = 3.34
B = 3.0	B- = 2.68	C+ = 2.34
C = 2.0	C- = 1.68	D+ = 1.34

D = 1.0

The designation "N.D.R." [Non-Degree Requirement] shall be placed by all grades of courses that are taken for credit but do not count toward graduation. This applies to any courses taken as an overload by full-time students without the payment of tuition. These grades shall nevertheless be calculated in the GPA. A cumulative GPA of 2.50 is required for graduation. (CM 3/11/75, amended 1998)

### **Incomplete Policy**

An incomplete is a temporary grade and is changed to the appropriate letter grade at the end of the extension period, mutually agreed upon by professor and student, which shall be no later than eight weeks after the last day of classes of the semester or term of registration. If the assignments are not received in the Office of the Registrar or the office of the course professor by the due date, the grade will be changed from an Incomplete to an F. The F grade is cause for review for probation or termination. For lengthy illnesses or similar reasons, another extension may be granted, but ordinarily with a reduction of load in the following term and upon approval of the professor, the student's advisor, and the Dean of the Seminary. Students with more than one grade of Incomplete may not be enrolled for more than six credits in the succeeding term or semester. Incomplete course work may have serious implications for financial aid, including scholarships, grants, loans, and VA and other government benefit programs. Students should confer with the financial aid coordinator.

### **"F" Grades**

For the purposes of cumulative-grade-point average calculation, a grade of F received for a course will not be counted if the course is repeated and satisfactorily completed. The passing grade for the course will be used in determining the cumulative grade point average but the transcript will continue to show that the course did receive "F" when previously taken. (FM 5/9/97)

### **Doctor of Ministry Grades**

Doctor of Ministry Seminars and Projects shall be graded pass/fail. A grade in an advanced course of B or above is necessary for that course to count toward DMin graduation requirements. A GPA of 3.0 or above, therefore, must be maintained to graduate. A project may also be designated "With Distinction" and this will appear on the student's transcript though not on the diploma.

### ***Conscientious Objection to Letter-Grade System***

Persons conscientiously opposed to the academic grading system should consult with the Dean, who will inform them of their options and the implications. Full consultation between

the student, the Seminary, and the judicatory to which the student is related is a prerequisite to Conscientious Objection status.

Application for Conscientious Objection status may be made by students enrolled full-time or part-time in the MDiv program, or by special students. This must be done at the outset of work at the Seminary, applies to all courses, and is irreversible.

A student's Conscientious Objection status shall be noted on the transcript and grade-card. The student will receive a Cr (credit) notation for each course in which he/she registers and does work acceptable for credit under the grading system, and a NoCr (no credit) notation where the work falls below this level. A student who withdraws from the course within the prescribed period shall receive a W notation.

When the transcript is released for normal purposes it shall be accompanied by a letter from the Registrar, explaining the Conscientious Objection system and stating that the student opted for it.

Full-time Conscientious Objection students must complete the required number and distribution of courses for the MDiv degree in an academic period no longer than three and one-half years (seven semesters, three January terms) exclusive of approved internship. Students opting for Conscientious Objection status for part-time work shall submit along with the Conscientious Objection application a schedule of work towards the degree, and, upon approval, shall be required to complete the degree in no more than six months longer than the scheduled time.

### ***Class Attendance***

Students are expected to attend all scheduled meetings of the courses they take, except for illness or other valid reasons. Attendance expectations for particular courses are at the discretion of the instructor and should be stated along with all other course requirements at the beginning of the course.

Auditors must attend faithfully in order to have their audit recorded.

### ***Grading Appeals***

On occasion, students may conclude that their class work has been erroneously evaluated by an instructor. Since confidence in the grading system is necessary to the health of the Seminary's educational enterprise, and since this confidence may be eroded if such grievances are not properly managed, a definite and authorized process of appeal which assures adequate communication and fair resolution on grading matters has been established. *For the policy governing grading appeals, see the relevant section in the "Code of Student*

*Conduct,” which is included in the Governance Manual. The Governance Manual is found on the Seminary’s website.*

### ***Seminary Policy Regarding Academic Honesty***

When a professor judges a student’s work to have been plagiarized, or to be subject to academic dishonesty, the following steps shall be taken:

1. The instructor and the student shall have a consultation in which the exercise in question and the issue of plagiarism or academic dishonesty shall be discussed.
2. If, in the instructor’s judgment, it is unequivocal that a student has plagiarized or used dishonest academic methods in preparing an exercise, the grade for that particular piece shall be judged an “F” or numerical grade of zero. Any opportunity to redo the exercise is left to the discretion of the instructor.
3. The instructor shall promptly notify the Dean about the incident of plagiarism or academic dishonesty. Such notification will be a confidential written communication among the instructor, the Dean, and the student. *It is important specifically to name the incident in the correspondence as one of academic dishonesty or plagiarism. Also, a copy of the assignment in which the plagiarism occurred, with passages highlighted and pages from corresponding source-documents included should be submitted to the Dean’s Office.*
4. Two incidents of plagiarism or academic dishonesty by the same student shall be grounds for dismissal from the Seminary. This potential for expulsion from the Seminary if there is a second infraction will be explicitly mentioned by the Dean in a written follow-up addressed to the student(s) and instructor(s). The Dean will keep records of all the above documentation on file in case of a subsequent infraction.
5. A student wishing to appeal the judgment of plagiarism or academic dishonesty may use the established procedures for appealing grades.

### *Template for an emailed letter to a student who has violated the academic honesty policy*

Dear [name of dean]:

This email is regarding an occurrence of academic dishonesty related to [assignment] in the course [name course].

I talked with [student] on [date] and explained to [him/her/them] that I will not be able to give [him/her/them] a passing grade on [his/her/their] [assignment] since [he/she/they] had [name problem: e.g., used sources without proper citation; collaborated with one another in violation of instructions for the assignment; etc.]. We reviewed the specific [citations, sentences, sources, etc.] in question (a copy of which is being submitted to your office). I also reminded [him/her/them] of the seminary policies governing academic honesty, as well

as [here name any explicit instructions given in the course, including the plagiarism policy in the syllabus and any other instructions that may have been included with directions or a rubric for the specific assignment].

[Here mention the response of the person(s) involved, whether they acknowledged the problem, and any other relevant information distinct to this particular incident.]

I pointed out to [name] that unless clear attribution is given to others, all papers and exams are expected to be one's own work from the perspective of LPTS policies, that following these policies is crucial to [his/her/their] academic career, that any violation of these policies needs to be reported to you as Dean, and that a second infraction of the academic honesty policies could be grounds for dismissal from the Seminary.

In accord with the provisions of the seminary's "Policy for Academic Honesty," I plan to give [him/her/them] an opportunity to redo the [assignment], with the understanding that [here name any special provisions, such as a grade-penalty for the re-done assignment; or, adjust this paragraph to accord with instructor's decision about how to proceed, since it is not required that permission to re-do the assignment be given.]

[Here insert any concluding sentence as appropriate for the unique situation in question.]

Sincerely,

[Instructor's signature]

### Template for Dean's Reply

Dear [name]:

Thank you for your open conversation with [instructor] about your [name violation of academic honesty policy]. I understand and accept the explanation that [the instructor] relayed, namely, that [repeat explanation given by student(s), or otherwise adjust this sentence as necessary for incident in question]. Nonetheless, this constitutes an instance of academic dishonesty and as such is governed by our policy as stated on pp. 16-18 of The Student Handbook. Please consult those pages carefully. As you will note, the policy states that "two incidents of plagiarism or academic dishonesty by the same student will be grounds for dismissal from the Seminary." I therefore urge you to be hyper-vigilant about maintaining a high standard of academic honesty in your future work here. If you have any doubts or questions about whether a particular practice or use of sources would constitute plagiarism/academic dishonesty, please consult the Academic Support Center and they will be happy to assist you.

Your files on this matter will remain confidential, kept in my office. Assuming that there are no further infractions, the only ones who will know about the incident are [instructor] and myself.

I wish you the best as you [re-do the assignment and] finish your other work for the semester.

Sincerely,

[Dean's signature]

*Policy approved April 19, 2013.*

### ***Academic Probation***

#### **Definition:**

Academic probation is, as the term itself indicates, a time of “proving,” an opportunity for a student to demonstrate academic ability. It is also a time of special concern on the part of the Seminary. When the student experiences academic problems, therefore, a conference with his or her faculty advisor is mandatory. The student on academic probation is encouraged to consult regularly with this advisor.

#### **Admission to the Seminary on probation:**

- A. A graduate of a regionally accredited college whose grade point average is marginal (below 2.5) but who, in the judgment of the Admissions Committee, is intellectually and emotionally qualified to work at the seminary-level, may be admitted on academic probation.
- B. A graduate of a college without regional accreditation, who, in the judgment of the Admissions Committee, is qualified for seminary admission, must be admitted on academic probation.
- C. Normally students admitted on probation have one semester to demonstrate their ability to achieve at least a 2.5 cumulative grade point average. Failing this, they will be dismissed from the Seminary and cannot seek readmission sooner than one year after dismissal.
- D. In a very few cases a person with no college degree may be admitted on probation if the Admissions Committee has reason to believe the student will be able to do seminary-level work. Such students must achieve at least a 2.5 cumulative GPA by the end of the first year. Upon recommendation of the Dean such students may then be admitted by Faculty vote to the Seminary.

### **Probation following enrollment at Seminary:**

- A. A student will be placed on probation when his or her cumulative grade average falls below 2.5. A conference with his or her faculty advisor becomes mandatory. A brief summary of that conference will be prepared, signed by both student and advisor, and filed with the Registrar in the student's confidential file.
- B. A student will be removed from probation when his or her cumulative grade average reaches 2.5 or above. A 2.5 is required for graduation.
- C. A student will be permitted to remain on academic probation for a total of no more than two semesters (whether consecutive or not) during the Seminary course. Failure to qualify for regular academic standing at the end of a student's second semester on probation will automatically disqualify the student from enrollment. The student may not seek readmission sooner than one year after dismissal.

### **Limitation of academic load:**

A student entering on academic probation shall not carry more than 7.5 credit hours of academic work. After the first term, a student on academic probation shall not carry more than 9 credit hours of academic work. Exception to this rule may be made only by action of the Dean of the Seminary. (CM 3/6/73; modified FM 3/23/18)

### *Guidelines for Research Conducted*

#### *by Persons Affiliated with Louisville Presbyterian Theological Seminary*

It is expected that all persons who conduct research under the auspices of Louisville Presbyterian Theological Seminary will treat everyone involved in their research with respect and care. The following measures are intended to guide our efforts.

#### **1. Informed Consent**

The principal investigator shall explain to subjects, prior to their participation,

- a. the objectives of the research;
- b. the procedures to be followed;
- c. the expected duration of the subject's participation;
- d. any foreseeable risks or discomforts to the subject;
- e. any benefits to the subject or others which may reasonably be expected from the research; and
- f. the extent to which the confidentiality of the records identifying the subject will be maintained.

Where it is determined by the Review Committee that the research involves no more than minimal risk to the subject (see below) and involves no procedures for which written

consent is normally required outside of the research context, informed consent may be obtained *either* through a signed consent form or in an oral discussion. In the case of a written research instrument, the above information about the research should be placed in a visible place on that instrument. The respondent's completion of the instrument shall constitute implied consent. All investigators are required to document the procedures by which informed consent has been gained.

In circumstances of minimal risk as determined by the Review Committee, and where it is in the interest of the research not to provide full information before administering research instruments, the investigator shall provide subjects with additional pertinent information after their participation.

Investigators shall not use individuals as subjects unless satisfied that they, or others legally responsible for their well-being, consent to participation freely and with understanding of the consequences. Subjects shall not be induced to participate by means or in circumstances that might affect their ability to decide freely. It shall be made clear to subjects that they are free to withdraw from active participation in the research at any time. Subjects who indicate a desire to withdraw shall be allowed to do so promptly and without penalty of loss of benefits to which the subject is otherwise entitled.

## **2. Confidentiality**

Investigators shall respect the privacy of subjects. They shall protect confidential information given them, advising subjects in advance of any limits upon their ability to insure that the information will remain confidential. Investigators shall document procedures for protecting confidentiality and shall also document that these procedures were implemented during the course of the study.

## **3. Disclosure of affiliation and sponsorship**

Investigators may indicate their position at Louisville Presbyterian Theological Seminary. When indicating their relationship with the Seminary, they must also disclose whether the research is sponsored by the Seminary. An investigator shall disclose to a subject, upon request, the source of support for the research.

## **4. Requirements for review**

Research that involves minimal risk shall not be subject to special review. The Review Committee may review a proposal abstract and, upon determining that risk is minimal, decide that a full review is not necessary. Minimal risk means that the probability and magnitude of physical or psychological harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life.

Research shall be subject to special review by the Dean of the Seminary and/or a body designated by the Dean if it is deemed to pose more than minimal risk to subjects. Such risks include research protocols in which:

(A) responses or observations of the subject will be recorded in such a way that direct identification of the subject may be possible; and

(B) the responses or observations of the subject, if they became known outside the research, could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability; or

(C) the research deals with sensitive aspects of the subject's own behavior, such as illegal conduct, drug use, sexual behavior, or use of alcohol; or

(D) participation in the investigative process may produce negative emotional, behavioral, or relational responses in some research subjects.

## **5. Suspension of Research**

Research shall be immediately suspended and reviewed if investigators observe that such risk factors are present or if they observe any adverse consequences that may be attributable to the research.

## **6. The Review Committee**

Upon receiving a research proposal, the Dean of Louisville Presbyterian Theological Seminary will appoint a committee to implement this policy. If, in the Dean's judgment, a project involves "minimal risk," the committee may consist of the Dean (or appointee) and one LPTS faculty member, normally the director of the Marriage and Family Therapy degree program. When greater risk is possible, the Dean will appoint a committee of three faculty members (which may include the Dean) to review the project with the researcher.

### *Calendar and Schedule*

The class schedule for each semester and term will be drawn up by the Registrar, the Area Chairs, and the Dean of the Seminary. It will honor Council or Faculty action reserving particular hours for chapel services, committee meetings, and the like.

All class sessions will terminate ten minutes before the next scheduled event to allow ample time for students and faculty to meet their next appointment promptly.

There will be 12 weeks of class sessions in two 15 week semesters which will:

- Provide a one-week research/study break normally after six weeks of classes.
- Provide 2-3 days at the end of a semester for research and study prior to examinations.
- Schedule examination days so that students will normally have only one exam per day.
- Provide the Thursday and Friday before Easter as holidays.
- Provide the Thursday and Friday of Thanksgiving as holidays.

There will also be several short terms of three weeks (in January and June) and five-six weeks (in late July-August).

Faculty should consider the calendar when planning courses. Mid-term tests (if given) should be scheduled after the mid-semester research/study period. Normally faculty members are expected to be available for consultation with students during the research/study period. Papers upon which the major weight for a course grade rests should not be required prior to the last day of the term. Final examinations should not be given prior to the scheduled examination period.

### *Program Reduction and Elimination<sup>4</sup>*

#### **Purpose:**

This policy provides the authority and reasons for the reduction or elimination of the Seminary's academic programs and describes the procedure for making these decisions.

#### **Definitions:**

For the purposes of this policy, the following definitions apply:

*Program:* A "Program" is any unit of instruction, course of studies or sequence of courses in an identifiable area of concentration, usually, but not necessarily, leading to a degree or certificate.

*Program elimination:* The elimination of a Program is the formal discontinuance of the Program.

*Program reduction:* The reduction of a Program is the elimination of courses of study, majors, or degree tracks in a Program, but not the entire Program.

#### **Authority:**

The primary responsibility for the initial review of a proposal to discontinue or to reduce a Program resides with the Faculty.

A proposal to discontinue or to reduce a Program may originate with the Faculty, the Dean, the President, or the Board.

The Board of Trustees has the authority to eliminate or to reduce a Program.

#### **Reasons for Program Reduction or Elimination:**

In every case, a decision to eliminate or to reduce a Program must support the Seminary's purpose and mission and must be in furtherance of the Seminary's institutional goals. A

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<sup>4</sup>Policy approved by the Board of Trustees on 4/26/2013

Program may be reduced or eliminated for financial, educational, or strategic reasons or a combination of financial, educational, and strategic reasons.

*Financial reasons* include:

- The actual or projected costs of the Program in light of Program revenues;
- The Program's contribution to the fiscal condition of the Seminary;
- Resources that could be made available to Programs of a higher priority if the Program were eliminated or reduced; and
- Other indicators that the Program cannot be sustained due to the Seminary's budgetary constraints or need for resource reallocations.

*Educational reasons* include:

- The quality of the Program by standards appropriate to the area and, if not satisfactory, the prospect of restoring the Program to a satisfactory level;
- The importance of the Program as support for, or as an integral part of, the Seminary's curriculum or other Seminary Programs;
- The importance of the Program as fundamental to the education provided by the Seminary; and
- Other factors that indicate that the Program cannot be continued for academic reasons.

*Strategic reasons* include:

- Centrality of the Program to the mission and purpose of the Seminary and the consequences of the loss of the Program;
- Role of the Program in the achievement of the Seminary's institutional goals;
- Demand for the Program; and
- Other indications that the Program is not sustainable as a result of the Seminary's strategic plans.

**Procedure:**

The Board's decision to eliminate or to reduce a Program pursuant to this Policy will be made in accordance with the following procedures. In every case, the process must move forward expeditiously. In the case of a proposal to eliminate or to reduce a program as a part of the President's plan to the Board for responding to a financial emergency, mandatory time constraints, reflective of the circumstances, may be imposed by the President.

A formal proposal to eliminate or reduce a Program may result from the Faculty's ongoing work of Program assessment or from a request for review made to the Dean by the President, or the Board of Trustees. Upon receipt of a proposal, the Dean shall organize the Faculty to consider the proposal. In considering the proposal, the Faculty or designated Faculty

committee shall gather information about the Program and shall consult with Faculty Members and students who are either in the Program or who would be adversely affected by the discontinuation or reduction of the Program. Upon consideration of the information gathered by it, the Faculty shall develop findings and recommendations on the reduction or discontinuance of the Program. The Dean shall prepare a report for the President that includes the Faculty's findings and recommendations. The report shall also include an assessment of the impact on Faculty Members and a proposal for assistance to be provided to students who would be affected by the discontinuance or reduction of the Program, including, but not limited to, any required teach-out plan.

If the Faculty recommendation included in the Dean's report does not support reducing or discontinuing the Program and the President agrees, the process shall be concluded unless the review resulted from the Board's request. If the request originated with the Board, the process shall continue as described below.

If the Faculty recommendation supports reducing or discontinuing the Program, or, if upon consideration of the Faculty recommendation against reducing or discontinuing the Program, the President disagrees, the President shall submit a report to the Academic Affairs Committee of the Board. The President's report shall include:

- the Dean's report;
- the President's recommendation;
- the proposed assistance to be provided to affected students in the event the Program is reduced or discontinued; and
- an assessment of the impact on Faculty Members, including whether Program reduction or discontinuance will result in the issuance of notices of non-reappointment to tenure-track Faculty Members, the withdrawal of notices of reappointment previously issued to tenure-track Faculty Members or Faculty layoffs.

Upon receipt of a President's report containing a recommendation from either the Faculty or the President for the reduction or elimination of a Program, the Board may accept the recommendation and authorize its implementation or return the report to the President for reconsideration. In the case of a Board-initiated proposal for Program elimination or reduction that is not supported by a recommendation from either the Faculty or the President, the Board may either close the review or return the report to the President for reconsideration. If upon reconsideration by the President and the Faculty, neither supports Program reduction or elimination and the Board disagrees, the Board may, on its own motion, reduce or eliminate the Program.

When, in the judgment of the President, circumstances require, the President may submit a recommendation for the layoff of specific Faculty Members concurrently with a recommendation to reduce or close a Program. Such a recommendation must be developed in accordance with the Seminary policy on "Termination of Faculty Appointments."

## **GUIDELINES FOR ADVISING STUDENTS**

### ***Degree Candidates***

The Seminary admits students to all degree and certificate programs through a process that is in compliance with the standards of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the Association of Theological Schools (ATS), and the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). Master's degree candidates must have received a bachelor's degree or its equivalent from an accredited college or university with a cumulative GPA of at least 2.5 on a 4.0 scale. Students admitted to the Doctor of Ministry degree program must have received a Master of Divinity degree or its equivalent with a cumulative GPA of at least 3.0 on a 4.0 scale and have completed at least 3 years in ministry since receiving the MDiv degree. (Exceptions to the 3-year rule are possible under limited circumstances; consult the Dean of the Seminary or the Director of the DMin program for stipulations.) Students who have met the minimal GPA requirement but have not been admitted to a degree program may take courses as Special Students. Certificate program students are admitted in accordance with requirements established by the Seminary for each program.

The Board of Trustees has authorized the President on recommendation of the Faculty and with approval of the Board to confer degrees on candidates who have completed all degree requirements. The Board may also certify, upon recommendation of the Faculty and the President, that certificate program requirements have been successfully completed. Degrees and certificates are awarded ordinarily at a commencement service in May of each year. Admission requirements, a policy and process for receiving transfer credits, and the Seminary's academic standards and requirements for each of the degree programs shall be published annually in the Seminary Catalog.

### ***Advising Students***

One of the basic functions of faculty in the Seminary is to serve as advisor to students prior to registration for the upcoming semester, but especially (1) at the beginning of their academic career; (2) before they begin their third semester, at which time they should be prepared to present a tentative plan of study for the rest of their seminary course; (3) and in December or January of the senior year, to be sure that all academic requirements and field education requirements have been met, or will be met.

Each professor normally has approximately 12-15 MA-level advisees and 3-4 DMin advisees. Certain professors (those serving less than full-time or having extensive administrative responsibilities) are exempt from the requirement to serve as regularly assigned advisors to students.

In order to offer pertinent counsel, advisors need to understand the requirements for graduation and the recommendations of each curricular Area or pertinent degree committee concerning the courses that should be taken and the procedures related to registration.

To assist in the counseling of students, the Faculty reviews the academic progress of all MA-level students at the end of their second semester and third semester of work. Any problems or questions raised about a student's program are referred to the student's advisor and the Dean for follow up action.

Academic advisors may do as much additional counseling with students as they feel free and qualified to do. The Dean of the Seminary and the Dean of Student Engagement will help to make referrals when asked. Advisors should know the student's total work load, including academic, field education, and outside work. Where academic success is endangered by outside work, students should consider extending their program to four years.

Certain advisory functions are, for convenience, organized for classes or other appropriate groups. Basic principles of the curriculum and field education are presented in the orientation program. A student's absence from this or any other regularly announced advisory program does not excuse him/her from the responsibility for regular student obligations covered in such programs. Help guiding and monitoring a student's progress toward meeting judicatory requirements for ordination is provided in denominational groups, such as the Wesley Connexion and the Presbyterian Connection; in addition, professors have access to general information regarding requirements for denominations well represented at the Seminary.

### *Confidentiality of Student Files*

#### **The Records of Students:**

Not all data in a student's folder are appropriate or adequate for an evaluation of professional promise. The Seminary will, therefore, with the cooperation of students, collect the following data for communication to presbyteries requesting it and for release to other judicatories as each student may authorize:

1. A record of all courses which the student has been enrolled and the course grades.
2. A copy of his or her study plan (after the second semester), indicating his or her approved course of study, including general requirements.
3. An annual report from his or her advisor (and one other member of the Seminary staff, if desired) indicating his or her progress in professional preparation.
4. A record of his or her field education and its evaluation.

Apart from those specifically authorized by the student, the following members of the

Seminary may have access to the file:

1. The President
2. The Registrar
3. The Dean
4. The Student's Advisor
5. Other faculty who may be concerned with the student's career.

**Policy toward External General Inquiries:**

Students shall be protected from unauthorized release of information or evaluation to the following degree: the Seminary will supply only

- a. The student's date of matriculation
- b. The date of graduation or separation (but no information on the circumstances).
- c. The student's address or phone number if known.

The Seminary will not give information concerning a student's credit status, family (number of children, spouse's job, etc.), academic standing, political views, etc., nor supply student directories or lists for mailing purposes.

***Students in Special Curricular Studies***

Advisors will need to exercise special care in advising students in special curricular situations.

1. **Certificate and other non-degree programs.** Certain students are admitted to seminary courses upon request of their presbyteries to pursue a special course of study leading to ordination under exceptional provisions. As non-degree candidates, they are not bound by curricular requirements (except course prerequisites). But, inasmuch as they were admitted by arrangement with their presbyteries, the requirements and recommendations of their presbyteries are to be honored.
2. **Students with reduced curricular loads.**
  - a. Students in supply field education placements are subject to explicit regulations.
    - o Student selecting the supply pattern of field education will normally take an academic load of no more than 10½ credits per semester. Exceptions to this norm may be made with the approval of the student's faculty advisor and the

Director of Field Education, with appeal to the Dean.

- o Students in a reduced-load supply field education pattern will be given priority in contracting with faculty for independent study courses during the summer period. Supply students shall submit to the Dean's Office their first and second preferences regarding summer independent study, and the Dean shall distribute faculty independent study loads as equitably as possible.
  - b. Voluntary Four-Year Program.
    - o Students who voluntarily take a reduced load should make a formal request with copies to the Dean and their Faculty Advisor. This step is necessary or advisable for various reasons (e.g., many VA and scholarship provisions specify a "full load," and this requirement may be met in many cases if regularized administratively).
  - c. Students on probation are required to take a reduced load. Advisors should be especially alert to the student's desire to compensate for this cut by taking an overload at another time.
3. **Double Competence Students** must be formally admitted to double competence programs by the Dean. They require particular attention in the following matters:
- a. They must maintain at least a 3.0 average (at LPTS) to be eligible to continue in the program.
  - b. Their curricular program (depending on the prevailing graduation requirements) will comprise little if anything other than the core requirements. Advance planning for the whole two-year theology program is urgent. Note especially in the Catalog exceptional double competence standards (especially in Area C).
  - c. Presbyterians will ordinarily take church examinations required of middlers and seniors during their second year of theological study.
  - d. The double competence student should be urged to maintain close contact with the Seminary during the years of non-theological study as the Seminary is the sponsor of the total program and the MDiv degree requires satisfactory completion of both parts.

### *Extending the Course of Study*

Students may extend their academic program beyond three years in the following manner:

1. They should consult their Faculty advisor. Although students who have heavy financial need and must carry a job while in Seminary may well be advised to extend their study, this decision is not in every case most advisable. For example, if a student is also accumulating a debt over the longer period, the four year debt may turn out to be larger than if a larger annual debt were run over a three year period. The Dean of Student Engagement can help evaluate alternatives.
2. When students decide to extend their studies, they should make a written request to the Dean, stating what consultation has preceded the request, its rationale, and the proposed period of extension (it is usually one year).

### ***Policy for Cross-Registration at Other Presbyterian Seminaries***

To strengthen the theological education of persons preparing for ministry in the denomination, the ten theological schools of the Presbyterian Church (USA) have designed a policy that permits and facilitates cross-registration. Each of the ten schools has particular strengths that can be made available to students having need for better preparation for ministry in a particular area through taking courses at another school.

Students who take courses at institutions other than the one in which they are degree candidates will abide by the policies of the institution they are visiting. They will pay tuition to and receive financial aid in accordance with regular policies from the institution where they are degree candidates. The Registrar can provide assistance with this process.

### ***Registration for Classes***

The Seminary pre-registers all full-time students for the approaching semester to enable the most efficient planning of courses and meeting places, as well as the securing of books by the library. Accurate pre-enrollment, therefore, is important for the efficient functioning of the Seminary.

A registration day before the beginning of each semester is scheduled in the Seminary calendar. After that date all late registration is subject to a penalty fee. A student may not register for a course later than two weeks after the first day of classes. (FM 11/6/73)

### ***Change of Course Registration: Add and Drop***

During the first two weeks of a semester students may add or drop courses without notation.

Suitable forms secured from the Registrar must be completed to effect these changes. Students dropping or adding courses informally without filling out the required forms may not correct the consequence of this error retroactively.

After the first two weeks, and up to the 35th day before the last day of classes, students may withdraw with the notation WP or WF. Withdrawal during the last four weeks will normally be recorded as an F. A fee is charged by the Registrar for every course dropped or added. (see *Catalog*)

### ***Student Leave of Absence***

A student may take a leave of absence from the Seminary without penalty. Leaves are granted for no more than one year at a time and may not exceed a total of more than four semesters. (CM 11/8/72) In the event of absences of more than four semesters, students may apply for readmission and, if admitted, be subject to the graduation requirements prevailing at the time of readmission.

### ***Separation of Students for Non-Academic Reasons***

Dismissal of a student from the Seminary for non-academic reasons occurs only in the gravest of circumstances.

The Seminary acknowledges the rights and privileges of members of the community. However, students have the obligation not to subvert the academic program by:

1. Demonstrating academic dishonesty. Representing a piece of work to be one's own when it is not, copying from another person, copying from a crib sheet, plagiarizing (that is, copying from a published work without acknowledgment) are all forms of academic dishonesty.
2. Committing infractions of Seminary rules including interfering with the teaching-learning process, interrupting addresses, blocking classrooms, destroying books or other property, abusing students or teachers, using illicit drugs or controlled substances, etc.

These are grounds for disciplinary action and may lead to separation from the Seminary. (CM 5/30/73)

Students may be separated from the Seminary in the following ways:

1. By consultation, leading to mutual agreement of the student, his or her Faculty Advisor, and the Dean. This agreement shall be written so that order can be preserved with regard to finances, library privileges, future use of transcript, etc.

2. This consultation may take place either at the student's initiative; or at the initiative of others, either for judicial causes stemming from infractions of community rules or administrative causes consonant with admission standards.
3. By formal process, on the failure of consultation.
  - A. This process shall include a formal hearing by a Judicial Body, as prescribed by the Student Code of Conduct, Article IV.
  - B. Prior to the hearing:
    1. The Judicial Advisor shall deliver a copy of the Charges to the accused promptly after such Charges are delivered to the Judicial Advisor. If a Judicial Body is constituted to hear the Charges, the Judicial Body shall set a time for a hearing, not less than five (5) or more than fifteen (15) calendar days after the constitution of the Judicial Body. Maximum time limits for scheduling of hearings may be extended at the discretion of the Judicial Body.
    2. The Judicial Advisor shall advise the complainant and the accused that they may have an Instructor or a student present in the hearing of their choosing, including (under certain circumstances as prescribed by the Code of Conduct) outside counsel.
  - C. At the hearing, the student (or a representative) and the member of the Seminary community bringing charges (or a representative) shall each have the right to testify, although the student shall not be compelled to do so, and each shall have the right to examine and cross-examine witnesses and to present documentary and other evidence in support of respective contentions. The administration shall make available to the student such authority as it may possess to require the presence of witnesses and the production of documents at the hearing.

A single verbatim record (such as a tape recording) of the hearing shall be made. The record becomes the property of the Seminary. After the hearing is closed, the Judicial Body shall adjudicate the matter before it with reasonable promptness and submit its finding and conclusion in writing. Copies thereof shall be made available in identical form, and at the same time, to the administration and the student. The cost shall be met by the Seminary.

After completion of the summary or formal proceedings, the right of appeal to an Appellate Board is permitted. The appeal must be made within five school days in writing to the Dean of the Seminary. The Dean of the Seminary shall review the appeal and determine initially whether the appeal will be ruled upon by the Dean of the Seminary personally or by an Appellate Board appointed by the Dean of the Seminary.

- D. On appeal, the decision of the Judicial Body may be affirmed, modified, or reversed by the Appellate Board or, if the appeal is being decided by the Dean of the Seminary, by the Dean of the Seminary. (For the complete process, see the Student Code of Conduct Article IV.)

### ***Student Participation in Commencement***

Students are expected to participate in graduation exercises. Exceptions may be granted by the Faculty upon written request from the student to be excused, submitted to the Dean prior to the May meeting of the Faculty.

Students participating in commencement exercises as part of the graduating class shall have fulfilled all academic requirements for graduation, settled all debts, and concluded all other existing requirements administered by the Registrar.

A student may be permitted to participate in graduation exercises (to “walk”), if, at its May meeting, the Faculty satisfies itself that the Statement of Faith and Ministry or a Senior Requirement has been passed, that fewer than 50 practicum hours remain, and that graduation requirements can be met by the end of the summer.

### ***Admission Procedures and Guidelines***

Applications for admission to the Master of Divinity and Master of Arts programs are sent to the office of the Director of Admissions and Alum Engagement, which administers their processing in cooperation with the Seminary Admissions Review Committee (consisting of the Director, select faculty members, and one senior student).

Applications for the Doctor of Ministry program are sent to the Office of Admissions and Alum Engagement, which administers their processing in cooperation with the Director of the Doctor of Ministry program, the Dean, and the Doctor of Ministry Committee.

All applications for degree candidacy or scholarship assistance from overseas (or non-U.S.A. citizens) must meet additional special qualifications administered by the Director of Admissions and Alum Engagement. A TOEFL (Test of English as a Foreign Language) score of at least 550 on the paper-based exam or at least a 213 on the computer-based exam must be attained by an international applicant. Also, transcripts of all prior course work, a written guarantee of financial backing by the candidate’s home church, and a statement of support from the candidate’s national judicatory are required for international student applications.

Applicants will be evaluated for admission in terms of the following:

### **I. Motivation:**

Is the applicant sufficiently motivated to engage in theological education and to attain the competence expected by the curriculum?

1. Applicants who are under the care of a presbytery or other judicatory, with plans to be ordained and to serve the church as ministers, formally qualify.
2. Applicants who propose to be theologians, biblical scholars, or “teachers of religion” in higher education likewise formally qualify.
3. Other persons do not formally qualify for the MDiv program, inasmuch as it is a professional degree. They may be considered for admission, however, with the following provisions:
  - a. They understand the nature of seminaries and the MDiv or Seminary MA program as distinct from the MA and PhD programs of universities.
  - b. They are willing to meet all standards and requirements for the MDiv or MA degree, including those that relate directly to its professional character, and they will not expect exceptional treatment.
  - c. Their statement of purpose manifests a clarity of intent and nature of goals adequate to motivate them for successful completion of the MDiv or MA program.
4. In short, credentials from presbytery or other judicatories, letters of reference, and the applicant’s own statement of purpose should show clarity of vocation and educational planning sufficient to stimulate and support their full commitment to the academic program. In the absence of adequate motivation, even good academic records and testimony to adequate intelligence and learning ability are poor predictors; on the other hand, given high motivation, students of lesser academic potential will often surpass their own former levels of attainment.

### **II. Academic ability:**

The overarching question to be considered in decisions regarding admission of applicants is the following: Has the applicant demonstrated the intellectual ability to do graduate study at Louisville Seminary? (Admission standards are not used as the sole or primary means of raising the school’s academic standards. Faculty leadership sets the level of academic expectation and intellectual life and the admissions process supports that leadership.)

Academic transcripts from prior educational experiences should be analyzed to answer the following questions:

1. Has the applicant learned how to function in academic life? Note GPA. The last four

semesters are especially informative (adjustment to college and general education requirements are usually past by this time).

2. Has the applicant had experience with academic study that is on a level with the Seminary curriculum? The chief significance of previous fields of study upon seminary performance relates less to "content" than to the expectations of a college course in quantity of reading, method of research, and quality of formal writing.
3. How does the applicant handle studies related to these functions? The academic records and references should be read in the light of circumstances prevailing at the time of study or as known to the reference writer. A prior course of study under different circumstances (e.g., with outside workload or under exceptional financial need) should be noted. References, especially for weak students, will often reveal in the advocacy (in the "excuses" for the poor record) a valuable checklist to be pursued by interview. If the excuses were accurate and the conditions continue, a similar poor record in seminary may be expected.

Students of marginal academic promise may be admitted on academic probation, provided they possess compensating strong motivation and psychological qualification, and no exceptional financial demand for commitment to outside work. Students admitted in this category, however, together with any who do not have an accredited B.A. or B.S. degree or equivalent, shall not exceed 10% of the student body. Students deserving academic probation shall always be so classified, whether admitted as degree candidates, on an exploratory year, for a special certificate, or in any program other than occasional or incidental courses.

#### **IV. Weaknesses:**

Weakness in any one of the above three areas may render an applicant a marginal case. Those weak in two areas will ordinarily not be admitted.

#### ***Transfer of Credits and Advanced Standing***

For up-to-date information on transfer of credit policies, please consult the current LPTS catalog.

#### ***Clarification of the Policy Dealing with Transfer of Credits from Other Institutions***

The following is an explanation of certain aspects of our policy and the application of that policy with respect to the receiving of credits for work done in other institutions:

1. Transfer of credits is granted only for work done at ATS/SACS approved institutions or

in institutions accredited by agencies recognized by ATS/SACS;

2. Students may receive transfer credit up to one-third the total number of required credits for the degree from LPTS.
3. Credit granted for work done toward another degree normally consists of no more than 12 credit hours. The degree work in question must have received at least a B- category grade, be in an area at least related to some aspect of ministry, and normally have been completed within five years prior to application to LPTS (an exception may be granted if the person has been practicing in the area for which the degree was granted, e.g., a social worker who has an MSW degree but who has been working for 15 years and doing continuing education along the way might receive credit for previous work done);
4. Courses which will offset LPTS required courses normally must have received a grade of at least B;
5. Courses taken at any other educational institution after a student has become a degree candidate at LPTS will only count toward meeting degree requirements if the grade received is at least B- or above;
6. Courses in professional formation, reflection, research skills, and other such areas, which may be part of another school's curriculum but which have no counterpart in the LPTS program, are not generally allowed as transfer credits. (Course work involved with double-competency programs is not in question.)

These stipulations reflect the basic policy of ATS and the general practice of the other Presbyterian seminaries. (Effective, Fall 2008).

### *Waiving a Course*

For students transferring from other institutions or who have a strong undergraduate background in religious studies, some required courses may on occasion be waived.

The Dean, in consultation with the chairperson of the Area involved, will usually submit the request for a waiving of a required course to the individual professor involved. In some cases the Dean will ask the Area to act upon such a request through the leadership of the chairperson of the Area.

### ***Special Situations***

Persons interested in theological study may be permitted to register for work as special students in either of the following cases: (1) The individual does not wish to be a candidate for a degree, or (2) The individual has applied for admission to a degree program but for some reason has not been accepted therein.

Persons doing work as special students have the same access to library resources as do degree candidates. The same policies for dropping, adding, or withdrawing from courses apply. Financial aid, on-campus housing, and placement in field education are ordinarily not available to special students. Like degree candidates they are expected to maintain a minimal grade point average (2.5 at the Master's level and 3.0 at the doctoral level) over a succession of two or more courses. When this condition is not met, special students will be permitted to register for further work only upon recommendation of a faculty member and approval by the Dean.

### ***Graduate Fellowships and Awards***

Through bequests and other funds, the Seminary is able to offer qualified students fellowships for further graduate study.

Students holding a Patterson Seminary Scholarship during their study at LPTS are eligible for the following graduate fellowships:

- 1) The Walter Kennedy Patterson Fellowship in New Testament Greek;
- 2) The James Kennedy Patterson Memorial Fellowship in Old Testament Hebrew;
- 3) The Andrew Patterson Memorial Fellowship in Biblical Theology;
- 4) The Janet Kennedy Patterson Memorial Fellowship in Church History;

Each of these fellowships currently carries a stipend of \$4,000 and must be used within five years of graduation. The basic criteria include advanced work in Area A courses and the student's grade point average. Area A faculty recommend to the Faculty at its April meeting the awarding of these scholarships.

The Fielding Lewis Walker Fellowship is awarded to graduates demonstrating special interest and competence in Doctrinal Theology. This fellowship carries a stipend of \$4,000 and must be used within five years of graduation. Students wishing to compete for a fellowship must submit a statement of intention to the Dean during the second semester of their middle year. Before the end of that semester, applicants will develop an independent study proposal in a selected area of concentration. The criteria for selection of a recipient are:

1. The grade point average of the applicant through the first 66 hours of work;

2. The composite judgment of the Faculty concerning the applicant's potential for ministry and service in the church; and
3. The quality of a paper done in an independent study taken during the applicant's next-to-the-last semester. Area B faculty recommend to the Faculty at its April meeting the awarding of this scholarship.

Seminary alumni/ae who are serving as pastors are eligible for continuing education grants to be awarded at the second commencement following their Master of Divinity graduation under the terms of the Anderson Fellowship. Applications for these fellowships should be placed with the Director of Field Education and should include a description of the nominee's present ministry and his or her plans for using the fellowship. The Field Education Director will ask two Faculty members and two alumni/ae to serve as readers of all applications. These individuals will score the applications according to a set of criteria submitted to them by the Director. The top four applicants will be awarded the Fellowships and their names reported to the faculty. Stipends of \$1000 will be paid to the recipients, to be used within three years of the award.

The Dean is authorized to extend at his/her discretion the period of eligibility for using fellowships awarded by the Seminary.

Other awards given to seniors at graduation include:

1. Alumni/ae Award for Outstanding Graduating Senior
2. Bernice Bean and Gladys Kendall Prize
3. George and Jean Edwards Award
4. Field Education Award
5. Alan M. Jackson Preaching Award
6. Melanie Lane Preaching Award
7. George D. Carter Pastoral Ministry Award
8. Joseph T. Sudduth Award
9. The James W. Tinsley Prize
10. Westminster/John Knox Award for Creative Integration of Theology and Marriage and Family Therapy
11. The Interpretation Award for Excellence in Biblical Studies, Theology, and Pastoral Ministry

These awards are acted upon by the Faculty on the nomination of designated committees and persons, usually during the April Faculty meeting.

Four additional awards are given at Fall Convocation:

1. The E.L. Bell Memorial Prize
2. The Burton Z Cooper Prize in Theology

3. Dean K. Thompson Prize
4. James A. Hyde Award

One award is given at the Spring Convocation:

1. T. and Wilma L. Christy Memorial Scholarship

### *The Doctor of Ministry Program*

The Doctor of Ministry degree is a professional credential offered to persons who are already engaged in ministry and who wish to develop excellence in ministerial practice. The DMin is not a research degree intended to prepare candidates for academic careers. Its major focus is the ministry in which the candidate is engaged or some other form of ministry, possibly one to which the candidate intends to move. There are tracks or basic courses of study in the DMin program at Louisville Seminary. They are General Practice of Ministry, Black Church Studies, and Pastoral Care and Counseling.

Doctoral-level work demands individual initiative. The DMin is a demanding program, requiring approximately three years of personal investment, a significant financial commitment, and rigorous study. Uncommon perseverance and self-discipline are required of those who pursue DMin studies while employed full time in ministry. The Association of Theological Schools requires that candidates seeking the degree of Doctor of Ministry shall have spent at least three years in ministry following MDiv studies before beginning the program and shall complete the requirements for these degrees within the three years which follow the first seminar. Three extensions of one year each may be requested, but six years in active degree status is the maximum time allowed.

The Associate Dean for the Doctor of Ministry program has responsibility to administer the overall program, to appoint (in consultation with the Dean of the Seminary) and work closely with the Faculty Advisers, to assist candidates in developing satisfying project proposals, to approve with the Faculty Adviser the DMin project prospectus of each student, and to follow the work of each candidate, enabling steady progress through the program. The overall quality of the program is a major responsibility of the Director.

Faculty participate in the Doctor of Ministry program by serving as academic advisors to students in the Seminar I-IV phase of their program of study, assisting with recruitment and admissions, teaching seminars or Advanced Professional Courses, supervising independent studies, serving as an Advisor for a student's integrative project or as a second reader of integrative projects, and serving on the Doctor of Ministry Committee.

## GENERAL SEMINARY INFORMATION

### *Campus Communication*

The *Seminary Times* is a medium for circulating community notices and announcements. Announcements will be listed impartially within the limits of space and publication schedule. Announcements may be edited for style and length. Inclusion of a notice in the *Times* does not mean institutional endorsement. All copies submitted for publication by the *Times* should be signed by a member of the Seminary faculty, student body, board, or staff. Official notices should be so marked. Their publication in the *Times* is considered due notice to all members of the Seminary community. The *Seminary Times* is published by the Communications Department.

### *Weather Closing*

In the event of snow or other inclement weather conditions, Louisville Presbyterian Theological Seminary will notify employees and students of the status of the Seminary, Open or Closed or On Delay, through announcements placed on local television stations, local radio stations and their web sites, the voice message on the Seminary switchboard, and in an announcement on the Seminary's web site. Typically, announcements will be made by 7:00 a.m. on the morning of the day in question. Any announcement by JCPS will be taken into consideration but will not determine the status of the Seminary.

### *Travel and Entertainment*

All travel expenses incurred for Seminary business must be submitted on an expense report form. These reports can be requested from the Business Office. Completed reports should be submitted to the Business Office, accompanied by corresponding receipts to verify that the payment is not taxable income.

### *Honoraria Payments to Foreign Nationals and Domestic Individuals*

The purpose of these guidelines is to clarify the procedures to be followed surrounding the payment of honoraria to U.S. citizens and Foreign Nationals and the required tax forms to be completed.

#### **Definitions**

1. Honoraria:  
An honorarium is a gratuity given to an individual when law, custom or propriety

forbids a set fee. This is a single payment for a service to, but not limited to, visitor lecturers, instructors, editing and other contributions to publications, speakers, and translators.

2. U.S. Citizen:

An individual who is a U.S. citizen has U.S. citizenship, a domestic home address and a U.S. Social Security number.

3. Foreign National:

An individual is a Foreign National if they are not a U.S. citizen. These individuals may be in this country on one of several types of visas and may not be eligible for a U.S. Social Security number.

**Website Resources:**

[www.irs.gov](http://www.irs.gov)

[www.state.gov/travel/](http://www.state.gov/travel/)

**Honorariums paid to U.S. citizens** will require that individual to complete a W-9 prior to the payment of the honorarium. If the amount of the honorarium is over \$600 U.S. dollars per calendar year, Louisville Seminary will issue the individual a 1099 at the end of the calendar year in which the honorarium is paid.

**Honorariums paid to U.S. citizens for services performed outside the U.S. will be handled as stated above.**

**Non-U.S. citizens who are permanent residents of the United States are taxed as a U.S. citizen.**

**Honorariums paid to Foreign Nationals** performing services in the U.S. will require that individual to provide to the Louisville Seminary Business office the Foreign National's home address and foreign identification or passport number **prior** to the honorarium check being issued. If the visitor's country of residence has a tax treaty with the U.S., (This can be found at [www.irs.gov](http://www.irs.gov) Publication 515) the honorarium may be exempted from tax; therefore, the visitor must provide the Louisville Seminary Business office with a completed IRS Form 8233 (Exemption from Withholding on Compensation for Independent Personal Services of a Non Resident Alien Individual) prior to the honorarium check being issued. If the completed form is not received prior to payment, Louisville Seminary will withhold in accordance with IRS guidelines publication 515 30% for taxes.

The Foreign National will be issued a 1042S (equivalent to the US 1099) at the end of the calendar year in which the honorarium is paid, indicating the amount of the withholding. The Foreign National may then, if applicable, file for a refund from the IRS.

If the Foreign National provides the Louisville Seminary Business office with a completed Form 8233, they will also receive a 1042S at the end of the calendar year in which the honorarium is paid. There is no need for the Foreign National to file for a refund with the IRS

since no taxes were withheld.

**Should the Foreign National reside in a country without a tax treaty with the United States, the amount of honorarium would be taxed at 30%.**

**Honorariums paid to a Foreign National for services provided outside the U.S. will have no tax reporting requirements.**

In order to ensure the timely payment of an honorarium, the sponsoring department should work with the individual providing the personal service to determine the type of visa needed. Normally a lecturer or speaker will travel using a Business Visitor Visa (B-1/B-2). Persons using this type of Visa will be treated as outlined in the U.S. Department of State website [Travel.State.Gov](http://Travel.State.Gov). This website can also be used to determine any other type of Visa that may be needed. Persons with a B-1 Visa that are providing lectures and speaking engagements are treated as follows:

No salary or income from a U.S. based company other than expenses incidental to the visit will be provided. If an honorarium will be received, activities can last no longer than nine days at any single institution or organization; payment must be offered by the institution or organization described in INA 212 (g); honorarium is for services conducted for the benefit of the institution or entity; and Visa applicant will not have accepted such payment or expenses from more than five institutions or organizations over the last six months. **Prior to the visit, the sponsoring department should confirm with the speaker that these items are true. Prior to the engagement the sponsoring department should determine the following:**

1. Type of Visa that will be granted
2. Whether the Foreign National resides in a country with a tax treaty with the U.S.
3. If a treaty does exist, to ensure that a properly completed IRS Form 8233 is completed by the Foreign National prior to the engagement.
4. If the individual refuses to complete the form 8233, inform the individual of the 30% tax withholding requirements.
5. If the guest is from a country without a tax treaty with the U.S., the sponsoring department should inform the Foreign National that their honorarium will be subject to a 30% tax. Should the sponsoring department determine that they want the individual to receive a certain amount for the honorarium, that department must consult with the Seminary Business Office. The Seminary Business Office will determine the gross amount of the honorarium required to net the designated amount after tax. The sponsoring department's budget will be charged with the gross amount of the honorarium.

If a Foreign National is coming from a country with poor diplomatic relations with the U.S.,

the process may be complicated and it may be difficult to find correct information on the websites provided. In such a circumstance, the process should be coordinated through the Dean's Office. The Dean will consult with the CFO to determine if formal legal guidance is warranted from a qualified immigration attorney.

### ***Chapel and Sacraments***

*See Chapel Worship Guidelines.*

### ***Sexual Assault Policy***

Sexual assault is a serious violent crime. It is a crime of hostility and aggression, as well as a violation of human dignity. Sexual assault is also a very sensitive crime, which is unique in its physical and mental impact upon the victim. When it occurs at Louisville Presbyterian Theological Seminary, it is also a flagrant violation of Seminary standards.

The Seminary community expects its members to treat other persons with respect and dignity and will not tolerate any form of sexual assault. Sexual activity should be explicitly agreed upon by both parties. A person has the right **at any time** to say "no" to sexual activity and to be understood that "no" means "no." Verbal communications of non-consent, non-verbal acts of resistance or rejection, or mental impairment of the victim due to any cause including the victim's use of alcohol or drugs may constitute a lack of consent. The same holds where the assailant is a stranger or an acquaintance. The use of alcohol or drugs will not be accepted as an explanation for the actions of any persons charged with the violation of this policy. Wanton, unacceptable conduct will and must be addressed severely for the good of the students and the academic community.

Students who violate this policy may be disciplined under the Seminary's sexual harassment policy (Appendix A) as well as prosecuted under Kentucky's criminal statutes. Whether or not a criminal prosecution occurs, the Seminary retains the right to proceed with disciplinary action at any time, and need not await the disposition of any such criminal prosecution. Appropriate disciplinary action may include counseling, educational sanctions, disciplinary probation, suspension, expulsion, and referral to the proper law enforcement authorities for prosecution.

### **Grievance Procedure for Sexual Assault**

If an assault occurs, it should be reported to the Dean of Student Engagement, the Dean of the Seminary, the Facilities Director, or the Vice President of Finance. Each of these campus resource persons pledges confidentiality consistent with the wishes of the complainant and the risk of harm inherent in the situation. Information will be shared only with relevant medical and/or therapeutic personnel until such time that a decision is made or reported to

the local police (911). (If law enforcement officials are notified first, it is still recommended to contact a campus resource person so that appropriate measures can be taken and support provided.)

When an alleged sexual assault is reported, campus resource persons will discuss with the victim the range of resources and alternatives available to him/her. The discussion should include encouraging the victim to report the incident to law enforcement authorities. The Seminary can help arrange a meeting with law enforcement authorities and will offer to provide person(s) to accompany and support the victim during the meetings.

### **Formal Procedures**

The individual is encouraged to file a formal report, not only in order to deter such assaults from happening to others, but also to ensure services that enhance recovery. However, the choice as to how to proceed after the assault belongs solely to the victim.

A student who has been sexually assaulted deserves the right to a complete professional investigation before making a decision about how to proceed with the case. Not all incidents of sexual assault result in criminal proceedings. In some cases, the victim may choose not to press criminal charges. In other cases, the prosecutor may decide that there is insufficient evidence to meet the burden of proof "beyond a reasonable doubt." Whether or not criminal proceedings are initiated, campus disciplinary proceedings will be started when the evidence warrants. Rights and options will be discussed with the student. A victim's identity will be kept confidential. The city of Louisville Police may be involved. Even if charges are not pursued, reporting the assault is a way to regain a sense of personal power and control by enabling the victim to do something about the crime committed. Furthermore, information provided helps in the prevention of rape and the protection of other potential victims. (Most rapists are repeat offenders).

### **Campus Disciplinary Procedures**

The adjudication of sexual assault cases is complicated by several factors including: the criminal nature of the offense; the fact that the alleged victim and perpetrator may know one another, have classes together, or live in the same residence hall; whether the event occurred some period of time before it was reported, and may have involved the use/abuse of alcohol or drugs by either or both individuals.

The Seminary has the authority to discipline a student for sexual assault even though the same student may have been tried in the criminal courts. Seminary disciplinary proceedings do not follow the same rigid procedures as criminal cases. Disciplinary sanctions may be imposed upon findings of a probable violation of Seminary policy, rather than under the higher standards of guilt beyond a reasonable doubt. And, while the accused is generally entitled to know and respond to adverse evidence in cases of serious charges, there is no absolute right to conduct the probing kind of cross-examination of the accuser that plays such a prominent role in criminal prosecutions.

The accuser and the accused are entitled to the same opportunities to have others present during campus disciplinary proceedings and both the accuser and the accused shall be informed of the outcome of any campus disciplinary proceeding alleging a sexual assault. However, in accordance with the provisions of the Family, Educational Right to Privacy Act, the victim must be informed that the information provided may not be shared with any other person without the alleged assailants' signed written consent.

### **Recommended Action**

The purpose of this material is to provide information and assistance to sexual assault victims and persons who may come into contact with the victim.

Making decisions and regaining control are important to the healing process after an assault. The choice of how to proceed after the assault belongs largely with the victim. The following are a number of factors to consider.

The Seminary encourages reporting all incidents of on-campus sexual assault as quickly as possible to a campus resource person.

### **Resources**

Dean of Student Engagement  
Dean of the Seminary  
Director of Facilities  
Vice President for Finance

The best off-campus resource is the Rape Relief Center, 581-7273. There one can receive counseling and/or be directed to a safe place if one feels in danger of further harm.

**Emotional Trauma** is severe after a sexual assault. The violation, loss of trust, and loss of control can have a serious long-term impact. It is not unusual for a person to withdraw, feel guilty or distrustful. However, there are many people who understand and places where support is available while one is recovering. The Dean of Student Engagement has a list of resources from which to receive such support.

**Medical Attention** is critical. Even if the student ultimately decides not to report the assault to the police, it is still very important to seek medical attention immediately for possible internal injuries or sexually transmitted diseases. Also, the collection of medical evidence becomes critical in the event of prosecution. Therefore, it is important to seek medical attention promptly and to refrain from:

1. Taking a shower or washing any part of the body
2. Douching
3. Brushing teeth

4. Drinking liquids
5. Changing clothes or changing sheets before seeking medical help
6. Putting anything in your mouth (gum, cigarettes, mints . . .)

A well-equipped emergency room is located in University of Louisville Hospital. At the Emergency Room, the doctor will collect hair samples, semen samples, and other evidence, including clothing. (A victim should bring a change of clothing to wear home.) The police will be contacted to take possession of the samples until the victim makes a decision about whether or not to press charges.

**Counseling** is a very important step in helping someone who has been sexually assaulted to regain control of his/her own life. Sexual assault is an extremely traumatic experience that requires professional attention. The Seminary urges students involved in a sexual assault to meet with a counselor. Among other things, counselors can help victims decide what further steps should be taken following an assault. The best resources are the Rape Relief Center, and the list of counseling resources maintained by the Dean of Student Engagement.

#### **Note to Friends, Faculty and Staff**

If someone who has been sexually assaulted comes to you, encourage the person to report the incident, seek medical attention, and pursue counseling. If the victim will not report the assault, anyone with knowledge of the assault may inform the Dean of Student Engagement that a sexual assault has occurred.

The following definitions are offered to inform the Louisville Presbyterian Theological Seminary community of the various forms of rape that occur most frequently on academic campuses.

#### **Forcible Sex Offenses**

Any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent. This includes forcible rape, sodomy, sexual assault with an object, and forcible fondling.

**\*Rape** – forced sexual intercourse that is perpetrated against the will of the victim, regardless of whether or not the assailant is known by the victim or an acquaintance.

**\*Acquaintance or Date Rape** – rape that is committed by an acquaintance. The acquaintance may be a date or boyfriend of the victim, or someone the victim knows only casually.

**\*Gang or Group Rape** – refers to situations in which multiple assailants attack the victim. Gang rape differs from a "train" in that all assailants are usually present for the entire episode of a gang/group rape.

**\*Pulling a Train** – is similar to a gang rape in that there are multiple assailants, but differs because the assailants usually wait in line (in the hallway, for example) and one by one go into the room to rape the victim. Trains usually occur in the place of residence and frequently, the students involved have been drinking heavily.

In addition to rape, the following criminal sex offenses may occur.

**\*Sodomy** – forced anal intercourse.

**\*Oral Copulation** – a coerced act of copulating in the mouth of one person with the sexual organ or anus of another.

**\*Rape by an Object** – the forced penetration of genital or anal openings by a foreign object, including a finger.

**\*Sexual Battery** – unwanted touching of an intimate part of another person, such as a sexual organ, buttocks, or breast.

### **Non-forcible Offenses**

Non-forcible sex offenses include incest and statutory rape. Depending on the circumstances, acquaintance rape could be in either category.

Rape serves primarily nonsexual needs; regardless of the form, rape is an act of aggression and control, rather than of sexual desire. **\*\*The defining factor in rape is the lack of consent by the victim.**

### **Campus Statistics**

In compliance with the Student Right-to-Know and Campus Security Act and the Higher Education amendments of 1992, Louisville Presbyterian Theological Seminary publishes an annual report that includes statistics on campus crimes, including sexual offenses. This report is distributed to all students and employees of the Seminary and upon request to prospective students.

### **Educational Programs**

To foster an awareness of rape and victim's rights, and to promote responsible behavior, Louisville Presbyterian Theological Seminary offers periodic educational programs on sexual assault to students, faculty, and staff. Educational programs may utilize either campus or off-campus resources, including such agencies as the Rape Relief Center of Louisville. All seminary employees are required to complete sexual harassment training online annually.

### **Living Arrangements.**

When the victim and the alleged assailant in a sexual assault case live in campus housing,

alternative living arrangements for the accused and/or the victim may be made. Unless requested by the victim, the alleged assailant will, most likely, be the one to move as the victim can be further victimized by having to move. The Seminary owes a duty to care for the students within its charge and, for this reason, must make every effort to ensure the safety and well-being of all students. When evidence exists that indicates a student has assaulted another student, the Seminary may remove the alleged assailant from his or her living arrangements, pending the hearing. The appropriate standard of proof will be similar to that used at a preliminary hearing in criminal proceedings, i.e., whether there is sufficient evidence to believe that a crime was committed and that the accused probably committed it. This constitutes 'strong suspicion' or 'probable cause.' In addition, the Dean of Student Engagement or his/her designee may assist in obtaining an interim restraining order to help ensure that the victim is not harassed by the alleged assailant.

### **Academic Considerations.**

Should the victim and alleged assailant be enrolled in the same class, alternative class assignments may be made. Exclusion of the alleged assailant from the class is not automatic, however, if credible evidence suggests that the allegations are fabricated or sharply exaggerated. Decisions to exclude an alleged assailant must be made on a case-by-case basis.

### **Sources used in developing the policy statement:**

\*American Council on Education and National Association of Student Personnel Administrators (Eds.). (1993) Complying with the New Federal Laws. Sex Offenses on Campus. Washington, D.C.: Author

\*\*Adams, A., & Abarbanel, G. (1988) Sexual Assault on Campus: What Colleges Can Do. Santa Monica, CA: Rape Treatment Center

\*\*\*Burgess, A., & Homstrom, L. (1979) Rape: Crisis and Recovery. Bowie, MD: Prentice-Hall

\*\*\*\*Fortune, M. (1983) Sexual Violence: The Unmentionable Sin, New York, NY: The Pilgrim Press

### ***Sexual Harassment***

Louisville Presbyterian Theological Seminary in accordance with Section 703 of the Civil Rights Act of 1964 and in recognition of its role as a theological school of the Presbyterian Church (U.S.A.), will not condone, disregard, or treat lightly incidents of sexual harassment.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical

conduct of a sexual nature constitute sexual harassment when (1) submission of such conduct is made either explicitly or implicitly a term or condition of an individual's employment or a factor in the grade determination of a student's work; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that person or a factor in the grade determination of a student's work; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or learning performance or creating an intimidating, hostile, or offensive working or learning environment.

Any aggrieved person, student, or employee is encouraged to share his or her complaint directly with the individuals with whom he or she has disagreements in accordance with the "Guidelines for Louisville Seminary during Times of Disagreement." If this does not resolve the problem, or if there is some impediment to this approach, the aggrieved person is encouraged to file a complaint of sexual harassment with either of two people designated by the President of the Seminary to the Sexual Harassment Investigative Panel. Whichever of these individuals first hears the complaint will contact the other designated individual and they will, together, in consultation with the President, choose a third person to serve on an investigative panel to investigate the charge. In appointing the investigating panel, the status and sex of the parties to a complaint shall be taken into account along with any concerns regarding the composition expressed by any party to a complaint. The President shall inform the investigating panel of any past history of similar problems with any party to a complaint and of any other information which may be relevant to its investigation. Confidentiality shall be maintained to the fullest extent possible.

After considering all of the facts and circumstances, the investigating panel shall submit a written recommendation to the President and the parties involved as to what action, if any, should be taken. Unless an appeal of the recommendations of the investigating panel is made to the President, the recommendation of the panel shall become final. If any party to the complaint is not satisfied with the action recommended, that person may appeal in writing within seven (7) days the decision to the President, who shall consult with the Executive Committee of the Board of Trustees to determine a final decision. Within a week from the date of the appeal, the President shall submit a written recommendation as to what action will be taken. Confidentiality shall also be maintained to the fullest extent possible during any appeal.

It shall be the responsibility of the Directors of the Field Education and Marriage and Family Therapy programs to inform all students placed in field education and counseling projects and their supervisors of the LPTS Sexual Harassment Policy.

In the event that the President or either of the members of the Sexual Harassment Investigative Panel is an involved party in a complaint, that person shall not participate in the investigation or appeal, and another employee of the Seminary shall be substituted in that person's place. If the President is involved, the responsibilities of the President for the process outlined above shall be delegated to the Vice President for Academic Affairs and Dean by action of the Executive Committee of the Board of Trustees.

## **Retaliation**

The law prohibits retaliation against individuals who engage in protected activity related to sexual harassment. An individual is protected from retaliation when he/she:

- Files a sexual harassment complaint or testifies, assists, or participates in any manner in an investigation or other proceeding related to such a complaint; or
- Opposes conduct reasonably believed to constitute sexual harassment to one's self or others, even if the individual has not filed a sexual harassment complaint and is not involved in the investigation of such a complaint.

Essentially, any adverse action that is intended to deter or may reasonably be considered likely to deter a complaining party or others from engaging in protected activity is prohibited. Allegations of retaliation will be investigated, and if substantiated, will result in appropriate disciplinary action up to and including termination of employment.

It is the complainant's responsibility to report any retaliatory action against them to the President or Chief Human Resources Officer.

## **Anonymous Complaints**

All members of the Seminary community may contact the Chief Human Resources Officer at any time to ask questions about sexual harassment or complaint procedures without disclosing their names and without filing a complaint. However, because of the inherent difficulty in investigating and resolving allegations from unknown persons, individuals are discouraged from making anonymous complaints of sexual harassment.

Although anonymous complaints are discouraged, the Seminary will reasonably respond to all allegations of sexual harassment. In order to determine the appropriate response to anonymous allegations, the Seminary will weigh the following factors:

- The source and nature of the information
- The seriousness of the alleged incident
- The specificity of the information
- The objectivity and credibility of the source of the report
- Whether any individuals can be identified who were subjected to the alleged harassment; and
- Whether those individuals want to pursue the matter.

If based on these factors it is reasonable for the Seminary to investigate the matter, the Chief Human Resources Officer in consultation with the President will conduct an investigation and recommend the appropriate next action to address substantiated allegations. However, a reasonable response would not include disciplinary action against an alleged harasser if an accuser insists that his or her name not be revealed, if there is insufficient corroborating

evidence, and if the alleged harasser could not respond to the charges of sexual harassment without knowing the name of the accuser.

## **Consensual Relationships**

### *Romantic and sexual relationships between Faculty and Students*

The teacher-student relationship lies at the foundation of the educational process. As a matter of sound judgment and professional ethics, faculty members have a responsibility to avoid any apparent or actual conflict between their professional responsibilities and personal relationships with students.

Romantic and/or sexual relationships between a faculty member and a student have the potential to pose risks to the faculty member, the student, or third parties. In such relationships, voluntary consent by the student is suspect because of the inherently unequal nature of the relationship. A romantic and/or sexual relationship between a faculty member and a student can lead to a complaint of sexual harassment when the student feels that he or she has been exploited. In addition, other faculty members, staff members, or students may express concerns about undue access or advantage, favoritism, restricted opportunities, or unfavorable treatment as a result of the relationship. These concerns are damaging whether the favoritism is real or perceived. They also arise in cases where the relationship between the faculty member and the student remains amicable, as well as in cases that lead to accusations of exploitation. For all these reasons, the Seminary strongly discourages romantic and/or sexual relationships between faculty members and students.

In spite of these warnings, the Seminary recognizes that sometimes such relationships occur. If a romantic and/or sexual relationship occurs or has occurred between a faculty member and a student for whom the faculty member has supervisory responsibility, an inherent conflict of interest arises. When a conflict of this nature occurs, the faculty member must disclose the relationship so that a resolution to the conflict can be sought.

## **Definitions**

**Supervisory Responsibility** includes, but is not limited to, teaching, research, academic advising, coaching, service on evaluation or thesis committees, grading, recommending in an institutional capacity for employment, fellowships, or awards. This supervision can occur on or off campus, in curricular, co-curricular, or extra-curricular activities.

**A. Prohibition of Supervision:** A faculty member is prohibited from having supervisory responsibility over a student with whom he or she is currently having a romantic and/or sexual relationship. A faculty member may be prohibited from

having supervisory responsibility over a student with whom he or she has had a romantic and/or sexual relationship in the past.

**B. Faculty-Student Relationships Requiring Disclosure and Conflict Resolution:**

*Disclosure Requirement:* If a faculty member has supervisory responsibility for a student with whom he or she is having or has had a romantic and/or sexual relationship, the faculty member must disclose the relationship to the Dean of the Seminary or to an appropriate administrator at a higher level.

*Development and Approval of a Conflict Resolution Plan (hereafter referred to as the "plan"):* A written plan to resolve the conflict of interest should be developed by the faculty member and the Dean of the Seminary. In most cases, the gist of the plan will be to remove the faculty member's responsibility for supervising the student and to make alternative arrangements. The plan must address the need to preserve and maintain the student's immediate and long-term educational opportunities, ability to meet program requirements, and career progression. For these reasons, the student must find the plan to be acceptable.

At any time, the student, the faculty member, or the academic administrator may consult with the Human Resources Officer. Final approval of the plan is the responsibility of the Dean of the Seminary.

*Determination of Plan Acceptability:* Making alternative arrangements for the faculty member's supervisory responsibility may have a negative impact on other students, other faculty members, administrators, and the Seminary. Therefore, the Dean of the Seminary will have the authority to decide that no acceptable resolution to the conflict can be found. If it is not possible for all the relevant parties to agree on a plan to resolve the conflict of interest, the romantic and/or sexual relationship must be discontinued until the faculty member no longer has supervisory responsibility for the student.

*Record Keeping:* A written record of the approved conflict resolution plan must be placed in the faculty member's personnel file.

**C. Role of the Academic Administrator:** If the Dean of the Seminary learns that a faculty member has supervisory responsibility for a student with whom the faculty member is having or has had a romantic and/or sexual relationship she/he is obligated to attempt to develop a plan to resolve the conflict of interest. If the Dean of the Seminary learns of a potential conflict of interest from another source (e.g., student or third party), he or she must determine whether a conflict of interest exists and, if so, is obligated to attempt to develop a plan to resolve the conflict of interest.

**D. Impact on Third Parties:** Any student, faculty member, or staff member who believes he or she has received inappropriately favorable or unfavorable treatment as the result of a romantic and/or sexual relationship between a faculty member and a student may file a complaint with the Dean of the Seminary.

**E. Employee-Student Relationships:** An employee is prohibited from making administrative decisions and engaging in administrative actions for a student with whom he or she is currently having a romantic and/or sexual relationship. An employee may be prohibited from making administrative decisions and engaging in administrative actions for a student with whom he or she has had in the past a romantic and/or sexual relationship. Should this situation occur, the relationship must cease or a corrective plan must be developed.

**F. Supervisor-Employee Relationships:** Individuals in positions of power must be aware that romantic or sexual relationships with those they supervise are fraught with danger for exploitation and pose a legal risk to both the individual and the institution.

There are special risks in any sexual or romantic relationship between individuals in inherently unequal positions of power. These relationships may be subject to concerns about the validity of consent and unfair treatment of employees. Such relationships can undermine the atmosphere of trust essential to the employment relationship. They may, moreover, be less consensual than the individual whose position confers power believes. The apparent consensual nature of the relationship is inherently suspect due to the fundamental asymmetry of power in the relationship and it thus may be difficult to establish consent as a defense to a charge. Even when both parties consented at the outset to a romantic or sexual involvement, this past consent does not remove grounds for or preclude a charge or subsequent finding of sexual harassment based upon subsequent unwelcome conduct.

The greater the institutional power differential that exists, the greater risk there is for exploited consent. Exploited consent exists when consent to a relationship is given as a function of the position of power one occupies over another within an institution.

Finally, it is important to be aware that in some cases non-consensual relations may constitute sexual harassment, and allegedly consensual relations that “go bad” may later result in allegations of sexual harassment.

Romantic and/or sexual relationships between individuals in a supervisory role and a subordinate constitute a conflict of interest. The person in the position of higher institutional authority has the responsibility to eliminate the conflict of

interest. The conflict of interest must be eliminated in a way which minimizes the potential for harming the person with lower institutional authority.

Employees who are in a position to influence employment decisions about others with whom they are in a romantic or sexual relationship should recuse themselves from such decisions. If this is not possible, the relationship must cease.

In the event of an allegation of sexual harassment, the Seminary will strictly scrutinize a defense based upon consent when the facts establish that an institutional power differential existed within the relationship.

### **False allegations**

It is a violation of this policy for anyone to knowingly or with reckless disregard for the truth make false accusations of sexual harassment. Failure to prove a claim of sexual harassment is not equivalent to a false allegation. Sanctions may be imposed on individuals who knowingly or with reckless disregard for the truth make false accusations of sexual harassment.

### **Educational Program Goals and Objectives**

The Seminary is committed to eliminating and preventing sexual harassment of faculty, staff, students, and student employees, and to fostering an environment of respect for all individuals. The Seminary requires an on-line educational program coordinated by the Office of Human Resources to be taken by each employee annually, to insure that all individuals are informed about their rights and responsibilities through training and dissemination of the sexual harassment policy

Update 7/2011

### ***Smoke-free Environment Policy***

- NELSON HALL: No smoking anywhere in the building - offices, classrooms, bathrooms, or public areas.
- WINN CENTER: No smoking anywhere in the building - the dining rooms, lounge, bookstore, bathrooms, or public areas.
- WHITE LIBRARY: No smoking anywhere in the building - the stacks, offices, reference room, bathrooms, or public areas.
- CALDWELL CHAPEL: No smoking anywhere in the building - the chapel, classrooms, Fellowship Hall, bathrooms, corridors, or public areas.

- FACILITIES AREA: No Smoking in Facilities shop areas.
- GARDENCOURT: No smoking in classrooms, offices, corridors, bathrooms, or public areas (including the sun porch).
- LAWS LODGE: No Smoking anywhere in the building.
- SCHLEGEL HALL: No smoking in the classrooms of common areas- stairwells, hallways, and lounge and dining areas.
- ALL CAMPUS RESIDENCE HALLS: No smoking in the apartments or public areas (laundry, hallways, stairwells, and patio/porches).

We will supply ash stands outside some of the entrances to each building for those who wish to smoke.

### *Alcoholic Beverage Policy*

Under limited conditions, the Board of Trustees of the Louisville Presbyterian Theological Seminary permits the service, but not the sale, of alcoholic beverages on the Seminary campus. Approved caterers of Seminary events, wedding receptions, and other community events may serve non-distilled spirits (e.g. wine or beer), so long as they employ a bartender who is covered by adequate liquor liability insurance. Non-Seminary events must be approved by the Facilities Programming Director.

With the approval of the President (or, in the absence of the President, a Vice-President) of the Seminary, non-distilled spirits may be served at official Seminary events. Persons in charge of such events must report them in advance to the Facilities Programming Director and also must provide non-alcoholic beverages. Ordinarily, such events must be catered by an approved caterer.

With the permission of the President of the Seminary, students and their guests may consume their own non-distilled spirits (a) inside the "Tri-C" space in Love-Sherrill Hall, (b) outside the student apartments in the common courtyard area, and (c) around the fire-ring in the valley; provided, however, such beverages are contained in opaque cups that bear no advertisements for alcoholic beverages. With the permission of the President of the Seminary, students and their guests may consume personal quantities of alcoholic beverages (distilled and non-distilled). All of the foregoing activity is deemed to be the sole responsibility of participating students and is neither condoned nor prohibited by the Seminary. Under no circumstances shall alcoholic beverages be served to underage persons nor consumed by persons who are intoxicated.

### ***Concealed Weapons Policy***

Any concealed firearm or other object considered a deadly weapon is prohibited from any property owned or controlled by the Seminary, including, but not limited to classrooms, offices, and other facilities, parking lots, and all outdoor areas. This policy applies to all persons even if they have the proper license to carry a weapon; the only exception to this policy is for peace officers acting in the course of official duties.

### ***Drug-free Workplace Policy***

Louisville Presbyterian Theological Seminary makes a good faith effort to establish and maintain a drug-free workplace. To that end, the following policy governs all workplaces of the Seminary.

The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance (usually referred to as illegal drugs listed under the federal Controlled Substance Act) is prohibited in Seminary workplaces, and is cause for employee discipline up to and including dismissal from employment.

In compliance with the Drug-Free Workplace Act of 1988 and as a condition of employment with the Seminary, all persons employed by the Seminary are required:

To abide by the prohibition contained in paragraph A, above; and

to notify the President of any criminal drug statute conviction for a violation occurring in a Seminary workplace no later than 5 days after such conviction.

Any person employed by the Seminary found to be unlawfully under the influence of a controlled substance while in a Seminary workplace is subject to disciplinary action up to and including termination or may be required by the Seminary to participate satisfactorily in an approved drug abuse assistance or rehabilitation program.

Any employee whose use of controlled substances away from the Seminary can reasonably be established to be the cause of poor attendance or performance problems is to be counseled to seek rehabilitation from available Seminary or community resources.

When notice of a criminal drug statute conviction for a violation occurring in a Seminary workplace is received, the President's office will coordinate compliance with the reporting requirements of the Drug-Free Workplace Act of 1988 including notifying the appropriate federal agency within 10 days of notice of any employee's criminal drug statute conviction.

An employee convicted of a violation of the criminal drug statutes occurring in a Seminary workplace is subject to disciplinary action up to and including termination or may be required by the Seminary to participate satisfactorily in an approved drug abuse assistance or

rehabilitation program.

The Vice President for Finance will maintain and periodically publish a list of available Seminary and community resources for drug abuse assistance or rehabilitation programs. In addition, the Seminary's Chemical Dependency Task Force will also provide employees with information about the dangers of drug abuse in the workplace, the Seminary's policy of maintaining a drug free workplace, and penalties that may be imposed on employees for drug abuse violations occurring in the workplace.

A copy of this policy will be given to each new employee.

### ***Substance Abuse Policy***

As required by the Federal Drug-Free Schools and Communities Act Amendments of 1989, all parents, students and employees are hereby notified by Louisville Seminary that:

Unauthorized distribution, possession, or use of an illicit drug or controlled substance, as defined by the Kentucky Revised Statutes, Chapter 218A; or

Providing alcoholic beverages to individuals under 21 years of age, or possession or use of alcoholic beverages by individuals under 21 years of age; or

Unauthorized possession of an open container of an alcoholic beverage, public intoxication, unauthorized distribution of alcoholic beverages, or possession of alcoholic beverages for purposes of illegal distribution on Seminary premises or at Seminary-sponsored activities is prohibited conduct. In addition to imposition of disciplinary sanctions under Seminary procedures, including suspension or separation from the Seminary for such acts, students or employees may face prosecution and imprisonment under Kentucky laws which make such acts felony and misdemeanor crimes.

The health risks associated with the misuse and abuse of mind-altering drugs, including controlled substance and alcohol, include but are not limited to: physical and psychological dependence, damage to the brain, pancreas, kidneys and lungs; high blood pressure, heart attacks, and strokes; ulcers; birth defects; a diminished immune system; and death.

Louisville Seminary will provide partial financial support for diagnosis and/or treatment of any student or employee with a substance abuse problem. The Dean of Student Engagement and the Vice President for Finance can provide information to students and employees respectively about available drug and alcohol counseling, and rehabilitation and re-entry programs and can authorize the use of Seminary funds for such a purpose. (BM 4/23/91)

### ***Drug/Alcohol Treatment Plan***

Louisville Presbyterian Theological Seminary will provide up to \$100 as partial support for diagnosis and/or treatment of any student or employee with a drug abuse problem. The Dean of Student Engagement is the Seminary contact person who can assist in referral to an appropriate person or agency and who can authorize the use of Seminary funds for such a purpose.

### ***Policy on AIDS***

The American College Health Association Task Force on the Acquired Immunodeficiency Syndrome (AIDS) has proposed that institutional responses to AIDS be formulated. The task force concluded that "HIV infection is potentially lethal, but absolutely preventable." They said "every institution of higher education must be accountable to its community to do everything possible to prevent people from being infected, to limit the consequences of established infection, and to provide compassionate care for all concerned individuals."

In light of that and other calls for an institutional policy, Louisville Presbyterian Theological Seminary tries to provide occasional educational experiences for members of the community concerning the Human Immunodeficiency Virus (HIV) and the Acquired Immunodeficiency Syndrome (AIDS), with knowledgeable leadership coming from students, faculty, and staff members. The educational experiences treat primarily questions of transmission of the virus, precautions concerning it, information concerning the care of AIDS patients, and clarification of the Seminary's policy concerning this problem. CM 3/6/73

It will be the policy of Louisville Presbyterian Theological Seminary to treat any employee who has AIDS or is HIV-positive as an individual with disabilities subject to the protections and provisions of the Americans with Disabilities Act of 1990. As required by law, the Seminary shall not discriminate against any qualified individual with a disability in regard to job application procedures, the hiring, advancement or discharge of employees, employee compensation, job training and other terms, conditions and privileges of employment.

Members of the Louisville Presbyterian Seminary should be warned that sharing information, except in accordance with the confidentiality policy, is not acceptable and that spreading rumors concerning a person with AIDS is a serious matter which may, under certain aggravated circumstances, expose the Seminary to claim in lawsuits. Any harassment of such persons will be considered intolerable and subject to discipline under the current policy of Rights and Responsibilities of Members of the Louisville Presbyterian Theological Seminary.

Some individuals may wish to undergo testing to determine if they are carrying the HIV virus. The Seminary will provide financial assistance to any employee who wishes to undertake such a test and who is not already reimbursed in whole or in part through health insurance for the cost of the test. The amount of the financial assistance provided by the Seminary shall be ½ the total cost of the test as documented by itemized bills. This benefit shall be available to any employee once in every 12-month period. We expect that these policies be used in a constructive, Christian manner as befits our institutional commitments. (Revised 2007)

### ***The Purpose, Conditions and Quality of Our Working Together***

The purpose of Louisville Presbyterian Theological Seminary is, according to the Board of Trustees, to serve the church by educating men and women for participation in the redemptive ministry of Jesus Christ in the world. With that purpose and goal in mind, we seek to grow in providing a pleasant and cooperative atmosphere in which students can learn and teachers can teach. It is important for each employee to be pleasant and be committed to the further training and development of skills and to cooperation in that process.

Since we are an educational institution of the church and for the church, it is important for us to model dependability, trustworthiness, and initiative. In addition, we need to deal in a sensitive fashion in all matters, which are confidential and personal.

As in any good work environment, we need to give attention to safety and health. Our mutual work in all these areas enhance the education process and makes life more agreeable for everyone. All job descriptions specify other experience, education and skills, but these ingredients all affect our work together.

### ***Financial Exigency Policy<sup>5</sup>***

#### **Purpose:**

The purpose of this policy is to establish the circumstances and terms under which a condition of financial exigency may be declared and to establish the authority of the President to take immediate action to reduce expenditures prior to a declaration of financial exigency.

#### **Financial Exigency Defined:**

Financial exigency is a financial emergency that jeopardizes the Seminary's ability to carry

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<sup>5</sup>Policy approved by the Board of Trustees on 4/26/2013

out its mission and that requires immediate action to reduce expenditures. Any one of the following specific situations triggers a financial exigency; however financial exigency is not limited to these: insufficiency of operating revenues to meet current or projected expenditures; a drop in the Seminary's endowment portfolio to an amount less than \$40 million in unrestricted and temporarily restricted assets; an increase in the percentage draw on the endowment to an aggregate amount of 8% or above on a 12 quarter market value moving average; or a drop in available liquid assets to an amount less than 180 days of required operating capital.

### **Authority of the Board of Trustees to Declare a Condition of Financial Exigency**

The Board or the Executive Committee of the Board has the authority to declare a condition of financial exigency. If the declaration of financial exigency is accompanied by the layoff of Faculty Members<sup>6</sup>, action must be taken by the Board, not by the Executive Committee.

### **Authority of the President to take Action Prior to a Declaration of Financial Exigency:**

Under the President's authority as described in Article V, Section 2 of the Bylaws, the President may, but is not required to, take any of the following actions to avoid a financial emergency and to maintain sound fiscal management without requiring a declaration of financial exigency by the Board of Trustees: request review of one or more Programs for reduction or discontinuance; institute voluntary or mandatory furloughs; cancel or limit sabbaticals; impose position freezes; impose salary reductions and freezes; terminate the appointments of Faculty Members who are not on term appointments; issue notices of non-renewal to Faculty Members whose term appointments are for one year or less; withdraw notices or reappointment previously issued to Faculty on term appointments of one year or less; and take such other actions, not reserved for the Board, that, in the President's judgment, will reduce expenditures in the long or short term and stabilize the financial condition of the Seminary. The President shall consult with the Faculty prior to taking actions that directly affect Faculty compensation, benefits, or appointments.

### **President's Recommendation to the Board:**

The President shall recommend a declaration of financial exigency to the Board when, in the President's judgment, the Seminary is in a condition of financial exigency and further, the immediate issuance of notices of non-renewal to Faculty on term appointments of longer than one year, the withdrawal of notices of reappointment previously issued to Faculty on term appointments of longer than one year, or the layoff of Faculty Members may be required to alleviate the condition. The President's submission of a recommendation to the Board shall be accompanied by a report detailing the rationale for the declaration and a plan for responding to the financial emergency. The President may provide recommendations to the

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<sup>6</sup>For the purposes of this policy, the layoff of a Faculty Member refers only to the rescission of the Faculty Member's tenured appointment or the termination of a Faculty Member's term appointment prior to the end of the term as a result of the reduction or discontinuance of a program or as a consequence of a declaration of financial exigency.

Board on the layoff of specific Faculty Members concurrently with the President's submission of a plan to the Board. These recommendations shall be developed in accordance with the Seminary's policy on "Termination of Faculty Appointments."

**Faculty Consultation:**

The President shall consult with the Faculty concerning the nature and seriousness of the financial emergency and the actions to be taken to address it. Such consultation may occur simultaneously with the Faculty consultation required under the policy governing the layoff of Faculty.

**Declaration of Financial Exigency and Approval and Implementation of an Exigency Plan:**

If the Board declares that the Seminary is in a condition of financial exigency, the Board must adopt a plan to respond to the condition for implementation by the President. If the plan includes the layoff of Faculty Members, the provision of the Seminary policy on "Termination of Faculty Appointments" shall control the implementation of this element of the plan. Other applicable procedures, such as those contained in the Seminary policy on "Program Reduction and Elimination," may be suspended as a result of the declaration of financial exigency with the understanding that, in the case of program reduction or closure, there still must be consultation with the Faculty, although the consultative process may be modified and abbreviated.

**Termination of Exigency:**

Throughout the period of exigency, the President shall periodically report to the Board on progress made toward alleviating shortfalls and improving financial status. The Board will, at its discretion, declare the end of the exigency.

**Post Exigency:**

After the exigency has been declared over and as financial resources become available, restoration of funds to Academic Affairs will be given priority. As provided in the policy governing the reduction or discontinuance of programs, programs that were eliminated due to exigency may be considered for reintroduction as new programs only through the normal curricular review process. As provided in the policy governing the layoff of Faculty, the position of a tenured Faculty Member will not be filled within two years after the effective date of the Faculty Member's layoff unless the Faculty Member has first been offered reappointment.

*Guidelines for Louisville Seminary during Times of Disagreement*

In spirit of trust and love, we promise we will . . . .

Treat each other respectfully so as to build trust, believing that we all desire to be faithful to Jesus the Christ;

- we will keep our conversations and communications open for candid and forthright exchange,
- we will not ask questions or make statements in a way that will intimidate or judge others.

Learn about various positions on the topic about which there is disagreement.

State what we think we heard and ask for clarification before responding, in an effort to be sure we understand each other. Give them a hearing – listen before we answer John 7:51; Proverbs 18:13

Share our concerns directly with individuals or groups with whom we have disagreements in a spirit of love and respect in keeping with Jesus' teachings.

Focus on ideas and suggestions instead of questioning people's intelligence or integrity; We will not engage in name-calling or labeling of others prior to, during, or following the discussion.

Share our experiences about the subject of disagreement so that others may more fully understand our concerns.

Speak the truth in love. Ephesians 4:15 Proverbs 12:18

Indicate where we agree with those of other viewpoints as well as where we disagree.

Seek to stay in community with each other though the discussion may be vigorous and full of tension; we will be ready to forgive and be forgiven.

Follow these additional guidelines when we meet in decision-making bodies:

- Urge persons of various points of view to speak and promise to listen to these positions seriously;
- Seek conclusions informed by our points of agreement;
- Be sensitive to the feelings and concerns of those who do not agree with the majority and respect their rights of conscience;
- Agree to call the question only after the issue has been adequately discussed;

- Abide by the decision of the majority, and if we disagree with it and wish to change it, work for that change in ways that are consistent with these guidelines.
- Maintain the unity of the spirit in the bond of peace.  
Ephesians 4:3 Psalm 34:13-14

Include our disagreements in our prayers, not praying for the triumph of our viewpoints, but seeking God's grace to listen attentively, to speak clearly, and to remain open to the vision God holds for us all.