Perkins School of Theology

Faculty Handbook

Prepared by: The Committee on Faculty August 30, 1985

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TABLE OF CONTENTS

PREFACE

Preparation of a Perkins Faculty Handbook arose out of the awareness that faculty members often have difficulty locating important documents stating school policy and procedures. It has been observed that the Faculty will spend long hours deliberating and deciding upon a policy, only to file it away thereafter and sometimes to forget what was decided. The objective of providing the Faculty Handbook is to assist the Faculty to remain aware over the years of its basic policy decisions and of existing procedures for implementing them. An important part of that objective is to orient new faculty members to the shape of these policies and procedures.

For the Faculty Handbook to serve its purpose adequately, it will need continual updating. Existing policies will be revised from time to time, whereupon the revisions will need to be substituted for the documents they are intended to replace. New policies will also be developed on occasion that should be included here. It is appropriate for the Committee on Faculty to have as one of its ongoing responsibilities the work of keeping the Faculty Handbook up to date.

Faculty members will be aware that some types of information important to their work are not included here. One source of further information is the *Policy Manual* of Southern Methodist University (http://www2.smu.edu/policy), which is periodically updated by the S.M.U. Faculty Senate. Another source is occasional memos from various administrative offices of the University concerning policy on various subjects (e.g., faculty benefits). New members of the Faculty can obtain information about faculty benefits from the S.M.U. Benefits Office in Perkins Administration Building (82131; Room 322).

Joseph L. Allen
Chair, Committee on Faculty
August 1985
Last revised July 2001

1.1

ARTICLES OF OPERATION AND BYLAWS OF THE FACULTY
OF THE PERKINS SCHOOL OF THEOLOGY
SOUTHERN METHODIST UNIVERSITY
(Last revised May 4, 2015)

ARTICLE I: NAME

The name of the organization described in these Articles shall be the Faculty of the Perkins School of Theology of Southern Methodist University, hereinafter called the Faculty.

ARTICLE II: AREAS OF RESPONSIBILITY

1. The Bylaws of Southern Methodist University assign to the Faculty of Perkins School of Theology the responsibility to "prescribe and recommend, subject to the approval of the President and Board of Trustees," policy for the school regarding "(1) requirements for admission, (2) courses of study, (3) conditions of graduation, (4) the nature of degrees to be conferred, (5) rules and methods for conduct of the educational work of the [school, and] (6) candidates for degrees, persons to receive awards of fellowships, scholarships, and prizes" (section 5.20 of S.M.U. Bylaws).

2. The Faculty shall consider, prescribe, recommend, or advise in all matters related to the educational work of Perkins School of Theology. Its general areas of responsibility include the following: admissions, course of study, degree requirements, graduation, academic rules, grading, academic honors and awards, continuing education, and faculty work and well being.

ARTICLE III: MEMBERSHIPS

Membership in the Faculty shall consist of the Dean, the Associate Dean for Academic Affairs, the Associate Dean for Student Affairs, the Associate Dean for External Programs, all faculty (except temporary part-time faculty), all Intern faculty, the Director of The Bridwell Library, and the Director of the The Hispanic/Latin@ Ministries Program.

ARTICLE IV: OFFICERS

The chairperson and presiding officer of the Faculty shall be the Dean of the Perkins School of Theology.

1. In the absence of the Dean, the Associate Dean for Academic Affairs shall serve as presiding officer.

2. The secretary of the Faculty shall be elected as the need arises. The secretary shall keep minutes of all meetings, including attendance. The official file of minutes shall be kept in the office of the Dean, along with supporting documents. The minutes shall be distributed to all members of the Faculty prior to the following meeting, to the Executive Committee of the Student Council, and shall be posted for the information of the entire community of Perkins School of Theology.

ARTICLE V: MEETINGS

1. The Faculty shall hold regular monthly meetings during the academic year, at times to be published in advance in the academic calendar. It shall also meet upon call of the chairperson as needed.

2. In regular attendance with voting privileges shall be the membership defined in Article III, the Director of Public Affairs and Alumni Relations, the Director of Student Services, the Director of Development, the Assistant Dean for Technology, Planning and Compliance, the Director of Global Theological Education, and the Director of the Doctor of Ministry Program. A quorum of one half of these persons shall be necessary for the conduct of official business.

3. Copies of the agenda shall be distributed to all attendees and publicly posted at least forty-eight hours prior to a Faculty meeting.

ARTICLE VI: COMMITTEES

1. Although the Faculty is the primary governing body for educational policy, most of the detailed work toward this end will be initiated and carried out by committees. This work shall be reported, however, to the Faculty in writing for its information and action.

2. The standing committees of the Faculty shall be: A. Academic Programs, B. Community Life, C. Faculty, D. Gender-Identity, Ethnic, Racial, Class, and Cultural Concerns, and E. Student Development.

3. Other committees of the Faculty shall be: Nominations, Rank and Tenure, Long Range Planning, and the Administrative Council.

4. Standing committees may constitute and supervise permanent subcommittees, subject to approval by the Faculty.

5. As standard procedure standing committee meetings shall be open to the community, except the Committee on Student Development when it is considering the cases of individual students.

6. Faculty members of all the standing committees shall be nominated by the Committee on Nominations and elected by the Faculty. Student members of the standing committees shall be nominated by the Committee on Nominations and elected by the Student Council.

7. The Dean and the Associate Dean for Academic Affairs shall be *ex officio* members of all committees.

ARTICLE VII: METHOD OF AMENDMENT

1. Amendments to the Articles and Bylaws may be proposed by any member of the Faculty.

2. An amendment to the Articles of Operation must be printed in full text and distributed to all members of the Faculty at least seven days prior to its consideration by the Faculty. A quorum of two-thirds of the Faculty shall be required before a vote is taken on an amendment. If an amendment is proposed or altered during a Faculty meeting, the proposed or altered version shall lie on the table until the next regular meeting. A two-thirds vote of those present and voting is required to pass an amendment.

3. The same procedure shall be used in amending the Bylaws.

BYLAWS

I. General Provisions Concerning Committees

1. Standing committees remain in being. Their members are elected in May.

2. Terms of membership and service:

    a. Student members of standing committees shall be elected for one year, and they may succeed themselves. Substitutes to fill uncompleted terms may be elected at any time.

    b. Faculty members shall be elected for one-year terms. They may succeed themselves for two additional terms, except in the case of the chairperson, or in instances in which the administrative responsibility of a faculty member makes it mandatory that he/she remain on a committee for a longer time.

c. Chairpersons shall serve in that position no longer than three years. Election to chair allows a person to be eligible to serve on a standing committee for up to six years, or whenever the person ceases to chair the committee, whichever comes first.

d. No faculty member, other than administrators, shall hold voting membership in more than one standing committee of the Faculty.

3. Subcommittees and task forces: In the work of a committee, it may prove necessary or desirable to form one or more subcommittees or task forces. Permanent subcommittees shall be approved by the Faculty; task forces need not be. When creating subcommittees and task forces, the Faculty and standing committees should bear in mind the need for economy in the use of people's time and should seek to avoid proliferation of committees.

II. Standing Committees

A. Committee on Academic Programs

1. The membership of the Committee on Academic Programs shall be four members of the faculty, one of whom shall chair the committee, three students, the Associate Dean for Academic Affairs, the Director of Bridwell Library, Assistant Dean for Technology, Planning and Compliance, and the Registrar. Other Perkins administrators may be invited to meet with the committee when matters related to their respective areas of responsibility are under consideration. The executive officer of the committee shall be the Associate Dean for Academic Affairs.

2. The committee may, if circumstances warrant, establish *ad hoc* subcommittees to address particular issues or concerns within its purview. Such subcommittees shall not serve for periods of more than one academic year unless they are specifically reappointed by the Committee on Academic Programs with the approval of the faculty at large.

3. The Committee on the Library is a permanent subcommittee under the oversight of the Committee on Academic Programs.

4. The meetings of the committee shall be open to the community.

5. The mandates of this committee are:

    a. To oversee the academic programs of Perkins School of Theology, including all degree and non-degree programs, with special attention to the goals of these programs, the policies that govern them, and their effectiveness in meeting their goals.

b. To review proposals for the elimination of existing academic programs, for major revisions of existing academic programs, and/or for the establishment of new academic programs, whether degree or non-degree, and to make recommendations to the faculty concerning such proposals.

c. To review and make recommendations to the faculty concerning the development and operation of off-site and distance learning programs undertaken by Perkins School of Theology.

d. To make an annual report to the faculty.

B. Committee on Community Life

1. The membership of the Committee on Community Life shall be three members of the faculty, one of whom shall chair the committee, three students, one of whom shall be the President of the Perkins Student Association, the Director of Student Services, and the Director of Community Worship. The executive officer of the committee shall be the Director of Student Services. The Director of Spiritual Life and Formation is an ex officio member of this committee.

2. The committee may, if circumstances warrant, establish *ad hoc* subcommittees to address particular issues or concerns within its purview. Such subcommittees shall not serve for periods of more than one academic year unless they are specifically reappointed by the Committee on Community Life with the approval of the faculty at large.

3. The meetings of the committee shall be open to the community.

4. The mandates of this committee are:

    a. To oversee the policies and programs of Perkins School of Theology that have to do with the enhancement of community life and the fostering of worship.

    b. To oversee the offices and procedures through which programs are established and provisions are made to maintain and enhance community life at Perkins.

    c. To review and to make recommendations concerning policy for the enhancement of community life at Perkins.

    d. To oversee the offices and procedures through which regular opportunities for worship are provided within the Perkins community, including the maintenance of the equipment and supplies necessary to the support of worship.

e. To review and to make recommendations concerning policy for worship at Perkins.

f. To oversee the offices and procedures through which programs are established and provisions are made for guiding and enhancing the spiritual life at Perkins.

g. To review and make recommendations concerning the policies governing programs in the spiritual life at Perkins.

h. To make an annual report to the faculty.

C. Committee on Faculty

1. The membership of the Committee on Faculty shall be the Dean, the Academic Associate Dean, three or four faculty members, and two students. Its executive officer shall be the Dean.

2. The mandates of this committee are:

    a. Propose and supervise the process by which the Faculty offer advisory to the Dean in the selection of new faculty members, including consultation with the appropriate division or divisions.

    b. Recommend rank and tenure policy for Faculty consideration.

    c. Discuss and make recommendations to the Faculty and Administration on all matters pertaining to the professional life of the faculty: workloads; encouragement of research and participation in professional societies; faculty research leaves; publication; deployment of faculty for teaching, including continuing education; logistical support; and other matters to improve the work of the faculty and to build faculty morale.

    d. Oversee the process of faculty peer evaluation.

    e. Provide and periodically update a faculty handbook.

    f. Propose and plan regular opportunities for growth of both faculty and administration, through administrators' conferences, workshops on teaching methodology, and the like.

    g. By May 1 each year prepare a list of the members of the Faculty for purposes of determining what shall constitute a quorum for the coming academic year.

h. Work with students to evaluate teaching and encourage more adequate pedagogical methods.

i. Advise the Dean and the Faculty concerning official academic and church relationships of the School, such as those with the Association of Theological Schools, the Association of United Methodist Theological Schools, the Council of Southwestern Theological Schools, the American Schools of Oriental Research, accrediting agencies, Southern Methodist University, and official United Methodist bodies.

j. Arrange for periodic external reviews of the work of the Dean.

D. Committee on Gender-Identity, Ethnic, Racial, Class, and Cultural Concerns

1. The membership of the Committee on Gender-Identity, Ethnic, Racial, Class, and Cultural Concerns shall be three faculty members, four students (representing various Organized Interest Groups), the Director of Spiritual Formation, or the administrative officer responsible for the spiritual formation program.

2. The mandates of this committee are:

a. Assess students' feedback and concerns regarding their academic experiences in any given year in light of gender-identity, ethnic, race, class, and cultural perspectives, and report findings with recommendations to the Faculty as appropriate.

b. Assess the needs and concerns of minority groups within the Perkins community and make recommendations to the Faculty as appropriate.

c. Publicize stated university policies on affirmative action, and develop and propose pertinent policies and goals for Perkins School of Theology including a particular grievance process open to faculty, staff and students who have encountered sexual harassment, sexual, racial or ethnic discrimination, or other such discrimination in Perkins School of Theology.

d. Evaluate the degree to which the seminary acts in accordance with its stated policies and goals in the areas of minority and women's concerns.

e. Propose and plan regular opportunities for increasing the awareness of the Perkins community of the needs and contributions of women and ethnic minorities.

f. Maintain contact with the General Commission on Religion and Race and with the General Commission on the Status and Role of Women in the United Methodist Church and any other relevant organizations.

g. Recognize the distinctiveness of the histories and needs of women and specific ethnic minority groups and attend specifically to those needs as it is most efficient and appropriate.

h. By the end of each academic year send nominations for membership on the sexual Harassment Advisory Panel to the dean.

i. Present an annual report to the faculty.

E. Committee on Student Development

1. The membership of the Committee on Student Development shall be four members of the faculty, one of whom shall chair the committee, three students, the Associate Dean for Academic Affairs, the Registrar, the Director of Recruitment, and the Director of Student Services. The executive officer of the committee shall be the Associate Dean for Academic Affairs.

2. The committee may, if circumstances warrant, establish *ad hoc* subcommittees to address particular issues or concerns within its purview. Such subcommittees shall not serve for periods of more than one academic year unless they are specifically reappointed by the Committee on Student Development with the approval of the faculty at large.

3. The meetings of the committee shall be open to the community except when it is considering the cases of individual students.

4. The mandates of this committee are:

    a. To oversee the programs, policies and procedures of Perkins School of Theology with regard to student recruitment and admissions, financial aid, and the academic progress and standing of students in its degree programs.

    b. To recommend to the faculty policy for recruitment and admissions and to oversee the process by which students are recruited for and admitted to degree programs, with special attention to the recruitment of minority and international students.

    c. To designate each year two of its faculty members and one of its student members to act, with the Director of Admissions, on difficult or special applications (i.e., applications that do not clearly and unexceptionably meet the standard requirements for admission), on international admissions, and on the awarding of merit scholarships.

    d. To recommend to the faculty policy concerning financial aid and to oversee the process by which financial aid is awarded.

e. To recommend to the faculty policies concerning academic advising, grading, grade recording, withdrawal of students from courses and/or from school, academic probation, dismissal of students for academic reasons, awards and fellowships, and the like, and to oversee the procedures by which these policies are administered.

f. To oversee the policies and procedures by which students' academic progress and standing are monitored, including the review of students for admission to candidacy for their respective degrees and the review and recommendation of degree candidates to the faculty for the voting of degrees.

g. To designate each year two of its faculty members (the chair and one other) to serve, at the request of the Associate Dean for Academic Affairs, as advisers to the Associate Dean in individual cases having to do with students' academic standing or progress; and to serve, at the request of the Director of the Doctor of Ministry Program, as advisers to the Director in individual cases having to do with admission to the Program or with students' academic standing and progress in the Program.

h. To oversee the setting of the academic calendar, the establishment of the schedule of courses, the holding of registration, the awarding of student awards and fellowships, and similar matters.

i. To make annual report to the faculty.

III. Other Committees

A. Committee on Rank and Tenure

1. The membership of the Committee on Rank and Tenure shall be constituted as follows:

    a. The membership of the Committee shall be six faculty members of the tenure-track faculty, elected by majority vote in a secret ballot of such faculty, without nomination. In addition to the elected members, the Dean and Associate Dean of Academic Affairs shall serve ex officio. The Dean shall be the chair. Membership shall be for a term of three years, so arranged that two members rotate off the committee each year. A member may be elected for no more than two successive terms, but is eligible again for election after one year.

    b. In the event that a person is elected to the committee who does not have full professorial rank, that person shall not participate in any deliberation about his or her own promotion or tenure. No more than two members of the committee may hold a rank lower than full professor.

    c. A committee member who is to be on leave for a semester shall have an elected replacement who may be asked to serve a second semester if the committee judges this extra service useful to its work. A committee member who is on leave for a full academic year shall have an elected replacement who shall complete the remainder of the original term.

2. The mandate of the committee shall be to gather and review information and advise the Dean concerning all individual cases involving the reappointment, promotion and election to tenure of members of the faculty.

3. The committee shall operate according to the policies and procedures set forth in the document, "Rank and Tenure Policy and Procedures."

B. Committee on Nominations

1. The membership of the Committee on Nominations shall be two faculty members elected by the Faculty, two students elected by the Student Council, the Academic Associate Dean, and the Director of Student Services. Its chairperson and executive officer shall be the Academic Associate Dean.

2. The faculty members of this committee shall be elected annually by the Faculty, without nomination and by secret ballot. Balloting shall continue until election by majority vote is

achieved. The student members shall be elected in similar fashion by the Student Council. Since the Committee's primary work will conclude in May each year when nominations are presented for the standing committees, its members for the upcoming year should be elected at that time.

3. In general the Committee shall plan, propose, and supervise all processes of nomination and election to standing committees of the Faculty, unless otherwise stipulated in the Bylaws, under the following general provisions:

    a. The Committee shall consult widely in making its nominations for members and chairpersons of committees. In nominating student members, the committee should take account of the various interests and programs in the community, as well as the interests of individual prospective committee members.

    b. After appropriate consultation and deliberation the committee shall present to the Faculty its nominations for chairperson and members of their standing committees and its nominations for other positions to which the Faculty must appoint, elect, or nominate representatives to other bodies.

    c. In all the above elections nominations from the floor shall be in order.

C. Committee on Long Range Planning

1. The membership of the Committee on Long Range Planning shall be the Dean, the Academic Associate Dean, the Director of Bridwell Library, the Assistant Dean for Instructional Theology and Institutional Research, and three faculty members, one of whom shall be the chair.

2. The faculty members of the Committee shall be elected annually by the Faculty. The Committee on Nominations shall nominate persons for membership.

3. The mandates of this committee are:

    a. Reflect upon the present state and future prospects of theological education in general, and of Perkins School of Theology in particular, and consider how the school might more effectively carry out its mission in the future.

    b. Consider any proposals for new initiatives or major modifications in program, facilities, or personnel, and make appropriate recommendations to the Faculty and/or to the administrative officers of the school.

    c. Review and coordinate the planning activities which may be underway in particular areas of the school's life.

d. Regularly appraise the size, configuration, and deployment of the faculty.

e. Regularly appraise the administrative structure of the school and advise the Dean concerning the same, giving particular attention to its service to the goals of the school.

f. Periodically review the governance structure of the Faculty as laid out in the Articles of Operation and Bylaws, and recommend any changes that may from time to time seem advisable.

g. Periodically review the financial situation of the school, in consultation with the Dean and the Financial Officer.

h. Take counsel with the Dean and the Director of Development on development as it relates to long range planning.

i. Take counsel with the Dean and the Director of Admissions concerning trends in enrollment and their implications for the schools planning.

j. Provide occasions, as seems advisable, for discussion of long range planning issues by the Faculty and by other groups within or related to the school.

k. Be available to the Dean for counsel on any other matters related to long range planning that the Dean may see fit to bring before the committee.

D. Administrative Council

1. The membership of the Administrative Council shall be all members of the administrative staff of the School.
2. The chair shall be the Dean.

3. The purpose of the Administrative Council shall be to facilitate the administration of the School.

E. The Divisions

1. The divisional structure of the curriculum shall be: Division I-The Biblical Witness; Division II-The Heritage of the Christian Witness in Its Religious and Cultural Context; Division III-The Interpretation of the Christian Witness; and Division IV-The Witness of the Church and Its Ministry.

2. The faculty membership of each division shall be those faculty members whose primary locus of academic work is in that divisional area, except that those faculty members who

continually devote major attention to more than one divisional area may be members of two divisions. There shall be two student members of each division, nominated by the Nominating Committee after consultation with the faculty members of each division and elected by the Student Council for a one-year term. The chairperson of each division shall be a faculty member chosen for a three-year term through a process of consultation between the Academic Council and the Division.

3. Each division shall advise the Committee on Curriculum regarding course offerings in its fields of study, shall consult with the Committee on Faculty regarding selection of new faculty members related to its division, and shall explore matters of common interest pertaining to the fields represented therein.

1.2

The Mission of Perkins School of Theology

(Last revised April 2, 2001)

The primary mission of Perkins School of Theology, as a community devoted to theological study and teaching in the service of the church of Jesus Christ, is to prepare women and men for faithful leadership in Christian ministry.

Perkins School of Theology affirms its relationships to the community of learning that is Southern Methodist University, to the universal church (inclusive, ecumenical, and global), to The United Methodist Church specifically, and to its particular geographical and cultural setting in the southwestern United States.

These relationships are sources of strength and avenues of service for the school as it pursues its twin tasks of theological reflection and theological education to the glory of God.

1.3

Strategic Plan for 2011-2015
(October 3, 2011)

The Strategic Plan for 2011-2015 is a revision of the 2006-2010 Strategic Plan. Like the previous Plan, this revised Plan is organized according to the headings of the Southern Methodist University Centennial Strategic Plan. Items included in this Plan have arisen from a review of progress on the previous Strategic Plan, the Association of Theological Schools self-study report, the ATS response to their on-campus visit in the spring of 2010, and further input from faculty committees.

GOAL ONE: To enhance the academic quality and reputation of the University.

Objective 1.1: Seek funding to establish at least two new endowed chairs, raising the number of endowed chairs to ten. Priorities for new endowed chairs might include Methodist Studies, World Christianity, Latino Christianity or Practical Theology. Responsibility: Development office. Due date: June 2015. Funding required: $3 million (endowment).

Objective 1.2: Complete a comprehensive study on ways to enhance the pedagogical value of the cultural, ethnic, and theological diversity of the Perkins community, with a report and policy recommendations. Responsibility: Committee on Academic Programs, in consultation with the Committee on Gender, Ethnic, and Racial Concerns. Due date: December 2014. Funding required: none beyond regular budget.

Objective 1.3: Seek funding for the Center for the Study of Latino/a Christianity and Religions that will enable a permanent director position, continue its programs, and create two endowed lectureships, one honoring Martin Luther King and one honoring Oscar Romero. Responsibility: Development Office, in consultation with the Executive Board of the Center for the Study of Latino/a Christianity and Religions. Due date: June 2015. Funding required: $3 million (endowment).

GOAL TWO: To improve teaching and learning.

Objective 2.1: Plan and seek funding to meet Bridwell Library space needs as set forth in its feasibility study of 2011. Responsibility: Development Office in consultation with the Director of Bridwell Library. Due date: June 2015. Funding required: $15 million (capital expenditure).

Objective 2.2: Evaluate the option of offering courses online with particular attention to the pedagogical, formational and business impact of such offerings. Positive recommendations will include proposed business plans. Responsibility: Long Range Planning Committee and the Assistant Dean for Information Technology and Institutional Research. Due date: October 2013. Funding required: none beyond regular budget.

Objective 2.3: Review the effectiveness of the Houston/Galveston program with particular attention to connectional relations, continuing market strength, costs, course scheduling, and faculty deployment. Responsibility: Long Range Planning Committee. Due date: October 2014. Funding required: none beyond regular budget.

Objective 2.4: Conduct an assessment of and investigate an expansion of Perkins degree and certificate programs to permit greater specialization in and focus on areas such as worship, preaching, leadership, theology, and spirituality. Responsibility: Perkins faculty through the Committee on Academic Programs. Due date: October 2014. Funding required: none beyond regular budget.

Objective 2.5: Implement an ongoing, comprehensive process of institutional evaluation to ensure continuing vitality. Institutional Evaluation covers Perkins School of Theology programs, processes and personnel and includes a regular strategic planning process. The scope of Institutional Evaluation includes (1) ability to fulfill the school's mission; (2) ability to provide the resources necessary to sustain and improve the school; and (3) ability of governance and administrative structures, personnel, and procedures to exercise leadership adequately on behalf of the school's purpose and to operate the school with integrity. Responsibility: Long Range Planning Committee and Senior Administrative Council. Due date: October 2011. Funding required: none beyond regular budget.

Objective 2.6: Implement an ongoing evaluation process of educational effectiveness for each degree program to demonstrate the extent to which students meet the educational goals of their programs, and the extent to which each degree program is meeting the needs of students and religious communities. The evaluation process includes (1) refining existing degree goals and student learning outcomes, (2) clarifying and enriching the tools used to measure learning outcomes, (3) analyzing findings achieved, and (4) making appropriate changes based on the analysis of findings. Responsibility: Assessment Task Force and Committee on Academic Programs. Due date: October 2011. Funding required: none beyond regular budget.

Objective 2.7: Seek funding for the Center for Religious Leadership that will enable the Center to expand opportunities for teaching and learning for enhancing religious leadership in various Christian denominations as well as those from other traditions. Responsibility: Development Office in consultation with the Executive Board of the Perkins Center for Religious Leadership. Due date: June 2015. Funding required: $3.5 million (endowment).

Objective 2.8: Seek funding for the Center for Missional Wisdom that will enable the Center to expand its mission. Responsibility: Development Office in consultation with the Executive Board of the Center for Missional Wisdom. Due date: June 2015. Funding required: $3.5 million (endowment).

GOAL THREE: To strengthen scholarly research and creative achievement.

Objective 3.1: Collaborate with the Office of Research and Graduate Studies, the Office of the Provost, and the Office of the Dean of Dedman College to seek funding to increase the size and number of student stipends in the Graduate Program in Religious Studies to an average annual stipend of $20,000 and to the number of stipends consistent with the admission of ten new students a year. Responsibility: Development Office in consultation with the Steering Committee of the Graduate Program in Religious Studies. Due date: June 2015. Funding required: $11 million (endowment).

Objective 3.2: Articulate the role of a graduate-professional theological school as an academic unit within a church-affiliated research university that is engaged in scholarly work at the highest levels and in shaping the disciplines of theological inquiry. Responsibility: Director of the MSM program (in collaboration with Meadows School of the Arts), Director of the Graduate Program in Religious Studies (in collaboration with Perkins and Dedman College), Director of the Center for Religious Leadership (in collaboration with other schools or programs of the University as appropriate), Director of the Center for Studies in Latino/a Christianity and Religions (in collaboration with other schools or programs of the University as appropriate). Due date: October 2014. Funding required: none beyond regular budget.

Objective 3.3: Expand the public voice of critical theological thinking on campus and in the civic communities in such ways as developing and making public our "expert list" and increasing use of the video commentary room. Responsibility: Director the Office of Public Affairs at Perkins School of Theology. Due date: October 2014. Funding required: none beyond regular budget.

GOAL FOUR: To support and sustain student development and quality of life.

Objective 4.1: Develop a sustained plan for marketing and recruitment that will bring 100 new, well-qualified master's degree students per year on an on-going basis. Responsibility: Office of Recruitment. Due date: November 2011. Funding required: to be proposed if warranted.

Objective 4.2: Raise funds for scholarships to support recruitment efforts among diverse constituencies and to alleviate the debt burdens that graduating students carry. Responsibility: Development Office. Due date: June 2015. Funding required: $6 million (endowment).

Objective 4.3: Explore and implement ways to expand the program in spiritual formation, including a) additional elective, non-curricular opportunities for spiritual formation beyond the first year, b) curricular offerings, including possible collaborative offerings, in the area of spiritual formation, c) spiritual retreats, and d) opportunities for spiritual direction for students. Responsibility: Director of Spiritual Formation and Director of Community worship in consultation with others as appropriate. Due date: October 2014. Funding required: to be proposed if warranted.

Objective 4.4: Develop a new administrative and programmatic structure for theological education of youth that provides theological formation and vocation for youth by merging the Hispanic Youth Leadership Academy and the Perkins Youth School of Theology objectives and resources under the office of Advanced Ministerial Studies, and secure funding for these programs. Responsibility: Development Office in consultation with the Youth Theological Education Task Force and the office of Advanced Ministerial Studies. Due date: June 2013. Funding required: $3 million (endowment).

GOAL FIVE: To broaden global perspectives.

Objective 5.1: Raise funds to endow the Global Theological Education program including its programs in cross-cultural immersion experiences, exchange programs with theological schools in other countries, and engagement in religious diversity. Responsibility: Development Office in Conjunction with Director of Global Theological Education. Due date: June 2015. Funding required: $6 million (endowment).

1.4

STATEMENT ON SEXUAL HARASSMENT
PERKINS SCHOOL OF THEOLOGY

(May 7, 1993)

Sexual harassment, sexual assault, rape, and sexual misconduct are problems which affect the religious community, including seminaries, as well as secular society. Southern Methodist University expressly forbids sexual harassment of any kind, whether involving students, faculty, or staff. Perkins School of Theology regards sexual harassment as a serious violation of the God-given integrity of individuals and as inhibiting the moral and educational mission of the school.

Thus it is fitting that Perkins School of Theology provide clear statements regarding our understanding of the problem and provide members of this community with guidance on how to prevent sexual harassment.

WHAT IS SEXUAL HARASSMENT?

The law defines sexual harassment as unwelcome sexual conduct. According to the Equal Employment Opportunity Commission, there are two types of sexual harassment: "Quid pro quo," in which the unwelcome sexual conduct is accompanied by threats of punishment or promises of reward; and "hostile environment," which refers to conduct which is essentially sanction-free, but creates "an intimidating, offensive, or hostile environment." Sexual harassment is prohibited as a form of sex discrimination under Title IX of the 1972 Education Amendments. The SMU policy states that "the unprofessional treatment of students and colleagues in any form is unacceptable in the University community" (p. 1).

In addition to prohibitions against sexual harassment, SMU policy also forbids "consensual sexual relationships" between faculty and students where the faculty in question must function in a supervisory relationship with the student. Such a situation creates an unavoidable conflict of interest, and damages the professional relationship between the persons involved.

TYPES OF SEXUAL HARASSMENT

1. Generalized sexist remarks or behavior (also called gender harassment): This includes demeaning or offensive comments, jokes, pictures, or questions, or unwelcome and inappropriate touching. Such behavior affects the entire classroom or community and contributes to the creation of a hostile environment.

2. Unwelcome but sanction-free sexual advances: This includes unwelcome or persistent requests for sexual or social activity or questions about one's sexual behavior or preferences without overt threats, although threats are implicit.

3. Sexual advances accompanied by overt promise of reward: In this case, the invitation to sexual or social activity is accompanied by a promise of some sort of reward which is in

the harasser's power to offer, i.e., a higher grade or a recommendation.

4. Sexual advances accompanied by overt threat of punishment: This includes coercion of sexual or social activity by the use of threats which are in the harasser's power to carry out, i.e., a lower grade or a poor recommendation.

5. Sexual crimes: This includes the use of physical force or its threat, such as assault and rape. RAPE AND PHYSICAL ASSAULT ARE CRIMES AND SHOULD BE REPORTED TO THE POLICE.

THE COST OF SEXUAL HARRASSMENT

Sexual harassment is costly for the victim, for the harasser, and for the community in which the harassment takes place.

Persons who are subjected to sexual harassment often experience a loss of self-esteem, harbor doubts about their vocation, value, and abilities, and feel isolated and helpless. This often causes stress for their families as well. Victims frequently have difficulty concentrating, with the resultant disruption of academic performance and of religious activity. This disruption and stress often continues over a long period of time. Sexual harassment or the risk of it may cause a student to drop or avoid a course, change a course of study, alter vocational plans, resign from a job, or even withdraw from school.

The harasser's behavior betrays a lack of respect for others and raises questions about the individual's ability to use the power of the pastoral and teaching office appropriately. Such behavior may lead to severe sanctions, including suspension or termination from school or work. If not confronted, this behavior is likely to continue, causing further harm to others, to the harasser's family, and to the harasser's own person.

The community suffers from a loss of trust in its leadership and a loss of security for its members. This will affect the community's ability to minister effectively. In the case of Perkins as a theological seminary, there is the risk that we will lose credibility as a trustworthy institution. An environment in which sexual harassment is allowed to continue undermines the gospel message of the sacred worth of all people, and is in direct conflict with Perkins' stated mission to "prepare women and men for effective leadership in the church." (Perkins *Bulletin* 1992-1993, p. 8)

NEED FOR EDUCATION

The prevention of sexual harassment, as well as the development of an adequate system of responding to complaints of sexual harassment, depends upon ongoing education and guidance in the seminary community. This education may be done in the context of the sexism workshop for first-year M.Div. and M.R.E. students, orientation for entering students, faculty guild meetings, convocation programs, and other special events for the entire community. It should include information on the legal definition of sexual harassment, examples of forms of harassment, discussion of costs and problems, and clear statement of SMU policies and procedures, and must be offered on a regular basis.

RESPONDING TO SEXUAL HARASSMENT

Because of the costs of sexual harassment to the community and to the individuals involved, Perkins School of Theology has a vested interest in providing clear procedures for reporting and appropriate sanctions.

1. **State your objections at the time**. A clear statement of objection to the person committing the offense when the incident occurs could prevent further occurrences if the individual did not realize that the behavior was offensive. It should be noted, however, that this is often very difficult to do, and unless the statement is very direct the offender may not interpret it as an objection.

2. **Tell someone**. It is often difficult to assess a situation objectively and can be very helpful to talk to a trusted friend, colleague, or teacher about the incident. Members of the Perkins Panel on Sexual Harassment are available for informal consultation. The staff of the Human Resource/Women's Center can also provide experienced, free, and confidential support and consultation.

3. **Document incidents**. If the behavior continues, note dates, times, places, and individuals involved together with descriptions of the incidents. Keep notes, answering machine messages, or letters received from the harasser and your response.

4. **Report the incident**. If stating your objections to the harasser is not feasible or does not end the harassing behavior, members of the Perkins Panel on Sexual Harassment can offer information on the SMU procedure involved in filing a complaint. Since sexual harassment is against the law, the harassee also has the option of seeking legal advice from someone outside the University community as to the feasibility of filing a lawsuit.

Persons who are subjected to sexual harassment are often reluctant to file charges against their harassers, whether out of misplaced self-blame, sympathy for the harassers, or fear of reprisal. However, if the behavior is never reported, the harasser is free to conclude that the behavior is acceptable and perhaps even welcome, and will continue to harm others and self. An adequate understanding of Christian love demands that the community enable the reporting of incidents of sexual harassment by providing structures of support and protection against retaliation for complainants, and clear information on SMU Policies and Procedures.

THE PERKINS ADVISORY PANEL ON SEXUAL HARASSMENT

In order to provide such structures of support and protection, and to provide education and information that can facilitate the appropriate resolution of complaints of sexual harassment, Perkins School of Theology has established an Advisory Panel on Sexual Harassment. This Advisory Panel is made up of nine members of the Perkins community, as follows: three members of the faculty or administration, three members of the staff (non-exempt), and three students. The members are appointed by the Dean upon recommendation of the Committee on Women and Ethnic Concerns and are chosen in order to best represent the various racial, ethnic, and gender constituencies of the Perkins community. Faculty and staff members of the Panel normally serve for a three-year term. Student members may be appointed in their second year and serve for two or three years, depending on the length of their presence on campus. The chair of the Panel is selected by its members. The Panel will meet at least once each semester.

The Panel accepts responsibility for informing itself about the issues related to sexual harassment through readings, attending workshops, and consultation with experts on the issues. The Panel will also be responsible for providing educational materials and presentations to the Perkins community, and will work with the Affirmative Action Officer of the University to keep the community informed as to any changes in the SMU Policies and Procedures. Any member of the Perkins community may approach any member of the Panel for advice or information on these matters.

SOUTHERN METHODIST UNIVERSITY
POLICIES AND PROCEDURES

FACULTY

REVISED AS OF: October 18, 2005 POLICY NUMBER: 6.7

THE RECRUITMENT, SELECTION, AND APPOINTMENT OF FULL-TIME FACULTY AND ACADEMIC ADMINISTRATORS

A. Policy

It is the policy of the University that University employees and applicants for faculty and academic administrative positions shall be given equal employment opportunity without regard to race, color, sex, age, national origin, disability, or veteran's status. In order to fulfill this policy the recruitment, selection, and appointment of the faculty and academic administrators shall be carried out pursuant to this policy. The University is committed to equal opportunity, which includes nondiscrimination on the basis of sexual orientation.

B. Purpose

The purpose of this policy is to ensure that the recruitment, selection, and employment procedures utilized by University administrators are fair and permit the selection of the best qualified applicant while also complying with the requirements of the Civil Rights Act of 1964 as amended, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act of 1990, and other related federal laws and regulations.

C. Recruitment

When it is determined that a new faculty or administrative position is to be created or when it is determined that a vacant faculty or administrative position shall be filled, the recruiting process shall be commenced sufficiently in advance of the date the appointment is to be made to allow the fulfillment of the requirements of this policy. The originator of any request to create a new position or fill an existing position shall furnish to any reviewing authority the information set forth in "2" of this paragraph. In addition, the criteria of: position, title, rank; description of duties and responsibilities; degree of specialization or breadth in the discipline; and minimum qualifications and the qualities desired shall be evaluated and assigned a relative priority in terms of importance to the mission of the department, division, or office. The position may be announced and recruiting activities begun only after written approval by the Office of the Provost.

1. Conduct of a Search

The **Office of Institutional Access and Equity** shall take the initiative in providing data and assisting in the development of recruiting strategies that will insure consideration of women and minorities in hiring. There will be consultation with the Affirmative Action Office by department/division head, the dean, or search committee on the following critical elements of the search process.

* congruence of recruitment and selection procedures with University goals and objectives;

* content and distribution of position announcements and advertisements; and

* applicant documentation -relevant forms (Applicant Flow Form, Affirmative Action Process Summary) for each job search are available in the **Office of Institutional Access and Equity**.

Once the search has been authorized, the Dean or the Provost shall determine whether a search committee is appropriate. In either case, an announcement of the position and advertisement shall be approved for release and publication by the department or division head, the Dean, and the Provost. The Provost shall forward to the **Office of Institutional Access and Equity** a copy of the position announcement and advertisement copy for the Director's review of required language and content.

2. <u>Content and Distribution of Position Announcement</u>

The position announcement shall contain the following information:

* position, title, rank
* description of duties and responsibilities
* degree of specialization or breadth in the discipline
* application deadline
* minimum qualifications and qualities desired
* salary, 9 month or 12 month, if appropriate
* expected starting date
* support materials requested
* application address
* every ad must include one of these statements:

a) SMU is an Affirmation Action/Equal Opportunity/Title IX Employer. (This is what currently appears.) OR

b) SMU will not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. OR

c) SMU will not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. SMU also is committed to the principle of nondiscrimination on the basis of sexual orientation.

We understand that some academic departments also add, "Women and minorities encouraged to apply" or similar language. This is permitted to address the department's particular needs with regard to the applicant pool. Any other additions by academic departments would have to be approved by the Office of the Provost.

Broad distribution of the position announcement is required to ensure that potential candidates have reasonable opportunity to learn of the search. Special efforts shall be made to inform potential candidates whose hiring would enable the department, division, or University to meet its Affirmative Action goals.

3. Content and Distribution of Paid Advertising

Paid advertising should include the following information:

* position, title, rank, and salary (if appropriate)
* brief description of duties and responsibilities
* degree of specialization or breadth in the discipline
* the University's advertisement statement; i.e., Equal Opportunity/Affirmative Action/Title IX/ Americans with Disabilities Act Employer

Consideration should be given to placement of paid announcements in media that have wide distribution among women and/or ethnic minorities. Information by discipline relative to availability and potential sources for contact with ethnic minorities and women will be available in the **Office of Institutional Access and Equity**.

4. Filing Period of Search

The filing period for any search may not be less than 30 calendar days. The appropriate academic administrator may modify the announced closing date if the applicant pool is too small or does not contain a sufficient number of under-represented protected group members.

5. Acknowledgment of Inquiries/Applications

The appropriate academic administrator shall have responsibility for assuring acknowledgment of all inquiries and application for announced positions and forwarding with acknowledgment an Applicant Flow Form (with return address label to the **Office of Institutional Access and Equity** and prepaid envelope) which solicits the applicant's voluntary cooperation to provide the University with certain sensitive data. The Applicant Flow Forms and a letter of explanation to accompany the form may be obtained from the Office of **Institutional Access and Equity**.

D. Selection

1. Evaluation

Applicants shall be evaluated according to criteria appropriate to the position to be filled.

2. Request for File Review

After an initial screening of the candidates and the selection of a pool of finalists, the Dean will review the files of the selected candidates and may meet with the committee chair and department or division head to discuss the screening. In the interest of achieving Affirmative Action goals, this group may add to the list of finalists qualified women and/or minority group members who are in the applicant pool.

In addition, after the selection of a short list of candidates for key administrative appointments, or to the rank of Professor or to an endowed chair, the Provost should be apprised of the state of the search. This should include a comparative assessment of the strengths of the candidates.

3. Recommendation of Appointment

When the search has been completed, information pertinent to the recommended appointment, including specific efforts to fulfill affirmative action goals, should be transmitted to the Provost. The Provost shall review the recommendation to assure that the process was conducted in accordance with these guidelines, and in compliance with the Affirmative Action Plan. After approval, the Provost will forward a copy to the **Office of Institutional Access and Equity**. This information should include:

* A written summary evaluation of each finalist and his/her dossier
* A completed Affirmative Action Process Summary which describes the search process in detail

A draft letter of appointment and the Faculty/Appointment Request Form will be prepared by the Dean and submitted to the Provost for review. The letter shall make provision for the signature of the candidate indicating acceptance of the conditions set forth. The authority to extend an offer or an appointment is limited to the terms and conditions of the appointment letter approved by the Provost. Care should be taken not to communicate, orally or in writing, any terms or conditions of employment as being approved or offered by the University prior to approval of the appointment letter. Only the terms and conditions of the approved letter shall constitute the offer.

The intent of the University is to adhere to the policy stated herein in the recruiting and appointment of all faculty and academic administrators; however, experience has shown that on rare occasions it is necessary to dispense with procedural requirements to take advantage of an opportunity to appoint unusually qualified persons. Exceptions to this policy can only be made upon the submission of written justification to the Provost and then only after the Provost has approved such justification.

E. Documentation

The department, division, or office involved in the search shall maintain on file, for a minimum of two years or as long as a grievance or civil action is pending pertaining to the recruiting process of any grievance or plaintiff in a civil action, the following information:

* Affirmative Action Process Summary
* Applicant curriculum vitae
* Listings and copies of advertisements placed
* Evaluation, summaries and any other information pertinent to the search process.

SOUTHERN METHODIST UNIVERSITY
POLICIES AND PROCEDURES

FACULTY

REVISED AS OF: May 7, 1999 POLICY NUMBER: 6.6

FACULTY RANKS, CLASSIFICATIONS AND TERMS OF APPOINTMENT

A. Ranks*

The members of the University faculties are classified and ranked as follows:

President of the University, Provost of the University, Deans of the Schools, Professors, Associate Professors, Assistant Professors, Instructors, Lecturers, Senior Lecturers, Visiting Professors, Adjunct Professors, and Scholars (Writers, Composers, Artists, Executives) -in Residence.

Personnel policies of the University apply to all faculty members except as provided in the policies generated by the Office of the Vice President-Provost, and incorporated in the University Policy Manual.

B. Terms of Appointment of Faculty*

The normal terms of appointment of members of the full-time faculty are as follows:

1. The President -elected by the Board of Trustees at a regular or special meeting, for a term fixed by the Board after due consultation on selection of the President with a University committee, including but not limited to, representatives of the following groups: the general faculty through the Faculty Senate, the Student Body through the Student Senate, the Council of Deans, the Vice Presidents, and the SMU Alumni Association, through its Executive Committee.

The Board of Trustees shall have sole authority to employ or terminate a President, which action must be taken at a regular or special meeting.

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*These are established by the Board of Trustees and may only be modified by the Board of Trustees.

2. The Provost -stated term determined by the President.

1. The Deans -stated term determined by the Provost.

2. Department Chairs and other academic administrative personnel -for stated terms at the pleasure of the Provost.

3. Professors, Associate Professors, and Assistant Professors -for a term ranging from one year to a term without limit, upon nomination by the President and confirmation by the Board of Trustees.

4. Instructors, Visiting Professors, and Adjunct Professors -by appointment of the President for a one-year term, or less.

5. Scholars (Writers, Composers, Artists, Executives)-in-Residence – by appointment of the President, with the recommendation of the respective Dean and approval of the Provost, for a one to three year renewable term, or less, but in no event will the cumulative length of service in this rank exceed six years.

6. Lecturers -for terms ranging from one year to a renewable three-year term, by appointment of the President; upon the recommendation of the respective Dean, Lecturers appointed to three-year terms may be appointed as "Senior Lecturer."

C. Emeritus Designation

The title "Emeritus" may be granted to tenured members of the faculty upon retirement, at the recommendation of the Provost. Prior to retirement the faculty member's department shall initiate consideration of Emeritus designation and transmit its recommendation to the Dean. The Provost shall solicit these recommendations from the schools. Each school shall have uniform written guidelines for consideration of Emeritus status, subject to the approval of the Provost.

The University cherishes the contributions to its common life provided by its emeriti faculty. Upon retirement, each emeritus faculty member will be granted parking privileges on campus, use of the library and other appropriate research support, and admission to or discounts for University athletic and cultural events. The Office of Research Administration will continue to serve emeriti faculty desiring to apply for grants and contracts. Tuition discounts will be available for University courses on a space available basis. Emeritus faculty will be granted membership in the Faculty Club with no "initiation" fee or monthly dues, and groups of emeritus faculty may request and use rooms on the campus for meetings. Emeritus faculty will receive the *SMU Magazine* and the calendar of cultural events at the Meadows School of the Arts.

D. Designations of University Distinguished Professors

The title "University Distinguished Professor" is accorded to no more than ten faculty employed at the University at the time of designation, who have proven themselves to be outstanding teachers/scholars with exceptional academic records according to rigorous nationally accepted standards. The title of Distinguished Professor is the highest honor the University awards to a faculty member.

E. <u>Designations of Endowed Chairs</u>

1. (Named) Distinguished Professor -This designation is accorded to that small number of faculty who are judged to be truly outstanding scholars and teachers according to rigorous, nationally-accepted standards. The title of "Distinguished Professor" is the highest honor the University awards to a faculty member.

2. (Named) Professor -This designation is accorded to senior scholar/teachers of outstanding qualifications. Often appointees to endowed chairs are the younger counterparts of Distinguished Professors. Endowed Professors have track records which set them apart from the majority of their colleagues and reputations which approach those of Distinguished Professors.

3. (Named) Trustee Professor -This position will be held by exceptionally gifted young scholars at the point of transition from junior to senior status. Trustee Professors are faculty members whose accomplishments indicate great potential. This caliber of appointee will normally not have received tenure. Their efforts are focused on honing their teaching skills and on carving out an area of research or performance in which their potential, even mastery, is unmatched by others.

4. (Named) Visiting Professor -This designation will be accorded to one-semester or one-year visiting faculty members. The title and the availability of additional funds will enable the schools to bring in scholars who can interact with faculty and students and thereby enrich the University's academic environment.

5. (Named) Research Associate -This designation will be accorded to a faculty member for a fixed term to provide support for research. The support can be for either salary, equipment, or general research expenses.

F. <u>Appointments to Rank of Instructor, Lecturer and Research Associate</u>

1. Instructor: This rank is accorded full-time faculty who have not completed the terminal degree required for appointment to the rank of Assistant Professor, but whose contracts stipulate appointment to the rank of Assistant Professor upon certification of completion of the degree. Unless specific written agreements to the contrary have been reached, the probationary period for appointment to a tenure-track position will begin with the appointment as Assistant Professor.

   Appointments to the rank of Instructor are non-tenure-track.

   A person who has not completed the terminal degree can be reappointed to the rank of Instructor a maximum of three times.

   The professional expectations for persons holding the rank are identical to those persons holding professorial rank, i.e., teaching, research, and institutional service.

2. Lecturer: This rank is accorded to full-time faculty whose exclusive assignment is instructional and for whom there are no research or institutional service expectations.

   Appointments to the rank of Lecturer are to be made only in those exceptional areas in which proper teaching is possible without concomitant research involvement. Prior to appointment by the President, each such appointment will require the express written approval of the Provost, who will provide an annual report to the Faculty Senate about the number of such appointments.

   Upon the recommendation of the respective Dean, a Lecturer appointed to a three-year term may be appointed as "Senior Lecturer."

3. Research Associate: This rank is accorded to full-time post-doctoral (or equivalent experience) persons, and the rank of Senior Research Associate is for full-time senior faculty, whose primary assignment is research and for whom there are limited teaching or service requirements.

G. Visiting/Adjunct Faculty/Scholars-in-Residence

1. Visiting Professors, Adjunct Professors and Scholars-in-Residence are ineligible for tenure.

2. Appointments to the rank of Visiting Research Associate and Visiting Senior Research Associate are for individuals who are supported, either wholly or partially, by their home institutions or home governments while engaged in research/study at Southern Methodist University. They are subject to the following additional requirements:

   a. Written certification from the home country or institution as to the source and level of support the home country or institution is providing, as well as a statement of the home country or institution regarding the duration of support and the expectations (e.g., work expectation, vacation time, study requirements).

   b. Written certification of admission to a special academic program in research methods (if this is a requirement of the University School/College recommending the appointment).

   c. Written certification from the hiring department at the University regarding any work expectation including hours, salary, and wages while at the University.

H. Classifications of Full-Time Faculty

1. Full-Time Faculty -those employed to perform full-time teaching duties for nine continuous months of employment each year. The term "teaching" is used here to describe the total range of duties customarily performed by a faculty member, including classroom teaching, research and/or directing research appropriate to the discipline involved, counseling students, and incidental consultative or administrative responsibilities (e.g., committee work). A normal full-time teaching load consists of 12 semester credit hours per week of classes or the equivalent as determined by the Department/Division Chair and the Dean. It is understood that a "normal" workload thus defined is an average workload and that actual workload assignments may be more or less than the norm in a specific semester, depending on relevant factors. These factors include the level and nature of the course, the volume of individual and sponsored research, the magnitude of advising responsibilities, the faculty member's opportunities for personal and professional development, special needs of the University, the extent of the faculty member's administrative and University service, and the availability of other faculty members.

2. Temporary Full-Time Faculty -those employed for one semester only to teach a full load; the terms "teaching" and "full load" are used as defined under the "Full-Time Faculty" section. These employees are not entitled to any fringe benefits unless by exception to policy as requested by the appropriate Dean and approved by the Provost, for exceptionally qualified persons who by their academic excellence would bring prestige to the University and be of special benefit to its students.

I. <u>Part-Time Faculty: Titles and Assignments</u>

1. Titles

The members of the University faculties who are part-time receive appointments with the titles of "Visiting" or "Adjunct" preceding the appropriate rank of Professor, Associate Professor, or Assistant Professor. Part-time faculty may also be appointed as Lecturers and as Scholars-in-Residence.

2. Assignments

Part-time faculty normally are employed by the semester or by the academic year to teach up to one-half load. (A normal full-time teaching load consists of 12 semester credit hours per week of classes or the equivalent as determined by the Department/Division Chairs and the Dean.) Part-time faculty employed after January 1, 1991 are classified as temporary employees of the University whose contracted period of employment is determined a semester or an academic year at a time.

3. Benefits

Normally these employees are not entitled to any fringe benefits. Part-time faculty may obtain a special card to use the Central Libraries from the office of the Director of the Central University Libraries.

J. <u>Research Faculty</u>

1. Research

Faculty rank is a non-tenurable faculty rank. Research Faculty may be appointed for full-time or part-time work with the ranks of Research Assistant Professor, Research Associate Professor, Research Full Professor. Appointments are made by school deans with the Provost's approval. The term of appointment is not to exceed one year, though appointments are renewable.

2. Purpose

Research Faculty appointments are primarily to enable and encourage distinguished individuals to conduct research supported by external funds or otherwise to participate in the activities of the University.

3. Contractual Agreement

Research Faculty will execute an appropriate agreement with the University detailing the conditions and duration of the specific appointment. At minimum, the agreement will address policy and compliance requirements, intellectual property rights, publications rights, ownership of data, employee benefits (if any), risk, liability, and conflicts of interest and obligation. Where appropriate, the faculty member's employer or other supporting corporation will be made a party to the agreement of appointment or be bound by a separate, supporting agreement.

4. Named Support

In cases where a corporation is fully supporting the faculty appointment, the appointment may be designated The (corporate name) Research (rank) Professor.

5. Benefits

Research faculty may be eligible for partial or full benefits, depending upon their appointment status (e.g., full or part-time). These employees are entitled to the same type of benefits available to Post-doctoral Associates. However, in many cases (e.g., where they are less than one-half time or paid directly by outside resources) no benefits will be provided.

2.2.1

RANK AND TENURE POLICY AND PROCEDURES
Perkins School of Theology

(Last revised December 6, 2010)

I. Introduction.

Policy and procedure governing faculty rank and tenure should guard and support the professional standards, academic freedom, and morale of the whole teaching community. It is important both that current members of the faculty be in clear agreement about these policies and procedures and that new members who join the faculty be informed about them. Therefore this document sets forth the fundamental policy and procedures governing rank and tenure at Perkins School of Theology.

II. Eligibility for review.

A. Persons appointed to the regular faculty ranks of assistant professor or associate professor are eligible for review for contract renewal, promotion and/or tenure, as the case may be, according to the guidelines set out in Section III below. Persons appointed at the rank of instructor are eligible for review for contract renewal or for appointment at the rank of assistant professor, as the case may be, according to the guidelines set out in Section III below.

B. Persons serving in administrative appointments may or may not hold regular faculty rank. Administrators who hold regular faculty rank below that of professor are eligible for review for contract renewal, promotion and/or tenure according to the guidelines set out in Section III below. The criteria by which such persons shall be reviewed shall be the same as for those in non-administrative appointments.

C. Administrators who do not hold regular faculty rank may hold courtesy faculty rank. Such administrators are not eligible for tenure and are not subject to the review procedures which apply to regular faculty members. Courtesy faculty rank, where it obtains, is assigned by the Dean. Ordinarily, an appointment to the intern faculty is an administrative appointment with courtesy faculty rank.

D. Persons serving in short-term or part-time faculty appointments may be given courtesy faculty rank (e.g., "adjunct instructor" or "visiting professor"). Persons holding such appointments are not eligible for review for promotion or tenure.

III. The Schedule of Reviews.

The normal patterns of review at each rank are as follows:

A. Instructor.

Appointment at the rank of instructor is for a term of one year and is renewable up to a maximum of three additional years. Instructors are subject to review in each of the first three years, either for reappointment or for appointment at the rank of assistant professor as the case may be. The review is to be completed and the instructor informed of the results no later than 1 March of the first year, no later than 15 December of the second year, and no later than 1 February of the third year.* If the review results in a decision neither to reappoint at the rank of instructor nor to appoint at the rank of assistant professor, the instructor may be offered a one-year terminal appointment at the rank of instructor after the second year and must be offered a one-year terminal appointment at that rank after the third year. Exceptional circumstances apart, then, the fourth year of appointment at the rank of instructor will be a one-year terminal appointment.

B. Assistant Professor.

1. Initial appointment to the tenure track at the rank of assistant professor is normally for a term of three years and is renewable for a second three-year term. In the case of a person with prior probationary service at this university or elsewhere, the term of the initial appointment will normally be reduced by an amount equivalent to the length of the prior probationary service. ("Probationary service" is full-time teaching in a tenure-track position prior to the granting of tenure.) Assistant professors will be reviewed in the final year of the initial term and, as a result of the review, will either be reappointed for a second three-year term or, in the event that they are not reappointed, be offered a one-year terminal appointment at the same rank.

2. Assistant professors in the second three-year term may, upon their request, be reviewed for promotion and/or tenure in any year of their term. They must be reviewed no later than the third year. Normally, as a result of the review, they will either be recommended for promotion to the rank of associate professor with tenure or be offered a one-year terminal appointment at the rank of assistant professor. In unusual circumstances, if reviewed prior to the third year, they may be recommended for promotion without tenure. In that event, they must still be reviewed for tenure no later than the sixth year of probationary service.

3. Persons initially appointed to the faculty as second-term assistant professors may, upon their request, be reviewed for promotion and/or tenure in any year of their term. Ordinarily they must be reviewed no later than the third year. By prior agreement, made in writing at the time of appointment, however, the mandatory review may be postponed to the fourth year. Normally, as a result of the review, persons appointed as second-term assistant professors will either be recommended for promotion to the rank of associate professor with tenure or be offered a one-year terminal appointment at the rank of assistant professor. In unusual circumstances, if reviewed prior to the third (or fourth) year, they may be recommended for promotion without tenure. In that event, they must still be reviewed for tenure no later than the sixth year of their probationary service, or, when a prior written agreement obtains, no later than the fourth year following the date of their appointment to the faculty.

C. Associate Professor.

1. Persons appointed to the faculty as associate professors without tenure may, upon their request, be reviewed for tenure in any year following their appointment. They must be reviewed no later than the sixth year of their probationary service or the fourth year following the date of their appointment, whichever comes later. As a result of the review, they will either be recommended for tenure (with or without promotion to full professor) or be offered a one-year terminal appointment at the rank of associate professor.
2. Persons promoted to the rank of associate professor without tenure (see B.2 and B.3 above) may, upon their request, be reviewed for tenure in any year following their promotion. They must be reviewed no later than the sixth year of their probationary service (or, when a prior written agreement obtains [see B.3 above], no later than the fourth year following the date of their appointment to the faculty). As a result of the review, they will either be recommended for tenure (with or without promotion to full professor) or be offered a one-year terminal appointment at the rank of associate professor.
3. Associate professors with tenure may, upon their request, be reviewed for promotion to the rank of full professor in any year following their appointment at or promotion to this rank with tenure. Ordinarily a review falls in the sixth year, at the initiative of the Dean; but its timing is always subject to the request of the person under review. As a result of the review, persons in this category will either be recommended for promotion to full professor or be continued at the rank of associate professor. Those continued at the rank of associate professor may, upon their request, again be reviewed for promotion to full professor in any year subsequent to the initial review.

IV. Factors for Rank and Tenure Evaluation.

A. The factors pertaining to promotion and granting of tenure are teaching, scholarship, and service.

Although service is to be given due account, the Rank and Tenure Committee's evaluative counsels to the Dean shall weigh teaching and scholarship as the paramount concerns. These two, teaching and scholarship, shall bear equal weight in the committee's evaluations. Promotion and tenure shall be awarded only to those individuals who are outstanding in either teaching or scholarship, and whose performance in the other area is of high quality.

B. Teaching is at the heart of the mission of Perkins. The demonstrated capacity to teach effectively is a critical element of faculty performance. Since teaching occurs in many ways and in many settings, the evaluation should encompass the full range of a faculty member's teaching. This obviously includes all forms of teaching (classroom teaching, directed studies, etc.) in the various programs of the school. One's teaching in other settings, such as continuing education events, extension programs, and church-related events, may also be considered, depending on how pertinent they are to the faculty member's appointment.

The review of the faculty member's teaching should be as comprehensive as possible and should evaluate such factors as course design, knowledge of material, ability to interest students in the material, extent of preparation for classes, teaching method and creativity. In addition to evaluating these aspects of a faculty member's performance in class in the context of a specific course, the review should also take into account the way the faculty member relates to students outside of class. In particular, this should include the way in which a faculty member relates to students under his or her academic supervision.

C. Scholarship, understood as the critical reflection on and active contribution to one's discipline, is an essential component of truly effective teaching. Scholarly learning should manifest itself not only through one's teaching, but also through research that is shared with other scholars in one's field, as well as other audiences, in the form of academic or professional publications, lectures, presentations, and consultations.

Scholarly productivity can take a number of forms. The most common are articles and books, which may be individually or collaboratively authored. Some forms of editing and translating, some forms of consultation, and certain artistic compositions may also qualify. The forms of scholarly production appropriate in each case shall be determined by the character and methodology of the discipline in question. The common criterion by which these works shall be evaluated is the quality of their contribution to scholarship.

D. Perkins working definitions for key terms in the Southern Methodist University Policies and Procedures, Guidelines for the Award of Rank and Tenure (SMU Policies and Procedures 6.12)

1. **Working Definitions for "sustained high quality" teaching for promotion to full Professor, "outstanding" teaching and "high quality" teaching for promotion to Associate Professor.**

   a. ***"Sustained high quality" teaching for promotion to full Professor:***
      i. "Sustained high quality" teaching constitutes a combination of quantitative and narrative evaluations.
      ii. Quantitatively, a faculty member sustains an overall average of 4-5 points among no less than 75% of the students who complete course evaluations.
      iii. Narrative evaluations, especially those provided by rank and tenure committee members, are proportionally greater in weight. They should show a consistent performance of pedagogical discipline, timely return of grades, integration of academic research to teaching, and effective mentoring of students.
      iv. Both the quantitative and narrative evaluations are congruent.

b. ***"Outstanding" teaching for promotion to Associate Professor with tenure:***

i. "Outstanding teaching" constitutes a combination of quantitative and narrative evaluations.
ii. The SMU course evaluations considered will be those gathered up to, but not including, the academic year in which the review is conducted.
iii. A faculty member gradually shows an increase in the overall average, achieving 4-5 point scores among a progressively increasing percentage of students, achieving no less than 75% of the students who complete SMU course evaluations.
iv. Narrative evaluations, especially those provided by rank and tenure committee members, are proportionally greater in weight. They show a consistent development in performance of pedagogical discipline, timely return of grades, integration of academic research to teaching, and effective mentoring of students.

c. ***"High quality" teaching for promotion to Associate Professor with tenure:***

i. "High quality teaching" constitutes a combination of quantitative and narrative evaluations.
ii. The SMU course evaluations considered will be those gathered up to, but not including, the academic year in which the review is conducted.
iii. A faculty member gradually shows an increase in the overall average, achieving 4-5 point scores among a progressively increasing percentage of students, achieving no less than 70% of the students who complete SMU course evaluations.
iv. Narrative evaluations, especially those provided by rank and tenure committee members, are proportionally greater in weight. They show a consistent development in performance of pedagogical discipline, timely return of grades, integration of academic research to teaching, and effective mentoring of students.

2. Working Definitions for "substantial and continuing" scholarly achievements for promotion to full Professor, and "outstanding" and "high quality" research for promotion to Associate Professor.

a. ***"Substantial and continuing" scholarship for promotion to full Professor:***

i. Ordinarily include the publications of 2-3 books (beyond the first publication), or a combination of 2 books with peer reviewed essays, all of which follow a clear trajectory of scholarly development.
ii. The faculty member demonstrates a trajectory and projection of scholarly work that is integrated to teaching. In addition, the faculty member demonstrates a leadership profile within the academic guild and, where possible, in her/his church/religious organization.

b. ***"Outstanding" and "high quality" research for promotion to Associate Professor with Tenure:***

i. “Outstanding” research constitutes developing a trajectory of publications, with one published book (dissertation or another manuscript) and a manuscript for a second book, and between 2-3 published peer reviewed essays that either demonstrate the culmination of the first published book and/or indicate the scholarly interest for the next academic publication.

   In addition, the faculty member demonstrates and articulates the scholarly task of integrating research and teaching, and an increasing role in leadership in her/his academic guild and, where possible, in her/his church/religious organization.

ii. “High quality” research constitutes developing a trajectory of publications, with one published book (dissertation or another manuscript) and between 2-3 published peer reviewed essays that either demonstrate the culmination of the first published book and/or indicate the scholarly interest for the next academic publication.

   In addition, the faculty member shows a progressive integration of research and teaching, and a growing leadership role in her/his academic guild, and, where possible, in her/his church/religious organization.

E. Service, although it does not substitute for the principal factors of teaching and scholarship, nevertheless represents a faithful extension of these activities and thus constitutes an important part of the faculty member's responsibilities. It includes:

1. service to the academy, such as leadership of and work on committees in the School of Theology, the University, and various academic organizations, both local, national, and international;
2. service to the Church, such as teaching and preaching in local churches and other settings, work with church boards and agencies, and participation in ecumenical activities and organizations;
3. service to the civil community, such as work in civic organizations and community agencies.

V. Procedures for Review.

A. The work of the Committee on Rank and Tenure.

The Committee on Rank and Tenure shall be responsible for reviewing those who are eligible for consideration for contract renewal, promotion, and tenure. The Committee, on the basis of its review, shall advise the Dean, with whom the relevant decision rests.

The committee shall meet in confidential session. Only the Dean will discuss the review with the reviewee. In such discussion the confidential character of the committee's deliberations shall be observed. The Dean will interpret to the reviewee her or his situation regarding contract renewal, promotion and/or tenure. Inquiries directed to committee members concerning the deliberations are inappropriate.

B. Procedures for the review of instructors.

1. Normally, the contract of a person appointed at the rank of instructor stipulates an appointment to the rank of assistant professor upon completion of the terminal degree. Within the guidelines set forth in section III.A. above, the review of an instructor will be conducted with the presumption that, barring evidence of serious difficulties, the contract will be renewed (if the degree is not yet completed) or the instructor will be appointed to an initial term at the rank of assistant professor (if the degree is completed).

2. No later than six weeks prior to the deadline for the completion of an instructor's review (see III.A. above), the instructor is to furnish to the office of the Dean a current curriculum vitae and a brief statement indicating his or her progress toward the completion of the degree. (The Dean shall request these materials of the instructor in writing at least two weeks prior to the date by which they are to be submitted.) These documents, together with all available student course evaluations from the instructor's courses, shall be reviewed by the Committee on Rank and Tenure, which shall advise the Dean. Should evidence of serious difficulties emerge, the instructor shall be notified of the nature of the problem and invited to provide such additional information as either the instructor or the committee may deem pertinent to its deliberations.

3. When the Dean has reached a decision, he or she shall convey that decision to the committee and to the reviewee. Ordinarily it is advisable for the Dean to convey his or her decision first to the committee and to invite its response before conveying the decision and any accompanying interpretation to the reviewee.

4. At the request of the instructor, a negative decision of the Dean may be reviewed by the Provost.

C. Procedures for the review of assistant and associate professors.

1. *The initiation of a review*. By May 1 of each year, the Dean shall send written notice to all those for whom a review is mandatory in the following academic year, informing them that they are to be reviewed and describing the procedures to be followed. The notice shall list the materials to be furnished by the reviewee and shall indicate the deadlines by which those materials are to be submitted to the office of the Dean. The Dean shall also invite each reviewee to schedule a personal conference with the Dean to discuss the anticipated review.

Any other faculty member who is eligible for review in a given year (see section III above) may request a review. The request shall be submitted to the Dean in writing by May 1 of the preceding year. Upon receipt of such a request, the Dean shall proceed as with a mandatory review, informing the reviewee of the procedures and of the reviewee's responsibilities in connection with them, and inviting the reviewee to schedule a personal conference to discuss the anticipated review.

2. *The gathering of material*. The Dean, in consultation with the reviewee and with the Committee on Rank and Tenure, shall be responsible for the preparation of a dossier on each reviewee. The dossier, whose content is stipulated by the Provost, is to include some material furnished by the reviewee, and some material secured independently by the Dean.

    a. An assistant professor who is to be reviewed for possible contract renewal shall furnish the following material to the office of the Dean by the established deadline (normally September 15, with the exception of item iii):

        i. a current *curriculum vitae*;

        ii. a list of all courses taught at the school, indicating when each course was taught and the number of students enrolled;

        iii. a copy of each published writing and of any manuscript accepted for publication, and documentation of any other scholarly work (see IV.C. above; the deadline for these materials is June 30 [for published books] or July 31 [for other written materials]);

        iv. a personal statement in which the reviewee reflects upon her or his present situation and performance as a member of the faculty, and upon her or his plans for development in that role over the next few years;

        v. syllabi of all courses the reviewee has taught at Perkins within the past three years, including those of the current semester; and

        vi. a list of eight to twelve current and/or former students who could provide a thoughtful evaluation of the reviewee's teaching.

        In order to comply with university stipulations, any published writings, manuscripts, or other evidence of scholarship to be included in the dossier must be submitted to the office of the Dean no later than June 30 (for published books) or July 31 (for other written materials) of the year of the review. Additional materials and other information about changes in a manuscript's status with regard to publication may be supplied up to January 1.

b. By May 15 of the year of the review, an assistant or associate professor who is to be reviewed for promotion and/or tenure shall, in addition to the material just listed, furnish a list of six to eight peers, outside the faculty of this university, who could be expected to make a responsible judgment as to the quality of the reviewee's published work.

   The *curriculum vitae*, list of courses, copies of publications, course syllabuses, and personal statement become a part of the reviewee's dossier. The list of students and, when pertinent, the list of potential peer reviewers are to be used
   by the Dean and Committee in determining the final roster(s) of persons from whom written evaluations of the reviewee's performance are to be solicited.

   In preparing the final roster of potential student evaluators, the Dean shall add to the list furnished by the reviewee the names of a random sampling of students drawn from the enrollment records of the reviewee's courses. Further names may be added to assure some balance in relevant categories of students.

   In preparing the final roster of potential peer evaluators in cases where peer evaluators are utilized, the Dean shall consult the Committee on Rank and Tenure, and may also consult other members of the faculty and/or scholars outside the university. Not all of the names submitted by the reviewee need to be used; however, at least one-half of the names on the final roster shall be supplied by the reviewee.

   The Dean is responsible for requesting the letters of evaluation, and for establishing a deadline for their receipt (normally October 15) which will permit their review by the Committee on Rank and Tenure. All solicited evaluations received, along with copies of the final roster(s) of evaluators, are to be included in the reviewee's dossier.

   The Dean shall also secure from the office of the Associate Dean for Academic Affairs the regular student course evaluations of the reviewee's courses for the previous three years, and shall add these to the dossier. Student course evaluations from the fall semester of the year of the review shall be added to the dossier when they become available.

3. *The review by the Committee on Rank and Tenure*. The committee shall assess the teaching capabilities of faculty members being reviewed, using such

instruments as student evaluations of teaching and classroom visits. Arrangements for classroom visits, or for alternative means of assessment, shall be worked out early in the fall semester in a manner agreeable to both the reviewee and the committee. The committee shall make a thorough review of published writings and other appropriate evidence of scholarship. In addition to its own evaluation of the evidence, the committee shall consider the evaluations solicited from others.

4. *The recommendation of the Dean*. When the Dean has reached a decision as to a recommendation, he or she shall convey that decision to the committee, to the reviewee, and to the Provost. Ordinarily, it is advisable for the Dean to convey his or her decision first to the committee and to invite its response before proceeding to convey the decision and any accompanying interpretation to the other relevant parties. Normally, the decision will be made and reported by February 1.

5. *Effective date of tenure and/or promotion*. Promotion in rank and/or election to tenure is effective September 1 of the academic year following the review.

6. *Appeals*. As stipulated in university policies, a negative recommendation of the Dean may be appealed to the Provost. A negative decision of the Provost may be appealed to the President of the University.

[*] The deadlines for review in the first and second years are as stipulated by the AAUP. The third-year review meets AAUP stipulations by providing a mandatory offer of a one-year terminal appointment if the review does not result in recommendation for appointment at the rank of assistant professor.

2.2.2

Inter-Office Correspondence

TO: Members of the Perkins faculty
FROM: David Maldonado, Jr., for the Committee on Faculty
SUBJECT: An understanding concerning retirement
DATE: September 10, 1992

The following documents--"An Understanding Among Individual Perkins Faculty Members Concerning Retirement,"and three accompanying memoranda from Joe Allen-are included in the Faculty Handbook simply for information and ease of reference, at the request of various members of the faculty who were involved in the discussion concerning this matter. As the documents themselves make clear, the "Understanding" is not official school or faculty policy, and should not be interpreted as such.

An Understanding Among Individual Perkins Faculty Members Concerning Retirement
(Based on discussions among faculty members on February 14 and April 10, 1992, and on various other occasions)

Present federal law makes it illegal, beginning January 1, 1994, for an educational institution to mandate retirement for its faculty members at any particular age. So far as tenured faculty are concerned, this means that aside from such charges as incompetence or moral turpitude, the decision about when to retire will rest with the individual faculty member.

Many members of the Perkins faculty have discussed this subject among themselves on various occasions, with the aim of arriving at a shared understanding of what in this situation is their moral responsibility to one another, to the school, and to the university. This document is intended to express the understanding that has emerged from these discussions. Nothing in the document is intended or understood to be legally binding. Rather it states an understanding of faculty members' individual moral responsibility regarding time of retirement under normal circumstances. The document's significance is that it provides those who share the understanding stated here with a common point of reference as each works through to a decision about when to retire. The understanding expressed in the document is open to all members of the Perkins faculty, present and future, who choose to affirm it.

1. It is assumed that a number of Perkins faculty members are likely to choose to retire at or before full retirement age. (The term "full retirement age" is used here in the sense in which it is used by the Social Security Administration, to refer to the age at which the full social security retirement benefit is payable. For persons born in 1937 or earlier, full retirement age is 65. The full retirement age will be increased gradually, however, beginning with those born after 1937, and will be 67 for those born in 1960 and after. See attached chart.)

2. For those faculty members who choose to retire later than at full retirement age, the understanding here is that, under normal circumstances, they will do so sometime during

the period from full retirement age to three years thereafter.

3. For those who consider postponing retirement beyond full retirement plus three years, in some cases there may be adequate reason for the postponement, and in others there may not. Each member who is considering such postponement needs to keep in mind one's moral responsibility to one another, to the school, and to the university, and, in keeping with Perkins' longstanding tradition of collegial discussion with one another, to enter into discussion with Perkins colleagues about the decision.

4. All Perkins faculty members, whether or not they currently or fully share in this understanding, need to begin planning in their 30's (or, for those who are older, as early as possible) for retirement and to review these plans at regular intervals thereafter. Planning of this kind, financial and otherwise, will be essential if one is to be able to implement one's best intentions concerning time of retirement.

5. To help the Dean and individual faculty members, as well as to facilitate the planning of the Provost's committee on faculty positions in the University, all Perkins faculty members shall enter into discussion with the Dean as a part of each one's process of deciding when to retire. Each faculty member shall notify the Dean of the date when she/he intends to retire a minimum of two years in advance. (updated 4/7/08; see 2.2.2.1)

6. This understanding is stated in the context of the following beliefs and expectations: (a) that the Perkins and University administrations will continue to make available appropriate institutional incentives for individual faculty members to retire early or by full retirement age or gradually (phased retirement), and at least by full retirement age plus three years; (b)that the university administration will explore ways of removing disincentives to retirement that may pertain to S.M.U. pension and medical plans; and (c) that the Perkins faculty will refine and continue its practice of reviewing and evaluating the performance of each member of the faculty, to the end not only of assisting each one to improve in the ability to carry out her or his responsibilities, but also to assist each to gain better perspective on the appropriateness or inappropriateness of continuing employment beyond full retirement age, or beyond full retirement age plus three years.

7. Because circumstances change, it will be desirable for Perkins faculty members to review this understanding three years hence and periodically thereafter, both to remind one another of its contents, to see whether it needs revision, and to encourage one another to make their individual decisions in its light. April 27, 1992

From “Retirement, Social Security Administration, SSA Publication No. 05-10035, January 1992, pp. 4-5.

Your benefit amount also is affected by your age at the time you start receiving benefits. If you start your retirement at age 62 (the earliest possible retirement age), your benefit will be lower than if you waited until a later age this is explained in more details on page 5. **Here is an important point:** Social Security will give you a personalized benefit estimate at your request. Call our toll-free telephone number at 1-800-77-1213 to ask for a Request for Earnings and

Benefit Estimate Statement. We will send you a simple form to complete and return. When you mail in this form, we will mail back your complete earnings history along with estimates of your benefits for retirement at age 62, full retirement age, or age 70. We'll also give you estimates of disability or survivors benefits that might be payable.

Social Security law provides for automatic cost-of-living increases. Once you start receiving benefits, the amount will go up automatically if the cost of living rises.

Full Retirement Age

The usual retirement age for people retiring now is age 65. Social Security calls this "full retirement age," and the benefit amount that is payable is considered the full retirement benefit.

Because of longer life expectancies, the full retirement age will be increased in gradual steps until it reaches age 67. This change starts in the year 2000, and it affects people born in 1938 and later. Look at the chart below to find your full retirement age.

Age To Receive Full Social Security Benefits:

Year of Birth	**Full Retirement Age**
1937 or earlier	65
1938	65 and 2 months
1939	65 and 4 months
1940	65 and 6 months
1941	65 and 8 months
1942	65 and 10 months
1943-1954	66
1955	66 and 2 months
1956	66 and 4 months
1957	66 and 6 months
1958	66 and 8 months
1959	66 and 10 months
1960 or later	67

Early Retirement

You can start your Social Security benefits as early as age 62, but the benefit amount you receive will be less than your full retirement benefit.

If you take early retirement, your benefits will be reduced based on the number of months you will receive checks before you reach full retirement age. If your full retirement age is 65, the reduction for starting your Social Security at age 62 is 20 percent; at age 63, it is 13 percent; and at age 64, it is 6 percent.

Inter-Office Correspondence

To: Members of the Perkins faculty
From: Joe Allen Subject: Comments on the understanding concerning retirement
Date: April 27, 1992

Our discussions of a possible understanding about time of retirement appear to have brought us to a point at which we are ready to indicate whether we share in the understanding as stated. If so, it is appropriate to set forth the process by which we have arrived where we are and to explain changes in the draft document circulated on April 2.

1. **The process by which the understanding emerged.** Following up on the discussion of retirement issues at the fall, 1991, faculty conference, the Long Range Planning Committee and the Committee on Faculty jointly sponsored a faculty guild meeting on February 14, 1992, and provided a paper, "Faculty Retirement Issues," as a stimulus to the discussion. Twenty-three faculty members attended the guild meeting (out of forty-five who received the memo). Those twenty-three included nineteen on tenure track (out of thirty-two), two out of four intern faculty, and two other faculty not on tenure track. Toward the end of that meeting, the opinion was expressed that we should continue the discussion at a time when we have a concrete statement before us. That statement would not be a policy or a proposed policy; and, some cautioned, it would not even be appropriate to call it an agreement, given its unofficial nature. It was suggested that we refer to the statement that emerges as an **understanding**, and that is the language that has since been employed.

   At its next meeting the LRP Committee decided that given existing federal law on the subject, it should be neither the source of a draft understanding nor the sponsor of a meeting to discuss it, though it would be appropriate for an individual faculty member (not an administrator) to draw up a draft and invite discussion. Subsequently, in conversation with several other faculty members, and with response from several to a preliminary draft, I drew up a draft understanding (dated April 2, 1992), personally asked the Committee on Faculty to call another guild meeting to be held on April 10, 1992, and circulated the draft understanding to the faculty. I also requested Professor Ellen Solender of the S.M.U. Law School to comment on whether the preliminary draft was fully within the bounds of existing federal law. After showing it to some of her colleagues, she expressed their and her opinion that it was.

2. **Revisions in the April 2 draft**. The April 10 guild meeting was attended by eighteen faculty, all on tenure track, including four who had not attended the February 14 meeting. The discussion April 10 reflected general agreement with most of the contents of the draft statement circulated on April 2. At three points there were questions and suggestions that invited revision in the draft:

   a. Revision of the last line of the statement so as to remove the term "commitment," which was deemed not to be the appropriate term for our purposes. There appeared to be consensus in the meeting in favor of this change, and it has been made.

b. Addition of a statement encouraging individual faculty to notify the Dean at least by some stated time in advance of retirement regarding the time at which one intends to retire. There was, I believe, consensus that some such statement was needed. On the other hand several faculty have since agreed with my judgment that there was no consensus about the length of time in advance that should be specified. Because this is a matter, not of when one is to retire, but of when one is to notify the Dean, I discussed with the Dean how long in advance a dean needs to have this information. He was of the opinion that a minimum of two years in advance would be desirable, and also that given the way most people plan, one could expect that many faculty would not be ready to express their intention much earlier than that. Several other faculty also expressed their preference for something like two years in advance rather than a longer time. In light of all these discussions, I have formulated a new item in the understanding, #5, and have renumbered the subsequent two items.

c. Some unease was expressed over references in the understanding to "we." Who are "we" who are speaking? In light of that question, I have rephrased several sentences in the understanding so as to remove first-person plural pronouns.

Also during the April 10 meeting, one person asked how the faculty was to "express ownership" of the understanding. The subsequent discussion left that question unanswered. After the meeting adjourned, some faculty members pressed that point, one of them observing that as matters stand, there is no way to know for sure whether anyone shares in the understanding. It was suggested that signatures be solicited. Others, however, had earlier objected to the idea of signing the understanding. Someone then suggested inviting each faculty member to respond anonymously in a memo to me, to say whether or not one shares it. After trying that idea on several faculty, I have concluded that this is the best procedure to follow. When everyone has had sufficient opportunity to respond, I shall inform the faculty of how many have responded in what ways. We shall not know who shares in it or not except as individuals wish to make that information public.

The opinion was expressed at the April 10 meeting that the understanding should be included in the Perkins Faculty Handbook, where its presence will remind us of the considerations that led to its formulation. Once a significant number of faculty have indicated that they share in it, I intend to ask the Committee on Faculty to include it in the Handbook.

During the process described above, twenty-seven faculty (including twenty-three on tenure-track) participated in one or both guild meetings, and three tenure-track faculty who were unable to attend either meeting have discussed the subject with me and indicated their general support for what was being done.

Inter-Office Correspondence

TO: Members of the Perkins faculty
FROM: Joe Allen
SUBJECT: An understanding concerning retirement
DATE: April 27, 1992

In light of the Faculty Guild meeting of April 10, and in subsequent conversation with 8 number of faculty members, I have revised the draft circulated on April 2. Attached are (1) the revised document, and (2) an explanation of the process by which it has emerged.

My reading of faculty members' responses is that we are at the point now at which we are ready to indicate whether we share in the understanding as stated. Because of the unofficial nature of the understanding, it is not appropriate to bring it before a meeting of the faculty or to put it to a formal vote. On the other hand, if we did not invite some response from individual faculty members, there would be no way of knowing whether any of us actually shares this understanding, or how many.

It has been suggested that individual faculty be asked to respond in a secret (i.e., unsigned) memo to me. Please clip off the lower part of this page and return it to my box by May 1, before General Conference and before this matter gets buried under other semester's-end work. When everyone has had sufficient opportunity to respond, I shall inform the faculty of how many have responded in what ways. Each of us, of course, is free to make public our individual views on this if we choose to do so.

What is being asked is whether you share the understanding as stated, not necessarily in every detail, but sufficiently for you to use it as a basis for reflection and decision in your own case, and whether you believe it is a good common reference point for discussions of the subject with one another. As indicated in its final paragraph, it will be appropriate to revise it periodically in the future.

PLEASE RETURN TO JOE ALLEN'S BOX BY FRIDAY, MAY 1, 1992

I share _____ do not share _____ in the "Understanding Among Individual Perkins Faculty Members Concerning Retirement," dated April 27, 1992, as a basis for my own reflection and decision and as a common reference point for discussions among Perkins faculty about the subject.

Please do not sign this statement.

Inter-Office Correspondence

TO: Members of the Perkins faculty
FROM: Joe Allen
SUBJECT: An understanding concerning retirement
DATE: September 9, 1992

Last spring, after the faculty guild meetings in which we discussed issues concerning the “uncapping" of faculty retirement, I circulated to all the tenure-track and intern faculty the "understanding" concerning retirement that grew out of our discussions. Each faculty member was invited to respond with an unsigned memo, as follows:

> I share _____ do not share _____ in the "Understanding Among Individual Perkins Faculty Members Concerning Retirement," dated April 27, 1992, as a basis for my own reflection and decision and as a common reference point for discussions among Perkins faculty about the subject.

In keeping with my statement then that after everyone had had sufficient opportunity to respond, I would inform the faculty of how many have responded in what ways, let me report as follows:

The understanding and explanations concerning it were circulated to thirty-eight members of the tenure-track and intern faculty, including the two persons who have joined the faculty this fall. Of those thirty-eight, twenty-five* have responded. All twenty-five respondents have indicated that they share in the understanding.

The initial purpose that was identified for inviting these responses was to give those who share in the understanding some indication of the extent to which it is a shared basis for our reflection and decision and thus can be a common reference point for our further discussions, and yet to do so in a way that did not exert pressure on those who chose either not to respond or not to share in the understanding. These figures will allow you to come to your own conclusion about the extent to which the understanding is shared.

Those who have not responded to the initial memo may still do so. If you do respond, please do not sign the statement.

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*During the week following the circulation of the above memo, two more faculty members responded, both indicating that they share in the understanding. That brought the total sharing in it to twenty-seven.

2.2.2.1

A Statement on Faculty Retirement

In the faculty handbook, at 2.2.2 there exists the document “An Understanding Among Individual Faculty Members Concerning Retirement,” that was adopted by the faculty on April 27, 1992. Number 5 in the document addresses the announcement to the Dean of the timing of a faculty person’s retirement plans and reads as follows:

> To help the Dean as well as individual faculty members to plan for the future, it is desirable for all Perkins faculty members to enter into discussion with the Dean as part of each one’s process of deciding when to retire. For the same reasons it is desirable that, a minimum of two years in advance, each one notify the Dean of the date when one intends to retire.

The Committee on Faculty would like to offer the following more prescriptive statement.

> To help the Dean and individual faculty members, as well as to facilitate the planning of the Provost’s committee on faculty positions in the University, all Perkins faculty members shall enter into discussion with the Dean as part of each one’s process of deciding when to retire. Each faculty member shall notify the Dean of the date when she/he intends to retire a minimum of two years in advance.

This more directive statement is offered in light of the new Provost’s stated desire to form a small university committee whose charge will be to examine carefully faculty needs across the entire university. This new committee will slow the process by which new faculty searches can be authorized. For example, if an opening at Perkins occurs due to an announced retirement, the Provost’s committee may not authorize a replacement search for that position until the spring of the year following the announcement of the retirement. For example, if a faculty member announces this year (2008) her/his plan to retire in 2010, the provost’s committee may not give authorization for a search for a replacement until the spring of 2009, thus forcing the search process back a full year. One can readily see how a two-year minimum retirement announcement will be crucial for the Dean and the school to gain authorization for a replacement search.

We suggest that the new paragraph be numbered 2.2.2.1 and placed in the faculty handbook following the 1992 “Understanding.”

Of course, number 7 in the 1992 document remains as is. Changes in circumstances may call for alteration in retirement plans, and the Dean will be sensitive to those possible changes.

The Committee on Faculty
3/28/08

2.2.3

EMERITUS / EMERITA FACULTY POLICY
Perkins School of Theology
(May 1993)

Tenured members of the faculty of Perkins School of Theology shall, upon full retirement, be recommended by the Dean to the Provost for the emeritus or emerita title corresponding to their rank.

University policy provides that emeriti/ae faculty are to be entitled to various privileges, subject to prevailing policies. The following privileges shall be granted specifically to emeriti/ae faculty of Perkins School of Theology:

1. *Faculty Luncheons*. Those resident in the area shall be invited to the regular Perkins Faculty Luncheons on the same basis as non-retired faculty, so long as interest in such an invitation is indicated.

2. *Faculty Symposium*. Those resident in the area shall be invited to participate in The Symposium, so long as interest in such an invitation is indicated.

3. *Bridwell Library*. Access and borrowing privileges shall be the same as for non-retired faculty. Bridwell Library and university policy concerning any requisite identification cards and the like shall apply. Any allocation of research space (e.g., library carrells) in Bridwell Library to retired faculty shall be at the discretion of the Director, and subject to any current library policy.

4. *Research support*.

    a. Emeriti/ae faculty shall be entitled to reasonable use of the school's photocopying machines, at the discretion of the Dean.

    b. Emeriti/ae faculty may request secretarial support for specific research projects, and the school will endeavor to provide it, recognizing that, with limited resources, the needs of non-retired faculty must take priority. Requests for such support are to be directed to the Associate Dean for Academic Affairs.

2.2.4

PROCEDURES LEADING TO APPOINTMENT OF NEW FACULTY MEMBERS WITH GUIDELINES FOR INCREASING THE ETHNIC AND GENDER DIVERSITY OF THE PERKINS FACULTY

(Last revised March 1, 2010)

As affirmed in its mission statement, Perkins School of Theology is committed to a faculty of the highest intellectual quality and acknowledges the diversity of the context in which it seeks to fulfill its mission. Our world is composed of a rich variety of racial and cultural identities and traditions. These special experiences and perspectives, including those of women as well as those of men, contribute to the intellectual quality of the faculty and provide a wealth of insights essential for ministering in today's church. This diversity of perspectives and experiences is a crucial component in the faculty's ability to equip women and men for ministry in diverse contexts. This institution accepts and affirms diversity as a fundamentally valuable characteristic of God's creation, and we desire to establish a theological faculty reflective of this same diversity.

The following considerations are fundamental to our concern:

1 Southern Methodist University, including Perkins School of Theology, is an Affirmative Action/Equal Opportunity Employer.

2 It is not enough simply to abide by the letter of the civil law in this regard. Our own concerns and intentions as a community are such that we desire to obtain, as rapidly as responsibly possible, increased ethnic and gender diversity on the Perkins faculty which will enhance its quality and reflect a critical mass of women and of racial and ethnic minorities in our region.

A. GUIDELINES FOR INCREASING ETHNIC AND GENDER DIVERSITY ON THE PERKINS FACULTY

In order to facilitate our goals we recommend:

1 that the Dean and the Faculty Committee appoint Task Forces and Search Committees that are themselves representative and inclusive;

2 that all faculty searches be conducted with careful attention to the importance of diversity for our mission;

3 that Search Committee reports to the Faculty include a description of the total number of persons under consideration by race, ethnicity and gender;

4 that the Gender, Ethnic and Racial Concerns Committee report annually on progress toward the goal of diversity;

5 that each search committee keep in mind the possibility of making an interim appointment if a regular appointment which would help to realize these goals should not be possible within the desired time;

B. PROCEDURES LEADING TO APPOINTMENT OF NEW FACULTY MEMBERS

University By Laws. The University By Laws provide that new faculty members are appointed to Perkins School of Theology by the Board of Trustees on the nomination of the President and Provost after recommendation by the Dean. The University also outlines affirmative action procedures to insure a comprehensive and thorough consideration of all available persons without respect to age, sex, or race, to which procedures the following selection process conforms. In making nomination recommendations, the Dean will have had the advisory of the Faculty.

The Committee on Faculty. The Articles of Operation and Bylaws of the Perkins Faculty assign responsibility to the Committee on Faculty for supervising the process of the Faculty's advisory to the Dean for new faculty appointments.

Although the process by which the Faculty offers its advisory to the Dean in these instances is to be proposed and supervised by the Committee on Faculty, that process shall include adequate consultation with the appropriate division of the Faculty.

Extraordinary Appointments. Although in most cases the ordinary processes for the appointment of new faculty members, described in the following sections, are to be followed, from time to time exceptional opportunities may present themselves and may justify exceptional procedures. Therefore, when there emerges the name of a particularly strong scholar/teacher who might conceivably be available, the Dean, together with the Committee on Faculty, shall consider the possibility of creating or reshaping a faculty position for that person, with due regard to available resources and to the relation of that person's special competence to the configuration of strengths and needs in the faculty. In such cases, the Dean will call a faculty advisory to discuss the merits of the candidate. Except in these extraordinary circumstances, the following process will normally be followed.

The Preliminary Process. When the possibility of a new faculty appointment emerges, the Dean should alert the Committee on Faculty to the matter. With the Dean's concurrence, the Committee may then consider the case within the context of the seminary's needs and priorities.

If the Committee on Faculty and the Dean decide that further consideration should be given to a new position and/or to obtaining a new faculty member, the Committee, in consultation with the Dean, shall appoint a Task Force to develop a job description, and thereafter a Search Committee to obtain the names of nominees and to handle other relevant duties, all with adequate consultation with the appropriate division of the Faculty. Although under the jurisdiction of the Committee on Faculty, each Task Force and Search Committee shall operate directly with the Dean.

Guideline Procedures for Selection and Invitation. The intent of these Guideline Procedures is to establish a process that is transparent, efficient, flexible, and participatory. A participatory process distributes the agency among the Dean, the Committee on Faculty, the Search Committee, and the faculty as a whole. The intended goal of these procedures is to give the Dean and the Search Committee some flexibility to pursue the very best candidates by way of a process that allows the community, where appropriate, to see what is happening and to participate. In this way, the Search Committee gives optimum aid to the faculty in their discussion of the candidates. When the Dean and Search Committee members implement the Guideline Procedures outlined below, they should attempt to follow not only the steps of the procedure but also the overall intent described here.

The filling of any vacancy or new position in the Perkins Faculty is subject to the following procedures. The Dean shall be responsible to see that the procedures are appropriately followed. As noted above, in unusual cases and with the prior approval of the Committee on Faculty, the Dean shall be empowered to proceed more quickly to explore a potential appointment. In such cases the Dean shall act within the intent of the Guideline-Procedures. The procedures will be in accordance with those established by the University.

The normal steps are these:

1 A description of the position will initially be developed by the Task Force (in consultation with the appropriate division) and perfected by the Committee on Faculty which will report the proposal to the Faculty for its consideration and vote.

2 When the proposal is approved by the Faculty and a search is authorized, the Task Force becomes a Search Committee. It will proceed, in consultation with the Dean, to advertise the position, to solicit nominations and applications, and to identify desirable prospects. The specific procedures at this stage of the search will vary with the level and nature of the appointment.

3 The Search Committee and the Dean will confer to determine the best methods for contacting and conversing with potential candidates, and to decide the appropriate steps to be taken in evaluating and ranking the most desirable prospects for the position. After an initial winnowing of the candidate pool, a priority list will be established by the Search Committee from among the prospects who have been identified. Within a grouping of candidates with comparable academic qualifications, preference should normally be given to those candidates whose backgrounds, interests, perspectives, and abilities complement those of other members of the Perkins faculty. This would include, among other things, considerations of gender and ethnic diversity.

4 The search committee, after reviewing the applications and engaging in preliminary conversations with the candidates as appropriate, will bring two or three candidates to Perkins for public visits. In some cases, however, where one outstanding senior or even mid-level candidate emerges, the search committee, in consultation with the Dean and the chair of the Committee on Faculty, may decide that it is better to bring in only one candidate for a public visit.

5 Before any public visits are held, the chair of the Search Committee shall ensure that all faculty members are notified whether the invitation is being extended to multiple candidates or only one candidate.

6 During these public visits, normally of at least two full days in length, the candidate will meet with members of the faculty individually or in small groups for conversation, and will meet likewise with representative members of the student body. In cases in which the position could involve teaching in the GPRS as well as Perkins curriculum, the candidate will meet with the chair of the Department of Religious Studies (and other members of the Religious Studies faculty where appropriate) and will likewise meet with representative members of the GPRS student body. Interviews with other appropriate members of the university faculty and administration will be arranged as needed or desired. Members of the faculty will be encouraged to acquaint themselves with a candidate’s curriculum vitae and scholarly work (where available) in advance of the meeting,

so as to make for informed and productive conversation. During the public visit a candidate will give one academic presentation. The candidate will also teach a class or make a presentation to a student audience. Search Committee chairs should be clear with both the candidate and the Perkins community about the nature of these presentations (i.e., which ones are classroom lectures and which ones are more scholarly/academic presentations.)

7 The Search Committee will ask relevant constituencies for their assessments of the candidate(s) who has/have made a public visit. The Search Committee will then summarize the assessments of the constituencies and its own deliberations and make a report to the Dean.

8 After the public visit(s) the Dean will confer with such members of the Perkins and SMU community as he or she deems appropriate and, under ordinary circumstances, will call a faculty advisory for a formal discussion and advisory vote. Under extraordinary circumstances, if the Dean decides not to go forward with these candidates and, therefore, does not call an advisory, then the Search Committee, in consultation with the Dean, will confer about the next steps in the process.

9 When the Dean calls an advisory to place all the names of the candidates before the Perkins Faculty, all members of the Committee on Faculty and of the Search Committee shall be invited to participate in the discussion. At the faculty advisory, all candidates who have made public visits will be discussed. In cases in which the position involves teaching in the GPRS as well as the Perkins curriculum, the chair of the Department of Religious Studies may attend with voice but not vote. The meeting shall be in executive session--not open to the public, and with confidentiality maintained. At the conclusion of the discussion all except members of the Faculty shall be excused from the meeting, and each member of the Faculty shall then vote by secret ballot for one of the various candidates. In cases where only one candidate has been invited for a public visit (see step 4), the Dean will call an advisory to consider that one candidate, and the faculty members will vote for or against that one candidate.

10 After the faculty advisory vote, the Dean will announce the vote tally. The designation of this vote as advisory to the Dean indicates that the Dean, taking into consideration the content of the discussion, the vote of the Faculty, and the report of the Search Committee, will have the final responsibility for deciding whether to recommend a candidate to the Provost.

11 The Dean will either recommend a candidate to the Provost or will notify the Faculty that no one is being recommended. In the latter instance, the Dean and the Search Committee will confer about the next steps in the process.

2.2.4.1

Inter-Office Correspondence

TO: The Faculty
FROM: Committee on Faculty
SUBJECT: Recommendations with regard to search procedures
DATE: 24 April 1991

Last year in his annual report the Dean suggested that we need "to review the way we search for new faculty," and it was recommended by Mr. Carney in the response of the Committee on Faculty to the Dean's report that this year's Committee on Faculty "consider more flexible forms by which future faculty searches are conducted." Again this year the Dean has expressed his frustration with the procedure, both in our conversations with him and in his annual report.

What is troublesome is its turtle-like pace. Task forces and job descriptions do not usually make their appearances until late spring—with the result that search committees do not get off the ground until the semester is coming to a close. That means the advertisements go out during the summer and attempts on the part of search committee chairs to make contact with significant figures in appropriate fields are frustrated by summer schedules—and the whole process lumbers on ponderously until the fall. Then the work begins in earnest to beat the November 15 date. Inevitably, there are those who do not see the ads or hear of the openings until November 1 and so the letters and references come in after November 15 and the search committee's work is stymied. In the meantime there is some pressure to visit with potential candidates at AAR/SBL meetings in late November. If a potential candidate emerges at that point, it is almost impossible to schedule a stated visit before the end of January. And if for some reason the said visit does not prove satisfactory, or there is some delay in making a decision, the process limps on into late February or early March. By that time many of the better candidates on the list have given up on us and have elected to go elsewhere. To the Dean's frustrations this scenario has played itself out on a number of occasions.

In response to the faculty's request this committee has considered the problem, examined procedures followed by other schools, consulted further with the Dean and wishes to make the following recommendations:

1. That apart from some minor updating of the "Procedures Leading to Appointment of New Faculty Members," the procedures not be changed;

2. but that the Faculty Committee's involvement in the initial phases of the process be more intentional, more active and less reactive and therefore that the Faculty Committee be involved in ongoing discussions with the Dean regarding future retirements or other faculty openings, so that planning can be done well in advance;

3. that job descriptions be written and search committees appointed by February 15, in order that contacts can be made during the spring semester and advertisements published before the summer schedule can disrupt;

4. that the deadline for application be no later than October 1 and interviews not be tied to AAR/SBL meetings in order that stated visits may be conducted during the fall;

5. that search committees be reminded that it is not their task to complete the search for a candidate, for the Faculty Committee wishes to reaffirm the time-honored practice of the search committee's submitting a priority list to the Dean, who has the responsibility of making off-campus or on-campus visits with potential candidates;

6. that the search committee chairperson not be responsible for the scheduling and entertainment during stated visits, but that those responsibilities revert to the Dean's office as previously.

It is the judgment of this committee that these procedures if followed would alleviate significantly the Dean’s frustration with the search process.

2.2.4.2

PARTICIPATION OF THE CHAIRPERSON OF THE DEPARTMENT OF RELIGIOUS STUDIES IN APPROPRIATE MATTERS IN PERKINS SCHOOL OF THEOLOGY AFFECTING THE GRADUATE PROGRAM IN RELIGIOUS STUDIES

(Last revised October 11, 1985)

That the Faculty of Perkins School of Theology approve as follows participation of the Chairperson of the Department of Religious Studies in the matters of (a) appointing and (b) retaining, promoting, and tenuring all members of the Perkins School of Theology faculty who either are or are qualified to become members of the Graduate Faculty of Religious Studies and, therefore, in this respect are also members of the faculty of the Department of Religious Studies:

A. in the matter of appointing all such members of the Perkins School of Theology faculty, that the Chairperson of the Department of Religious Studies be:

    1. included among the persons who routinely interview any such prospective faculty member during the stated visit;

    2. allowed, at his or her option, to participate without voting in the discussion prior to the Perkins School of Theology faculty's advisory to the Dean concerning the appointment; and

    3. allowed, again at his or her option, to submit a written advisory to the Dean concerning the appointment; and

B. in the matter of retaining, promoting, or tenuring all such members of the Perkins School of Theology faculty that the Chairperson of the Department of Religious Studies be allowed, at his or her option, to submit a written advisory to the Dean concerning the retention, promotion, or tenure of any such member of the faculty.

2.3.1

PEER TEACHING GROUPS: DESCRIPTION AND PROCESS

(Last revised April 2, 2001)

The primary mechanism for regular annual review of faculty performance, including teaching, is the annual faculty report to the Dean, including the review meeting with the Dean. This review is essentially a self-evaluation, with oversight by the Dean. The Peer Teaching Group program is intended to offer an additional, peer-supported process to aid faculty in improving our teaching.

Goal: This program is intended to provide faculty members with the opportunity to collaborate in assessing and improving teaching skills and abilities within the context of theological education in general and in relation to our theological, cultural, and curricular context in particular.

Description: This program is made available to all Perkins faculty members, both full-time and adjunct, on a voluntary basis. Each peer teaching group should comprise 3-8 faculty members with a common interest. The focus, organization, schedule of meetings and activities of each group will be determined by that group, based on the needs and shared interests of the group members. The group will meet throughout one academic year.

Administration: The Committee on Faculty will appoint a Coordinator who will, in consultation with the participants, organize and oversee the groups and who will report annually to the Committee on Faculty.

Procedures: Each April, the Coordinator will distribute a memo to all faculty members, inviting participation in a Peer Teaching Group for the following academic year.

Each year, at least one Peer Teaching Group will be offered for faculty who are teaching first-year courses, focusing on the particular challenges and opportunities of teaching entering students, and the possibility of coordinating resources, assignments, and other relevant materials.

Additionally, at least one Peer Teaching Group will be offered for faculty with interests or experience in the use of instructional technology, particularly IVTC and Internet resources.

Groups also may be developed by faculty members with other common interests.

Each Peer Teaching Group will hold an organizational meeting late in the spring or at the beginning of the fall term to plan their work for the year. Meeting times, classroom visits, common readings, and other appropriate activities should be established at that meeting.

At the end of each academic year, the Coordinator will survey the Peer Teaching Groups with regard to topic, strengths and weaknesses, and suggestions for future practice. The results of the survey will be submitted to the office of the Associate Dean for Academic Affairs.

2.3.2

Advising Untenured Faculty

(March 1995)

Seeking and offering counsel on one another's work is a vital aspect of faculty collegiality. New faculty members should be brought into this collegial relationship as rapidly as possible, and it is especially important that new untenured members of the faculty have access to more seasoned members of the faculty for advice on various matters relating to their professional growth. Because these advising relationships do not always occur spontaneously, the Faculty has established a policy providing for the advising of untenured faculty members. The presence of this formal arrangement is not intended to discourage new faculty members from seeking advice from and moving into collegial relationships with other members of the faculty. The intention is rather to provide some impetus for precisely that sort of development.

1. Each new untenured member of the tenure-track faculty of Perkins School of Theology shall be provided two advisors from among the tenured faculty of the school. The Dean, in consultation with the new faculty member, shall appoint these advisors no later than the beginning of the new faculty member's second semester at Perkins. Ordinarily, one of the two shall be from the new faculty member's own teaching field, or a closely related field, and the other shall be from a different field.

2. Normally, those appointed shall serve in this capacity through the second year of the new faculty member's tenure-track appointment. If an advisor goes on leave or is otherwise unable to continue to serve, a replacement (either temporary or permanent) shall be appointed. An advisor may be replaced at any time if, in the judgment of the new faculty member or the advisor, a change of advisors would be beneficial.

3. It is the responsibility of the Dean to act as official interpreter to the new faculty member of her or his progress in meeting the school's criteria for promotion and tenure. The principal tasks of the advisors shall be these:

    a. To assist the new faculty member in understanding the expectations of the school concerning her or his work as a member of the faculty and the general criteria for promotion and tenure;

    b. To offer general counsel, in the light of these expectations and criteria, on research and publication plans, course offerings, and service involvements within and beyond the school;

    c. To consult on any matters which the faculty member may wish to discuss concerning her or his work as a teacher and scholar.

4. It is expected that the advisors will meet together with the new faculty member regularly, and not less than twice each year. It shall be the responsibility of one of the advisors to

convene these meetings. Beyond this, conversations with the advisors, either individually or together, shall be at the initiative of the new faculty member.

5. Following contract review, and in consultation with the faculty member, the Dean may recommend further counseling of the faculty member.
6. This advising process shall be independent of the proceedings of the Committee on Rank and Tenure.

7. Questions or problems which arise concerning the advising relationship should be brought to the attention of the Dean.

2.3.3

PERKINS SCHOLARLY OUTREACH AWARDS

(Last revised October 2006)

Through the generosity of several patrons of Perkins School of Theology a permanent endowment has been established to support faculty scholarship directed to audiences beyond the faculty's scholarly peers. The Perkins Scholarly Outreach Awards will be made annually on the basis of competitive applications. Although the number and size of the awards may vary from time to time, ordinarily the maximum award amount is $8,000.

The Purpose and Scope of the Awards

The purpose of the awards is to enhance the scholarly contribution of Perkins faculty to the wider community. This includes laity and clergy of the church, academic and professional audiences outside the fields of theological and religious studies, and other lay audiences. Indeed, any project that extends the range of scholarly communication beyond the circle of one's academic peers may be considered. The range of topics eligible for consideration is unrestricted. Each project must include a written phase, which produces material suitable for publication.

The Awards Process

Any full-time member of the Perkins teaching faculty may apply. Applications will be invited in the fall of each year and will be due in writing by November 1. Faculty who have Scholarly Outreach grant awards in process are encouraged to complete those projects before applying for another grant. Awards will be announced as soon as possible thereafter. One half of the amount of an award will be paid after May 1 in the spring semester following the announcement of the award and the other half after the written phase of the project has been completed and approved by the awards committee, provided that the written phase of the project be submitted for approval by the first of September of the third year after the year for which the award is given.

Each recipient will be expected to devote full time to the project during the summer of the year for which the award is given. Projects may be undertaken before or after but not concurrently with a regular research leave. The recipient must complete the project while an active member of the Perkins faculty. Emeritus faculty may, however, submit the written phase of the project after retirement (provided that the prescribed date of completion is met).

A Scholarly Outreach Awards Committee, consisting of the Dean, the Associate Dean for Academic Affairs, and two other faculty members elected by the faculty for three-year terms, will determine the awards and approve the completed projects. If an elected member submits an application for a Scholarly Outreach Award for a given year, he or she will be excused from the committee’s work of determining the awards for that year. In such a case, the other members of the committee may invite another faculty person to take her/his place in the adjudication process.

Applications should include (1) a description of the project, (2) the audience for whom it is intended, (3) the nature of the written material to be produced, (4) the anticipated time-table for completion of the project, and (5) a list of previous projects funded by the Scholarly Outreach Award and their results. Applications (an original plus 3 copies) should be submitted to the office of the Associate Dean for Academic Affairs.

A request for travel funds for research for the project may be submitted along with the proposal. The request should make clear the need for travel and its relationship to the research project in question. A budget must be included with the proposal, with a list of projected expenses and the source of the budget information.

On completion of the project four copies of the letter of submission, the original application, the letter of award from the Dean, and the project itself shall be submitted to the office of the Associate Dean for Academic Affairs. NOTE: only one copy of a book manuscript or a monograph over 50 pp. is required.

2.4.1

THE PERKINS SCHOOL OF THEOLOGY
FACULTY AND INTERN STAFF
LEAVE AND RESEARCH FELLOWSHIP PROGRAMS
(Last revised November 5, 2012)

I. Classification of Leaves

This statement of policy and program concerning faculty leaves does not deal with sick leave, emergency leave, administrative leave or other types of personal leave. Only two classifications of leave are treated: leave of absence without pay and research fellowship leave. The former normally does not pertain to members of the Intern Faculty.

II. Leave Without Pay

A. Purpose-Primarily to allow a faculty member to leave the University temporarily to undertake special projects or public or private service that would benefit the individual and school as well as the organization, institution, or cause served. However, such leaves may be approved for more general academic pursuits.

B. Eligibility-A full-time faculty member of rank of assistant professor and above, tenured or untenured, normally after residence of at least one academic year in the school.

C. Term of Leave-The maximum is one academic year. There is no limit on the number of such leaves which may be granted, although formal application must be made for each leave without pay and each such leave must be justified on its own merits. Normally, the number of consecutive years of leave will not exceed two. Each leave request is subject to the full process for approval.

D. The tenure clock for an untenured faculty member (see 2.2.1. III.B. 2) will be stopped for one year when leave without pay is granted for either one semester or one academic year.

E. Financial Arrangements for Leave Without Pay

1. During a leave of absence without pay, SMU will make no wage or salary payments to the faculty member taking the leave other than those specifically authorized by other relevant policies.

2. Vacation and sick leave, seniority rights, tuition benefits and other privileges inherent to SMU employment accrued prior to any type of leave discussed herein will be honored upon return of the faculty member taking leave. However, during the period of leave these rights will continue to accrue only for tuition benefits.

3. Employee insurance and other specified benefits, including retirement benefits, may be maintained throughout the period of leave without pay by the faculty member's continuing to pay both his or her share of the contributions and the total contribution normally paid by the University. The University will pay none of its regular contributions during a leave of absence without pay.

F. Application and Approval Procedures

1. A faculty member wishing to apply for a leave without pay should apply to the Dean in writing, stating the reasons and durations of leave requested, the relationship of the proposed activities to the faculty member's scholarly and teaching interests, a current vita, and a list of previous leaves granted by SMU.

2. Normally, the application must be submitted at least one year in advance of the requested leave to insure adequate time for necessary planning of budget and teaching assignments.

III. Faculty and Intern Staff Research Fellowship Program

A. Purposes

1. To encourage the pursuit of knowledge and in order to enhance the individual's abilities and vitality as a scholar-teacher.

2. To maintain an effective expectation that each faculty member will be working at improving his or her professional competencies.

3. To enhance a faculty member's teaching effectiveness as well as scholarly productivity by giving a faculty member sustained time for research and writing, or for research and the advancement of an appropriate project in lieu of writing. Professional activities which might detract from this purpose such as teaching or professional consulting ordinarily will not be permitted during the period of research leave.

4. To enable non-tenured faculty members who are on tenure track to gain in teaching effectiveness and to produce sufficient evidence through writing and/or projects that may adequately be evaluated by the persons responsible for rank and tenure recommendations.

5. To enhance the effectiveness of a director or associate director of the Intern Program by providing time for research and writing, or research and the advancement of an appropriate project in lieu of writing. Professional activities which may detract from this purpose, such as teaching or professional consulting, ordinarily will not be permitted during the period of research leave.

B. Eligibility

1. Faculty research fellowships shall be available to those qualifying persons who are regular full-time employees of the University holding faculty rank of assistant professor or higher.

2. Normally a faculty member shall be eligible to receive (if approved) a research fellowship of up to a full year upon completion of a minimum of six academic years of full-time faculty service since the last research leave.

3. Alternatively a faculty member shall be eligible to receive (if approved) a research fellowship of one semester upon completion of a minimum of three academic years of full-time faculty service since the last research leave, or, when more feasible for the school, to receive it in the other semester of that academic year.
4. Normally a faculty member shall be eligible to apply for an initial research fellowship upon completion of a minimum of three years of full-time faculty service after the initial appointment.

    a. If the initial appointment was to an initial three-year term as assistant professor and the faculty member is expected to be invited to enter a second three-year term as assistant professor, the faculty member may apply to receive a research leave (at full salary) for a semester and a summer in her or his fourth year as assistant professor.

       At the end of the second three-year term as assistant professor, a faculty member may apply for a second research leave, which, if approved, will take place in the year after tenure has been granted. This leave may be for one semester at full salary at the new rank or for one year at two-thirds salary at the new rank. Thereafter a minimum of six academic years of full-time faculty service must be completed to apply for another full-year fellowship, or a minimum of three academic years of full-time faculty service for a one-semester fellowship.

    b. Persons initially appointed at ranks other than assistant professor or appointed as second-term assistant professors shall, upon the completion of a minimum of three years of full-time faculty service, be eligible to apply for a research fellowship for one-half of a year (at full salary) or one full year (at two-thirds salary). Thereafter a minimum of six academic years of full-time faculty service must be completed to apply for another full-year fellowship, or a minimum of three academic years of full-time faculty service for a one-semester fellowship.

    c. A faculty member who is eligible to apply for a research leave of one term, who has developed a research proposal of extraordinarily outstanding quality, and who has secured external funding (for example, from institutional resources such as a foundation or from personal resources) which at least equals the faculty member's compensation and benefit package, may at the discretion of the Dean be recommended to the Provost for a full year of research leave.

5. Normally a director or associate director of the Intern Program shall be eligible to receive (if approved) a research fellowship upon completion of a minimum of five years of full-time service in the Intern Program since the last research leave. The leave shall normally be for a period of three months, at a time in which the person's responsibilities in the Intern Program can be adequately covered.

C. <u>Operational Responsibilities and Procedures</u>

1. The Research Fellowship Program shall be administered for the Provost by the Dean. The Dean shall be mindful of the importance of adhering to the general principles set out herein and at the same time of the need to apply these principles flexibly to the respective disciplines.

2. The Dean shall be guided by the following principles:

    a. A research fellowship is not a reward for service rendered to the University.

    b. A research leave fellowship may be awarded only to a person who presents a research plan that meets the essential standards of quality and promise. The Dean may consult with an intra-school committee in evaluating research project plans.

    c. The Dean shall determine the effect of outside grants or compensation upon the amounts awarded by the University in fellowship grants.

    d. The budgetary support for a faculty fellowship must be approved by the Provost before an official commitment is made to the applicant. This financial aspect must be treated as early as possible in the process so as to avoid untimely disappointment.

3. The eligible individual's faculty Division will submit to the Dean a written statement that suitable arrangements can be made to cover the courses in the Perkins curriculum which must be offered in the faculty member's field during her or his leave.

D. <u>Application and Report Procedures</u>

1. The applicant shall submit a written proposal in the September preceding the year in which the leave is to be taken. Each proposal must include: a description of the research/study proposed, including its relation to the person's scholarly and teaching interests; a *vita*, including a list of previous research and publication, as well as a list of previous leaves granted by SMU.

2. The Dean shall submit approved proposals to the Provost no later than October 15* attaching a brief statement of the basis of the School's approval together with an explanation of the arrangement of working schedules which makes the leave possible, and what, if any, budgetary provisions will have to be made for part-time teaching during the leave of a faculty member or coverage of the work of a member of the Intern Staff.

3. After authorization by the Provost, a formal letter of approval of a research leave and fellowship shall be sent to the faculty or staff member by the Dean before the research leave has begun. The letter should set forth the terms of the research leave; any essential references to the research project itself; the specific financial commitments of the faculty fellowship, distinguishing between grant proper and expense grant; schedule of payment of grant; advisory to retain all pertinent receipts since he or she is responsible for accounting to IRS; and any other appropriate information.

4. On completion of the research leave, the faculty or staff member will inform the Dean, in writing, of what has been accomplished.

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* With approval of the Provost, the Dean may accept applications submitted after the normal deadline.

E. Financial Support of Research Leaves

1. Each applicant for a research fellowship shall fill out the appropriate form to indicate anticipated expense and income during the period of research leave. This information will be reviewed with the applicant by the Dean or Associate Dean. These expense and income budgets will be a major reference for determining whether the financial support from the University will be the maximum allowed, or less.

2. Research fellowship financial support rates shall be based on the rate of compensation that would be earned by the person in the academic year in which he or she is engaged in research fellowship work.

3. The University will base its contributions to the Retirement Plan on the person's full regular academic-year compensation that would be earned during the period of time that the person is on leave, and other fringe benefits will be computed as though the person were present and fully at work.

4. In the case of a research leave granted for a faculty member under option III-B-2 above, the School shall award a research grant proper and an expense grant up to a maximum amount equal to two-thirds of the faculty member's current full salary, prorated to the period of the research leave. Applications for full-year leaves will be judged by more rigorous criteria than are applications for semester-long leaves. The eligible faculty member, in submitting the research proposal to the Dean, will give evidence of efforts made to secure external funding support for the remaining one-third of full salary. If a faculty member provides evidence of unsuccessful efforts to secure external funding, the Provost will commit funds from an anonymous faculty development endowment administered by the Provost's Office to cover the remaining one-third of full pay.

5. In the case of a research leave granted for a faculty member under options III-B-3 above, the School shall award a research grant proper and an expense grant up to a maximum amount equal to the faculty member's current full salary, prorated to the period of the research leave.

6. In the case of a research leave granted under option III-B-5 above, the School shall award a research grant proper and an expense grant up to a maximum amount equal to the current full salary of the intern director or associate director, prorated to the period of the research leave.

2.4.1.1

FACULTY LEAVE OF ABSENCE REQUEST

Please access the current Faculty Leave of Absence form here:
http://www.smu.edu/~/media/Site/Provost/Provost/Documents/FacultyResources/2015LeaveOfAbsence/LOAfinal.ashx?la=en

2.4.1.2

DOCUMENTATION NEEDED FOR FACULTY RESEARCH LEAVE
(Last revised October 1997)

One copy of the following:

1. Faculty Request for Leave of Absence:

   The SMU form is to be prepared by the faculty member. The form is signed by the Associate Dean and the Dean and sent to the Provost's office for approval (ordinarily by 15 October of the year preceding the leave).

   The appropriate dates for the beginning and ending of a leave are as follows:

Fall semester leave	September 1 -December 31
Spring semester leave	January 1 -May 31
Full year leave	September 1 -May 31

An **original plus one** copy of the following:

2. A one-to-two page description of the proposed research project.

3. A current curriculum vitae, including a list of publications.

4. A list of all previous SMU research leaves with brief descriptions of projects and outcomes.

Copies of the approved form are distributed to:

1. the faculty member;
2. the Dean;
3. the Associate Dean;
4. the Financial Officer.

For your own tax records, you should take note of the following IRS regulations. Any questions can be directed to the School's Financial Officer.

a. The U.S. tax code allows exclusion from reportable income of $300 per month in research funds (sometimes called "the grant proper" in Perkins documents) for a maximum of 36 months for life. You should keep a record of such exemptions.

b. The tax code permits the itemized deduction of research funds over and above the $300 monthly exclusion, provided that these funds are used to cover expenses directly related to the research project (e.g., travel expenses or living expenses while away from home).

2.5

ANNUAL REPORT TO THE DEAN
(November 2004)

PART I

Submit TWO copies: one copy will be sent to the Provost's office, one copy will become part of your permanent file in the Dean's office.

- Classes taught, with enrollments
- Other services to Perkins (committee duties, etc.)
- Services to Southern Methodist University (be sure to include whether you attended the following events: Fall Faculty Convocation, Spring Faculty Convocation, December Commencement, May Commencement)
- Services to the Academy
- *Tenured Faculty only*: Multi-year plan for teaching, scholarship and service:
    - Short-term goals
    - Long-term goals
    - Resources needed to accomplish these goals
    - Steps to be taken toward promotion to full professor, if applicable
- Publications during the calendar year (on a separate page or pages from the above materials
- Current *curriculum vitae*

PART II

Submit ONE copy, which will become part of your permanent file in the Dean's office.

- Evaluation of each course taught:

    - Overall achievement of purpose
    - Specific strengths and weaknesses
    - Quality of student performance
    - Plans for change, if any

- Syllabus for each course

- Services to the Church, with comments

- Services to the community, with comments

- Writings completed and accepted for publication, but not included in the list of publications for the calendar year

- Writing and/or projects in process and in prospect, with overall rationale for your recent, present, and projected scholarship

- Any other comments or observations

PART III

Include your course evaluations with your report.

3.1

A STATEMENT ON ACADEMIC RESPONSIBILITY

(Last revised May 5, 2000)

Each course at Perkins School of Theology has different requirements. Sometimes the differences are merely those of quantity: e.g., the number or length of papers and exams. Other differences are more subtle: e.g., the acceptability of submitting the same piece of work to more than one course. Some instructors insist that work done in their course be original to that course. Others, however, will permit relevant work done for another course to be submitted, with appropriate modifications, to theirs. It is the student's responsibility in pertinent cases to determine the preference of the instructors involved and to abide by it.

We in the Perkins community have become increasingly aware in recent years that there are many who do not understand what is meant by academic dishonesty and that there are others who understand but who have become lax in maintaining the necessary standards and disciplines. The following paragraphs, drawn from *A Guide to the Honor System of Southern Methodist University*, are intended to set forth clearly this institution's understanding of academic honesty, to cite specific examples of academic dishonesty, and, because it is a continuing problem, to spell out in detail what is meant by plagiarism, to set out examples of it, and to provide some advice on how to prepare papers so as to avoid it.

What Is Academic Honesty?

In its broadest sense, academic honesty is maintaining standards of truth and personal integrity in all statements or actions that relate to one's life in the University. It is not distinct from other standards of honesty, but merely defines the context in which that honesty is maintained. But in an institution in which the responsible exchange of information and ideas is of paramount importance, standards of honesty have a correlative importance.

What is Academic Dishonesty?

Defined inclusively, academic dishonesty is behavior which misrepresents the origin or nature of one's activities in the University, or which violates the integrity of one's relationship to the University community, whether by design or accident. Misrepresentation includes both the act of falsification, and the neglect of providing a true representation when it is called for. Maintaining an honest relationship to the University requires that students learn what constitutes accidental misrepresentation so as to avoid it; not knowing that an action is generally construed as dishonest does not excuse the action. Within this broad definition, academic dishonesty includes (but is not limited to) the following:

1. Cheating or copying on a quiz, test, or examination, or other class exercise which is required to be performed independently and individually.

2. Misrepresenting one's academic standing or record.

3. Misrepresenting the causes for missing quizzes, tests, etc., or for lateness in completing assigned work.

4. Aiding or concealing acts of dishonesty by other persons.

5. Acts of theft or unauthorized access to academic materials belonging to others, whether students or faculty

6. Soliciting, aiding, or attempting to aid another in planning or committing an act of academic dishonesty.

7. Submitting as one's own work materials that have been wholly or partially prepared by others.

8. Representing that one's work is the result of research or study which one has not personally performed.

9. Stealing or defacing library books.

10. Plagiarism.

What is Plagiarism?

In its Advisory Statement to the All-University Judiciary, the Faculty Senate provided the following definition quoted from the *Modern Language Association Handbook* (1977):

> Plagiarism is defined by Alexander Lindley as "the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as one's own" (*Plagiarism and Originality* [New York; Harper, 1957], p. 2). Plagiarism may take the form of repeating another's sentences as your own, adopting a particularly apt phrase as your own, or even presenting someone else's line of thinking in the development of a thesis as though it were your own. In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from another.

The Faculty Senate Advisory continued:

> In some cases, students may be instructed or encouraged to confer with one another, or with a tutor or other person not directly involved in the course, as part of the preparation of an assignment. In such cases, a student's integrity must be involved in determining the limits of cooperation and false representation within an instructor's definition. For

example, if a tutor has assisted in the preparation of an assignment, the student must consult the instructor to learn what kind of assistance is acceptable and what is not. The student should not assume that consulting another person to correct a paper or problem is acceptable.

Again, within the limits defined by an instructor, it may be proper to consult research materials, published work, or even the work of other students; ifÊso, the student must acknowledge his or her indebtedness to these materials, in the form appropriate to the course or discipline. There are several systems for acknowledging such indebtedness, but the general principle is that a person reading the student's work should never be in doubt about the origin and source, the extent, or the nature of the indebtedness; the acknowledgement should make it possible for the reader to consult the source of the indebtedness. If the system of acknowledgement in a particular discipline departs from the standard practices of footnoting and citation, instructors in that discipline will define the appropriate method. If an instructor, for pedagogic or intellectual reasons, prohibits the use of certain source materials, a student's integrity requires that the prohibition be observed.

Plagiarism, in brief, is leading your reader to suppose that your words, ideas, or organization in a piece of writing are your own, when in fact they have been taken from someone else.

How Can Plagiarism Be Avoided?

The first step in avoiding plagiarism on an assignment is to be sure that you keep accurate records of what your sources are contributing to your work. Use quotations marks on your note-cards if you are quoting words or phrases. If your notes paraphrase, summarize, or condense another writer's work, put that on your note-cards. Be sure to write down, with your note, the exact bibliographical information for your source: author, title, facts of publication, page numbers. Because it is possible, when you come to use your notes when writing your paper, that you will forget where your sources leave off and where your own writing begins, such scrupulous note-taking will allow you to keep clear the difference between your work and someone else's. Carelessness in such matters may lead to plagiarism and careless plagiarism is still plagiarism. As you prepare your paper, you may find that you wish to quote some of the source material from your notes,and that you want to condense and summarize some of it. All quoted material must be placed in quotation marks, with footnotes identifying the source. Any condensed or paraphrased summaries must be identified as such, with footnotes identifying the source. While it may not be your conscious intention to mislead your reader, if you omit quotations marks or identification of sources where these are proper, your omissions are still plagiaristic.

Most standard handbooks of composition and usage will offer models of footnoting and the writing of bibliographies. An instructor in a course may prefer that you use a form that is standard in the discipline of the course, and will inform you of any preferences that should be observed in writing for that course. But in any format that you use, the principle should be the same: to inform your reader of the origin and source, the extent, and the nature of your indebtedness, whether that indebtedness is shown in quoted or in summarized material.

Examples of Acceptable and Plagiarized Use of Sources

The following paragraph is quoted from J. L. Styan's *Chekhov in Performance* (Cambridge: Cambridge University Press, 1971), p. 91:

> There is a clarity of vision in *Uncle Vanya* not present in *The Seagull*. The broad divisions between the generations in *The Seagull* invited moral judgements too easily. In *Uncle Vanya,* Chekhov risks the comfort of his audience in teaching them to understand his characters without sentimentality, to recognize individuality. He pursues this purpose with a precision and honesty which subjects him as a playwright to a fiercer discipline, and his dramaturgy to a radical reform. The uncertain response of the first Moscow audiences to the play testifies to the extremes to which Chekhov now goes in reducing conventional theatricality.

Here are some examples of proper and improper use of this source--assuming that in those cases where a footnote is indicated, it reproduces the information above about the author, book publication, and page.

A. J. L. Styan cites "the uncertain response of the first Moscow audiences "to support his observation that in contrast to *The Seagull, Uncle Vanya* does not invite "moral judgements," instead "teaching [the audience] to understand his characters without sentimentality." (1)

Correct: The introductory phrase indicates that all the material in the sentence is indebted to Styan. The footnote locates the origin of the quoted and of the summarized material.

B. The first Moscow audiences of *Uncle Vanya* were uncertain in their response to the play.(1) Their confusion reveals the great lengths Chekhov was willing to go to.

Plagiarism: Placing the footnote after the first sentence implies that the writer is indebted to Styan only for the ideas in that sentence. The second sentence partially summarizes Styan's last sentence without acknowledging indebtedness. The unacknowledged paraphrase "reveals the great lengths" in place of Styan's "testifies to the extremes" makes it clear that the writer intends to deceive the reader about the origin of the idea.

C. The uncertain response of the first Moscow audiences to *Uncle Vanya* testifies to the lengths to which Chekhov goes in eliminating theatrical conventions. He does not invite moral judgements, but instead teaches his audience to understand without sentimentality.

Plagiarism: The absence of any footnote demonstrates theft. The intent to deceive is shown in the paraphrase "testifies to the lengths" instead of Styan's "testifies to the extent" and in the paraphrase "eliminating theatrical conventions" in place of "reducing theatrical conventionality."

All of these examples are completely indebted to the original source. Honesty is displayed only in the first (A), since it acknowledges the total indebtedness.
The Faculty of Perkins School of Theology has established the following procedures for dealing with incidents of academic dishonesty:

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1. When an instructor determines that a student has committed an act of academic dishonesty on a course assignment, the instructor will normally (a) assign a grade penalty for the offense and
(b) notify the Associate Dean of the incident. The normal penalty for a first offense is a zero on the assignment, though in the case of a particularly flagrant offense a more severe penalty, up to failure in the course, may be assessed. A second offense may be grounds for dismissal from school.

2. The student involved may appeal the decision of the instructor to the Associate Dean for Academic Affairs, who will then review the case with the student and the instructor. The student may appeal the decision reached through this review to the Dean in writing. In any case, final authority in the determination of grades rests with the instructor.

3.2

THE HONOR CODE PERKINS SCHOOL OF THEOLOGY

April 4, 2005

Intellectual integrity and academic honesty are fundamental to the processes of learning and of evaluating academic performance, and maintaining them is the responsibility of all members of an educational institution. The inculcation of personal standards of honesty and integrity is a goal of education in all the disciplines of the University.

The faculty has the responsibility of encouraging and maintaining an atmosphere of academic honesty by being certain that students are aware of the value of it, that they understand the regulations defining it, and that they know the penalties for departing from it. The faculty should, as far as is reasonably possible, assist students in avoiding the temptation to cheat. Faculty members must be aware that permitting dishonesty is not open to personal choice. A professor or instructor who is unwilling to act upon offenses is an accessory with the student offender in deteriorating the integrity of the University.

Students must share the responsibility for creating and maintaining an atmosphere of honesty and integrity. Students should be aware that personal experience in completing assigned work is essential to learning. Permitting others to prepare their work, using published or unpublished summaries as a substitute for studying required materials, or giving or receiving unauthorized assistance in the preparation of work to be submitted are directly contrary to the honest process of learning. Students who are aware that others are cheating or otherwise acting dishonestly have the responsibility to inform the professor and/or bring an accusation to the Associate Dean for Academic Affairs.

Students and faculty members must mutually share the knowledge that any dishonest practices permitted will make it more difficult for the honest students to be evaluated and graded fairly and will damage the integrity of the whole University. Students should recognize that both their own interest and their integrity as individuals suffer if they condone dishonesty in others.

Faithful church leadership demands highest standards of integrity. Therefore, we in Perkins School of Theology, Southern Methodist University, pledge, individually and collectively, to abstain from any form of cheating, lying, or plagiarism, and to report any violation of this code to the Associate Dean for Academic Affairs.

I signify my acceptance of this code by signature.

____

Signature and date

____

Print name

3.3

Inter-Office Correspondence

TO: The Perkins Faculty
FROM: Charles M. Wood, for the Academic Procedures Committee
SUBJECT: Grade point equivalencies
DATE: March 30, 1998

Last November, the Faculty voted to replace our current numerical grading scale with the conventional letter-grade scale, and asked the Committee on Academic Procedures to review those points in our academic policies where grades are discussed and to work out the letter-grade and 4.0-scale equivalents wherever specific grade values are mentioned. We have found such points in the policies concerning course credit, academic probation, admission to candidacy, graduation, and graduation with honors. Here is our report.

The following table coordinates the three scales. The left-hand side indicates how we at Perkins have officially understood the relation between our numerical scale and letter grades. The right-hand side shows the 4.0-scale values assigned by the university registrar to the letter-grade values.

93-100 = A	= 4.0 (no "A+")
90-92 = A-	= 3.7
87-89 = B+	= 3.3
83-86 = B = 3.0	
80-82 = B-	= 2.7
77-79 = C+	= 2.3
73-76 = C = 2.0	
70-72 = C-	= 1.7
67-69 = D+	= 1.3
63-66 = D = 1.0	
60-62 = D-	= 0.7
50-59 = F	= 0.0

1. **The Easy Part**: Currently, a grade point average of 75 is required for admission to candidacy, for continuation in good standing, and for graduation in the M.Div (*Bulletin,*p. 21) and M.R.E. (p. 25) programs, and for graduation with the M.T.S. degree (p. 30). 75 is also the figure used at various points in the policy on academic probation (p. 37). In these masters-level programs, "a course may be passed with a grade of 60 or above" (p. 36). In the D.Min. program, only courses with a grade of 80 or above may be counted toward graduation (p. 31). The M.S.M. program currently uses letter grades and the 4.0 scale.

These figures all have straightforward equivalents in the letter-grade and 4.0 scales: 75 translates into 2.0 (C), and context will dictate whether "C" or "2.0" (or both) should be used. The "60 or above" for passing a course translates into "D-or above." (More on this below.) The 80 in the D.Min. policy would be B-. We propose that the Faculty affirm these equivalencies.

2. **A Slightly less easy part.** The figures for graduation with honors are at present 90 minimum for a graduation *cum laude,* 92 *magna,* and 94 for *summa* 90 is the bottom of the A-range, 92 is its top, and 94 is just short of perfection. The current Dedman College values for the honors levels are: *laude,*3.5; *magna,*3.7; and *summa,*3.9.

   We propose that the Faculty adopt these same values for the Perkins honors categories. This would amount to a slightly lower threshold for the first two categories (3.5 is slightly below 90, and 3.7 is slightly below 92), and to virtually the identical threshold for *summa* (but perhaps a slightly more accessible one on the letter-grade system).

3. **A question to consider**: The fact that, under our present policy, a student who earns no higher than a 60 in a course receives credit for the course gave us pause. As noted above, this means that a student may earn a D-in a course and receive credit for it. An examination of the catalogues of several other schools of theology (United Methodist and otherwise) reveals a variety of policies on this matter. Some do not give credit for a course in which a grade below C-is earned. Some do not give credit for a required (e.g., "core") course in which a grade below C-is earned, but may allow credit for an elective with a D. One school will not allow a student to receive credit for a D course unless the student subsequently passes (with a C-or above) a competency exam in the course material (in which case the D grade remains on the transcript but the student is not obliged to retake the course). Some schools apparently allow any course with a grade above F to count toward graduation, as we do.

We do not propose any change in our current policy on this matter, but we do solicit the advice of the faculty on the question of whether a change is desirable. The inauguration of a revised curriculum might be a good occasion for implementing a change, if one is desirable.

NOTE: In view of the full agenda for the April and May meetings of the Faculty, the committee proposed to the Agenda Committee that the proposed discussion of the candidacy review procedure be postponed until next fall.

Inter-Office Correspondence

TO: Perkins Senate
FROM: Academic Procedures Committee
SUBJECT:Proposal on g.p.a. required for graduation
DATE: April 12, 1983

I. Background

1. During the course of the past academic year, the Academic Procedures Committee addressed the problem of grade inflation at Perkins. The initial outcome of the Committee's work was a three-part proposal which was designed to provide a basis for discussion at a meeting of the faculty as guild on Tuesday, March 8, 1983. The proposal is contained in the attached memo from the Academic Procedures Committee to the faculty, dated February 23, 1983.

2. The result of the faculty discussion on March 8 was general agreement with point (a) of the Committee's proposal, a willingness to entertain point (b) and a concern about point (c) which led, finally, to the scheduling of a second meeting of the faculty as guild. The faculty preferred to attempt to reach consensus on an interpretation of the various levels on the grading scale rather than to settle on a particular grade as the "ideal" average grade for the Perkins student body as a whole.

3. Consequently the faculty met again as guild on Monday, April 4, 1983. The basis for discussion at that meeting was provided by the attached memo from Professor Babcock to the faculty, dated March 28, 1983.

4. The result of the faculty's second discussion was general agreement with points (a) and (b) of the Academic Procedures Committee's initial proposal and a further agreement that the faculty should (1) strive to bring its grading into conformity with the interpretation of the grading scale offered at the top of p. 2 of Professor Babcock's memorandum of March 28 and (2) commit itself to make use of the full range of the grading scale in its assessments of student work.

5. Only one part of all this requires Senate action, namely, the proposal that the grade point average required for graduation be reduced from the present 75 to the proposed 70 (point [b] in the initial proposal), with the additional understanding that the reduction would be for a trial period of four years (the life of one student generation at Perkins) and would be reviewed at the end of the trial period.

II. The Proposal

1. The Academic Procedures Committee proposes, then, that **for a trial period of four years the grade point average required for graduation in the M.Div., M.R.E. and M.T.S. degrees be lowered from 75 to 70**.

2. Additional Comments

1. Since the proposal emerges from a context of extended discussion in the Academic Procedures Committee and further discussion in the faculty, it seems important to provide to the Senate the materials which have played a role in those discussions. Consequently, rather than summarize the two basic memoranda, the Committee is distributing them herewith.

2. The average cumulative g.p.a. for M.Div. students last fall, as determined in a study by the Director of Academic Procedures, was 84.5. At that time-the date of the study was October 20, 1982--14% of M.Div. students had cumulative g.p.a.'s of 90 or above and 13% had cumulative g.p.a.'s of 79 or less.

Inter-Office Correspondence

TO: Perkins Faculty
FROM: Bill Babcock
SUBJECT: Faculty Guild Meeting on Grading (7:00 p.m., April 4, Bridwell)
DATE: 28 March 1983

1. Since our discussions usually go better when we have something specific in front of us, I want to make some observations on how our grading scale might be interpreted. These comments are entirely personal. The Academic Procedures Committee has not discussed them or even seen them in advance. They will be useful, therefore, if (and only if) they provide a helpful starting point for our discussion at the meeting of the faculty as guild on April 4.

2. At present, we interpret the meaning of the various levels of our grading scale at three points. (1) By making 60 the minimum grade for passing a course, we declare, in effect, that a grade of 60 represents that quality of work which is barely passing. (2) By requiring averages of 90 or above for Honors, we, in effect, declare that grades of 90 or above represent that level of excellence in student work which we are willing to label "Honors." (3) By requiring a cumulative average of 75 for graduation, we declare, in effect, that, although a grade of sixty is sufficient to pass a course, an overall record of grades under 75 is not sufficient to meet our expectations for those to whom we grant degrees. Thus we label the grades under 75 as representing work that, although passing for any particular course, is seriously deficient when measured against the standard required for the degree program taken as a whole. In effect, then, we interpret our grading scale as follows:

   50-60: Failing work
   60-74: Passing, but still deficient work
   75-89: Passing and not deficient work
   90-100: Honors work

   Seen in this light, the Academic Procedures Committee's initial proposal to reduce the g.p.a. required for graduation from 75 to 70 is a proposal to reduce the range of grades available for "passing but still deficient" work and increase the range for "passing and not deficient" work.

3. Speaking for myself, I find it easier to devise what seems a more or less sensible interpretation of the levels on the grading scale if I assume that the Committee's proposal is adopted and the g.p.a. required for graduation is in fact reduced to 70. Others, of course, will not want to make this assumption. But, since my purpose here is simply to get a specific case before us, I hope that they will bear with me and will use my suggestion as a foil in generating counter-suggestions of their own. Assuming a g.p.a. of 70 for graduation, then, I would suggest the following interpretation of the levels of the grading scale:

50-59: Failing.

60-69: Poor (passing but deficient); i.e., this range of grades represents work that, although passing, is close enough to failing to require a clear warning to the student--that warning is given by grades which fall above 59 but below the 70 (cumulative g.p.a.) required for graduation.

70-79: Satisfactory; i.e., this range of grades represents work which meets the expectations that we have for those to whom we grant degrees.

80-89: Good; i.e., this range of grades represents work which is not only satisfactory, but which also shows some ingredient or quality that carries it beyond the satisfactory to a higher level of quality.

90-100: Honors; i.e., this range of grades represents work which achieves that (relatively rare) level of quality which we are willing to label "Honors."

In effect, this way of interpreting the ranges of the grading scale distinguishes failure at the bottom, honors at the top, and, between these two, three levels of achievement: poor (although not actually failing), satisfactory, and good. It assumes that most people will neither fail nor achieve honors and that, therefore, the widest range of the grading scale ought to be available for designating work that falls between these two extremes.

4. Grading is, in my experience at least, a very tricky business; and I certainly do not assume that we would all agree that a given piece of work was, for instance, a 79 rather than an 80. But it does seem to me that each of the ranges in the grading scale needs a certain leeway in it (e.g., we might conceive of the "satisfactory" range as centered at 75 and running both down to 70 and up to 79); and this for two reasons: (1) so as to allow us to distinguish work which is, so to say, "just barely satisfactory" from work which is, perhaps, "almost better than satisfactory," i.e., not all satisfactory (or poor or good) work is exactly equal; and consequently (2) so as to allow us room for comparative judgments within each range on the grading scale whereby we can indicate of two (or more) students' work that, while each falls within the satisfactory (or poor or good) range, one is still better than the other. That is to say, we need both to be able to locate a particular student's work within a given range on the grading scale and to be able to distinguish the work of two (or more) students whose work falls within the same range of the grading scale. Consequently, whether in this way or some other, each level on the grading scale should be conceived as a range rather than a point, even if the result is difficulty in reaching judgments at the top or bottom of the range.

5. The interpretation of the levels of the grading scale presented here does not settle--or even address--the question of where we might want the average grade for Perkins as a whole to fall (the Academic Procedures Committee's recommendation on this point is already before us). But if that question is to be addressed in the light of an agreed interpretation of the levels of the grading scale, then it can await the outcome of our efforts to reach such an agreed interpretation. In the meantime, I hope my comments will prove helpful as a starting point for our discussion.

Inter-Office Correspondence

TO: Perkins Faculty
FROM: Academic Procedures Committee
SUBJECT: Faculty Guild on Grading
DATE: February 23, 1983

The problem of grade inflation at Perkins has become, in the last few years, more and more prominent as a matter of concern and discussion. The Academic Procedures Committee has given some attention to the problem this year and has put together the following proposal as a basis for further and perhaps more formal discussion in the faculty and in the student body. The proposal does make specific recommendations; but these are not--or, at least, not yet--to be regarded as final or finished recommendations. Their purpose is simply to draw attention to the problem under review and to elicit discussion of that problem. **Please bring this document with you to the meeting of the faculty as Guild at 7:00 p.m. on March 8, 1983 in Kirby Lounge**.

The proposal is, then:

a. **that we agree, first of all, that grade inflation is a serious problem at Perkins**. The average grade at Perkins now hovers around 86; and this is a problem because (1) it is misleading as to the actual quality of students' work according to the way that numerical grading scales are ordinarily interpreted both by those within and by those without the academic world, (2) it unduly compresses the upper end of the numerical grading scale, making it difficult to indicate degrees of difference in above average work, (3) it puts undue psychological pressure on the middle ranges of the grading scale in that, under present circumstances, grades in the middle and upper 70's and even in the low 80's are often interpreted by students as indications that they have done particularly poor work, and (4) it makes the use of failing grades, even for work of the poorest quality, exceedingly difficult since it often seems that the only way in which a student could earn a grade so far below the average would be by not performing at all.

b. that, to help meet this problem, we lower the grade average required for graduation from the current 75 to 70 in order to permit (psychologically speaking) the use of grades in the 70's without the sense that such grades may put the student's graduation at risk. It should be added that this proposal is made on the supposition that, if it were adopted, work which is now judged to fall below the average required for graduation would continue to be judged to fall below that average, i.e., that the use now made of the grading range below 75 would subsequently be made of the grading range below 70. The aim is **not** to suggest that some of the work currently judged to fall below the average required for graduation should subsequently be judged to fall above the new required average. The point is rather to extend the range of grades available for use above the grade point average required for graduation.

c. **that the faculty agree to take as its goal a lowering of the average grade at Perkins from around 86 to around 80**. This to be achieved not by attempting to reach consensus on what the meaning of any grade or range of grades may be (since the faculty has always had immense difficulty at this point), but by agreeing that whatever each faculty member treats as average work will now be graded at 80 rather than at 86. Note that this agreement would not require any definition of "average," as opposed to "good" or "poor" or "fair" or "excellent," in student work, but only an undertaking on the part of each member of the faculty to make 80 the grade for average work in his or her own grading practice. Two further comments on this point might be useful. First, in this proposal, "average" refers to the level of average work in the total range of a faculty member's experience of student work at Perkins, not to the level of average work in any given course (since the average for any given course may, depending on various circumstances, fall well above or well below the average for the school as a whole). Second, if it proves helpful, "average" may be construed as equivalent to "median,"; i.e., the point below and above which fall equal numbers of student grades. But, since various faculty members may have various ways of reaching a judgment about what they consider average work, it may be better simply to say that the point is to make 80 the grade for average work without worrying too much about how "average" is to be defined mathematically.

If response to this proposal is generally favorable, the Academic Procedures Committee will eventually recommend it, in whatever revised form it may finally take, to the Perkins Senate. But that step, if it is to be taken at all, awaits the outcome or present discussion.

3.4.1

SOUTHERN METHODIST UNIVERSITY
Perkins School of Theology

Questions to be Answered in Proposing a New Course

i. Description of the course

1. What is the title of the course?

2. What description of the course (in thirty words or less) should be included in the catalog?

3. What are the prerequisites for the course?

ii. Need for the course

4. What need is there for the course, and what function will it perform in the total curriculum?

5. In what way(s) will the course help to realize the School's commitment to an inclusive academic community and, therefore, to the full participation of minority groups and women?

6. What new demands, if any, will the course make for library holdings, space, or equipment?

iii. First offering of the course

7. What teaching methods will be used to achieve the objectives of the course?

8. What topical outline will be followed in teaching the course?

9. What means of evaluation (examinations, papers, etc.) will be used in the course?

10. What principal readings or other materials will be used in the course?

11. When will the course first be offered, and how frequently will it be offered thereafter?

12. Will the course replace any other course(s)? If it will, what are the number(s) and title(s) of the course(s) that it will replace?

13. Who will teach the course?

TO: The Faculty

This course has been approved by Division ________________.

Chair of Division: ______________________________ Date:_____________________

3.4.2

PERKINS SCHOOL OF THEOLOGY
Course Evaluation Form

Instructions for completing the SCANTRON sheet:

A = almost always B = often C = sometimes D = rarely E = almost never If an item does not apply to this course, please leave it blank on your response form.

1. The professor was well prepared for class meetings.
2. The professor stimulated and motivated students.
3. The professor showed respect for and a willingness to help all students.
4. The professor presented the material in a clear and insightful manner.
5. The professor encouraged an atmosphere in which differing views were respected and encouraged.
6. The professor used class time effectively.
7. The professor provided constructive responses to assigned work.
8. The professor graded and returned work in a timely manner.
9. The professor presented clearly all requirements and academic expectations.
10. Class assignments and/or papers were challenging and relevant.
11. Reading materials and/or textbook(s) for the course were useful.
12. Tests and exams reflected the material covered in the course.
13. Evaluation and grading were fair.
14. Issues of gender, ethnic, and theological diversity were appropriately addressed.

Please rate the course in the areas indicated below using the following scale:
A= excellent B = good C = adequate D = poor E = unacceptable

1. The clarity and appropriateness of the objectives of the course.
2. The organization of the course.
3. The content of the course.
4. The contribution the course made to your theological education.
5. Considering the previous responses and the size of the class, what is your overall evaluation of this COURSE?
6. What is your overall evaluation of this INSTRUCTOR?

Answer the following questions in the COMMENTS section on the Scantron sheet.

A. How has this course contributed to your theological development or your preparation for ministry?

B. What were the greatest strengths of this course and/or instructor?

C. What were the greatest weaknesses of this course and/or instructor?

D. Please list additional comments concerning the course, the readings, or the instructor.

3.4.3

READING COURSE POLICY

(Last revised March 24, 2011)

1. Reading courses are possible on a limited basis for students in the M.Div., M.T.S., C.M.M., and M.S.M. programs who have completed the required course work in a given field, and who wish to study a specific area not covered by other courses.

2. Ordinarily, no more than one reading course may be taken during a student's program of study.

3. Normally, an instructor should not offer more than one reading course per semester.

4. Reading courses are not allowed in the summer session, or in the January Interterm session.

5. Reading courses do not count toward the 24 hours of study on campus in Dallas required of students enrolled in the Houston/ Galveston program.

6. Procedure for use in applying for a reading course:

   a. The student should discuss and agree on the proposed course with a professor who is willing and able to teach it.

   b. The student should prepare a petition for the course to present to the Associate Dean for Academic Affairs. This petition should answer the questions listed in point 7 below. This petition should also be signed by the professor, and should be delivered by the student to the Academic Dean, by the end of the period of advance registration during the semester preceding that in which the reading course is to be taken.

7. The Academic Dean will sign the petition, if approved, and give the petition to the Registrar. The Registrar will assign a number for the reading course and register the student.

8. Questions to be answered in petitioning for a reading course:

   - Date?
   - Student's name?
   - Professor's name?
   - Title of course?
   - Description of course (in 30 words or less)?
   - Basic outline and bibliography?
   - Number of conferences to be scheduled?
   - Assignments, papers, exams?
   - When will the course be taken?
   - Why does the student need this course? Why does an existing course not meet this need?
   - If the student has already taken one reading course, why is there reason to take a second course?
   - Has the student completed the required course work in the field? How far has the student advanced in completing work for his or her degree? Present grade point average?
   - Signature of professor.
   - Signature of student.

3.4.3.1

READING COURSES AT THE MASTER'S LEVEL

The faculty has long followed the policy of closely restricting and regulating access to reading courses by students at the master's level, for two reasons. First, whether a reading course is a good educational procedure depends largely upon the aptitude and readiness of the student for relatively independent study and for that particular topic, as well as upon the care with which the course is planned and carried out. Second, a reading course always constitutes an overload for the professor providing it.

Even so, it is possible in exceptional situations to receive permission to register for a reading course. Petition for such permission should follow the procedures and answer the questions set forth in the document, "Reading Course Policy." Those thinking of petitioning to take a reading course should take special note of the following, in addition to other procedures and questions listed in that document:

1. Ordinarily no more than one reading course may be taken during a student's program of study.

2. Normally an instructor should not offer more than one reading course per semester.

3. Before a petition can be approved, the student and the professor must agree upon the shape of the course: title, description, outline, bibliography, number of conferences to be scheduled, assignments, and when the course is to be taken.

4. The petition, signed by the student and then by the instructor, should be delivered by the student to the Director of Academic Procedures **by the end of the period of advance registration** during the semester preceding that in which the reading course is to be taken.

5. The Committee's policy has been not to approve a petition for a reading course in the following categories:

    a. A petition for a topic covered by an existing course that will be offered during the student's second to fourth years.

    b. A petition offered for scheduling reasons (e.g., to enable the student to come to the campus fewer days per week).

    c. (Normally) a petition that would require the professor to offer more than one reading course in that semester.

6. Under recently adopted curriculum revisions, it is possible under certain conditions for an M.Div. student to take a regularly scheduled course during each internship semester. A reading course during internship presents special problems, such as the student's need to arrange to come to the campus on several occasions to meet with the professor. The case for

a reading course during internship will need to be especially strong, and in addition will need to receive the consent of the Intern Faculty, based on whether the course appropriately integrates the intern experience and the academic topic proposed.

7. The likelihood of permission being granted for a second reading course is low under any circumstances. The likelihood of permission being granted for a second reading course is even lower when the petition is for it to be taken during the internship.

3.5

Faculty Course Load
Action of the Faculty, May 7, 2007
Revised May 2, 2011

The Committee on Faculty proposes the following set of guidelines for Perkins faculty course loads, as a ratification of the structure adopted by the Faculty on March 15, 1997 on an initial experimental basis.

1. That the four divisions assume primary responsibility for staffing January and Summer courses, insofar as personnel resources of the division permits this, according to the following approximate pattern:

January Interterm (1.5 hour courses)

Division I	one course
Division II	one course
Division III	one course
Division IV	one course
Any Division one course	

Summer Term (3 hour courses)

Division I	one course
Division II	one course (United Methodist History)
Division III	one course
Division IV	one course
Any Division one course	

(1.5 hour courses)

Division I	one course
Division II	one course
Division III	one course (UM Doctrine)
Division IV	one course (UM Polity)
Any Division one course	

2. That the regular course load for full-time faculty be eight three-hour courses (or their equivalents) over two years and that faculty members be encouraged, in consultation with their divisions, to distribute these courses over all four terms of the academic year: Summer, Fall, January, Spring.

3. That the course distributions for individuals and course offerings of divisions remain subject to approval by the Associate Dean and relevant to the needs of the institution and that the course

roster for all four terms of the year be subject to the current process of review by the Committee on Curriculum.

4. That if a faculty member is unable, because of divisional needs, to take an “earned” Fall or Spring course reduction within a given two-year period, she or he may carry that “credit” into the next two-year period. However, no more than one such three-hour credit may be carried over in this manner.

5. That committee assignments, student advising, and other regular faculty responsibilities are in no way affected by a course reduction that a faculty member may achieve in a given Fall or Spring semester.

6. That faculty members not on research leave arrange course loads whereby they teach at least one course during a regular (Fall or Spring) semester. Depending upon the needs of the division, pre-tenure faculty members may arrange with the Associate Dean and their divisions to schedule their 4 courses for the academic year so that they have a fall or spring term without courses. This opportunity would be available one-time during the pre-tenure process. The faculty member would be in residence during this semester and expected to fulfill all ordinary responsibilities beyond teaching (e.g., advising and committee work).

7. That the terms of sabbatical leaves remain the same: a one-semester leave implies a two-course semester and a year-long leave implies a four-course year.

8. Normally, courses that do not meet the minimum enrollment requirement shall not be cancelled if they fulfill a certificate requirement for the students enrolled and are not offered annually.

Note: There will remain opportunities to teach the Summer and January D. Min. courses for financial remuneration. As is currently the case, D.Min. courses taught in the Fall and Spring terms are considered part of the regular faculty load.

4.1.1

SOUTHERN METHODIST UNIVERSITY
POLICIES AND PROCEDURES

BUSINESS AND FINANCE

REVISED AS OF: January 14, 2008 POLICY NUMBER: 3.7

TRAVEL MANAGEMENT POLICY

A. SCOPE

It is the policy of the University to pay for reasonable and necessary costs for authorized local, non-local domestic and international University business travel for employees and students. Travel reimbursements for all areas and employees are subject to the requirements set forth below but may be subject to further limitations imposed by the applicable departmental or budgetary authority. Entertainment expenses, except those incurred as part of the approved travel, are not included in the scope of this policy (see policy 3.10).

Except for student travel addressed above, payments or reimbursements for non-employee travel on behalf of the University must be approved by the designated financial officer consistent with University policy for vendor payments, subject to limits on expenditures and production of reimbursement documentation as set forth in this policy.

This Policy is generally intended to comply with IRS rules and regulations. In some instances, however, this Policy may allow payments or reimbursements that require the University to report taxable income to an employee on a case-by-case basis.

B. DEFINITIONS

Designated financial officers: University employees responsible for travel policy compliance for a specific school or area of the University. Generally, designated financial officers are financial officers for that school or area.

Designee: Individual authorized by the responsible party in writing to approve travel for a specific area or school.

Frequent travelers: Frequent travelers are University employees who travel for the University two (2) or more times during a twelve (12) month period.

Incidental travel costs: Nominal expenses generally incurred in the normal course of travel, such as meals, parking, tolls and tips.

International travel: Travel outside the United States.

Local travel: Travel by automobile or other ground transportation within the United States that does not require an overnight stay.

Non-local domestic travel: Travel within the United States that requires an overnight stay.

Preferred Provider: Any provider to which the University has granted "preferred" status in providing goods or services.

Receipts: Documentation provided by service providers or others that details the services provided. The employee's copy of credit card charge slip and/or the detailed restaurant receipt are acceptable documentation. Restaurant "pull tabs" that only show the total food bill do not qualify as receipts.

C. APPROVAL

The President, vice-president, athletic director, dean or designee must approve all employee and student non-local domestic and international business travel prior to traveling Upon returning from the pre-approved travel, the traveler shall submit reimbursement documentation to the President, vice-president, athletic director, dean or designee for approval and then on to the financial officer for expense reimbursement processing. If the President, vice president, athletic director, dean or designee wishes to authorize spending limits during the pre-approval process, when the traveler returns a subsequent approval for reimbursement will not be necessary as long as expenses are within the pre-approved limit, the travel documentation will be submitted directly to the designated financial officer for expense reimbursement processing.

Grant Accounting must also pre-approve all travel if the expenses are to be reimbursed from grants and contract project accounts (i.e., externally funded accounts).

Students and employees planning to travel internationally for any University sponsored purpose must also complete the University's *Foreign Travel Information Record* in advance of their travel. These completed forms must be submitted with requests for approval of the foreign travel and forwarded to the University's Office of Risk Management for review and retention. Failure to provide this information in advance of travel may result in withholding University permission to travel and/or reimbursement of travel expenses.

Departments sponsoring foreign travel are responsible for reviewing the State Departments Warning System for information on the countries of destination prior to the commencement of travel. Travel to countries on the State Department's warning list is prohibited unless it is approved by both the Vice President of the traveler's area and the Vice President for Business and Finance.

Local travel costs must generally be approved by travelers' managers and should not be approved by travelers' subordinates. Written pre-approval is not necessary for local travel if only mileage and incidental travel costs will be incurred, and the travel does not involve an overnight stay. If these conditions are not met, travel must be pre-approved in writing by the President, vice-president, athletic director, dean or designee.

D. SETTLEMENT OF ACCOUNTS

Expenditures must be recorded on the University's Travel Report Form with proper documentation attached. The Travel Report Form must be submitted to the traveler's designated financial officer
immediately upon return from business travel to ensure travel costs are reported in the appropriate accounting period and to reimburse employee-paid travel expenses in a timely manner.

Receipts are required for all expenditures, except gratuities and other similar expenses where receipts are not customarily available. Travelers who are unable to produce required receipts may submit a detailed accounting, including the restaurant, date, meal cost, gratuity and other individuals entertained to the designated financial officer for approval of an exception to policy.

Reimbursement requests for business entertainment must include names of the individuals entertained and the business purpose of the entertainment in addition to receipts or other documentation (see University Policy 3.10, Section B).

Advances charged to the University that are not settled within 30 days after return from business travel are subject to salary withholding through payroll deductions. The University will discontinue issuing travel advances to travelers who have not settled prior advances or who have unsettled travel balances from travel completed more than 30 days earlier.

The University will report travel advances not accounted for and settled in a timely manner as income on employees' W-2's as required by the Internal Revenue Service.

E. AUDIT AND REVIEW OF TRAVEL REPORT

Designated financial officers are responsible for ensuring that reported travel expenses comply with University policy. Expenses determined to be in violation of University policy by designated financial officers during their review or by University officials, its accounting personnel or auditors during subsequent review or audit, will be disallowed

F. CORPORATE PERSONAL CARDS

The University will provide corporate cards to frequent travelers for business use. Personal use of the corporate card is prohibited and may result in cancellation of the card. Each traveler is responsible for settling charges made to his or her card within the requisite time limits. Any charges assessed for late payments or delinquent accounts are the responsibility of the cardholder.

In specific circumstances, the University procurement card can be used for travel purposes. The financial officer must contact Procurement Services for the process. Approval is by the Vice President for Business and Finance.

G. TRAVEL ADVANCES

Travel advances are limited to $75 per day unless the trip extends beyond 30 days, the advances are for group or overseas travel, or a justification letter detailing the projected cash needs is provided. All exceptions must be approved by the President, vice-president, athletic director, dean, or designee. Travel advances are to be issued as near to travel dates as possible, and in no instance will they be issued more than 30 days prior to travel departure.

H. AIR TRAVEL

1. Employee Business Travel

All reservations for employee business travel should be made at the lowest practicable coach fares. This includes discount fares (friends fly free, supersaver, excursion, etc.) on major airlines. The University encourages, but does not require, employees to fly connecting flights or at alternative times to minimize travel costs. The University will reimburse employees for lodging, meals and basic ground transportation for extended stays (e.g., over Saturday night) when the total additional costs are less than the airfare savings.

2. Group Travel

Areas planning group travel are encourage to obtain bids for the travel, making arrangements through the agency that presents the lowest bid for comparable services.

3. Alternative Air Travel

Employees may use their own aircraft or an aircraft may be chartered if prior written approval is obtained from the President of the University or his/her designee. In this instance, a release must be obtained for each flight and filed with the University's Risk Management Office prior to making the trip, since some of the provisions of the University's insurance program limit the coverage of such travel. Reimbursement, if any, is limited to the lowest available commercial airline coach fare to the destination.

4. International Travel

Airline reservations for international travel must be made through one of the University’s Preferred (Airline Reservation) Providers unless the traveler or sponsoring department requests contemporaneous bids from other airlines or agencies as well. If bids are received, the lowest bid that allows travelers to meet their time schedules will be accepted.

This section does not apply if international travel is to be charged to federally funded grants or contracts. Refer to the Fly America Act for restrictions on airline selections and/or consult with Grant and Contract Accounting prior to making reservations.

(http://smu.edu/controller/deptgca/Travel Charged Federal Sponsored Agreements.htm)

5. Unallowable Additional Airline Costs

(a) Except as provided in 5(b), the University does not reimburse travelers for additional costs such as penalties and premiums for changes to travel arrangements, lost ticket expense, excess baggage charges, or any other additional non-business costs unless there is a significant business reason for the change. Designated financial officers are responsible for approving exceptions due to significant business reasons based on guidance from the Office of the Vice President for Business and Finance.

(b) Any exception to employee travel at the lowest practicable coach fare (whether domestic or international travel) shall only be for a significant business reason and must be pre-approved by the President, a Vice President or the Athletic Director.

Frequent flier memberships may not influence the choice of flights if another carrier is less expensive.

6. Unused Tickets

Designated financial officers are responsible for control of unused tickets. Travelers with unused tickets must either report or submit them to the designated financial officer, depending on designated financial officer requirements, and use them on the next practicable trip.

I. GROUND TRANSPORTATION

1. Automobile Travel

(a) Rental Vehicles

Vehicles may be rented by travelers only when taxi cabs, airport buses, airport limos or personal vehicles are unavailable, more costly or impractical or when business requirements necessitate the rental. Vehicle selection should be appropriate to the traveler's basic business needs (e.g., number of individuals in the group). Auto vendor selection will be based on the lowest available rate at the time of booking unless it is impractical to do so.

The University maintains a Comprehensive Automobile Liability Insurance Policy to cover bodily injury and property damage liabilities arising out of the use of University owned and/or rented vehicles being driven on behalf of SMU. Therefore, employees traveling on University-related domestic business should decline any insurance coverage offered by the rental car company. The University will not reimburse the costs of collision damage insurance unnecessarily acquired from rental companies. However, travelers renting vehicles in foreign countries must always accept additional rental car insurance.

The University will not reimburse any other optional fees unless there is a justifiable, documented business purpose. Travelers are responsible for refueling rental cars to avoid premium refueling charges levied by vendors. The University will not reimburse for such premium charges in excess of a reasonable price for gasoline as determined by the Office of the Vice President for Business and Finance unless approved by the designated financial officer.

(b) University-Provided Vehicles

Individuals assigned University-provided vehicles will be reimbursed for gas, oil, parking and tolls used on approved business trips or meetings. Comprehensive automobile insurance and license fees will be paid by the University.

(c) Personal Vehicles

Authorized travelers may use their own personal vehicles in lieu of public transportation for local and non-local business travel. The University will reimburse documented business mileage at the rate approved by the Internal Revenue Service. Travel from home will be reimbursed at no more than the excess of mileage to and from the destination and round trip mileage between home and the University. Further, mileage reimbursement, together with other road costs, cannot exceed the lowest airline coach fare and minimal necessary ground transportation. Travel expenses incurred because of the excessive time required over air travel is personal and will not be reimbursed.

The University accepts no responsibility for collision damage to a vehicle owned and operated by an employee while driving on University business. This becomes the sole responsibility of the employee and the employee's insurance carrier in the event of an accident.

2. Other Costs

Car fares, taxicab fares, and bus fares to and from railway, bus, and airport terminals, and to and from business facilities and hotels, and for local business needs are reimbursable expenses. However, premium or luxury service will not be reimbursed unless the cost of such luxury service is less than the personal vehicle mileage reimbursement, plus parking, or there is a justifiable business purpose approved by the President or a vice president.

If bus or rail travel is used, the traveler must select coach class unless a documented business reason justifying an exception is approved by the designated financial officer. Travel expenses incurred because of the excessive time required over air travel is personal and will not be reimbursed.

Airport parking at departure and destination cities will be reimbursed at the lowest practicable parking rate. Generally, parking lasting longer than one day should be reimbursed at the long-term rate unless circumstances make parking in the long term lots difficult or impractical, and other parking arrangements are approved by the designated financial officer.

J. FOOD AND LODGING

1. Reimbursable Expenditures

When traveling on University business, employees will be reimbursed for actual, reasonable expenditures for food and lodging consistent with the requirements of this Policy, including taxes and tips, or the daily per diem allowance (see J.3. for per diem rules).

2. Lodging Arrangements

Lodging accommodations must be appropriate for an individual representing a not-for-profit institution. Travel can be reimbursed for up to the single room rate per business traveler. Lodging costs in excess of amounts determined to be reasonable by the designated financial officer or the Office of the Vice President for Business and Finance, when compared to other available lodging appropriate to meet the travelers' business needs, will not be reimbursed.

Travelers staying overnight in Texas should present Texas hotel/motel tax exemption certificate at the hotel/motel to be exempt from the Texas hotel/motel tax. Certificates can be obtained from designated financial officers or the Accounts Payable Department.

Travelers should contact hotels as soon as practicable to cancel reservations and avoid "no show" charges for guaranteed reservations. These charges are the responsibility of the traveler unless an acceptable written explanation is approved by the President, vice-president, athletic director, dean, or designee, as appropriate.

Additional charges resulting from additional occupant(s) (such as spouses and family members) not necessary to conduct University business will not be reimbursed (see section K).

3. Per Diem Allowance

The University reimburses travelers for actual costs incurred for University travel unless some other reimbursement alternative, such as per diem, is approved by the President, vice-president, athletic director, dean, or their designees. If per diem is approved, it must be used to determine reimbursement for the entire trip, not select days. Per diem allowances can be for either meals or lodging or both, but they cannot exceed the allowance set by the General Services Administration for a particular city or foreign country or the budget allocated for the travel by the department or school.

K. OTHER

1. Personal Expenses

Personal telephone calls and faxes and other electronic communications, laundry, valet expenses, movies, bar tabs and alcoholic beverages not consumed with regular meals, snacks in addition to regular meals, flight insurance, insurance on rental vehicles (except as provided in H.1.(a)), excursions and charges for recreational activities will not be reimbursed. Meals, when the meal is included in the conference cost, will not be reimbursed, unless bona fide

University business requires the employee to miss a convention meal.

Other miscellaneous expenses incurred will not be reimbursed unless directly related to business.

2. Spouse, Family, and/or Accompanying Traveler (Guest) Expenses

Expenses incurred by spouses, family members and/or others accompanying University travelers are not reimbursable unless such persons themselves are also traveling for bona fide University business purposes, and such travel has been pre-approved by the next higher authority (i.e., a dean, a vice president, the athletic director, or the President). In no case may an employee approve his/her own spouse's travel expenses. Documentation showing the proper authorized pre-approval must be provided with any reimbursement request under this section.

3. Medical Expenses Medical expenses incurred by employees while traveling on University business are not reimbursable except as provided by the University's group insurance policy.

4. Combined Business and Personal Travel When approved business travel is combined with personal travel, the University will reimburse the employee for transportation and related expenses required for the business part of the trip.

5. Other

Excess baggage charges may be reimbursed for materials and equipment necessary to the business purpose of the trip.

International business travelers incurring expenses for passports, visas and immunizations may be reimbursed by the University.

Local and long distance business calls may be reimbursed if there are business purposes for the calls. Long distance business telephone calls should be billed to a telephone credit card if one is provided by the University. If a telephone call is to be reimbursed, an explanation of the purpose of the call and person called must be provided on the travel report.

4.1.2

INTER-OFFICE CORRESPONDENCE

TO: Perkins Faculty
FROM: David Maldonado, Jr.
SUBJECT: Travel Policy and Procedures
DATE: June 21, 1995 (last revised July 2000)

This is to update our policy and procedures related to travel supported by Perkins and the University. Perkins travel policies are subject to the policies and procedures of the University (found in the SMU *Policy Manual*).

The school attempts to provide one professional trip for every member of the faculty during the budget year (June 1-May 31). Expenses are to be incurred according to the policies of the university. Please consult with the Associate Dean as far in advance as you conveniently can with regard to the appropriateness and estimated cost of the trip.

1. The top portion (Travel Authorization Section) of the TRAVEL REPORT should be completed and submitted to the Associate Dean for Academic Affairs before any trip is made (forms are available from the Financial Officer). The Associate Dean will review and sign the TRAVEL REPORT and return it to you. **This step is necessary for insurance coverage, including trips taken at no cost to the school.**

2. If you wish to charge travel to your "12" account, arrangements must be made through Anthony Travel (SMU Travel: 84028). You must give Anthony Travel your travel account number (34-xxx) when you arrange for university travel.

3. If you purchase tickets on your own or make other arrangements (i.e., on the Internet), you will be reimbursed when the TRAVEL REPORT is finalized. Payment usually takes 10 days to 2 weeks.

4. After the trip, the lower portion (Expense Report Section) of the TRAVEL REPORT should be completed and signed, with columns totaled correctly and receipts attached for **all** expenses listed for reimbursement. Make sure that charges are shown on your travel report for any airline ticket change (i.e., a change in flights or a ticket turned in and used for another trip). The completed form is to be submitted to the Associate Dean, who will review, sign and send it to the Financial Officer for processing.

5. Travelers are encouraged to make travel arrangements with sufficient time to take advantage of reduced fares, and to keep personal copies of all transactions.

Questions can be addressed to the Associate Dean and to the Financial Officer.

4.2.1

SMU. | PERKINS SCHOOL OF THEOLOGY

Academic Assessment Process

- The Committee on Academic Programs (CAP) is responsible for overseeing academic assessment. This oversight entails identifying the areas to be assessed, approving the means of measurement, the final analysis of results, and identifying actions to be taken based on results, with specific reference to ATS Standards and SMU requirements for SACS compliance.

- The Associate Dean for Academic Affairs is responsible for facilitating the academic assessment process. The Associate Dean also organizes expert reviewers as needed to evaluate assessment data. The Assistant Dean for Institutional Research provides assistance designing instruments, collecting and collating incoming data, maintaining data archives, and performing initial analysis.

- The Divisions, the Intern Faculty, and appropriate administrative staff constitute stakeholders that work with CAP to identify appropriate actions and carry out CAP proposals.

- The annual academic assessment cycle begins with the development of an ***Assessment Agenda*** by the end of each February and the preparation and implementation of an ***Action Plan*** by the end of each November.

Set the Assessment Agenda: By the end of February	CAP determines the ***Assessment Agenda*** for the next academic year, identifying areas of focus and possible instruments for measurement of selected Learning Outcomes. CAP may also choose to examine one or more of the stated Learning Outcomes to assess their continuing relevance.
Implement the Assessment Agenda: By March 15th	The Associate Dean for Academic Affairs convenes the appropriate stakeholders to review the practical impact of the ***Assessment Agenda*** for the next academic year and resolve any issues in implementation.
Finalize Data Plan: By the end of April	The Assistant Dean for Institutional Research finalizes preparations with stakeholders to gather assessment data for the next academic year.

Deliver Data for Evaluation: By June 15th	The Assistant Dean for Institutional Research delivers student coursework data from the academic year just completed to the Associate Dean for Academic Affairs in a form suitable for evaluation as determined by the ***Assessment Agenda***. He or she also delivers data from sources other than coursework as they become available.
Data Evaluation: Between June 15th and August 15th	Expert reviewers evaluate student coursework data from the academic year just completed and report their results to the Associate Dean for Academic Affairs.
Deliver Study Results: By September 1st	The Associate Dean for Academic Affairs prepares the results of assessment studies for the previous academic year and delivers them to CAP for review.
Assessment Study Review & Action Proposals: By October 15th	CAP reviews the results of assessment studies from the previous academic year and considers appropriate actions to be taken in response. These may include, but are not limited to, conducting further study, continuing current practices, proposing that one or more divisions consider making an adjustment to one or more courses, proposing that one or more administrative offices modify their procedures, or proposing changes to the curriculum.
Develop Action Plan: By the end of November	The Associate Dean for Academic Affairs convenes a meeting of stakeholders to prepare an ***Action Plan*** to implement CAP proposals. The stakeholders may request clarification from CAP, provide feedback to CAP, or propose modifications to the CAP proposal.
Annual Academic Assessment Report: December Faculty Meeting	The Associate Dean makes an annual Academic Assessment Report to the faculty covering the findings and actions from the previous academic year and the progress of any ongoing initiatives. This report serves as the summative record of progress.

4.2.2

INSTITUTIONAL ASSESSMENT PROCESS

Perkins School of Theology evaluates its institutional processes and programs by means of scheduled annual cycles of goal setting, evaluation, and modification of processes and programs in order to take into account the results of that evaluation. A six year cycle of program review schedules the evaluation of one or more programs each academic year.

This process of institutional evaluation tracks progress made on the school's current multi-year Strategic Plan and provides an ongoing mechanism for developing each successive Strategic Plan. (See Faculty Handbook 4.2.3 Strategic Planning Process.)

The Long Range Planning Committee is responsible for implementing institutional evaluation with support from the Assistant Dean for Information Technology and Institutional Research.

Background.

The Institutional Assessment process operates in conversation with the Academic Assessment process (Faculty Handbook 4.2.1) that is overseen by the Committee on Academic Programs. The Institutional Assessment process also coordinates with the Institutional Effectiveness program of the University's Office of Institutional Research and its online reporting system WEAVE. In addition, Perkins reports directly to the University annually concerning its progress towards attaining stated strategic goals. The Dean submits an annual report to the Office of the Provost outlining our areas of progress in the University's and the School's Strategic Plans.

Responsibilities.

- The *Long Range Planning Committee* (LRPC) is responsible for overseeing institutional evaluation. This oversight entails identifying the programs and processes to be assessed, approving the means of evaluation, the final analysis of results, and identifying actions to be taken based on results.
- The *Assistant Dean for Institutional Research* provides assistance designing instruments, collecting and collating incoming data, maintaining data archives, and performing initial analysis.
- The *Senior Administrators Group* and other appropriate administrative staff constitute stakeholders that work with LRPC to identify appropriate actions and carry out LRPC proposals.

Schedule.

- Program areas and the multi-year Strategic Plan are reviewed on a revolving cycle. The schedule to for the period 2011-2017 is:
    - Student Services and the Houston/Galveston extension program (2011-2012)
    - Perkins Youth School of Theology, Hispanic Youth Leadership Academy, and the Hispanic/Latin@ Ministries Program (2012-2013)
    - The Center for the Study of Latino/a Christianity and Religions, the Center for Missional Wisdom, and the Center for Religious Leadership (2013-2014)
    - Strategic Plan 2011-2015 (2014-2015)
    - Development and Public Affairs (2015-2016)
    - Bridwell Library and non-degree programs of Continuing Education (2016-2017)
- At the end of the first six-year cycle, the schedule will be reset by LRPC to account for the expiration date of the then current multi-year Strategic Plan.
- The annual Institutional Assessment cycle begins with development by LRPC of an *Evaluation Plan* for the program scheduled for review in that academic year. LRPC develops this Evaluation Plan by the end of each *October*.
- The assessment portion of the annual Institutional Evaluation cycle culminates with the preparation of an *Action Recommendation* to the Dean by LRPC. This Action Recommendation incorporates goals, target dates, financial implications, and persons or groups responsible for implementation. The Action Recommendation is incorporated into the annual report of LRPC to the *May* faculty meeting, a report mandated by the Perkins Bylaws. LRPC also reports the Action Recommendation to the Senior Administrators Group at its May meeting.
- This same LRPC report describes progress on each goal of the school's current multi-year Strategic Plan.
- Responsible persons or groups report on each goal of the Action Recommendation to LRPC by the end of the following *March*.

4.2.3

STRATEGIC PLANNING PROCESS

Responsibilities.

- The *Dean* of Perkins School of Theology is the primary contact between the School and the administration of Southern Methodist University. In this capacity, the Dean is responsible for seeing that the School's strategic planning conforms to University policy, practice, and current Strategic Plan.
- The *Long Range Planning Committee* (LRPC) oversees strategic planning and strategic initiatives for Perkins. It directs the Strategic Planning Process and tracking progress toward objectives set out in the current strategic plan. The LRPC solicits regular input from other faculty committees and administrative staff on operational status and strategic issues and information, including the results of the Academic Assessment process (See 4.2.2). LRPC consults with individual administrators and with the Senior Administrators Group to identify strategic issues and to guide setting department objectives to conform to strategic goals.
- The *Senior Administrators Group* works with LRPC to collect and interpret information, develop and evaluate alternative strategies, establish priorities, and identify objectives.
- Faculty committees, centers, departments, and administrative staff provide required information and feedback to LRPC for planning. They carry out objectives assigned to them in the Strategic Plan.

Standard Practices.

- Strategic Plans are subject to acceptance by the University administration.
- The Perkins Executive Board reviews proposed Strategic Plans and advises on their content and direction.
- Strategic Plans are approved by a majority vote of the Perkins Faculty.
- The strategic planning year is the calendar year and the normal period for a Strategic Plan is five years. Individual strategic objectives may be completed in less than that or carried over to subsequent plans.
- The LRPC, with the agreement of the University administration and the Perkins Faculty, may modify previously established strategic objectives or add new objectives to an existing plan when circumstances require it.
- All strategic objectives must include an assignment of primary responsibility for realization and an anticipated due date. Strategic objectives that require new resources must include a financial estimate of the cost of those resources.

Timeline.

Year 1, no later than June 30:	The Dean and LRPC produce a final report to the Perkins Faculty, the Perkins Executive Board and the University administration on the outcomes of the previous Strategic Plan.
Year 1-5:	The LRPC gathers annual progress reports on individual strategic objectives and determines whether midcourse modifications to the current plan are necessary. Should LRPC determine that modifications are necessary, the committee presents proposals to the Perkins Faculty for approval. LRPC reports progress on Strategic Plan goals in its annual report to the May faculty meeting and the Senior Administrators Group.
Year 4:	The LRPC begins preparing the next strategic plan, gathering whatever data and comment it regards as necessary.
Year 5: March	The LRPC presents a draft strategic plan to the Executive Board and to the Perkins Faculty for comment and suggestions.
Year 5: October	The LRPC presents a final draft strategic plan to the Executive Board for comment and then to the Perkins Faculty for approval.

4.2.4

Learning Outcomes by Degree Program

Adopted October 5, 2009
Revised April 2, 2011

M.Div.

1. *Interpret scripture.* Students will interpret scripture using a wide variety of approaches informed by an understanding of biblical history, the social and cultural realities of ancient Israel and the early church, and the interpreter's own context.
2. *Demonstrate an understanding of Christian history and global culture.* Students will demonstrate a critical understanding of the life and thought of Christian communities in their historical expressions and of the interrelations between Christianity and global cultures and religions.
3. *Engage in theological and ethical reflection.* Students will be able to engage in constructive theological and ethical reflection, informed by a critical understanding of the content of the Christian faith in its historical and contemporary articulations, as well as current Christian thinking on philosophical, scientific, political and cultural developments.
4. *Perform as ordained leaders.* Students will demonstrate the capacity to function in the various roles of ordained leadership, evidencing critical awareness of the social context of their ministry and the capacity to have an impact on that context.
5. *Lead the church.* Students will demonstrate the capacity to equip the church for its work through pastoral care, Christian education, administration, and evangelism, evidencing critical awareness of the interpersonal and cultural context of their ministries.
6. *Preach.* Students will preach sermons that are exegetically faithful to the biblical text, theologically and ethically sensitive, and fitting to the congregation, utilizing an appropriate range of style, form, and arrangement appropriate to the substance of each sermon.
7. *Understand and participate in spiritual formation practices.* Students will demonstrate familiarity with and appreciation for the church's spiritual traditions, including the disciplines of prayer and devotion, and exhibit a capacity to evaluate specific instances of spiritual practice from a theological standpoint.

C.M.M.

1. *Interpret scripture.* Students will interpret scripture using a wide variety of approaches informed by an understanding of biblical history, the social and cultural realities of ancient Israel and the early church, and the interpreter's own context.
2. *Demonstrate an understanding of Christian history and global culture.* Students will demonstrate a critical understanding of the life and thought of Christian communities in

their historical expressions and of the interrelations between Christianity and global cultures and religions.
3. *Engage in theological and ethical reflection.* Students will be able to engage in constructive theological and ethical reflection, informed by a critical understanding of the content of the Christian faith in its historical and contemporary articulations, as well as current Christian thinking on philosophical, scientific, political and cultural developments.
4. *Perform as specialized leaders.* Students will demonstrate the capacity to function in various roles of church leadership, evidencing a critical awareness of the social context of their ministry and the capacity to have an impact on that context.
5. *Understand and participate in spiritual formation practices.* Students will demonstrate familiarity with and appreciation for the church's spiritual traditions, including the disciplines of prayer and devotion, and exhibit a capacity to evaluate specific instances of spiritual practice from a theological standpoint.
6. *Christian Education track*. Students in the Christian Education track will develop practices and skills necessary to function as directors or ministers of Christian Education.
7. *Urban Ministry track.* Students in the Urban Ministry track will develop practices and skills necessary to undertake community ministries in urban and peri-urban settings. Students will demonstrate the capacity to engage in social justice ministry.

M.T.S.

1. *Demonstrate survey and focused knowledge.* Students will demonstrate the attainment of survey knowledge of various theological disciplines, focused knowledge in a specific discipline, or interdisciplinary knowledge.
2. *Demonstrate knowledge of scripture.* Students will demonstrate knowledge of biblical history, the social and cultural contexts of ancient Israel or the early church, and interpretive theory.
3. *Demonstrate an understanding of Christian history and global culture.* Students will demonstrate a critical understanding of the life and thought of Christian communities in their historical expressions and of the interrelations between Christianity and global cultures and religions.
4. *Engage in theological and ethical reflection.* Students will be able to engage in constructive theological and ethical reflection, informed by a critical understanding of the content of the Christian faith in its historical and contemporary articulations, as well as current Christian thinking on philosophical, scientific, political and cultural developments.

M.S.M.

1. *Musical, theological, and liturgical discernment*. This refers to abilities necessary to make sound judgments on the musical quality of works performed, on the theological validity and of music used in worship.

2. *Musical skills*. This denotes professional-level accomplishment in either organ or choral studies with a competence in the other area. These skills will be informed by a solid foundation that includes the history and bibliography of music, aural and analytical skills, and a knowledge and application of current technologies.
3. *Educational process*. This describes an understanding of pedagogical processes needed for teaching choirs of all ages and developing musical participation by the congregation.
4. *Understanding of the prophetic nature of sacred music*. This describes understanding the liturgical role music plays in attuning the emotions to the spirit of worship and in proclaiming the gospel message.