

# FACULTY HANDBOOK

# 2023- 2024



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# Faculty Handbook

## 2023-2024



**ASBURY** *theological*  
S E M I N A R Y

THANKING GOD FOR THE PAST, TRUSTING GOD FOR THE FUTURE

### Kentucky Campus

204 N. Lexington Ave.  
Wilmore, KY 40390  
859-858-3581

### Colorado Springs Extension Site

New Life Church  
11025 Voyager Pkwy  
Colorado Springs, CO 80921  
719-377-6585

### Memphis Extension Site

Christ Church Memphis  
407 S. Grove Park Road  
Memphis, TN 38117  
859-858-2211

### Tulsa Extension Site

Asbury United Methodist Church  
6910 S 101st E Avenue  
Suite 220  
Tulsa, OK 74133  
407-482-7570

## Officers of Administration

President .....	Timothy C. Tennent, Ph.D.
Senior VP of Academic Affairs/Provost .....	Gregg Okesson
VP of Enrollment Management and Student Services.....	Kevin Bish, M.Ed.
VP of Finance and Administration .....	Bryan Blankenship, M.B.A., M.A.C.L.
VP of Formation .....	Matt Barnes
Executive VP .....	Jay Mansur, C.F.S.
VP of Advancement.....	Tammy Hogan

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# **Part 1: Guiding and Governing Documents and Commitments**

# Part 1: Guiding and Governing Documents and Commitments

## 1.1 Preamble

From the earliest days of the Wesleyan movement, the people called “Methodists” have participated in communities of covenantal accountability. John Wesley called Methodists to high standards of holy love and also provided communities of support, growth, and accountability through societies, classes, and bands.

The faculty of Asbury Theological Seminary has committed itself to a covenantal relationship rooted in its historic Wesleyan tradition. The faculty recognizes that to uphold the standards of this collegial covenant, as well as the ethos and doctrinal statements of the Seminary, goes well beyond the ability of any single individual. We are a community bound together. Our members have accepted mutual responsibility for one another, to live in gracious deference to one another, and to hold one another accountable when we fail to fulfill the obligations of this covenantal relationship for the various aspects of our vocational calling, first to the triune God, to our students, to the Seminary, and then to one another.

## 1.2 Mission Statement

*Asbury Theological Seminary is a community called to prepare theologically educated, sanctified, Spirit-filled men and women to evangelize and to spread scriptural holiness throughout the world through the love of Jesus Christ, in the power of the Holy Spirit, and to the glory of God the Father.*

*Revised and approved, Board of Trustees, 09.26.08*

We are committed to speaking the truth in love, sharing one another’s burdens, bearing with one another’s weaknesses, and serving one another by the mercy, forgiveness, and reconciliation extended by God. We will practice and nurture speech that is just, charitable, encouraging, and respectful of the standards and policies of Asbury Seminary. Exercising discernment, which is guided by the law of love, we will affirm the breadth of views that bear witness to the richness of the Gospel and the diversity of Christian communities it calls and creates.

With God’s help we will exercise the freedom of joyful obedience in being faithful stewards of our minds, bodies, time, gifts, abilities, possessions, and finances as expressions of God’s good creation. We will renounce those attitudes and actions that resist the work of the Spirit, divide Christian community, and impede human flourishing. In faithfulness to the Gospel, we will resist the pervasive influence of materialism and commit ourselves to ministry with the poor. We will reject utilitarian methods that commodify the faith and mission of the church according to the values of a consumerist culture. By God’s grace, we will nurture redemptive relationships that honor and uphold the dignity of creation, human life, the sanctity of embodied human sexuality, the equality of women and men, the covenant of Christian marriage between one man and one woman, and the importance of the family. *Soli Deo Gloria!*

### Application of Community Vision

This covenantal ethos orients our community life toward the fullness of holy love as the end of God’s Law which has been fulfilled in the life and work of Jesus Christ. In light of the truth and goodness of God revealed by Christ, and as interpreted by our Wesleyan heritage, we acknowledge the Christian life cannot be reduced to either right doctrine or morality. Because we have been created and redeemed through Christ in the power of the Spirit, the fullness of salvation consists of the restoration of the image of God and our life in communion with God and others. Intrinsic to our task as a theological seminary is the cultivation of knowledge, wisdom, and virtue for the practice of faithful obedience that bears fruit in love for God, our neighbors, and the whole creation.

For this reason, concerns related to particular expressions of thought and behavior will be assessed in light of the law of love which is the source, means, and goal of true freedom in Christ. To this end, we commit ourselves to seeking the Spirit’s wisdom and discernment through the study of Scripture and participation in the means of grace, common worship, and holy conversation.

For the common good of the Asbury Seminary community, the Seminary commits to the following guiding principles:

- We believe God wonderfully and immutably creates each person as either male or female. Together these two distinct sexes reflect the creative nature and image of God.



- We affirm celibacy as a valuable and honorable practice related to holy living. We honor and esteem the fidelity of deep holy friendships as being in the image of God.
- We affirm marriage as sanctioned by God, which joins one man and one woman in a single, exclusive union for life, as delineated in Scripture, and provides the sole context for sexual intimacy, helping to ensure the blessings of that relationship as God intended.
- We affirm God's design for holy living, and believe that Scripture clearly prohibits certain acts, including but not limited to drinking alcohol to excess, using pornography, stealing, speaking or writing profanely or slanderously, acting dishonestly, cheating, engaging in occult practice, and engaging in sexual relations outside the bonds of marriage (including but not limited to premarital sex, adultery, and same-sex sexual behavior). Such actions have devastating personal, social, and global effects, especially upon society's most vulnerable members.
- Based on a Biblical view of creation, fall, and redemption, our goal is to come alongside as a loving community anyone who is experiencing gender identity discordant with their birth sex. We do not affirm theologically the adoption of a psychological identity discordant with one's birth sex as a result of the tension between one's biological sex and one's experience of gender. Similarly, we do not affirm attempts to change one's given biological birth sex via medical intervention in favor of the identity of the opposite sex or of an indeterminate identity.
- We affirm the need for responsible care and stewardship of the human body through regular exercise when possible; practicing healthy eating habits; and properly balancing study, work, rest, and leisure.
- We stand with all Christians, both past and present, against the misuse of all substances that abuse the body, foster addiction, and bring harm to others.
- We covenant with each other to maintain an alcohol, tobacco, and drug free environment with respect to all Seminary facilities, events, and activities.
- We condemn any form of harassment or abuse.

This Ethos assumes the practice of Christian hospitality within a seminary community that is dependent upon the gift of God's grace and characterized by relationships of mutual trust and respect. To this end, we acknowledge our constant need for keeping covenant with one another and diligence in speaking the truth in love. We encourage the practice of repentance, confession, pardon, correction, and redemptive discipline when breaches of this covenant may occur. In witness to society, we commit ourselves to these guiding principles, and we disavow advocating, supporting, or condoning behavior contrary to this Ethos. We will make institutional decisions in light of this policy.

*Approved, Plenary Faculty, 04.25.16; Board of Trustees, 05.2016*

## 1.5 Collegial Covenant of Faculty Responsibility

As servants of Christ, the faculty of Asbury Theological Seminary covenants together:

1. To seek, by God's grace, to grow continually toward wholeness in the image of Christ;
2. To be a regularly participating member of a local community of faith;
3. To be good stewards of our scholarly calling by:
  - 3.1. Making scholarly presentations in our academic guilds,
  - 3.2. Faithfully engaging in the discipline of research,
  - 3.3. Regularly writing for publication, and
  - 3.4. Observing the ethical standards of our respective disciplines;
4. To be good stewards of our teaching ministry by:
  - 4.1. Faithfully preparing for teaching,
  - 4.2. Regularly upgrading class presentations,
  - 4.3. Consistently pursuing improvements in andragogy,
  - 4.4. Regularly being available to students according to established protocols, and
  - 4.5. Providing timely and substantive feedback to students; and

5. To be faithful members of the Asbury community by:
  - 5.1. Living in faithful witness to the statement of mission, the statement of faith, the statement of ethos, and this collegial covenant of faculty accountability, both on and off campus, in our public and in our private lives,
  - 5.2. Relating to faculty colleagues, staff, and students as sisters and brothers in Christ,
  - 5.3. Listening to community feedback and counsel,
  - 5.4. Regularly participating in the worship life of the Seminary,
  - 5.5. Faithfully stewarding the Seminary's resources, and
  - 5.6. Bearing our full share of faculty administrative responsibilities.


*Approved, Plenary Faculty, 12.01.08; Board of Trustees, 02.16.09*

Note: Procedures for addressing breaches of the Statements of Faith and Ethos and the Collegial Covenant of Faculty Responsibility may be found in PART 5.

## 1.6 The Articles of Incorporation of Asbury Theological Seminary

Please see appendix for the entire document which includes the cover page below.

**Commonwealth of Kentucky**  
Department of State



Office of Secretary of State

THELMA L. STOVALL  
SECRETARY  
FRANKFORT, KENTUCKY

**CERTIFICATE**

I, THELMA L. STOVALL, Secretary of State for the Commonwealth of Kentucky, do certify that the foregoing writing has been carefully compared by me with the original record thereof, now in my official custody as Secretary of State and remaining on file in my office, and found to be a true and correct copy of

articles of incorporation of incorporation of ASBURY THEOLOGICAL SEMINARY, filed July 27th, 1931, recorded in Articles of Incorporation Book No. 119, page 455.

Amendment filed June 6th, 1933, recorded in Book No. 125, page 209.  
 Amendment filed November 1st, 1946, recorded in Book No. 173, page 582.  
 Amendment filed July 9th, 1947, recorded in Book 181, page 481.  
 Amendment filed May 29th, 1951, recorded in Book No. 218, page 28.  
 Amendment filed March 10th, 1953, recorded in Book No. 231, page 567.  
 Amendment filed June 23rd, 1966.  
 Amendment filed October 28th, 1966.  
 Amendment - May 31, 1966  
 Amendment - March 17, 1971

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal.

Done at Frankfort this 8th day of December, 19 67

*Thelma L. Stovall*  
Secretary of State, Commonwealth of Kentucky

By \_\_\_\_\_  
Assistant Secretary of State

## 1.7 The Bylaws of Asbury Theological Seminary

Please see the [complete bylaws](#) in the appendix, which includes the Community Affirmation of Values and the ATS Code of Conduct immediately below.

### Section H—The Code of Institutional Ethics and Values

#### 1. Community Affirmation of Values

As individuals and as a community, the administrators, faculty members, other employees, students, and Trustees of Asbury Theological Seminary (ATS) are committed to the highest biblical, moral, ethical and spiritual values. We will be faithful to the Mission, Statement of Faith, Ethos, and Code of Institutional Ethics and Values of Asbury Theological Seminary. We are committed to ethical, moral, and spiritual integrity in all matters, and honesty in all reporting. We will uphold all self-imposed standards of morality, decency, and propriety in all relationships within the seminary community and the world.

We will follow the guidelines established by the Board of Trustees in the shared governance process at all times. We will not tolerate discrimination or harassment because of gender, race, or national origin. To that end, training will be provided to the administrators, faculty members, other employees, students, and Trustees of ATS – training that incorporates the Mission, Statement of Faith, Ethos, and Code of Institutional Ethics and Values of ATS.

We will support the seminary with our prayers, our gifts, our time, our skills, and the fulfillment of our responsibilities to the best of our abilities. We administrators, faculty members, other employees, and students will participate in the life of the seminary through chapel worship services, the Ministry Conference, special events, convocation and commencement services, and community life. Trustees will participate in these activities when on campus. We will introduce our friends to Asbury Theological Seminary, encourage potential students to attend the seminary and invite potential donors to support the seminary with their financial contributions.

#### 2. ATS Code of Conduct

ATS's administrators, faculty members, other employees, and Trustees shall, at all times, comply with all applicable laws, regulations, and accrediting-association policies that govern and accredit the Seminary. Administrators, faculty members, other employees, and Trustees shall obey and abide by all applicable federal, state, and local laws, and shall accurately report all required information about debt, purchasing, taxes, land use, building codes and employment issues. ATS does not condone violations of the law or unethical business dealings.

ATS requires truthful, accurate data in all self-reporting and self-descriptions of the seminary and in all internal reports or public statements about the seminary.

No administrator, faculty member, other employee, student, or Trustee shall have the right to initiate legal actions or obligations for the seminary without the full disclosure of information to and approval by the Board of Trustees. The President of ATS shall inform the Board of Trustees of all legal actions initiated by others against the seminary.

## ARTICLE VIII: The Faculty of the Seminary

### Section A—Faculty Membership and Qualifications

The President and the Provost shall be members of the Faculty. In addition to the President and the Provost, the faculty shall consist of all members of the teaching and administrative staff who have received full faculty status by the process described in Article VIII, Section B, of these Bylaws.

Any member of the Faculty approved by the Board of Trustees, Affiliate Faculty, or Teaching Fellow of Asbury Theological Seminary shall subscribe to and embrace fully the Statement of Faith, the Statement of Mission, the Statement of Ethos, and the Code of Institutional Ethics and Values of the Seminary as approved by the Board of Trustees and as found in Article I, Sections E, F, G, and H. Visiting and Adjunct Faculty shall normally subscribe to and embrace fully the Statement of Faith, the Statement of Mission, the Statement of Ethos, and the Code of Institutional Ethics and Values of the Seminary. On a case-by-case basis, and with the approval of the Provost and the Academic Affairs Team of the Board of Trustees, Visiting and/or Adjunct Faculty may be appointed who are unable to subscribe to and embrace fully the Statement of Faith, the Statement of Mission, the Statement of Ethos, and the Code of Institutional Ethics and Values of the Seminary, but who, for the purposes of their Visiting and/or Adjunct Faculty appointments, are willing to support them.

### **Section B—Faculty Appointments**

Appointments to membership on the faculty shall be made under the authority of the Board of Trustees in accordance with procedures authorized by the Board and as described in the *Faculty Handbook*. Authority and faculty prerogatives are specified in the principles approved and published by the Board of Trustees in a *Faculty Handbook*.

### **Section C—Faculty Jurisdiction**

Responsibility for the instructional direction of programs shall be vested in the faculty, under the President. Subject to general Seminary policy and regulations and to the powers vested in the President and in the Board, the faculty shall provide leadership in the development of academic policy and shall have jurisdiction over the educational program, including such matters as admission requirements, curricula, instruction, schedules, degree requirements and the recommendation of candidates for graduation. The faculty shall participate in the processes concerning the appointment, retention, and promotion in rank of faculty members.

### **Section D—Faculty Handbook**

The Board of Trustees shall approve and authorize the implementation of a *Faculty Handbook*. The *Faculty Handbook* is to be reviewed annually by the faculty and significant or substantive amendments, deletions, or additions, as collaboratively determined by the President, Provost, and Faculty Committee as appropriate, are to be recommended to the Board for authorization.

- The Provost and Faculty Committee are empowered to make non-substantive changes to Handbook.
- All substantive changes must be approved by the Plenary Faculty and submitted as official motions to the Academic Affairs team of the Board of Trustees.
- The most recent Faculty Handbook posted on-line is the official and authoritative version.

The *Faculty Handbook* shall set forth procedures and guidelines for all faculty prerogatives. The duties of the Provost and academic administrators shall be specified in the *Faculty Handbook*.

## **ARTICLE XI: Conflict of Interest**

### **Section A—Fiduciary Responsibility**

The Administration, Faculty Members, other employees, and Trustees of the Seminary serve the Seminary and have a clear obligation to conduct all affairs of the Seminary in an upright and honest manner. Each person shall make all decisions using good judgment and Christ-like ethical and moral considerations. The Administration, Faculty Members, other employees, and Trustees of the Seminary agree to place the welfare of the Seminary above personal interests, interests of family members, or others who may be personally involved in substantial affairs affecting the Seminary's basic functions. In the performance of services for the Seminary, Trustees shall be reimbursed for their expenses, but shall not be otherwise compensated.

**Section B—Disclosure of Potential Conflicts of Interest Required**

The Administration, Faculty Members, other employees, and Trustees of the Seminary shall sign an annual Conflict of Interest statement certifying either (1) denying any conflict of interest or (2) an acknowledgment fully disclosing, in accordance with policies adopted by the Board, the precise nature of all relationships and business affiliations which may now, or in the future, potentially conflict with the interests of the Seminary or bring personal gain to them or their family, or business as a consequence of their relationship with the Seminary. The Administration is to be responsible for the implementation of this annual task. The administration is also responsible to get any potential or actual conflict of interest declarations to the Chair of the Audit Committee so that the Audit Committee can review, evaluate, and recommend action to the Executive Committee or Board of Trustees.

**Section C—Conflicts Prohibited**

1. No member of the Administration, Faculty Member, other employee, or Trustee of the Seminary who has a conflict of interest in any matter shall participate in the consideration of any proposed transaction related to the conflict of interest. The person or persons involved will not vote on such matters. However, the Board or the Administration may request information or interpretation from the person or persons involved.
2. No Officer of Administration, Faculty Member, other employee, or Trustee of the Seminary shall at any time while serving as Trustee or while employed by the Seminary, engage in any act or omission in conflict with, or which is reasonably calculated to result in or create a conflict with, such individual's obligations to the Seminary without the consent of the Board of Trustees.
3. No Officer of Administration, Faculty Member, other employee, or Trustee of the Seminary shall, at any time after the termination of service as Trustee or employment at the Seminary, as the case may be, engage in any act or omission in which such individual uses knowledge or information gained by reason of his or her service or employment in a manner reasonably calculated to cause harm or damage to the legitimate interests of the Seminary. This obligation shall apply to former employees during periods of retirement from Seminary employment.

**Section D—Sanctions**

Any violation of this Article shall be grounds for removal of a Trustee, or for discipline, up to and including dismissal, of Officers, Faculty Members, or other employees, under the appropriate provisions of these Bylaws and the personnel policies of the Seminary, and shall constitute a failure to properly perform the individual's duties.

**Section E—Reservation of Rights**

The Seminary reserves all other rights which it may have by operation of law with respect to conduct which constitutes a violation of this Article.

**Section F—Contractually Binding**

A copy of this Article shall be provided to each Trustee. A copy of this Article shall be provided to each Officer of Administration, Faculty Member, or other employee at the time of employment or, in the case of those serving or employed at the time this Article becomes effective, reasonably soon thereafter. A copy of this Article shall be attached to, or otherwise made a part of, every written contract of Seminary employment, and shall be deemed a part of such contract.

**ARTICLE XIII: Compliance with Laws**

It is the policy of the Seminary to obey the laws of the United States of America, the State of Kentucky, and the State of Florida concerning not discriminating against students or employees on the basis of race, color, ethnic origin, age, gender, or disability, subject always to the religious beliefs and tenets reflected in the Statement of Faith published in the Seminary's Catalog and elsewhere.



## **Part 2: The Structure and Responsibilities of Faculty Committees**

# Part 2: The Structure and Responsibilities of Faculty Committees

As authorized by the Board of Trustees and the President, the faculty of Asbury Theological Seminary is responsible for setting academic policy, determining the curriculum, defining requirements for degrees, conducting academic instruction, participating in the strategic planning process of the Seminary, recommending candidates for faculty positions, and otherwise participating in shared governance of the Seminary as appropriate.

All regular, full-time faculty members, including the President of the Seminary and the Provost, are members of the Plenary Faculty with voice and vote. Meetings of the Plenary Faculty are open to members of the President's cabinet, associate members of the faculty, the Director of Institutional Assessment and Effectiveness, and the Registrar. These persons shall have a voice but no vote.

## 2.1 Plenary Faculty

- 2.1.1 Scope of Authority. The Plenary Faculty authorizes committees to execute their responsibilities as defined in the Faculty Handbook.
- 2.1.2 Plenary Faculty Actions. Plenary Faculty Committees will bring to the Plenary Faculty two types of action items: 1) action items that are specifically denoted in the Faculty Handbook responsibilities as requiring action by the plenary faculty; and 2) items that are not covered by the delineated list of responsibilities in the handbook and which require action by the plenary faculty. All action items submitted to the plenary should include a motion form and a rationale.

*Approved, Plenary Faculty, 11.28.2022*

## 2.2 Standing Committees: General Information

- 2.2.1 Committee members will be appointed by the Vice President of Academic Affairs/Provost (Provost/VPAA) based upon relevant competencies in consultation with the Academic Council.
- 2.2.2 Committee members will serve three-year appointments, with no more than two consecutive terms.
- 2.2.3 A chair and a Vice chair will be appointed for each committee with the expectation that the Vice chair will assume the chair during the chair's sabbatical and upon the conclusion of the chair's term of service on the committee.
- 2.2.4 Committees will consist of five to seven members normally and as needed for the work of the committee.
- 2.2.5 Insofar as possible, faculty members will be excused from committee assignment during their sabbatical year (both semesters).
- 2.2.6 Faculty associates may be invited by committees to participate as needed based upon their specific competencies.

## 2.3 Academic Council [AC]

- 2.3.1 Purpose: The Academic Council exists for the purpose of academic strategic planning, academic policy review and recommendation, and coordination of academic programs among the schools.
- 2.3.2 Membership: Voting membership consists of the Vice President of Academic Affairs/Provost (chair), Associate Provost(s), Deans of the schools, Dean of Advanced Research Programs, Dean of Library, Information, and Technology Services. Membership with voice and no vote includes Assistant Provost, Associate Deans, and Registrar.
- 2.3.3 Responsibilities:
  - The AC provides counsel to the Provost/VPAA on academic matters.
  - The AC proposes and reviews proposed policies for consideration by the Plenary Faculty.



- The AC oversees the coordination of academic needs with library services.
- The AC coordinates admissions policies with the Office of Admissions.
- The AC coordinates academic policy and its implementation with the Office of the Registrar.
- The AC coordinates policy for and implementation of the institutional assessment program through the Director of Institutional Research and Evaluation.
- The AC coordinates development and oversight of academic programs among the schools.
- The AC functions as the Americans with Disabilities Act (ADA) Committee as needed and requested by the ADA officer.

## 2.4 Institutional Assessment Committee [IAC]

- 2.4.1 Purpose: The institutional assessment committee provides oversight and coordination of all assessment-related activities, including (1) assessment of student learning outcomes; (2) assessment of program effectiveness; and (3) assessment of institutional effectiveness.
- 2.4.2 Membership: Membership consists of the school Deans. Associate faculty members and institutional administrators may also serve as requested. The chair will be appointed by the Provost.
- 2.4.3 Responsibilities:
- The IAC is the organ by which the Plenary Faculty assures itself that the institution is continuously and effectively engaged in self-assessment.
  - The IAC constantly monitors from high altitude the progress of institutional self-assessment and reports this continuous progress to the Plenary Faculty through the IAC minutes.
  - The IAC communicates regularly with all schools, administrators, and faculty members who hold responsibility within the assessment process. It maintains a special relationship with the Institutional Effectiveness and Assessment (IEA) committee, which is responsible for processing institutional evaluation data as well as being the repository of institutional data.
  - The IAC ensures that student learning outcomes are continuously assessed and that the assessment loop is closed in the process.
  - The IAC ensures that periodic, systematic program assessment is conducted, per established guidelines, and that appropriate action is taken in regard to the program assessment outcomes.
  - The IAC ensures that regular institutional assessment is conducted around the Seminary's strategic plan and that feedback loops are closed in this process. Close communication with the Seminary's strategic planning council is expected.
  - The IAC ensures that regular and consistent training is provided for the assessment process, either through the Institutional Effectiveness and Assessment (IEA) committee or through consultants retained for this purpose in consultation with the Office of the Provost.
  - The IAC maintains a web page through Library, Information, and Technology Services on which it publishes the institutional strategic plan, intended learning outcomes for each degree program, guidelines for assessment processes, and annual and periodic outcomes of all assessments.

## 2.5 Curriculum Committee [CC]

- 2.5.1 Purpose: The Curriculum Committee exists to provide leadership in the development, oversight, evaluation, and maintenance of all the Seminary's degree programs. The committee is to ensure coherence in the overall structure of the curriculum and to ensure that it addresses the needs of the Church as well as the tradition of theological education.

2.5.2 Membership: Membership will consist of seven (7) faculty members, broadly representative of the various degree programs, the Registrar, the Dean of Library, Information, and Technology Services, and the Provost/VPAA (ex officio).

2.5.3 Responsibilities:

- Develop competencies within the committee for leading in decadal reviews of the Seminary curriculum.
- Ensure that all Seminary stakeholders (faculty, students from all campuses, administration, Trustees, alumni/ae, donors, etc.) are given voice in the review process.
- Ensure that decadal reviews begin a minimum of three (3) years prior to decadal reaffirmation of accreditation.
- Stay abreast of accreditation requirements governing degree programs and ensure that all degree programs conform to accreditation standards relative to each program.
- Between decadal reviews, receive, evaluate, and recommend to the Plenary Faculty through the Academic Council suggested changes to any of the degree programs.
- Approve new courses and course syllabi as recommended by schools through their Deans. Ensure that syllabi follow established guidelines for syllabi and that they are consistent with the approved objectives of the degree program. Ensure as much as possible a reasonable balance between required courses and elective courses.
- Continuously monitor and recommend appropriate delivery options for the curriculum.
- Approve the continuing education curriculum of the Seminary.
- Work with the Institutional Effectiveness and Assessment (IEA) committee to develop a formative course evaluation tool for use every term that the courses are taught and distribute an annual summary report of the evaluations to the Academic Council.

## 2.6 Faculty Committee [FC]

2.6.1 Purpose: The Faculty Committee of the Plenary Faculty exists to watch over and promote the interests of faculty, including such things as appointments, tenure, and sabbaticals.

2.6.2 Membership: Members of the Faculty Committee shall consist of as many as seven (7) tenured, full professors representative of all the academic schools and the Provost/VPAA (ex officio).

2.6.3 Responsibilities:

- Participate in search process for considering prospective faculty members. (Additional information found in [Part 2.10: Role of Faculty Committee in Search Process](#).)
- The Faculty Committee serves as the Seminary-wide body to review credentials and supporting documents (e.g., curriculum vitae, post-secondary transcripts, and references) of prospective faculty members from a short list provided by Search Committee prior to candidate campus visit. This is to certify that the prospective candidate fulfills accreditation requirements and has demonstrated in writing commitment to the Seminary's Faith Statement, Ethos Statement, and Collegial Covenant of Faculty Responsibility. Findings are reported to Search Committee.
- The Faculty Committee meets with any candidate(s) brought to campus for an official interview to discern compatibility of the candidate with the Seminary's culture and expectations. ([See Part 2.10](#)). The chair of the Faculty Committee shall submit in writing its conclusions to the chair of the Search Committee, and Provost.
- *Promotion and Tenure Responsibilities:*
  - The Faculty Committee acts on behalf of the tenured, full Professors to review applications for second contract, promotion, and tenure as received through the Deans of each school and to pass its recommendation on to the Provost/VPAA. The Dean of the school may speak on behalf of his/her faculty member at the time the Faculty Committee reviews the faculty member's application.

- *Sabbaticals:*
  - The Faculty Committee receives school/Dean approved sabbatical applications, then reviews and makes recommendations with respect to proposed sabbatical plans of faculty members. After review and approval by Faculty Committee, the proposal is forwarded to Provost.
- *Faculty Retreat:*
  - The Faculty Committee plans and conducts an annual retreat for the faculty and administrative officers. In addition to the planning of the retreat the committee arranges for the location of the retreat at least a year in advance.
- *Faculty Retirement Dinners:*
  - The Faculty Committee, with the assistance of the executive assistant to the Provost, plans dinners for retiring faculty members.
- *Faculty Handbook Review:*
  - The Faculty Committee shall review the *Faculty Handbook* annually to: (1) ensure that all new policies from the current academic year are included; (2) identify policies that may need updating for referral to the Provost; and (3) recommend new policies relative to the faculty through the Academic Council to the Plenary Faculty.
- *Faculty Survey:*
  - The Faculty Committee shall oversee the content, distribution, and interpretation of the Faculty and Adjunct Surveys.
  - Surveys will normally be distributed in the Fall semester.
  - The Faculty Committee will evaluate survey results and recommend possible actions by the Spring semester (actions may be recommended at all levels of the institution).
- *Faculty Report to the Board:*
  - The chair of the Faculty Committee will annually write a report about the state of the faculty to be presented to the Provost who presents materials as part of his regular report to the Academic Affairs Committee of the Board.
  - The chair of the Faculty Committee will meet regularly with the Academic Affairs Committee of the Board for conversation and questions.

*Approved, Plenary Faculty, 10.10.2022*

## 2.7 Student Learning and Formation Committee

2.7.1 Purpose: The Student Learning and Formation Committee (SLF) ensures and promotes the intellectual, spiritual, and vocational aspects of formation in the curricular environment at Asbury Theological Seminary. Graduates of Asbury Theological Seminary will be intellectually, spiritually, and vocationally formed in their curricular experience by

- 1) **demonstrating the ability to interpret Scripture** for contemporary settings,
- 2) communicating **knowledge of Christian theology for catechesis and apologetics**,
- 3) **conducting social and cultural analysis for interpreting the gospel** in contemporary settings,
- 4) practicing a **Wesleyan understanding of personal and social holiness, including the means of grace**, and
- 5) **applying practical skills in a ministry specialization of Christian Service.**

The deployment of the above formational outcomes should contribute to the Seminary's mission to prepare theologically educated, sanctified, Spirit-filled men and women to evangelize and to spread scriptural holiness throughout the world.

- 2.7.2 Membership: Membership for the SLF will draw from faculty, staff, administration, and students. The SLF shall consist minimally of faculty representation from each School, two of whom will serve as Chair and Vice-Chair. The Vice President for Formation, the Director of Student Formation, and the Associate Provost for Lifelong Learning shall serve as ex-officio members.

*Approved, Plenary Faculty, 10.10.2022*

- 2.7.3 Responsibilities. The primary goals and tasks of the Student Learning and Formation Committee are:
- Ensures that outcomes, tactics, and assessment strategies that promote the integration of intellectual, spiritual, and vocational formation exist within the curricular environment.
  - Provides assessment data to the Office of the Provost and the IEA Committee.
  - Integrates the intellectual, spiritual, and vocational aspects of formation in the curricular environment.
  - The chair of the SLF Committee and or a representative will liaise with the chair of the Curriculum Committee and or a representative of the CC in order to ensure coordination between the two committees.

*Approved, Plenary Faculty, 03.25.2022*

## 2.8 Advanced Research Programs [ARP] Committee (See also 3.2.12)

- 2.8.1 Purpose: The Advanced Research Programs committee initiates policy development, coordinates all aspects of Advanced Research Programs and provides support and counsel for the Office of Advanced Research Programs.
- 2.8.2 Membership: The Advanced Research Programs Committee is composed of the Dean of Advanced Research Programs (chair), Deans of each school housing a Th.M. or Ph.D. program (ex officio), at least one faculty member from each school housing a Th.M. or Ph.D. program, at least one doctoral student, and one faculty member-at-large, the Vice President of Academic Affairs/Provost (ex officio) and other ex officio members (Registrar, library representative and admissions representative). Non-Dean members are nominated by the Dean of ARP to the Vice President of Academic Affairs/Provost and approved by the Academic Council. Deans and full faculty have voice and vote. All other ARP committee members have voice only.
- 2.8.3 Responsibilities:
- Recommend policies governing Advanced Research Programs to the Academic Council and/or Plenary Faculty.
  - Serve as the admissions and financial aid committee for ARP.
  - Approve mentor assignments and research topics of ARP students as recommended by the Dean of ARP.
  - Ensure integrity and consistency across all Ph.D. majors.
  - Maintain and make available manuals that provide governing policies.

*Approved, Plenary Faculty, 05.19.11*

## 2.9 Institutional Review Board

- 2.9.1 Purpose: The role of the Institutional Review Board (IRB) is to protect the welfare, rights, and privacy of human subjects in all proposed and on-going research activities by the students, faculty, and staff at Asbury Theological Seminary for the purpose of presentation and publication. This will be done in accordance with the principles set out for the protection of human subjects in the U.S. Department of Health and Human Services federal legal requirements set forth in 45 CFR 46, and the *Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research*. In addition, researchers are expected to abide by the ethical principles of their discipline for protection of human subject research.

On occasion, Asbury Theological Seminary students, faculty, and/or staff may be invited to participate in research that has been approved by the IRB of another institution. In such cases, the Provost or his/her designee will decide whether (a) the research is appropriate for ATS community members to participate in, and if so, (b) whether ATS's IRB should conduct its own review.

*Approved, Plenary Faculty 03.27.2023*

- 2.9.2 Membership: Members of the IRB are appointed by the Provost and the Academic Council.
- 2.9.3 Responsibilities: Any student, staff, or faculty conducting human research is required to successfully complete an application and receive approval through the Institutional Review Board (IRB) prior to conducting any portion of the research activities. Free training for research on human subjects is required as part of the application process and can be found at this [link](#) or on the IRB application

## 2.10 Faculty Search Policy and Search Committees (AD HOC)

- 2.10.1 Annual Review: Discussions and decisions regarding the need for new faculty members commonly arise in schools and are brought to the Academic Council by the school Dean. The Academic Council will annually review and establish priorities for faculty hiring. The President authorizes searches consistent with budgetary constraints.
- 2.10.2 Announcement of Openings
  - 2.10.2.1 Faculty Position: The Vice President of Academic Affairs/Provost will communicate to the appropriate Dean when a search in his or her school has been approved.
  - 2.10.2.2 Faculty-Administrator Position: When the Seminary needs a full-time person who partially serves as an administrator and partially as a faculty member, the administration and the school concerned, working together, will generate a job description prior to the initiation of the search process. The candidate will go through both administrative interviews as well as the full faculty interview process. The decision for appointment will be made after joint discussion by the administration and the school concerned.
  - 2.10.2.3 If later this person wishes to become a full-time faculty member, no preference over any other candidate for a faculty opening will be extended. If, however, he or she were appointed as a full-time faculty member, proportionate credit may be given for years of service as a part-time faculty member at Asbury Theological Seminary in consideration of promotion and tenure.
- 2.10.3 Selection and Role of the Search Committee
  - 2.10.3.1 Selection of Search Committee
 

Every Search Committee will consist of five regular members of the faculty and the Dean of the school (ex officio) in which the faculty member is to teach. The committee must include: four members from the school in which the prospective faculty member is to serve (including two members from the particular academic discipline) and one member from another school.

*Plenary Faculty, 04. 26.10; Board of Trustees, 05.04.10*

- The Dean of the school within which the search is to be conducted will recommend a Search Committee to the Academic Council. After receiving the approval of the Academic Council, the Dean will appoint the committee and the chair from among the five regular faculty members chosen.
- In consultation with the Academic Council, the Dean of the school within which the search is to be conducted may appoint a student as a non-voting member of the Search Committee.
- The Dean of the school within which the search is to be conducted will serve on any Search Committee in his or her school *ex officio* without vote.
- The appropriate school will develop a position profile to be submitted to the Search Committee to guide the committee in its deliberations.

### 2.10.3.2 Role of Search Committee

The Search Committee, working with the Dean is responsible for every stage of the search process (developing a pool of candidates, recommending those to be interviewed, participating in the interview process, and recommending a candidate to the Dean). The Dean's office will provide means for supporting the search—e.g., correspondence with candidates, building files, etc.

- In the first meeting of the committee, the chair will review all search processes, protocols, appropriate interview questions, and confidentiality requirements. The Human Resources Director may be invited to the first meeting as a resource.
- Every search will be national (or international) in scope, including appropriate announcements in standard media, such as Chronicle of Higher Education, CCCU, Indeed, and Higher Ed Jobs.
- Applicants should be advised in the search announcement to submit a letter of interest, CV, and names of three references.
- In order to preserve and protect the current status and reputation of prospective and actual candidates for an opening at the Seminary, as well as the integrity of the search process itself, during the search process members of the Search Committee are to maintain strict confidentiality. Although the committee may receive information from any and all sources, committee members are not at liberty to discuss prospective and actual candidates and their qualifications, nor factors related to their own decision-making, outside of the committee. Materials (e.g., letters of application, curriculum vita, and letters of reference) are not to be copied or distributed and are to be maintained by the appropriate Dean in a central location allowing only limited access.
- Immediately after the deadline for applications has passed, the Search Committee shall cull the applicants and eliminate from the group those who are clearly not qualified and those who are obviously outside of the fit theologically or in terms of ethos statement.
- After the committee has narrowed the pool of candidates to a short list of up to eight to ten persons, the chair will request the remaining applicants provide written responses to the ethos and theology questions (General Questions for All Faculty Candidates). Candidates shall also be advised that three reference letters and transcripts from all post-secondary school education, will be needed if they are included in the final group of candidates.
- In order to solicit evaluative information about persons on the shortlist from members of the school in which the opening exists, and/or to solicit references in addition to those provided by the candidate, the Search Committee shall extend confidentiality accordingly. After the committee has narrowed the pool of candidates to the person or persons to whom invitations for on-campus interviews are to be extended, and after the completion of the search process, committee members and those to whom confidentiality was extended continue to be bound by the same standard of confidentiality. Upon completion of the search, candidate files will be delivered for reference and/or disposal to the appropriate Dean.
- Prior to inviting a candidate to interview, the Dean or chair of the Search Committee shall forward the candidate's credentials (curriculum vitae, post-secondary transcripts, written responses to ethos and theology questions, and letters from references) to the Faculty Committee for review and validation (see "Role of Faculty Committee" below).

- Once a candidate accepts the invitation to interview, her or his curriculum vitae will be made available to the faculty through their Deans. The Dean involved in the search shall send the CV to the other Deans to be held in the office of their administrative assistants. Deans shall inform their faculty members that the CVs are available for review in the administrative assistant's office. When the interviews are completed, the copies of the CV's shall be returned to the assistant to the Dean involved in the search.
- The Search Committee shall include the Faculty Committee report in its recommendation to the Dean of the school. The Dean, in turn, shall include the Search Committee's report in his or her recommendation to hire a particular faculty candidate to the Vice President of Academic Affairs/Provost.
- For information on special circumstances in hiring a divorced person, see [Part 5.2](#).

#### 2.10.4 Role of Faculty Committee in the Search Process

- 2.10.4.1 Prior to the campus visit of the prospective candidate, the Faculty Committee is to review his or her credentials (e.g., curriculum vitae, post-secondary transcripts, written responses to General Questions for All Faculty Candidates regarding theology and ethos questions, and letters of reference). The purpose of this review is to certify and report to the Search Committee that the prospective candidate fulfills accreditation requirements (transcripts) and has demonstrated, in writing, commitment to the Seminary's Faith Statement, Ethos Statement, Mission Statement. The Faculty Committee reserves right to revise this assessment once interviews take place.
- 2.10.4.2 The Faculty Committee is to meet with any candidate(s) brought to campus for an official interview to discern compatibility of the candidate with the Seminary's culture, mission, statement of faith and ethos statement.
- 2.10.4.3 Following review of a prospective faculty member's written credentials and the on-site interview, the chair of the Faculty Committee shall submit in writing its conclusions to the chair of the Search Committee, with a copy of the conclusions sent to the Provost.
- 2.10.4.4 The Faculty Committee shall maintain the same level of confidentiality as that expected of members of the Search Committee.

#### 2.10.5 On-Campus Visits

- 2.10.5.1 The Search Committee, the Dean, the Faculty Committee, the Vice President of Academic Affairs/Provost, and the President shall interview candidates. In the case of candidates for faculty positions on the Florida Dunnam campus, the Associate Vice President (Florida Dunnam Campus) shall be included in the schedule of interviews. Two interviews shall be scheduled for the Search Committee and each candidate—one at the beginning, the other at the close of the on-campus visit—in order to ensure that all issues raised during the on-campus visit are processed by the Search Committee.
- 2.10.5.2 The school into which a candidate is to be hired shall serve an adjunct role to the Search Committee by meeting with the candidate(s) and making recommendation(s) to the Search Committee.
- 2.10.5.3 Opportunity shall be afforded for the candidates to meet informally with all interested members of the faculty of the Seminary.
- 2.10.5.4 Normally, candidates will teach a class session and/or deliver a scholarly paper for faculty/student discussion.
- 2.10.5.5 The Search Committee will provide means (e.g., through the Seminary's intranet) for students, staff, faculty, and administration to provide evaluative comments in the context of on-campus visits.

#### 2.10.6 Recommendation

- 2.10.6.1 Having received a formal recommendation from the appropriate school through its Dean, and having reviewed all available evaluative comments from students, staff and faculty members, and administration involved in the on-campus interview process, the Search Committee shall recommend a candidate to the Dean for the position. The report from the Faculty Committee shall be attached to this recommendation.
- 2.10.6.2 The Dean shall add his or her recommendation to that of the Search Committee and forward it to the Vice President of Academic Affairs/Provost. The VPAA/Provost will join his or her recommendation to the preceding and forward all materials to the President.
- 2.10.6.3 The Vice President of Academic Affairs/Provost, upon approval from the President, will present the President's recommendation of a faculty candidate to the Academic Affairs team of the Board of Trustees for approval.
- 2.10.6.4 After approval by the Board of Trustees, the Vice President of Academic Affairs/Provost, in consultation with the appropriate Dean, will draft a contract offer to be presented to the candidate.

*Approved, Plenary Faculty, 02.09.09*

## 2.10.7 Checklist for Search Committee Process

### 2.10.7.1 Academic Council

- Academic Council recommends faculty search priorities through Provost/Vice President of Academic Affairs to the President.
- President approves/does not approve recommendations of Academic Council.
- Provost/Vice President of Academic Affairs communicates to Dean when President approves a search in his or her School.
- Dean of School recommends slate of faculty members to serve on Search Committee to Academic Council.
- Academic Council approves membership of Search Committee; in consultation with Academic Council, School Dean may appoint a student as a non-voting member of the Search Committee.

### 2.10.7.2 Dean's Role

- Dean appoints Search Committee.
- Search Committee commits to maintaining strict confidentiality.
- Dean's Assistant may set up folder in Google docs for each applicant to house all search correspondence and applicant materials. Each member of Search Committee and Provost are assigned full access to folder.
- Dean, working with the Search Committee, develops pool of candidates by advertising nationally, by gathering recommendations, and by soliciting potential candidates to submit an application.
- Dean manages all correspondence, including acknowledgement of receipt of application, any changes in search timeline, and notification to all applicants when search has been finalized.
- Dean, working with School (discipline area), develops position profile for Search Committee.
- Dean, on behalf of Search Committee, collects appropriate documents from candidate(s) (Stage 1—application, curriculum vitae, letters of reference; Stage 2—doctrinal (General Questions for All Faculty Candidates), commitment to the Seminary's Faith Statement, Ethos Statement, and Faculty Covenant as required by the Faculty Handbook, official transcripts from all postsecondary institutions attended).



- Once Search Committee submits its recommendation to Dean of School, Dean submits his/her recommendation to Provost/Vice President of Academic Affairs along with reports of Faculty Committee and Search Committee.

#### 2.10.7.3 Search Committee

- Search Committee reviews applicants' materials and identifies short list of candidates to be interviewed.
- Search Committee submits short list of candidates to members of School for evaluative comments.
- Members of School commit to same level of confidentiality as members of Search Committee.
- Prior to inviting an applicant to interview, Search Committee through Dean of School, submits applicant's formal documents to Chair of the Faculty Committee for the Committee's review and validation.
- Chair of Faculty Committee submits in writing to Dean of School certification of candidate's credentials, without recommendation, on basis of submitted materials.
- Office of the Dean arranges on-campus schedule for faculty candidate. Appointments with President and Provost are scheduled through the Office of the Provost. At the time of making these appointments, Dean of School, acting on behalf of Search Committee, submits complete file of faculty candidate to the Office of the Provost, which in turn submits materials to President. Search Committee is strongly encouraged to allow as much advance notice in scheduling visit for faculty candidate.
- Following campus visit of faculty candidate, Dean of School on behalf of Search Committee invites evaluative comments from students, staff, faculty, and administration. Candidate's curriculum vitae is sent to faculty along with solicitation of feedback.
- Once the Search Committee has selected its nominee for the position, on the basis of all written materials, feedback, interviews, and recommendations, Dean of School submits all materials to Chair of Faculty Committee for the Committee's interview with the candidate.
- Search Committee sends Faculty Committee's report along with its own to Dean of School.

#### 2.10.7.4 Provost/Vice President of Academic Affairs

- Provost/Vice President of Academic Affairs submits recommendation of School Dean as well as her/his own to President. Provost maintains veto power with respect to recommendation of Dean of School.
- Upon approval from President, Provost/Vice President of Academic Affairs presents President's recommendation for appointment of faculty candidate to Academic Affairs Team of the Board of Trustees.
- Provost/Vice President of Academic Affairs notifies candidate of action taken by Board of Trustees.
- Provost/Vice President of Academic Affairs, in collaboration with Dean of School, prepares contract for newly appointed faculty member.

*At no time in process should any participant in the search process assure faculty candidate(s) of an appointment prior to approval of the Board of Trustees.*

#### 2.10.7.5 Documentation from Candidate

This is the order for hard copy materials in folder to the Faculty Committee, the Provost, and President. Please also include a copy of the job description.

**Stage 1**

- Letter of Interest
- Curriculum Vitae
- Letters of Reference (3)

**Stage 2**

- Response to Faith Statement and General Questions for All Faculty Candidates
- Response to Ethos Statement and Collegial Covenant
- Official Transcripts from all postsecondary education institutions attended

**2.10.7.6 Interview Schedule**

- Committee (beginning of visit and end of visit)
- School
- Teach Class and/or Deliver Scholarly Paper
- Faculty Informal Reception
- Faculty Committee
- Dean of School
- Provost/Vice President of Academic Affairs
- President

**2.10.8** For hiring processes that do not involve Faculty Committees and include faculty associates, adjunct faculty, affiliate faculty, see Part 9.

## **Part 3: Categories of Faculty Rank and Role**

# Part 3: Categories of Faculty Rank and Role

## 3.1 Faculty Membership and Credentials

### 3.1.1 Description of Personnel

The faculty of Asbury Theological Seminary shall consist of the President, the Vice President of Academic Affairs/Provost, academic Deans, Directors of academic programs, (full) Professors, Associate Professors, Assistant Professors, and Instructors who together constitute the regular faculty. Outside of the regular faculty are those who likewise contribute to the teaching ministry at ATS: Faculty-Administrators, Affiliate Faculty, Adjunct Faculty, and Visiting Faculty.

*Approved by Plenary 11.29.21*

### 3.1.2 Qualifications

Any member of the regular faculty, affiliate faculty, or teaching fellows of Asbury Theological Seminary shall subscribe to and embrace fully the “Mission Statement,” “Statement of Faith” and “Ethos Statement” of the Seminary as approved by the Board of Trustees. Adjunct and visiting faculty shall normally subscribe to and embrace fully the “Mission Statement,” “Statement of Faith” and “Ethos Statement” of the Seminary. On a case-by-case basis, the Vice President of Academic Affairs/Provost may appoint Adjunct and/or Visiting Faculty who are unable to subscribe to and embrace fully the “Mission Statement,” “Statement of Faith” and “Ethos Statement” of the Seminary, but who, for the purposes of their adjunct and/or visiting faculty appointments, are willing to support them.

#### 3.1.2.1 Basic Policy

The baseline academic credential for teaching faculty is the Ph.D. or equivalent in the discipline in which a member teaches.

#### 3.1.2.2 Approved Exceptions to Academic Credentialing

- Faculty who hold the Ph.D. or equivalent and teach in a discipline other than the field in which they completed their Ph.D. or equivalent shall have completed a minimum of 18 semester hours at the graduate level in the teaching discipline or have significant experience and/or publication in that discipline.
- Persons with ABD status in a terminal degree program may teach in their discipline provided they demonstrate continual progress toward the completion of the dissertation as verified by the school Dean.
- Persons in terminal degree programs that are dissertation-only may teach in their discipline provided they are nearing completing of their dissertation as defined and approved by the school Dean.
- Persons teaching masters-level courses outside of biblical studies, theological studies, philosophy, and church history may do so without holding the Ph.D. or equivalent provided they have a professional doctoral degree and seven years of ministry experience directly relevant to the teaching discipline.
- Persons teaching masters-level courses in denominationally oriented courses may do so without holding the Ph.D. or equivalent provided they hold a graduate theological degree and have demonstrated expertise in the polity of their denomination.
- Persons involved in language instruction at the introductory level may do so without the Ph.D. or equivalent provided they have a graduate degree and have completed a minimum of 18 semester hours at the graduate level in their discipline.

- Persons whose credentials do not meet the minimum standards outlined above may be recommended to the Academic Council by the appropriate Dean of the school; however, in no academic term may the number of persons teaching who do not meet the minimum standards outlined above exceed 10 percent of the total number of persons teaching in the Seminary.

*Approved. Plenary Faculty, 02.24.03; 10.03.05*

### 3.1.3 Change in Faculty Member's Title

On rare occasions, school Deans may recommend a change in a faculty member's title based for a specific reason such as: (a) a change in an area of instruction; (b) changes in nomenclature or language of a particular guild; (c) a need for a more accurate designation of internal teaching responsibilities; (d) a need for a more accurate and/or more favorable designation of position and teaching responsibilities for an external guild or particular professional constituency. Any title change must still accurately reflect the faculty member's area of expertise and qualifications in compliance with accreditation. Recommendations with the reasons and explanation for title change will be forwarded from the school Dean to the Faculty Committee. The Faculty Committee will forward its recommendation regarding the title change to the Provost, who will have final approval on faculty title changes. The Provost's Office will notify the Academic Affairs team of the Board of Trustees. This policy will not have any bearing on a faculty member's rank, promotion, compensation, or benefits, nor will any such title change be retroactively applied.

- 3.1.3.1 Approved title changes should be forwarded to the following departments for changes in publications: Communications and Registrar. Title changes made pursuant to this policy will further be reflected in an amendment to the faculty member's contract. This policy does not apply to Faculty Endowed Chairs.

## 3.2 Academic Rank and Role

### 3.2.1 Provost (Voice and Vote in Plenary)

The provost is the chief academic officer of Asbury Theological Seminary. The provost must exercise skill in administrative leadership, the ability to work and communicate effectively with the broader Seminary community, and team building for the greater good of the Seminary. The provost must possess a PhD or equivalent appropriate to seminary education. Additionally, s/he should have at least ten years' experience in higher education leadership.

### 3.2.2 Dean (Voice and Vote)

Persons appointed as Deans of Schools shall hold a PhD or other terminal degree in a field appropriate to the discipline of their school. A dean will normally be a (full) Professor with tenure at Asbury Theological Seminary who has demonstrated expertise in teaching, administrative leadership, and team building at the level of an accredited institution of higher education

### 3.2.3 Professor (Voice and Vote in Plenary and other deliberative faculty meetings)

A full Professor shall be a person who has an earned terminal academic degree appropriate to his or her field, has had at least ten years of teaching experience at Asbury Theological Seminary or a comparable institution, continues to exhibit theological and moral formation as a Wesleyan Christian, has demonstrated exemplary performance in teaching, and has a consistent track record of scholarly competence.

### 3.2.4 Associate Professor (Voice and Vote)

An Associate Professor shall be a person who has an earned terminal degree appropriate to his or her field, has had at least six years of teaching experience at Asbury Theological Seminary or a comparable institution at the rank of Assistant Professor, continues to exhibit theological and moral formation as a Wesleyan Christian, has consistently demonstrated professional-level performance in teaching, and has demonstrated substantial scholarly competence.

For possible membership and/or participation in the Advanced Research Programs, see [Part 3.2.12](#).

**3.2.5 Assistant Professor (Voice and Vote)**

An Assistant Professor shall be a person who has an earned terminal degree appropriate to his or her field, exhibits theological and moral formation as a Wesleyan Christian, has demonstrated promise in teaching and scholarship, and has command of his or her area of research specialization.

During the sixth year, Assistant Professors are expected to apply for and may receive tenure and promotion to the rank of Associate Professor. Failure to receive tenure and promotion will result in a one-year contract (i.e., for a seventh year), during which a second attempt at tenure and promotion is possible. Failure to achieve tenure and promotion after seven years shall result in termination.

See [Part 4.5](#) for promotion process.

**3.2.6 Faculty in Employment Roles and transitions (Voice and No Vote)**

Faculty who have served a minimum of ten (10) or more years as members of the regular continuing faculty and due to retirement, phased retirement, illness, or another factor judged appropriate by the Vice President of Academic Affairs/Provost can enter into a part-time modified relationship with the Seminary. In such instances, a person will continue to have rights and privileges of regular full-time faculty with the exception of conditions negotiated by the administration (e.g., office space, professional development stipend, etc.). This status is neither a right nor automatic and the Vice President of Academic Affairs/Provost, subject to the approval of the President, has sole right to grant or to deny such status. In all instances a Letter of Agreement will be formalized between the Seminary and the part-time faculty member by the Vice President of Academic Affairs/Provost.

*Plenary Faculty, 10.24.2011*

**3.2.7 Instructor (Voice and No Vote)**

An Instructor shall be a person who possesses at least a master's degree, but not a terminal degree, appropriate to the area of his or her teaching, who exhibits theological and moral formation as a Wesleyan Christian, who has demonstrated competency in the area of his or her teaching, and whose professional qualifications and contributions render their regular participation on Faculty as beneficial to the academic program of the Seminary.

**3.2.8 Faculty-Administrator (Voice and No Vote)**

A Faculty-Administrator is a full-time employee of the seminary who partially serves as an administrator and partially as a faculty member. The Faculty-Administrator holds an administrative position primarily and is not appointed as a faculty member with rank. The candidate will go through both administrative interviews as well as the full faculty interview process. While not eligible for regular sabbaticals, Faculty-Administrators may apply for a research leave, the length and purpose of which is to be approved by their academic unit and administrative unit. Faculty-Administrators are limited to a two-course cap.

*Approved by Plenary 03.27.2023*

**3.2.9 Affiliate Faculty (Voice and No Vote)**

A member of the affiliate faculty is a person with a significant, direct relationship with the Seminary, normally an alumnus/a of the Seminary, who joins the faculty of the Seminary on a three-year renewable contract to teach at least two classes per academic year to fulfill particular needs of the Seminary's degree programs unable to be fulfilled by the regular faculty. Affiliate faculty will carry no committee or other administrative assignments.

**3.2.9.1 Affiliate Professor**

An Affiliate Professor is a person who has an earned terminal degree or equivalent degree appropriate to his or her field of instruction.

**3.2.9.2 Affiliate Instructor**

An Affiliate Instructor is a person who has a master's degree appropriate to his or her field of instruction and who has demonstrated competency in the area of his or her teaching.

*For appointment and termination processes and remuneration for affiliate faculty see Part 9.*

### 3.2.9.3 Affiliate Faculty and ExL Courses

In any given academic year, no more than twenty-five percent of all courses offered through the ExL program can be taught by affiliate faculty. History, polity, and doctrine courses taught solely for purposes of fulfilling denominational requirements are excluded from this calculation.

*Approved, Plenary Faculty, 05.18.00; 10.03.05; Board of Trustees, 05.06.02*

### 3.2.10 Adjunct Faculty (Voice and No Vote)

A member of the adjunct faculty is a person who teaches for the Seminary on an occasional, semester-by-semester or term-by-term basis to fulfill particular needs of the Seminary's degree programs unable to be fulfilled by the regular faculty, either on account of teaching load or because of particular background or specialized expertise. Adjunct faculty will carry no committee or other administrative assignments.

#### 3.2.10.1 Adjunct Professor

An Adjunct Professor is a person who has an earned terminal degree appropriate to his or her field of instruction.

#### 3.2.10.2 Adjunct Instructor

An Adjunct Instructor is a person who has a master's degree appropriate to his or her field of instruction and who has demonstrated competency in the area of his or her teaching.

#### 3.2.10.3 Adjunct Faculty and ExL Courses

In any given academic year, adjunct faculty can teach no more than thirty-three percent of all courses offered through the ExL Program. History, polity, and doctrine courses taught solely for purposes of fulfilling denominational requirements are excluded from this calculation.

### 3.2.11 Adjuncts for the Doctor of Ministry Program (See process outlined in [Part 9](#))

For appointment and termination processes and remuneration for adjunct faculty see [Part 9](#).

### 3.2.12 Advanced Research Programs (ARP) Faculty

#### 3.2.12.1 ARP Membership

For additional information, see [Part 2.8](#).

- Regular faculty to be considered for ARP faculty status must have (a) an earned, terminal doctorate (Ph.D. or equivalent), (b) a record of ongoing scholarly publications, which in most cases will be defined as books and/or articles in peer-reviewed or juried publications, (c) knowledge of current literature in the field, and training in research methodologies, (d) involvement in professional scholarly societies/organizations, (e) performance record regarding involvement with ATS' Advanced Research Programs where applicable, (f) progress of non-tenured faculty toward tenure, and (g) commitment to the type of teaching and mentoring of students that doctoral instruction requires.
- All regularly appointed faculty holding the Ph.D. or equivalent and who meet the criteria for ARP membership are eligible for appointment as ARP faculty. As ARP degree programs expand or grow, the Dean of Advanced Research Programs will recruit ATS faculty, ratified by the ARP committee. Recruitment is dependent upon the needs of the various Advanced Research Programs.

- ARP faculty members are expected to lead students in rigorous Christian scholarship requiring thorough command of a field of theological study, linguistic skills, a sound research methodology, and analytical capabilities. Such faculty guide doctoral students in their formulation of scholarly research projects in terms of the standards of the discipline, while staying connected to other disciplines of the theological curriculum and the vocational needs of the student.
- All regularly appointed members of the ATS faculty holding the Ph.D. (or equivalent terminal degree) are eligible to serve on examination committees or as a reader or examiner on dissertation committees, as long as their expertise is appropriate to the particular project. Upon request of the student and approval by the dean of ARP, any regularly appointed member of the ATS faculty holding the Ph.D. (or equivalent) may be appointed to these committees.
- Dissertation Examiner: The examining panel of a dissertation consists of the mentor, the reader, and the external reader-examiner (or the “external reader”). When a reader is an external member, the examiner will be appointed from the faculty by the dean of ARP.

#### 3.2.12.2 ARP Appointments

- All mentoring assignments and the determination of the weighting of a given dissertation committee assignment for reimbursement or course reduction shall be determined by the Dean of Advanced Research Programs.
- The Dean of the school in which the faculty member principally resides shall determine, in consultation with the Dean of Advanced Research Programs, the appropriateness of any request for course reduction for mentoring or serving on a dissertation committee, including whether or not a given faculty member can take so many mentees as to trigger a required course reduction. The doctoral mentor’s Dean shall retain final responsibility and authority for the faculty member’s annual workload.

#### 3.2.12.3 ARP Workload and Responsibilities

- Teaching Load: All ARP faculty members begin with an 18-hour teaching load. One-half of the teaching load of an ARP faculty member with maximum course reduction (2, 3-hour courses) must be dedicated to the core courses and core electives of the M.Div. program. ARP faculty members teach doctoral-level courses with some regularity.
- Doctoral mentors will receive a stipend for each of the first three mentees. With the fourth mentee, mentors may elect a one-course reduction. With seven mentees, mentors may elect a two-course reduction but must take at least one course reduction.
- Mentoring responsibility begins with the preparation of the student for Comprehensive Examination.
- Supervision. Each ARP faculty member may serve as the mentor of no more than eight doctoral students. ARP faculty members will serve on comprehensive examination and dissertation committees and advise doctoral students as needed. They will uphold the responsibilities as chairs of comprehensive examination committees, although faculty would not routinely return from a sabbatical leave for a comprehensive exam.
- Attendance at annual Faculty Consultation on Research Supervision and Interdisciplinary Colloquium.



- 3.2.12.4 Faculty Leaves: Prior to taking a sabbatical or other official leave, ARP faculty mentors are responsible to map out a plan with their mentees for work during the sabbatical. The plan may involve other faculty members of the student's committees whose agreement should be obtained in advance. After discussing the agreed plan with the school Dean, it should be submitted to the Dean of ARP.

In the case when a reader of a committee is on sabbatical leave, that person along with the mentor and school Dean will develop a plan. For such a purpose, an alternate reader for the dissertation is named for each student.

- 3.2.12.5 Up to date. ARP faculty members will demonstrate ongoing scholarly currency in and significant contribution to their disciplines, including scholarly publications and participation in pertinent professional societies.

- 3.2.12.6 Recruitment Process to become ARP Faculty

- Regularly appointed ATS faculty members eligible for ARP faculty membership may inform their interest to the dean of ARP. The dean of ARP may also approach such eligible faculty in consultation with the school dean of the faculty. A conversation between a potential-interested faculty and ARP dean begins a recruitment process. In consultation with, and at the approval of the dean of the school where the faculty resides, the dean of ARP may further the process. The potential-interested member should submit the following to the dean of ARP for review and consideration by ARP Committee:
  - Academic *curriculum vitae*.
  - Letter detailing the interest, involvement in scholarly societies, commitment to ongoing scholarly engagement in one's field of expertise, and involvement in ATS' ARP (if applicable). This letter should also contain a statement of willingness to fulfill the responsibilities of ARP faculty as outlined here.
  - Letter from the Dean of the respective ATS school in support of the application, and detailing progress of non-tenured faculty toward tenure (if applicable).
  - Samples of publications.
  - The decision of the dean and ARP Committee will be communicated to the faculty by the office of ARP

- 3.2.13 Ministry Mentors (No Voice and No Vote)

Mentored Ministry courses are taught by regular, affiliate or adjunct faculty members. They are required to be in agreement with the Asbury Theological Seminary statement of faith and the ethos statement. It is expected that they will be experienced in Christian ministry, and be fully supportive of the educational methodology and goals of the Mentored Ministry program. The co-directors of Mentored Ministry shall recommend persons to their appropriate school Dean for approval to teach the Mentored Ministry courses.

*Approved, Faculty Committee, 03.09.2020*

- 3.2.14 Visiting Faculty (Voice and No Vote)

A member of the visiting faculty is normally a person who is an accomplished scholar or practitioner who joins the faculty of the Seminary on a temporary basis specified in the initial offer of contract, who relocates for the contracted period to fulfill particular needs of the Seminary's degree programs unable to be fulfilled by the regular faculty, either on account of teaching load or because of particular background or specialized expertise.

Visiting faculty are appointed by the Vice President of Academic Affairs/Provost upon the recommendation of the Dean of his or her respective school, subsequent to the recommendation of the regular faculty of that school.

## 3.2.14.1 Visiting Professor

A Visiting Professor is a person who has an earned terminal degree appropriate to his or her field of instruction.

## 3.2.14.2 Visiting Instructor

A Visiting Instructor is a person who has a master's degree appropriate to his or her field of instruction and who has demonstrated competency in the area of his or her teaching.

## 3.2.15 Faculty Associates: Knowledge/Information Professionals (Librarians) (Voice and No Vote)

All full-time knowledge/information professionals (librarians), hereafter referred to as faculty associates, who do not qualify for regular faculty appointment shall be appointed as faculty associates. These persons shall hold the professional rank of faculty associate IV, faculty associate III, faculty associate II, or faculty associate I.

Faculty associates may attend Plenary Faculty meetings or any other general information meetings of the faculty.

## 3.2.15.1 Faculty Associate IV

A faculty associate holding the rank of faculty associate IV shall normally have a professional doctorate, a master's in library science or its educational equivalent, and at least ten years professional experience.

## 3.2.15.2 Faculty Associate III

A faculty associate holding the rank of faculty associate III shall normally have a master's degree in library science or its educational equivalent, a second master's degree in a theological discipline and/or a professional doctorate, and a minimum of five years professional experience. This shall normally be the terminal rank of any person not having a professional doctorate.

## 3.2.15.3 Faculty Associate II

A faculty associate holding the rank of faculty associate II shall normally have a master's degree in library science or its educational equivalent, a second master's degree in a theological discipline and/or a minimum of three years professional experience. This shall normally be the terminal rank of any person not holding a second master's degree.

## 3.2.15.4 Faculty Associate I

A faculty associate holding the rank of faculty associate I shall normally have a master's degree in library science or its educational equivalent. A person can hold the rank of faculty associate I for a maximum of three years.

## 3.2.15.5 Part-Time Faculty Associates

Part-time faculty associates shall normally be granted the rank of faculty associates I-IV based on the same criteria as full-time faculty associates.

For appointment process see [Part 9.3](#).

## 3.2.16 Faculty Associates: Academic Administrators (Voice and No Vote)

## 3.2.16.1 Registrar

- The Registrar is an associate member of the faculty, *ex officio*.
- The Registrar shall maintain and administer the academic records of the Seminary and shall perform whatever other duties are assigned by the Vice President of Academic Affairs/Provost consistent with academic requirements of the Office of the Registrar.

### 3.2.16.2 Director of Admissions

- The Director of Admissions is an associate member of the faculty, *ex officio*.
- The Director of Admissions shall oversee all aspects of the admissions program of the Seminary and shall implement admissions policies as established by the Plenary Faculty.

*Approved, Board of Trustees, 11.09.09; Revised and Approved, Plenary Faculty, 08.30.10*

### 3.2.17 Retired and Emeritus Faculty (Voice and No Vote)

#### 3.2.17.1 Rights and Privileges of Retired Faculty

- Retired faculty are welcome to participate in all official faculty functions and activities.
- Retired faculty are welcome to attend faculty meetings with voice but no vote.
- Retired faculty may attend school meetings at the invitation of the Dean with voice but no vote.
- Retired faculty are welcome to march in all academic convocations, baccalaureates, and commencements.
- Retired faculty will have the same library privileges as regular faculty.
- Retired faculty will not be eligible for the stipend for office supplies.
- Retired faculty will be considered for office space on a space-available basis.

#### 3.2.17.2 Emeritus Professor

Emeritus Professor is an honorary rank given to persons with distinguished service to Asbury Theological Seminary who retired from the Seminary after at least 15 total years of service at Asbury Seminary. Recommendation for the rank of Emeritus Professor originates with the faculty member's school and is vetted through the Faculty Committee to the administration. The recommendation will be ultimately approved by the Board of Trustees. Retention of this rank is contingent upon the professor's ongoing commitment to subscribe to and embrace fully the Statement of Faith, the Statement of Mission, and the Statement of Ethos, as affirmed and implemented in the Code of Institutional Ethics and Values of the Seminary. Withdrawal of this honorary rank may be made upon recommendation of the President, in consultation with the Faculty Committee and the faculty member's respective school, and approval by the Board of Trustees.

#### 3.2.17.3 Procedures for Retirement

- Seminars: At intervals, depending upon need, the Office of Human Resources shall provide entry level seminars for faculty during which the Seminary's retirement program is presented and faculty are assisted in establishing their personal retirement package.
- Transitional Assistance: One year prior to retirement, the Office of Human Resources will assist retiring faculty in the development of a program to ensure a smooth transition into the retired status upon request.
- Retirement Banquet: The Faculty Committee will plan and host a retirement banquet for retiring faculty.

#### 3.2.17.4 Post-Retirement Program

Retired persons are not eligible for the Seminary retirement program and must, therefore, seek other programs, if desired, subsequent to retirement from the Seminary faculty. After termination, contributions are no longer paid into retirement.

*Board of Trustees, 05.07.2018*



## **Part 4: Continuing Formation of Faculty Members**

# Part 4: Continuing Formation of Faculty Members (includes: Promotion and Tenure Process)

## 4.1 Theological and Moral Formation as a Wesleyan Christian

The baseline for all members of the faculty is commitment to theological and moral formation as a Wesleyan Christian. This includes full embrace of the Seminary's "Faith Statement," "Ethos Statement," "Mission Statement," "Faculty Collegial Covenant," and commitment to continued growth in grace toward wholeness in the image of Jesus Christ. These documents provide the shape for individual faculty commitments.

## 4.2 Equivalency Factors for Calculating Years of Teaching Experience for Initial Rank, Promotion and Tenure

- 4.2.1 Two years of full-time undergraduate teaching at a college or university as a member of the regular faculty shall be equivalent to one year of teaching at a seminary.
- 4.2.2 Two years of effective service in full-time ministry shall be equivalent to one year of seminary teaching, if there is a direct connection between previous experience in full-time ministry and the teaching responsibilities at Asbury Theological Seminary. "Full-time ministry" includes serving as a pastor, chaplain, missionary, worship minister, Christian education director, or in denominational editorial service, college or seminary administration, denominational appointments, counseling ministry or missionary service. Normally no credit will be granted for part-time service.
- 4.2.3 The normal equivalency granted a new member of the regular faculty shall not exceed half of the base requirements for placement in an academic rank.

*Revised and Approved, Plenary Faculty, 09.27.10; Approved, Board of Trustees, 11.08.11*

(For teaching equivalency for Faculty Administrators becoming full-time faculty members, see [Part 2.10.2.2.](#))

## 4.3 Dimensions of Faculty Formation, Vocation, and Service

Formation and promotions involve assessment in areas of scholarly competence, teaching, service within the seminary community, and service to the church and wider community. Specifics about expectations in these areas are noted below.

Faculty members engage in scholarship to serve the Church and the world for the sake of the Kingdom of God. Asbury Seminary values the scholarly contribution of faculty and the various forms of scholarly endeavor that reflect the gifts and vocational call God has placed on each faculty person in the different seasons of life as a Professor.

Continuing scholarly engagement of faculty members and their ongoing scholarly contribution within their various fields is central to Asbury's mission. Therefore, although a baseline of scholarly expression is expected through writing and presentation, teaching, and service, beyond that, faculty members are permitted to negotiate with the Dean of their school the means by which they will demonstrate scholarly competence, reflecting the best use of their gifts in fulfilling their vocational call and the mission of Asbury Theological Seminary.

The teaching faculty with rank of Assistant Professor and higher, particularly those with sabbatical leaves, are encouraged to publish annually in "learned journals" and present a major book for publication at least every five years.

*Approved, Plenary Faculty, 05.1996*

#### 4.3.1 Formation of Scholars

- Definition of “Scholarly”<sup>1</sup>: Scholarship means engaging in original research, but the work of the scholar also means stepping back from one’s investigation, looking for connections, building bridges between theory and practice, and communicating one’s knowledge effectively. Accordingly, the term “scholarship” recognizes these four activities—*discovery*, *integration*, *application*, and *teaching*—as separate but overlapping dimensions of scholarship.<sup>2</sup>
- An activity shall be considered “scholarly” if it meets the following criteria:
  - The activity or work requires discipline-related expertise.
  - The activity or work is performed in a manner characterized by clear goals, adequate preparation, and appropriate methodology.
  - The activity or work and its results are appropriately documented and disseminated.
  - The activity or work has significance beyond the context of the individual member of the faculty conducting it: *significance* refers to scholarly contribution to a field of inquiry. This contribution might be measured in terms of the breaking of new ground; independence of thought and critical inquiry; or the work of integration, synthesis, or application.
  - The activity or work, including both the research process and results, is subjected to peer evaluation.

#### 4.3.2 Means of Documenting and Disseminating Scholarship

##### 4.3.2.1 Writing for Publication and Presentation

- Materials requiring pre-publication review: academic monographs and similar texts, whether authored or edited; articles for peer-reviewed journals; chapters for academic symposia; entries for academic reference works; papers for professional meetings; peer-reviewed web-based materials
- Materials suitable for post-publication review: books, whether authored or edited, designed as textbooks for use in higher education or for educated non-specialists, and chapters for inclusion in such books; web-based presentations of research
- For the sake of promotions, tenure, and sabbaticals, the faculty member’s school will be responsible for assessing materials that have not undergone traditional peer review. Where schools need assistance in verifying scholarly standards, they are encouraged to seek guidance beyond the confines of the school.
- Supportive materials: books, offprints, journals, magazines, copies of presentations, evidence of peer reviews of one’s work, sample URLs or printed copies of web pages
- Writing of various kinds serves the Church, but in all cases, a high level of rigor should be maintained. The type of writing (popular, mid-level, or technical) may differ by project and therefore applications for promotion or sabbatical should include a written rationale for the type of writing project. The rationale will be reviewed by the faculty member’s school, the Faculty Committee, and ultimately the Board of Trustees.

##### 4.3.2.2 Critical Engagement with the Work of Others

- Critical reviews published in peer-reviewed journals
- Bibliographical essays sketching the state of play in a discipline or sub-discipline
- Service on topical panels at scholarly or professional meetings
- Supportive materials: published materials such as offprints, programs from professional meetings

<sup>1</sup> Those activities excluded from “scholarship” would be (mere) attendance at professional and scholarly meetings.  
<sup>2</sup> Ernest L. Boyer *Scholarship Reconsidered: Priorities of the Professors* (San Francisco: Jossey-Bass, 1997).

#### 4.3.2.3 Additional Measures of Scholarly Eminence

- Editor or editorial board of a book series
- Editor or editorial board of a peer-reviewed journal
- Officer of a professional or scholarly society
- Invited lectureships and scholarly presentations
- Honors or awards from a professional or scholarly society
- Honors or awards for publications
- Supportive materials: copies of journal masthead, invitations, and citations
- Note: To qualify as scholarly work, services rendered must be an application and sharing of the faculty member's scholarship.

#### 4.3.3 Formation as Teachers

Central to Asbury Seminary's mission is the preparation, formation and teaching of students. The following are indicators of faculty growth and performance in the area of teaching.

- 4.3.3.1 Preparation of courses that demonstrate interaction with the current state of the discipline
- 4.3.3.2 Implementation of teaching strategies that allow students to engage with the critical resources of the field and the expertise of the Professor
- 4.3.3.3 Development of new courses or the integration into existing courses of material that reflects the cutting edge of the discipline
- 4.3.3.4 Mentoring students in preparation for advanced study or professional development in their discipline
- 4.3.3.5 Implementation of methodologies that challenge students to become engaged with the field and that reflect attention to various learning styles
- 4.3.3.6 Supportive materials, e.g., demonstrable, ongoing revision of course content to reflect critical engagement with the field; proposal of a curricular revision and/or preparation of a new course(s) due to transformations within the field; teaching portfolio documenting change in syllabi, course content (e.g., sample lecture outlines), or course materials

#### 4.3.4 Service within the Seminary Community and Guild

Service within the Seminary community is expected of all faculty members beginning in the second year of employment. They will serve on Faculty Committees, task force groups as needed, and on self-study committees. Expanded service to the Seminary community may include the following:

- 4.3.4.1 Providing leadership or significant involvement in the planning of major Seminary events such as Kingdom Conference, Asbury Institutes
- 4.3.4.2 Leading in the development of a new program within the Seminary
- 4.3.4.3 Mentoring other faculty
- 4.3.4.4 Serving on a team and/or committee of the Board of Trustees
- 4.3.4.5 Leading in the self-study process
- 4.3.4.6 Representing the Seminary for its advancement

Service within the guild may take the form of:

- 4.3.4.7 Holding a leadership position and serving on governing boards of scholarly or professional organization
- 4.3.4.8 Organizing meetings sponsored by professional organizations
- 4.3.4.9 Serving on accrediting bodies



#### 4.3.5 Service to the Church, Community and World

Service within the church, parachurch ministries, or the broader community may take varied forms such as:

- 4.3.5.1 Conducting applied research and evaluation relating to ministry and the mission of the church
- 4.3.5.2 Designing and creating ministry resources
- 4.3.5.3 Serving as a consultant
- 4.3.5.4 Serving on local church, district, denominational, or ministry organization boards or study committees
- 4.3.5.5 Providing seminars, conferences, or lectures for various audiences
- 4.3.5.6 4.3.5.6 Serving the Global Church (e.g., teaching at overseas seminaries, serving on mission boards)
- 4.3.5.7 Serving on community boards

### 4.4 Expectations for Reviews Under First Contract

#### 4.4.1 Review during First Contract as Assistant Professor

The candidate should have demonstrated baseline scholarly competence by means of a successful defense of his or her dissertation; should be able to articulate a scholarly agenda for the first five years of his or her appointment; and may have begun to participate minimally in appropriate means of dissemination of his or her scholarship.

Expectations in each of the areas of assessment are:

- 4.4.1.1 Scholarly writing for publication and presentation, e.g., book reviews, dictionary articles, essays in non-peer-reviewed serials, papers delivered at academic conferences.
- 4.4.1.2 Teaching, e.g., preparation of new course syllabi and materials, teaching portfolio, peer review of classroom.
- 4.4.1.3 Service to seminary and guild: e.g., regular participation in the meetings and work of the school and department, participation on a Faculty Committee, beginning attendance at professional Conferences,
- 4.4.1.4 Service to church and community: e.g., conducting workshops for a local church, conference, or parachurch organization.

### 4.5 Expectations and Process for Second Contract and Promotions

#### 4.5.1 Expectations for Second Contract as Assistant Professor

The candidate should demonstrate baseline scholarly competence through the articulation of a scholarly agenda for the next five years of his or her appointment; through beginning or continuing to participate in disseminating his or her scholarship. This includes:

- 4.5.1.1 Scholarly writing for publication and presentation: book reviews, dictionary articles, essays in non-peer-reviewed serials, papers delivered at academic conferences.
- 4.5.1.2 Teaching: ongoing revision of course syllabi and materials, teaching portfolio, peer review of classroom.
- 4.5.1.3 Service to Seminary and Guild: expand participation in school, department, and Faculty Committees, to service on task forces and self-study committees as needed, increasing participation in the guild, and consultative activity.
- 4.5.1.4 Service to Church and Community: e.g., conducting workshops for a local church, conference, or parachurch organization.

#### 4.5.2 Process for Consideration for second Contract as Assistant Professor

When a faculty member is to be considered for second contract, the Provost's office informs the Dean and the faculty member. The faculty member then prepares the written material as is listed below. When the materials are completed, the faculty member submits them to the Dean and school for approval and then the Dean submits them along with a letter of recommendation to the Provost's office. Then the Faculty Committee reviews the material and makes a recommendation to the Provost, President, and Board of Trustees.

The following materials should be submitted:

- 4.5.2.1 Narrative response describing ongoing "Theological and Moral Formation as a Wesleyan Christian," which addresses each element identified in that section (see [Part 4.1](#)).
- 4.5.2.2 Narrative response and documentation describing the way the faculty member is living out his or her vocation (in light of expectations described above for a second contract), guided by the descriptions in Formation as Scholars, Formation as Teachers (including course evaluations from the previous two years), Service to Seminary and Guild, and Service to Church and Community (see [Part 4.3](#)).
- 4.5.2.3 Updated curriculum vita.
- 4.5.2.4 Statement sketching how the candidate for review understands his or her contribution to and future with the Seminary.

#### 4.5.3 Expectations for Promotion to Associate Professor

The candidate should demonstrate baseline scholarly competence through the articulation of a scholarly agenda for the next five years of his or her appointment; through the ongoing and expanding dissemination of his or her scholarship, through means such as:

- 4.5.3.1 Scholarly writing for publication and presentation, e.g., materials requiring pre-publication review, materials requiring post-publication review.
- 4.5.3.2 Teaching, e.g., ongoing revision of course syllabi and materials
- 4.5.3.3 Service to Seminary and Guild: continuing service to the Seminary, increasing involvement in the guild, and consultative activity.
- 4.5.3.4 Service to Church and Community: e.g., conducting workshops for a local church, conference, or parachurch organization.

NOTE: Consideration must be given to agreements regarding redeployment of faculty energies—see [Part 4.6](#).

#### 4.5.4 Process for Promotion to Associate Professor

When a faculty member is to be considered for second contract, the Provost's office informs the Dean and the faculty member. The faculty member then prepares the written material as is listed below. When the materials are completed, the faculty member submits them to the Dean and school for approval and then the Dean submits them along with a letter of recommendation to the Provost's office. Then the Faculty Committee reviews the material and makes a recommendation to the Provost, President, and Board of Trustees.

The following materials should be submitted:

- 4.5.4.1 Narrative response describing ongoing “Theological and Moral Formation as a Wesleyan Christian,” which addresses each element identified in that section (see [Part 4.1](#)).
- 4.5.4.2 Narrative response and documentation describing the way the faculty member is living out his or her vocation (in light of expectations described above for a promotion to Associate Professor), guided by the descriptions in Formation as Scholars, Formation as Teachers (including course evaluations from the previous two years), Service to Seminary and Guild, and Service to Church and Community (see [Part 4.3](#)).
- 4.5.4.3 Updated curriculum vita.
- 4.5.4.4 Statement sketching how the candidate for review understands his or her contribution to and future with the Seminary.

#### 4.5.5 Expectations for Promotion to (Full) Professor

The candidate should demonstrate baseline scholarly competence through the articulation of a scholarly agenda for the next five years of his or her appointment; through a consistent track record and trajectory of participation in appropriate means of dissemination of his or her scholarship.

The expressions of scholarship listed below provide the continuing baseline for all associate and full Professors.

- 4.5.5.1 Scholarly writing for publication and presentation, e.g., materials requiring pre-publication review, materials requiring post-publication review.
- 4.5.5.2 Teaching, e.g., ongoing revision of course syllabi and materials.
- 4.5.5.3 Service to Seminary and Guild: continuing service to the Seminary, increasing involvement in the guild, and consultative activity.
- 4.5.5.4 Service to Church, Community and World: e.g., conducting workshops for a local church, conference, or parachurch organization.

NOTE: Consideration must be given to agreements forged regarding redeployment of faculty energies—see [Part 4.6](#).

#### 4.5.6 Process for Promotion to (Full) Professor

When a faculty member is to be considered for Full Professor, the Provost’s office informs the Dean and the faculty member. The faculty member then prepares the written material as is listed below. When the materials are completed, the faculty member submits them to the Dean and school for approval and then the Dean submits them along with a letter of recommendation to the Provost’s office. Then the Faculty Committee reviews the material and makes a recommendation to the Provost, President, and Board of Trustees.

The following materials should be submitted:

- 4.5.6.1 Narrative response describing ongoing “Theological and Moral Formation as a Wesleyan Christian,” which addresses each element identified in that section (see [Part 4.1](#)).
- 4.5.6.2 Narrative response and documentation describing the way the faculty member is living out his or her vocation (in light of expectations described above for a second contract), guided by the descriptions in Formation as Scholars, Formation as Teachers (including course evaluations from the previous two years), Service to Seminary and Guild, and Service to Church and Community (see [Part 4.3](#)).
- 4.5.6.3 Updated curriculum vita.
- 4.5.6.4 Statement sketching how the candidate for review understands his or her contribution to and future with the Seminary

## 4.6 Redeployment of Faculty Members

Faculty members whose gifting and vocational call lead them to invest more heavily in one area of scholarly expression may add to the baseline scholarly activities.

### 4.6.1 Process for Redeployment of Faculty Members

The appropriate school Dean with the Provost may approve faculty deployments that redistribute the standard Faculty Handbook workload percentages for pre-tenured and tenured faculty (see Part 4.11). These redistributions or redeployments should be defined such that promotions in rank and/or tenure are achievable within a clear and defined time frame.

### 4.6.2 The appropriate Dean, in consultation with the Faculty Committee, should clarify the research and writing minimums required for faculty who are seeking promotion and tenure whose redeployment emphasizes an area other than research and writing (e.g., mentoring, accreditation and assessment processes, strategic enrollment planning, and new degree/delivery system creation).

### 4.6.3 Care should be taken to maintain the significant scholarly output and contributions of the faculty while also recognizing the missional value of these various deployments. Deans, in consultation with the Provost, should monitor, preserve, and enhance the missional and fiscal value of faculty deployments and workload distributions.

## 4.7 Negotiating Focus of Scholarship

At the beginning of each evaluative cycle,<sup>3</sup> faculty members will meet with the Dean of their school to discuss their work as a Professor. Using the chart provided in the Faculty Handbook, the faculty member will prepare and make available to the Dean the proposed weighting of the expressions of scholarship for his or her work and the intended outcomes for each area in the coming evaluative period.

*Approved, Plenary Faculty, 05.22.08; Academic Affairs Committee of BOT, 09.18.08; Board of Trustees, 09.26.08*

## 4.8 Election to Tenure

The granting of tenure constitutes recognition of a record of faithful performance of all responsibilities intrinsic to the faculty position. It also recognizes that the faculty person has demonstrated that she or he embodies the ethos and general positions of the Seminary. As such, the granting of tenure represents a commitment by the Seminary to the faculty member, guaranteeing that she or he will not be arbitrarily dismissed.

## 4.9 Process for Consideration for Tenure

When a faculty member is to be considered for tenure, the Provost's office informs the Dean and the faculty member. The faculty member then prepares the written material as is listed below. When the materials are completed, the faculty member submits them to the Dean and school for approval and then the Dean submits them along with a letter of recommendation to the Provost's office. Then the Faculty Committee reviews the material and makes a recommendation to the Provost, President, and Board of Trustees.

In many cases, the application process for tenure will be concurrent with promotion to the Associate Professor. However, full Professor rank does not necessarily entail tenure.

### 4.9.1 Narrative response describing ongoing "Theological and Moral Formation as a Wesleyan Christian," which addresses each element identified in that section (see Part 4.1).

### 4.9.2 Narrative response and documentation describing the way the faculty member is living out his or her vocation (in light of expectations described above for a second contract), guided by the descriptions in Formation as Scholars, Formation as Teachers (including course evaluations from the previous two years), Service to Seminary and Guild, and Service to Church and Community (see Part 4.3).

### 4.9.3 Updated curriculum vita.

### 4.9.4 Statement sketching how the candidate for review understands his or her contribution to and future with the Seminary.

<sup>3</sup> Pre-tenure faculty members have a yearly formative evaluation. Tenured faculty members have a formative evaluation every 3 years unless otherwise specified by their Dean.

## 4.10 Development of Tenured Faculty

- 4.10.1 Further growth in understanding and/or competencies, in scholarship and professionally, is expected of all faculty members, including tenured faculty. Specifically, tenured faculty should demonstrate growing competence in (a) scholarship (b) teaching, (c) service within the Seminary community and guild, and (d) service to the church and wider community.
- 4.10.2 Review of tenured faculty occurs on a three-year, rotating schedule.
- 4.10.3 At the beginning of the three-year period, in conversation with the Dean of his or her school, the faculty member *identifies desired goals for performance* in each of the four areas of faculty competence named above.
- 4.10.4 In the final semester of the three-year period, the faculty member *provides* to the Dean of his or her school *qualitative and quantitative information*, including a brief self-assessment, for each of the identified goals.
- 4.10.5 In the final semester of the three-year period, the Dean and faculty member, in conversation together, *assess the faculty member's performance* in light of the identified goals and information provided.
- 4.10.6 Together the Dean and faculty member agree on *a set of new and/or revised goals to be established* for the next three-year period of review and assessment.
- 4.10.7 Following the review session, the Dean is responsible to provide a brief summary of the review; after both the Dean and the faculty person approve the report, it is forwarded to the Vice President of Academic Affairs and Provost. In cases where joint approval by the Dean and faculty person is not forthcoming, the faculty person may appeal to the Vice President of Academic Affairs and Provost.
- 4.10.8 In order to implement this policy, all tenured faculty members in the Seminary will be grouped in three classes. Non-tenured faculty will be added to the appropriate class in the year in which they receive tenure.

Faculty should prepare review materials using the following form:

THREE-YEAR REVIEW OF TENURED FACULTY			
Area of Competence	Objectives	Means of Assessment	Assessment
Teaching			
Scholarship			
School Service			
Church or Community Service			

An example of a review document:

THREE-YEAR REVIEW OF TENURED FACULTY			
Area of Competence	Objectives	Means of Assessment	Assessment
Teaching	<p>Develop/offer at least one course in the ExL Program.</p> <p>Increase my course evaluation scores in the area of timely feedback by 25% over the next three years.</p> <p>Read at least one book each year dealing with "learning styles."</p> <p>(4) Expose my students in core courses to Christian perspectives from areas of the world outside of the West.</p>	<p>Syllabus for ExL course developed and offered.</p> <p>Memorandum from Director of Distributed Learning documenting my involvement in the ExL Program.</p> <p>(2) Copies of course evaluation summaries.</p> <p>Summaries of books read.</p> <p>(4) Syllabi for core courses indicating relevant readings, modules, and, if possible, guest lectures.</p>	
Scholarship	<p>Increase my active participation in professional organizations related to my field, as determined by membership, attendance, and presentations.</p> <p>(2) Write for publication and have accepted in peer-reviewed journals at least 3 articles.</p>	<p>List of professional organizations to which I belong.</p> <p>List of professional meetings attended.</p> <p>List of papers presented at professional meetings.</p> <p>List of offices held in professional organizations.</p> <p>(2) Letters of acceptance from journals and/or offprints of articles published.</p>	
School Service	<p>Attend chapel at least once per week.</p> <p>(2) Work with the Dean to decrease the time I spend in Faculty Committee work; limit my committee activities to no more than one standing and one ad hoc committee per year.</p>	<p>Personal evaluation of chapel attendance.</p> <p>(2) Report from the Dean.</p>	
Church or Community Service	<p>Increase off-campus speaking engagements to one/month.</p> <p>(2) Rotate off of current Board commitments and limit my service to two Boards at any given time.</p>	<p>List of off-campus speaking engagements.</p> <p>(2) List of Boards on which I serve.</p>	

## 4.11 Formative Evaluation of Non- and Pre-Tenure Faculty

In order to facilitate progress toward promotion and, where applicable, tenure, and in order to anticipate formal review processes associated with contractual renewal, promotion, and, where applicable, tenure, non-tenured faculty will participate in an annual process of evaluation. The purpose of this process is *formative* (or developmental), not *summative*.

### Timing

At the beginning of a faculty member's first year of appointment, he or she will meet with the Dean of his or her school for the purpose of achieving an agreed-upon set of objectives and means of assessment for each professorial role (teaching, scholarship, School service, church or community service). Thereafter, this meeting will be held at the end of each academic year, for the dual purpose of evaluating the prior year's performance *vis-à-vis* those objectives and of achieving a new set of objectives and means of assessment. This process will be repeated until such time as a Faculty member is elected to tenure.

### Procedures

Using the chart (below), the faculty member will prepare and make available to the Dean in advance (a) a proposed weighting of the roles in his or her work as a faculty member for the coming year, (b) a series of objectives to be achieved in the coming year, and (c) means of assessing the degree to which each of those objectives is met successfully.

The sum of the proposed weights given each role should be 100 (100%). If the percentage allocated to teaching falls outside the range 50-55%, it will be presumed that the faculty member is proposing to teach something other than the normally defined full load (18 hours). Typically, the faculty member will list no fewer than 8-10 objectives: 3-4 in instruction and advising, 2-3 in research and writing, 1-2 in faculty service, and 1-2 in community/church service.

In preparation for the second and subsequent reviews, the faculty member will provide (a) the chart completed for the current year, including a self-evaluation of the year's performance and all documentation required by the proposed means of assessment, and (b) a new chart for the prospective year. The Dean will complete his or her own version of the current year's chart, offering on the basis on the faculty member's materials his or her own evaluative comments. On the basis of the review materials and discussion, the Dean will take responsibility for preparing both a summary of the current year's progress and a new chart for the coming year. Copies will be made available to the faculty member and maintained in the faculty member's permanent record.

Individual faculty members, at their discretion, may choose for purposes of support and accountability to involve a peer in the review meeting with the Dean.

Percentages on the chart are the normally accepted percentages. Exceptions may be negotiated with the Dean.

<b>FORMATIVE EVALUATION OF PRE-TENURED FACULTY</b>				
<b>Area of Responsibility</b>	<b>Likely Range</b>	<b>Objectives</b>	<b>Means of Assessment</b>	<b>Year-End Evaluation</b>
<b>Instruction</b> <i>Instructional Delivery</i> <i>Instructional Design</i> <i>New Courses</i> <i>Teaching &amp; Media</i> <i>Distributed Learning</i> <i>Content Expertise</i> <i>Course Management</i> <b>Guidance</b> <i>Serving on Research Committees</i> <i>Chairing Research Committees</i>	Range: 40-65%			
<b>Research and Writing</b> <i>Publications</i> <i>Books/Monographs</i> <i>Refereed Journals</i> <i>Non-Refereed Periodicals</i> <i>Reviews</i> <i>Recitals / Exhibits</i> <i>Other Media</i> <i>Editorial Committee for Journals</i> <i>Contributions to and Leadership in the Academy</i> <i>Papers Presented</i> <i>Offices Held</i> <i>Meetings Attended</i> <i>Lectureships</i> <i>Ongoing Research</i>	Range: 15-25%			
<b>Faculty Service</b> <i>Service on Standing Committees</i> <i>Serving on Other Seminary Committees</i> <i>Chairing Committees</i> <i>Sponsorship of Student Groups</i>	Range: 15-25%			
<b>Church or Community Service</b> <i>Active Participation in a Local Congregation</i> <i>Denominational and Para-denominational Service</i> <i>Speaking, Preaching, Concerts</i>	Range: 5-15%			



## 4.12 Expiration of Faculty Membership

### 4.12.1 Expiration of Appointment

A member of the faculty under a three-year or annual contract may be terminated at the end of the contractual appointment.

### 4.12.2 Resignation

Except in cases of emergency, any member of the faculty or teaching staff intending to discontinue service to the Seminary shall give a minimum of six months' notice prior to the end of the fiscal year which ends on June 30th to the Dean and through the Dean to the administration.

### 4.12.3 Expiration of Tenure

Upon termination of tenure, faculty persons may continue to serve as members of the faculty on annual contract if the Seminary needs to maintain their teaching positions, and their professional effectiveness receives positive evaluation based upon the evaluation processes for faculty set forth in these policies.

*Approved, Plenary Faculty, 05.TBD.96*

For information regarding Retired Faculty or Emeritus Status, see [Part 3.2.15](#).

## 4.13 Professional Development: Funds and Student Evaluations

### 4.13.1 Professional Development Funds

#### 4.13.1.1 Annual Determination

When the annual income from the faculty development endowment is determined, up to ten percent of that sum shall be placed in a contingency fund controlled by the Vice President of Academic Affairs/Provost for purposes of the professional development of faculty. The remainder of the annual income shall be divided equally among the regular, full-time faculty. The amount made available to each faculty member shall be set aside for professional development in the annual budget for each member of the regular, full-time faculty in each of the five schools.

An individual account will be established by the Business Office for each full-time faculty covered by this policy.

#### 4.13.1.2 Criteria for use of Professional Development Funds

- *Memberships.* Invoices or billings for annual dues for membership in professional societies and professional journal subscriptions are to be submitted to the Executive Assistant, Vice President of Academic Affairs/Provost for processing.
- *Attendance at professional meetings.* Expenses include registration and/or conference fees, round-trip travel, board and room. Invoices, bills, and/or receipts for all authorized expenditures are to be submitted to the Executive Assistant, Vice President of Academic Affairs/Provost for processing.
- *Grading, research, or teaching assistance.* The name of a student selected to be a grading or research assistant shall be turned in to the Executive Assistant, Vice President of Academic Affairs/Provost using the proper form. The grading/research assistant shall submit to the faculty person for whom they work a bi-weekly timecard for the faculty person to sign, authorizing payment.
- *Publication assistance.* The expenditure must be directly related to the publication of a manuscript (such as typing, reproduction, preparation of bibliography, proofing, copyright fees, indexing, etc.). Family of the faculty member may not be employed in these capacities. Invoices, bills, and/or receipts shall be submitted to the Executive Assistant, Vice President of Academic Affairs/Provost for processing and payment.

- *Sabbatical assistance.* The expenditure must be directly related to accomplishing the sabbatical project approved by the Board of Trustees. Expenses requested must relate directly to the project and the faculty member, not to members of his or her family. Authorized expenditures include travel to a site or sites for the purpose of research; room and board at such sites; travel costs such as visas, immunizations, airport taxes/duties, etc.; library or research center fees. Invoices, bills, and/or receipts for expenditures shall be submitted to the Executive Assistant, Vice President of Academic Affairs/Provost for processing and payment.
- *Exceptions.* Requests for the use of faculty development funds for purposes other than those listed here are made to the Vice President of Academic Affairs/Provost.

#### 4.13.1.3 Accrual of Professional Development Funds [PDF]

- Individual faculty members may accrue funds in their account from year to year. Future annual allotments, however, may not be committed in advance. Funds remaining in a faculty person's account at retirement will be returned to the corpus of the endowment.
- Individual faculty members may request the balance of their professional development funds at any time by contacting the Office of the Provost. If a faculty person expends all the funds available for that year, the Office of the Provost will notify her or him. Any financial obligations incurred by the faculty person beyond that point will be his or her personal responsibility.

*Approved, Plenary Faculty, 26 February 2001*

### 4.13.2 Student Evaluations of Instructors

#### 4.13.2.1 Frequency of Evaluations

All courses taught by full faculty, and by adjunct, affiliate, and visiting faculty will be evaluated, using the faculty-approved evaluation instrument.

#### 4.13.2.2 Conducting Evaluations

In order to assure the candidness of the evaluations, the following procedures should be followed:

- Evaluations are requested and submitted electronically. No identification is collected, and the course evaluations are anonymous.
- Professors are encouraged to announce the availability of evaluations in their courses
- Professors, Deans, and the Office of the Provost have access to aggregate evaluations for each course subsequent to the end of the semester and submission of final grades. The OIRE keeps only electronic copies of this information and summary reports are available to all faculty through the course evaluation system.

#### 4.13.2.3 Use of Evaluations

- Individual members of the faculty are encouraged to take course evaluation results seriously as they shape future course offerings, as well as in setting for themselves goals for growth in teaching and learning.
- Results from course evaluations will be included in the materials made available for tenure and promotion decisions.
- Deans will use course evaluations as a means of formative evaluation of individual members of the faculty as well as of the faculty as a whole.

## 4.14 Professional Development: Sabbaticals

Sabbaticals are an important part of the life of faculty members at Asbury Theological Seminary. While the individual faculty member certainly benefits from being granted a sabbatical, the work produced during that sabbatical typically will also benefit faculty peers, students, the seminary community as a whole, the academy, the church, and the larger public.

The economic commitment on the part of the seminary involved in awarding sabbaticals requires that the whole process be carefully monitored with several levels of accountability. Not only is the process for awarding sabbaticals a lengthy and multi-layered one, but the reporting of outcomes after the sabbatical is likewise multi-layered.

### 4.14.1 Purpose of Sabbatical Leaves

#### 4.14.1.1 Intensive Research:

The program of sabbatical leaves has been established at Asbury Theological Seminary in order to provide a faculty member the opportunity for “intensive academic research” and for self-improvement in one’s professional field. “Intensive academic research” is understood to include concentrated study in a special area within the faculty member’s field, or any one or more of the following purposes:

- Further, formal study in one’s academic area
- Publication of results of former research
- Research into new areas
- Publication of results of new research

#### 4.14.1.2 Non-Intensive Academic Sabbaticals

When a faculty member wishes to use a sabbatical leave for purposes other than “intensive academic research” (e.g., lecturing or teaching in a mission school, travel-study tour, pastoral ministry), an application shall be made to the Faculty Committee on the basis of the following conditions:

- The lecturing or teaching area shall be relevant to one’s own field of teaching.
- The lecturing or teaching area shall provide an opportunity for personal academic growth and increased academic effectiveness on the faculty of which the applicant is the member.
- Such a lecturing or teaching experience in a given school should be contributory to the aim and outreach of Asbury Theological Seminary.
- Not more than one out of three of a faculty member’s sabbatical leaves shall be used for this purpose.
- The matter of Seminary remuneration and/or remuneration from the school in which a person lectures or teaches shall be discussed with the Faculty Committee, which recommends to the Vice President of Academic Affairs/Provost. In the case of an exchange professorship, salary details are to be worked out by the administrations of the two schools involved.
- Direct involvement in some form of ministry.

#### 4.14.1.3 Unconventional Sabbatical

A faculty member may occasionally propose a project different from standard scholarly research and writing. In this case, application for sabbatical should include a written rationale for the type of project. The rationale will be reviewed by the faculty member’s school (which may also assess proposed methodology), the Faculty Committee, and ultimately the Board of Trustees. For additional information on Writing for Publication and Presentation see [Part 4.3.2.1](#).

#### 4.14.2 Granting of Sabbaticals

A sabbatical leave is not automatic. The granting of a sabbatical is based on the administrative assessment of the total teaching program, and the strength and suitability of the proposed research or study. The purpose of the Seminary's investment in the sabbatical leave is to enhance the Professor's personal and professional contribution to the work of the Seminary in future years.

##### 4.14.2.1 Special Leave of Absence

A tenured faculty member who is entitled to a sabbatical leave and who wishes to be a pastor or a visiting faculty member in a school other than a mission school shall present the application for a "special leave of absence" with financial details to be worked out with the officers of administration, in consultation with the Faculty Committee.

##### 4.14.2.2 Overseeing Sabbatical Absences

The Vice President of Academic Affairs/Provost may consider employing a Guest Professor, Visiting Lecturer, or Teaching Fellow during the sabbatical leave of a faculty member upon recommendation of the faculty member's Dean. It shall be understood, however, that faculty members teaching related subjects shall share the load of the faculty member on sabbatical providing they are not required to assume a working load that will impair their efficiency. Preferably only one faculty member from any department shall be on sabbatical leave during a given period.

##### 4.14.2.3 Publications

The teaching faculty with rank of Assistant Professor and higher, particularly those with sabbatical leaves, are encouraged to publish annually in "learned journals" and present a major book for publication at least every five years.

*Approved, Plenary Faculty, 05.1996*

#### 4.14.3 Eligibility for Sabbaticals

A member of the regular faculty may be eligible for a one-semester sabbatical after six semesters of teaching, or a two-semester sabbatical after 12 semesters of teaching. The two-semester sabbatical shall be planned to include the second semester and the first semester of consecutive academic years in order to make it possible for a Professor to take advantage of the summer months and to divide the sabbatical between two academic years.

#### 4.14.4 Accruing Credit toward Sabbaticals

A member of the regular faculty may start accruing credit semesters toward a sabbatical leave upon appointment to full-time service and may be granted academic leave after three years of teaching at Asbury Theological Seminary. For purposes of accruing sabbatical time, a teaching semester has reference to the first or second semester, excluding the January interterm and summer semester. Sabbaticals of both one semester and two semesters include the January interterm.

#### 4.14.5 Applying for Sabbaticals

The Provost's Office notifies the faculty member two years in advance that they can be eligible for a sabbatical in a particular semester. The following procedures shall be followed in applying for a sabbatical.

##### 4.14.5.1 Written Application

Using the sabbatical request form (see below), a faculty member shall make a formal request in writing for a sabbatical, containing a full and specific description of the professional project that is being proposed. The proposal should include a summary of the outcomes of the faculty member's most recent sabbatical (when applicable) as well as a clear statement of the expected measurable outcomes of the proposed sabbatical. It shall also include a written response to each section of the faculty covenant.

- Sabbatical proposals should be prepared in conversation with the faculty member's Dean, within the context of the faculty member's professional development plans.

- The formal proposal should be reviewed and approved by the faculty member's school and signed by the Dean prior to being submitted to the Faculty Committee.
- Applications should be made to the Faculty Committee at least 18 months in advance of the time suggested for the sabbatical. Please ask your school assistant to initiate the application process.
- Faculty members should provide a self-assessment in response to the "Collegial Covenant of Faculty Responsibility" in the Faculty Handbook as a part of applications for sabbaticals and all other formal faculty evaluations.

*Approved, Plenary Faculty, 03.01.10*

**Below is the template for the Application for Sabbatical. Please ask your school assistant to initiate the application process.**

### **Template for Application for Sabbatical**

Asbury Theological Seminary

The program of sabbatical leaves has been established at Asbury Theological Seminary in order to provide a faculty member the opportunity for "intensive academic research" and for self-improvement in one's professional field. "Intensive academic research" is understood to include concentrated study in a special area within the faculty member's field, or any one or more of the following purposes:

- Further, formal study in one's academic area;
- Publication of results of former research;
- Research into new areas;
- Publication of results of new research;
- Direct involvement in some form of ministry.

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Date of Submission

---

Name of Faculty Member

---

School

---

Dean of School & Date of Approval

---

Provost Signature

---

Requested for Term/Year

---

Last Sabbatical Term/Year

---

Chair Faculty Committee Signature

- I. Describe the projected purpose and outcomes of your most recent sabbatical:
- II. Describe the projected purpose and anticipated outcomes of your next sabbatical:
- III. Please provide a rationale for your proposed sabbatical by relating it to the “Purpose of Sabbatical Leaves” on p. 75 of the Faculty Manual
- IV. Response to collegial covenant of faculty responsibility:

### **Instructions**

As you develop your sabbatical proposal, please utilize the above form to submit your proposal to your Dean and school. It will then go to the Faculty Committee.

In completing the attached form, please indicate specifically how your sabbatical will meet the faculty policy requirements for sabbaticals. Do not simply indicate the sub-paragraph numbers to which your sabbatical applies but give a brief narrative account of how your sabbatical will meet one or more of those criteria. This will ensure that your request will be processed through the Academic Affairs Team of the Board of Trustees without having to be sent back to you for additional information. Both the Faculty Committee and the Academic Affairs Team of the Board of Trustees are very intentional in evaluating how well proposed sabbaticals meet the criteria for sabbatical.

#### **4.14.6 Review by Faculty Committee**

The Faculty Committee shall review each request in light of the criteria and recommend to the Vice President of Academic Affairs/Provost those considered suitable for sabbatical.

The Faculty Committee shall also provide a brief statement for the Board of Trustees about why a particular sabbatical was approved, noting the merits of the application, especially when anticipated outcomes are outside the normal expectations.

Applicants are best served by being as clear as possible about the sabbatical project and its value, what will be accomplished in the sabbatical period, and how that will be measured. It is important that academic rigor be demonstrated.

#### **4.14.7 Final Approval of Sabbaticals**

The Vice President of Academic Affairs/Provost shall submit her/his recommendation to the President. The President shall recommend to the Board of Trustees those to be considered for sabbatical. Permission for a sabbatical will be granted in writing by the Vice President of Academic Affairs after approval by the Board of Trustees.

#### **4.14.8 Conditions of Sabbaticals**

Prior to being granted the sabbatical, the faculty member shall agree to the following conditions:

##### **4.14.8.1 Return to ATS**

A faculty member taking a sabbatical must agree to return to Asbury Theological Seminary immediately following the sabbatical and remain for a minimum of one academic year.

##### **4.14.8.2 Sabbatical Salary**

Except in special cases mentioned below, the faculty member shall receive one's current salary for a one-semester sabbatical leave and shall receive not more than two-thirds of the annual salary for a two-semester sabbatical leave.

##### **4.14.8.3 Outside Remuneration**

For those on a one-semester sabbatical with full salary, remunerative activity beyond Sunday engagements generally is considered contrary to the purposes of the sabbatical program. Any desired exceptions must be approved as part of the leave agreement.

In the case of those on a two-semester sabbatical program, and receiving a partial salary from the Seminary, the following stipulations shall be observed: Should the faculty member wish to enter into major engagements outside the bounds of the stated sabbatical project with or without remuneration, and should the engagements in no way prejudice the stated sabbatical project, a specific account of each proposed major activity shall be submitted to the Vice President of Academic Affairs/Provost of Asbury Theological Seminary, including the time and remuneration involved, prior to the acceptance of such engagements.

#### 4.14.8.4 Major Grant

If a faculty member on sabbatical leave receives a major grant in excess of the travel and other necessary personal expenses, the salary paid by the Seminary shall be reduced proportionately.

#### 4.14.8.5 Waivers regarding conditions of sabbaticals

When special situations arise, which would indicate the waiving of any of the above conditions, the case shall be reviewed with recommendation by the Faculty Committee, the Vice President of Academic Affairs/Provost, and the President, with the President making the final decision.

### 4.15 Problems Arising in Execution or Completion of Sabbatical as Proposed and Approved

#### 4.15.1 Assumptions

It is the strong assumption that faculty members will complete their sabbatical projects specifically as approved (finally by the Board of Trustees). Any adjustment needed should pass through the processes described below. It is also assumed that the sabbatical project should be the first priority for a faculty member during the time of sabbatical. Faculty should exercise appropriate stewardship of their time and energy, such that minor invitations or projects should not endanger the sabbatical project itself.

#### 4.15.2 Examples of Problems that Could Arise

- a significant change of terms dictated by publishers or other significant research partner(s) necessary to the execution of the project;
- the weight of unrelieved (or newly developed) administrative duties;
- the rise of new (and significantly better) project opportunities than were first proposed (especially in light of the long lead time between sabbatical proposals and sabbaticals themselves);
- major technical problems (e.g., loss of data, major computer crash);
- larger circumstances beyond the faculty member's control: major family crisis, health developments, political upheavals, site disruptions, etc. that have threatened the capacity for completing a sabbatical.

#### 4.15.3 Process for Addressing Problems Arising

4.15.3.1 The Faculty Committee shall have the authority to negotiate with a given faculty member in crafting a necessary adjustment. The Board shall, of course, be kept informed (by the Faculty Committee Chair through the Provost to the Chair of the Academic Affairs Team of the Board) of such developments and shall receive a final report whenever the (adjusted) sabbatical is completed.

4.15.3.2 The faculty member must contact the Chair of the Faculty Committee as soon as it is clear that a disruption to the sabbatical has occurred, such that the proposed project cannot be substantially completed (i.e., over 80% of the original proposal). The chair of the Faculty Committee will contact the faculty member's Dean [or the Provost, if the faculty member is a Dean] to arrange a meeting for a three-way conversation aimed at repairing the situation and mapping an alternate pathway forward.

4.15.3.3 The Chair of the Faculty Committee shall lead the conversation (with the affected faculty member and his or her Dean [or with the Provost, if the faculty member is a Dean]) in reviewing the nature of the disruption, the possibilities for salvaging and/or adjusting the original sabbatical proposal, and setting the time frames for completion of the revised proposal. The Chair shall consult with and seek the approval of the full Faculty Committee (of the Faculty) regarding the proposed revisions.

- 4.15.3.4 For those disruptions that **do not** fundamentally change the nature of the sabbatical (but have essentially delayed its timely completion), a new timetable for completion will be set, taking into account the return to a normal teaching and administrative load. The Provost, the appropriate Dean, and the Chair of the Academic Affairs Team of the Board will be informed of the revised timetable, and a report from the faculty member will be expected at the newly established deadline. At that time, a final report will be made to the Faculty Committee.
- 4.15.3.5 For those disruptions that **do** fundamentally change the nature of the sabbatical, the faculty member (under the direction of the chair of the Faculty Committee) shall craft an alternative to the original proposal (and, if necessary, craft a new timetable for completion taking into account the return to a normal teaching and administrative load). The Provost, the appropriate Dean, and the Chair of the Academic Affairs Team of the Board will be informed of all revisions, and a report from the faculty member will be expected at the newly established deadline. At that time, a final report will be made to the Faculty Committee.
- 4.15.3.6 In general, it is understood that no new sabbatical should be applied for (or granted) until the previous sabbatical project (in its original or revised form) has been satisfactorily completed.
- 4.15.3.7 If the previous sabbatical had to be revised because of **uncontrollable circumstances** (such as those described above in the “problems” section), then the faculty member is permitted to remain on his or her original rhythm of sabbaticals as permitted by general faculty policy (assuming, of course, that the work of the previous sabbatical has been completed in its revised form).
- 4.15.3.8 If—in the absence of uncontrollable circumstances as described above—a faculty member has failed to complete (in a substantive way [i.e., over 80%]) the projected work of a sabbatical, then the Faculty Committee will not consider a request for the next sabbatical until the sabbatical project is substantially (i.e., over 80%) complete.
- 4.15.3.9 A faculty member who continues to experience difficulty in bringing a sabbatical project to satisfactory completion is encouraged to approach their school dean and the Faculty Committee for additional advice for crafting alternate arrangements to satisfy previous sabbatical applications. The chair of the Faculty Committee will bring any modified proposal before the Faculty Committee for review and approval.

*Approved, Plenary Faculty, 09.28.2020*

## 4.16 Sabbatical Report

A faculty member shall report fully in writing on the outcomes of his or her sabbatical project. This report is due to the faculty member's Dean and shall be reviewed by the faculty of the pertinent school in September (for spring sabbaticals) or February (for fall sabbaticals) prior to submission to the Faculty Committee of the faculty. The faculty member is responsible to attach to his or her report a copy of the approved sabbatical proposal or revision according to descriptions in previous section.

**The form can be found on Asbury Connect under the Faculty page or via the link [Sabbatical Report](#).**



## **Part 5: Academic Policies and Procedures Regarding Faculty Misconduct**

# Part 5: Academic Policies and Procedures Regarding Faculty Misconduct

## 5.1 Suspected Misconduct, Dishonesty, Fraud, and Whistle-Blower Protection<sup>1</sup>

Asbury Theological Seminary is committed to the highest possible standards of ethical, moral, and legal conduct. Consistent with this commitment, this policy aims to provide avenues for staff and faculty to raise concerns about suspected misconduct, dishonesty, and fraud, while also seeking to provide reassurance that faculty and staff will be protected from reprisals or victimization for whistle blowing in good faith.

Incidents of alleged sexual misconduct, as well as other forms of harassment and discrimination of a protected class, which take place on campus or on property owned or controlled by Asbury Seminary, at Asbury Seminary-sponsored events, or in buildings owned or controlled by Asbury Seminary's recognized student organizations, should be reported and addressed pursuant to the Seminary's Policies and Procedures on Equal Opportunity, Harassment, and Nondiscrimination, available online at: [asbury.to/harassmentpolicy](https://asbury.to/harassmentpolicy).

## 5.2 Marriage, Divorce, and Remarriage

Asbury Theological Seminary affirms and requires members of its faculty to uphold the sanctity of the marriage of a woman and a man as a divinely ordained relationship, instituted by God. This relationship is of such profound importance and significance that it can be used as a model of the relationship between Christ and the Church (Eph. 5:23). In the marriage bond, and without losing their own proper individuality, a woman and a man become a new entity, "one flesh," created by God (Gen 1:27; 2:24), which was the understanding of marriage Jesus affirmed as a divinely ordained, covenantal, lifelong, relationship blessed by God (Matt 19:4-6; Mk 10:6-9). Marriage is recognized as a loving, sanctifying, and joyful good for the spouses, and their family, and as one of the foundational elements for a healthy social order.

The Seminary seeks to uphold a biblical vision for lifelong, loving marriage. At the same time, we recognize that the Bible allows divorce, although tragic, in certain circumstances.

The Seminary will take necessary steps to encourage, comfort, and resource those members of the community who walk the path of fidelity.

The Seminary expects that persons who are experiencing a troubled marriage will recognize the importance of this community of support and will make good use of Seminary and other resources in their effort to bring healing and wholeness to their marriage.

The Seminary recognizes, however, that in certain limited situations the dissolution of a marriage is the course of last resort, only to be considered when all appropriate steps to heal the marital relationship have failed. In light of the Seminary's position on marriage and divorce, these policies will be implemented in a desire to provide the most redemptive resolution possible. The following policies reflect Asbury Theological Seminary's position as a religious, confessional community.

We believe the Seminary's Ethos statement commits us to the following:

### 5.2.1 Hiring of Divorced Persons

Normally, a divorced person will be considered for faculty appointment only under one or more of the following conditions:

- 5.2.1.1 Adultery, abuse, or abandonment by the other partner and not by the applicant. (Adultery, abuse, and abandonment are here deemed a severing of the covenant). Abuse, specifically, includes but is not limited to physical abuse, psychological abuse, and/or abandonment by the prospective candidate's spouse.

<sup>1</sup> Adapted from Evangelical Council for Financial Accountability, "Policy on Suspected Misconduct, Dishonesty, Fraud, and Whistle-Blower Protection" (440 West Jubal Early Drive, Suite 130, Winchester, VA 22601, O: 540.535.0103, O: 800.323.9473, Fax: 540.535.0533, [www.ECFA.org](http://www.ECFA.org), [info@ECFA.org](mailto:info@ECFA.org)).

- 5.2.1.2 Under the forgiving and restorative grace of God, an applicant who was responsible for severing the covenant of an earlier marriage may have grown to a new place of maturity in her/his walk with God. Such an applicant may be considered for faculty appointment on a case by case basis.

In addition, the following are required of any divorced candidate as a condition of employment:

- 5.2.1.3 The prospective faculty person has undergone appropriate counseling confirmed by a letter from a qualified treating provider(s).
- 5.2.1.4 The candidate provides the search committee all pertinent documents/information requested including, but not limited to, e.g., legal documents, proof of successful counseling, etc.
- 5.2.1.5 Although we understand that multiple divorces may also involve no fault or avoidable failure on the part of those being considered for hiring, cases where multiple divorces are present will receive careful evaluation.
- 5.2.1.6 The search committee may be assisted by a contracted, outside licensed Christian therapist who will assure appropriate and professional confidentiality, to examine the nature of the divorce with the permission of the candidate. In such a case, the licensed Christian therapist must be allowed by the potential employee via written consent to provide a report regarding the nature of the divorce to the Provost.

#### 5.2.2 Retention of Divorced Persons

The dean and the Provost/VPAA are informed as early as reasonably possible of any serious marital difficulty that might move toward divorce. Normally, a faculty member who becomes divorced while in the employ of the Seminary will only be retained as a faculty member under the following conditions:

- 5.2.2.1 Adultery, abuse, or abandonment by the other partner and not by the faculty member. (Adultery, abuse, and abandonment are here deemed a severing of the covenant.) Abuse, specifically, includes but is not limited to physical abuse, psychological abuse, and/or abandonment by the prospective candidate's spouse.

In addition, the following are required:

- 5.2.2.2 The dean and the Provost/VPAA are informed as early as reasonably possible of any serious marital difficulty that might move toward divorce.
- 5.2.2.3 The faculty member will choose an advocate to work through the following process with the faculty member. The advocate will be an employee of Asbury Theological Seminary and the advocate's role will be limited to an advisory capacity only.
- 5.2.2.4 When the faculty person's spouse files for the divorce:
- There must be evidence that the faculty person took reasonable and appropriate steps for healing of the marriage.
  - The faculty person has kept or is keeping the dean and the Provost/VPAA appropriately apprised of the situation.
  - The faculty person is willing to enter into appropriate counseling confirmed by a letter from the treating provider(s).
  - The faculty person provides the Provost with a report from the therapist about attendance and progress in counseling without specific detail.
- 5.2.2.5 When the faculty person files for the divorce:
- The faculty person must have consulted with the provost before this step and provide evidence of appropriate actions taken for the healing of the marriage. The respective dean must be informed of this consultation.
  - The faculty person has kept or is keeping the dean and the Provost/VPAA appropriately apprised of the situation.

- The faculty person is willing to enter into appropriate counseling confirmed by a letter from the treating provider(s).
  - The faculty person provides the Provost with a report from the therapist about attendance and progress in counseling without specific detail.
- 5.2.2.6 If requested by the faculty member and deemed appropriate by the administration, the faculty member may be granted a leave of absence or reduced faculty load.
- 5.2.2.7 When the process has been completed to the satisfaction of the Provost, the Provost's Office will provide a letter of completion to the faculty member.
- 5.2.2.8 The timeframe for the completion of the divorce policy process shall be mutually determined by the Provost/VPAA in consultation with the faculty member.

*Approved. Board of Trustees, 05.2023*

### 5.3 Faculty Dating Students

Asbury Theological Seminary recognizes and requires members of its faculty to recognize the overwhelming imbalance of power that resides in a faculty position and the potential dynamics of manipulation and coercion which inhere in a dating relationship between a faculty member and a currently enrolled Asbury Seminary student. In this context, dating is defined as any association that is romantic or emotionally and/or physically intimate in nature and has romance or intimacy as a goal. In order for faculty to fulfill their professional responsibilities to students, therefore, the Seminary does not approve of faculty dating Asbury Seminary students and, as a condition of employment, requires faculty to refrain from such conduct.

*Approved, Plenary Faculty, 02.09.09*

### 5.4 Harassment and Discrimination

Incidents of alleged sexual misconduct, as well as other forms of harassment and discrimination of a protected class, which take place on campus or on property owned or controlled by Asbury Seminary, at Asbury Seminary-sponsored events, or in buildings owned or controlled by Asbury Seminary's recognized student organizations, should be reported and addressed pursuant to the Seminary's Policies and Procedures on Equal Opportunity, Harassment, and Nondiscrimination, available online at: [asbury.to/harassmentpolicy](http://asbury.to/harassmentpolicy).

### 5.5 Theological Dispute Resolution

- 5.5.1 General Conduct in Relation to Confessional Position (in this document "confessional position" is defined as the Statement of Faith, Ethos Statement, Code of Conduct, or Mission Statement)
- 5.5.1.1 In their contact with students, particularly in the classroom, Professors shall affirm and emphasize the confessional position of the Seminary, and shall do nothing to undermine it.
  - 5.5.1.2 Professors shall have the right to deal with theological issues on a high level of accountability and without associating such issues with individual colleagues.
  - 5.5.1.3 Professors shall treat theological differences within the Seminary's confessional position with respect and shall not use the classroom or any other occasion to demean colleagues or academic divisions by name or by clear implication.
  - 5.5.1.4 Any diversity of opinion expressed in or out of the classroom shall be carefully related to an affirmation of the confessional position of the Seminary.
  - 5.5.1.5 Alleged deviations from the Seminary's confession shall not be discussed on campus.
- 5.5.2 Procedures for Handling Purported Deviations from Confessional Position
- Faculty are welcome to, but not required to, address these issues in a dialogical manner with the disputed colleague or to consult with the Faculty Committee chairperson or Faculty Committee representative without bringing it to the attention of the Provost.

The procedures outlined below shall be utilized only in the case of purported deviations from the Confessional Position (Statement of Faith, Ethos Statement, Code of Conduct, or Mission Statement) of Asbury Theological Seminary.

The stages indicated below shall be followed singly and in sequence, with the understanding that all the steps shall be used only if necessary. Resolved issues shall no longer be pursued on or off campus unless new and compelling evidence is forthcoming, in which case the entire set of procedures shall be followed again if necessary and in sequence.

All steps and procedures as outlined in the following shall be undertaken in recognition of the grace of reconciliation through the power and love of the Holy Spirit.

- 5.5.2.1 Stage 1: Submission of Concern, Meeting with Provost, and Response. Any member of the faculty who has substantial reason to believe that a colleague is setting forth views which are clearly opposed to the confessional position of the Seminary and which jeopardize the Seminary's life and mission shall present his or her concern to the Vice President of Academic Affairs/Provost, including all the evidence that supports the faculty member's concerns. The faculty complainant may be asked to put his or her concerns in a written statement. The Provost will then meet with the faculty respondent, who will have the opportunity to provide explanation, to address the evidence cited, and to provide additional or contradictory evidence. The respondent may also submit a written response. The main purpose of such a meeting shall be the clarification of views and if possible a resolution of the problem based on a common commitment to the confessional position of the Seminary.

If the Provost Office finds no cause, then the investigation will come to a close. If an investigation is closed and no cause is found, appropriate documentation will be retained in Provost Office files and not individual personnel faculty files.

- 5.5.2.2 Stage 2: Meeting with Investigative Panel

Should the meeting with the Provost fail to resolve the problem, the respondent shall appear before an investigative panel consisting of the Deans of the academic schools and the Vice President of Academic Affairs/Provost. The Provost/VPAA shall serve as moderator.

At this stage the charges and the supporting evidence along with the written responses from the complainant and the respondent shall be presented in writing through the Provost. The members of the investigative panel may question both the complainant and the respondent. The purpose shall be to clarify the issues, to clarify and to evaluate the evidence, and to affect reconciliation, if possible, on the basis of the confessional position of the Seminary.

- 5.5.2.3 Stage 3: Presentation of Findings

The investigative panel shall deliberate without the disputants in attendance. The panel will report its decision to the President.

The presence or absence of a violation of Confessional Positions will be presented to all key parties involved.

If the committee finds the faculty member in violation of the Confessional Position of the Seminary, then the matter is turned over to the Institutional process.

The committee shall make its recommendation(s) to the President through the Provost/VPAA. The President may accept, reject, or modify the recommendation(s) of the investigative panel. Should the panel's recommendation be to dismiss a respondent from the faculty, the President may choose to present this recommendation to the Board of Trustees. The decision of the trustees shall be final.

Failure to use and to comply with these procedures in the sequence outlined shall be regarded as a serious breach of institutional, professional, and Christian ethics and shall bring automatic censure.

Adjustments to some of the procedures will need to be made if the administrators, that is, the Deans, the Vice President of Academic Affairs/Provost, or the President, are themselves a party to a dispute.

## 5.6 Discipline of a Faculty Member

Discipline of a faculty member may result from verifiable violation of the Seminary “Statement of Faith,” “Ethos Statement,” and any of the policies set forth in the “Collegial Covenant of Faculty Responsibility.” Discipline of a faculty member may also result from a finding of responsibility under the Seminary’s Policies and Procedures on Equal Opportunity, Harassment, and Nondiscrimination, available online at [asbury.to/harassmentpolicy](https://asbury.to/harassmentpolicy).

Termination of membership on the faculty may be by expiration of faculty appointment, resignation, or dismissal.

### 5.6.1 Disciplinary Measures

Disciplinary proceedings are to be undertaken as a last resort. Only after reasonable efforts have been made to resolve issues and correct wrongs through appropriate administrative actions, such as warning letters, professional growth plans, and/or required professional counseling should dismissal proceedings be initiated. While the Seminary, any complainant, and the accused faculty member shall have the right to consult with legal counsel at any time during the process, such counsel shall not be present at hearings hereunder. Adequate time for preparing and presenting a defense is to be granted to the accused. The presumption of innocence is to be maintained until the conclusion of the proceedings. Proceedings will be confidential for all persons involved.

#### 5.6.1.1 Termination Procedures

A person with or without tenure may be removed from any of the instructional ranks of the faculty of the Seminary by disciplinary action because of moral delinquency, incompetence, failure to perform duties properly, violation of the Seminary’s ethos, the “Collegial Covenant of Faculty Responsibility,” or doctrinal deviation.

#### 5.6.1.2 Investigative Panel

When formal charges in the above areas are made against a faculty member and determined to have merit by the Vice President of Academic Affairs/Provost (“Provost/VPAA”), a faculty investigative panel comprised of five tenured full Professors shall be impaneled by the Provost/VPAA in consultation with the President and the chair of the Faculty Committee. The Provost/VPAA shall serve ex officio with voice but no vote. The panel shall hear the charges, assess the supporting evidence, and make decisions about appropriate recommendations to President.

#### 5.6.1.3 The Investigative Process

- All charges against an accused faculty member must be made in writing, together with specific documenting evidence. Hearsay evidence shall not be admitted into the proceedings. No evidence is to be accepted in which the person making accusations is unwilling to place them in writing and appear before the faculty investigative panel.
- The accused faculty member shall be presented with a copy of the written charges. The accused shall respond to the written charges in writing.
- Material in support of the action to impanel a faculty disciplinary committee shall be presented by a Seminary faculty member or administrator designated by the Provost/VPAA.
- The accused shall have the opportunity to present their case to the committee and face accusers (except in the case of harassment or sexual harassment). The accused is also permitted a faculty advocate of their choice from the regular faculty present.
- The faculty investigative panel, having heard the charges and having carefully weighed the supporting evidence as to their legitimacy may decide either to recommend or not recommend dismissal or other disciplinary measure to the President. The accused faculty member and all witnesses are to be excused during this deliberation, but to remain on call if additional information is needed. The panel’s decision is to be reported to the Provost.

#### 5.6.1.4 Final Action

- If the faculty investigative panel, by a majority vote of its full membership, concludes that the evidence verifies the charges which have been made, the panel shall recommend dismissal or some other disciplinary measure to the President.
- The President may accept or reject the recommendation for dismissal or other disciplinary measure. If disciplinary action other than dismissal is implemented by the President, the decision of the President shall be final. If the President chooses to recommend dismissal, the President shall report such recommendation, citing the evidence in support of dismissal at the next full or special-called meeting of the Board of Trustees.
- In the interests of presumed innocence and due process, no attempts are to be made by the faculty investigative panel, the administration, or any other faculty member to prejudice the case against an accused faculty member to any member of the Board of Trustees prior to or during this entire process.
- Having heard the accusations and the supporting evidence, the Board of Trustees may choose to follow the President's recommendation to dismiss the accused faculty member or impose some other disciplinary measure. In the case of an action of dismissal, such disciplinary action must be by a two-thirds majority vote of the Board of Trustees.

*Approved, Plenary Faculty, 02.09.09; Board of Trustees, 02.17.09*





## **Part 6: Academic Responsibilities of Faculty Members**

# Part 6: Academic Responsibilities of Faculty Members

## 6.1 Faculty Workload

Asbury Theological Seminary is a comprehensive professional and research Seminary. Its faculty serve as members of a community called to prepare theologically educated, sanctified, Spirit-filled men and women to evangelize and spread scriptural holiness throughout the world, through the love of Jesus Christ, in the power of the Holy Spirit, and to the glory of God the Father.

The faculty is responsible for the formation of students through robust training in biblical and theological orthodoxy within the Wesleyan tradition, equipping them with proven ministry skills, and continuing character and spiritual development. The discovery, creation, and transmission of biblical and theological knowledge and ministry practices are crucial to the advancement of theological wisdom and fresh capacities to contextualize the biblical narrative handed down by saints through the ages.

The Seminary serves students and scholars from across the world. Through a variety of areas and disciplines, the Seminary provides an environment in which new ideas are fostered. Its faculty members disseminate that knowledge to students in masters and doctoral degree programs, and in continuing education at all levels.

Because the Seminary is a comprehensive teaching and research Seminary, the academic units, faculties, programs, and students are heterogeneous. The students served by its programs, the qualifications and responsibilities of faculty members who provide instruction, and the many benefits to the Global Church are not easily categorized.

To provide the breadth of academic programs required of the Seminary, the faculty performs a complex combination of duties. These collective duties are termed “workload.” Workload may be defined as all faculty activities related to essential professional responsibilities: teaching, research, engagement with students, institutional and professional service, service to the Global Church, and professional development. The essential character of workload is established for faculty appointments in the guidelines for initial appointment, reappointment, promotion, and tenure within the Seminary and in the distribution of effort that directs each faculty member’s working schedule. Workload management requires the realistic assignment of a faculty member’s time and Seminary resources.

Faculty members are independent professionals without prescribed working hours. For some, the work period fits a conventional workday, five days a week. For most, the workday is more flexible, and ultimately more time consuming. Time commitment to teaching, grading, and research may fill days, late nights, and weekends during the fall and spring semesters. During the summer months many faculty members commit to rigorous research or academic preparation schedules or teaching abroad. Because of the flexible, overlapping, and complex nature of academic work, and because many faculty members are able to set their own schedules within a class-time framework, time spent in any one of the major areas of teaching, research, and service varies from day to day and may change markedly from semester to semester.

Given the flexibility in the distributed workload, the faculty recognizes the Seminary’s economic model depends not only on various revenue streams such as tuition, endowments, and gifts, but also upon the capacity to forecast teaching needs based upon projected overall general enrollment and specific class enrollments. Therefore, certain policies that follow seek to address this specific aspect as one component among the overall faculty workload.

### 6.1.1 On-Campus Responsibility

A member of the faculty on active duty is appointed for an academic year comprised of fall semester, January interterm, and spring semester. This requirement does not preclude the right to apply for absences from the campus in accordance with the specified policies of the Seminary.

### 6.1.2 Online Learning

Persons appointed to the regular faculty on or subsequent to 1 July 1998 are to make themselves available to teach in the variety of delivery systems that the Seminary offers, within load, each academic year. Final implementation will be made in consultation with a faculty member’s Dean.

### 6.1.3 Workload

A normal workload for regular faculty consists of 18 credit hours of teaching, 150 students annually, and other engagement with students as guided and approved by the school Dean. Approximately 50 percent of a faculty member's load is devoted to teaching, 20 percent to academic administration and student formation, 20 percent to research and writing, and 10 percent to service to the Church. Faculty mentoring doctoral students may have their load prorated, e.g., if teaching 12 hours, then 100 students and other engagement with students as guided and approved by the school Dean.

### 6.1.4 Overloads

Certain overloads to the standard faculty load as outlined above may be subject to additional compensation. When the Dean approves an overload, the faculty member will be remunerated at the standard policy rate for overloads. When the Dean requests a faculty person to teach an overload, payment will be made for that load in that semester.

*Approved, Plenary Faculty, 08.30.10; Board of Trustees, 11.08.10*

### 6.1.5 Summer School

Except in those cases where the faculty member and Dean agree to include summer-session coursework within the faculty member's normal load, summer school instruction will be compensated over and above the academic year base salary. A faculty member may choose not to teach in summer sessions. Retirement benefits are not paid for summer overloads. Compensation for summer school instruction is paid based upon an established scale per credit hour taught.

### 6.1.6 Overload Course Enrollment

The minimum enrollment in any overload course taught for the full overload stipend is ten degree students. When additional costs are involved (e.g., travel), the minimum number of students is increased beyond ten to defray those additional costs. If less than ten students register for the course, the Dean may negotiate with the faculty member to (1) cancel the course; (2) teach the course for prorated tuition income for the course (9/10, 8/10, 7/10, 6/10, 5/10). The course shall be cancelled if less than four students enroll.

### 6.1.7 Consideration for Supplemental ATS Income

The following principles will guide the Provost/VPAA in distinguishing between activities that are directly related to faculty responsibilities and, therefore, open to compensation, in contrast to those activities that, while important and valuable, are only indirectly related to faculty load:

- Benefit to the Seminary as a whole
- Not otherwise remunerated
- Prior approval by the administration
- Can be anticipated and budgeted
- System of accountability in place

*Approved, Faculty, 22 February 1993; Revised, Faculty, 22 May 1997*

### 6.1.8 Independent Studies/Courses/Research

Regular faculty members may offer up to 15 hours of independent studies and/or independent courses during each academic year. Exceptions may be granted by the Dean of the faculty member's school on a case-by-case basis. Compensation for independent research will be determined by the President's Cabinet.

*Revised, Plenary Faculty, 04.26.10; Board of Trustees, 05.04*

### 6.1.9 Cancellation of Classes

The minimum enrollment for a class to make is ten students, unless otherwise specified in the Faculty Handbook.

- 6.1.9.1 Regular faculty (inload). Four weeks prior to the first day of term, the Dean of a faculty member who has a class that may not make minimum enrollment will contact the faculty member. The faculty member will have two options. He/she may choose to cancel the class. In this instance, the faculty member will “owe” the Seminary another course to be made up within the next 12 months. Or, the faculty member may, *in consultation with the Provost and the Dean*, choose to proceed with teaching the course, with the understanding that an additional Seminary-related assignment may be made to be satisfied within the next 12 months.
- 6.1.9.2 Variation to Policy. Principles for guiding variations from this norm for minimum course enrollment shall include: (1) required for degree/program/major without option; (2) specialized courses for future study/ministry (but not major load for the faculty); (3) enrollment history for Professor for (a) semester, (b) year, and (c) previous years; (4) number of students in the program in which the course is part; (5) normally, not more than one exception per faculty member per year.
- 6.1.9.3 Regular Faculty in overload/Adjunct/affiliate/visiting faculty. Four weeks prior to opening day of class, the Dean of an adjunct, affiliate, or visiting faculty member who has a class that may not make minimum enrollment, in consultation with the Director of Global Learning, will contact the faculty member. If less than ten students preregister for the course, the Dean may negotiate with the faculty member to (1) cancel the course; (2) teach the course for prorated tuition income for the course (9/10, 8/10, 7/10, 6/10, 5/10); or (3) offer the course as an independent study for four (4) or fewer students at the current approved rate of pay for independent studies. In such cases where the course fulfills a core requirement and must be taken at that time, the Dean will notify the Registrar’s office that the student will not be assessed the independent study fee.
- 6.1.9.4 Global Learning: Regular Faculty/Adjunct/affiliate/visiting faculty. Four weeks prior to the first day of a term, the Manager of Academic Affairs for Asbury Global will consult with the Dean of an adjunct, affiliate, or visiting faculty member who has a class that may not make minimum enrollment and will contact the faculty member. If less than ten students preregister for the course, the Manager of Academic Affairs for Asbury Global may negotiate with the faculty member to (1) cancel the course; (2) teach the course for prorated tuition income for the course (9/10, 8/10, 7/10, 6/10, 5/10).
- 6.1.9.5 Time Factor. The decision to cancel a course must be initiated 20 business days prior to the start of the term and the concluding decision made and communicated to the Registrar ten business days prior to the start of the term.
- 6.1.9.6 Off-campus Classes. When additional costs are involved (e.g., travel), the minimum number of students is increased beyond ten to defray those additional costs.

*Approved, Plenary Faculty, 05.19.11*

#### 6.1.10 Class Scheduling Priorities

Working with the Deans, the Registrar has authority to schedule classes throughout the academic day, guided by the needs of the degree programs, and not by the preferences of individual faculty members. Negotiation of these preferences will be done within departments and schools, not between the individual faculty members and the Registrar.

*Approved, Plenary Faculty, 12.04.1995*

#### 6.1.11 School Service Contribution

All regular faculty members are expected to contribute to the administrative work of the faculty by serving on standing committees and ad hoc committees (e.g., faculty search committees, self-study committees, etc.). Generally, faculty members in their first year of appointment are exempted from participation in the administrative work of the faculty outside their own departments. Service as chair of some regular Faculty Committees (e.g., Curriculum Committee, Faculty Committee, institutional assessment committee, formation and students committee) comprises no greater workload than serving as chair of an ad hoc Faculty Committee. Persons who carry responsibility beyond that normally expected of regular faculty—i.e., chairs of some regular Faculty Committees—shall negotiate with the Dean on an annual basis for either a reduction in units taught or an administrative stipend. In either case, these persons are not excused from participation in the administrative work of the Faculty in other ways—e.g., service on ad hoc committees. Where the option chosen is a reduction in units taught, the faculty load formula used to determine load ratio shall be adjusted in terms of numbers of both courses and students expected to be taught. The Dean is responsible to maintain an accounting of faculty participation in the administrative work of the faculty so as to ensure general parity.

*Approved, Plenary Faculty, 02.19.01*

#### 6.1.12 Occasional Course Presenters

In the case of a Professor using a non-ATS faculty presenter for more than 25 percent of course presentation content, the Professor will be required to seek approval from the Academic Council prior to start of the course. In the case of an emergency involving the Professor of record, or an unforeseen opportunity, the Dean will make appropriate arrangements to cover the course.

*Approved. Plenary Faculty, 05.17.07; Board of Trustees, 11.13.07*

#### 6.1.13 Attendance at Official Events

All regular faculty members are expected to attend all faculty meetings (departmental, school, Plenary) unless permission to be excused is obtained in advance. Unless excused by the President, members of the faculty are expected to be in attendance at all official functions of the faculty and of the Seminary (e.g., convocation, commencement, and faculty retreat).

*Approved, Plenary Faculty, 08.30.10*

#### 6.1.14 Office Hours

Among those areas of responsibility that together comprise a Professor's contribution to Asbury Theological Seminary, the faculty has clear expectations of its members regarding contact with students in addition to time allocated to teaching. Today, contact takes many forms, including email, phone conversations, video conferencing, and office hours, as well as less formal opportunities for interaction. The faculty values all these options and presumes that, in each of these media, its members will be responsive to students.

The faculty also recognizes that time formally set aside on a regular and consistent basis is needed for interaction with students in one's classes and expects its members to set aside:

- A minimum of three hours/week during the fall and spring semesters of instruction.
- Equivalent online office hours should be provided for online students.
- For those members of the faculty who have scheduled themselves to teach in January and/or summer sessions, additional office hours during the term(s) in question.

The faculty does not expect its members to be continuously available to students during normal working hours nor outside of semesters of instruction. Faculty will post their office hours on their syllabi, on their doors, and/or with their school Administrative Assistant and provide the procedures students may follow to arrange meetings with them.

*Plenary Faculty, 05.23.01*

#### 6.1.15 Conflict of Interest

Although a full-time appointment to the faculty of Asbury Theological Seminary presumes one's professional life will be devoted to the educational mission of the Seminary, the faculty also recognizes both a missional impulse for its members to involve themselves in service beyond the formal boundaries of the Seminary and the benefits that accrue to the Professor and the Seminary through those involvements. Outside involvements of this nature are defined as short-term and periodic—e.g., speaking at conferences and workshops, leading retreats, and guest preaching or teaching or performance.

When a Professor contemplates a regular commitment that has the potential to extend beyond three months and which has the potential to occupy time that would normally be devoted to the Professor's professional contribution to the Seminary, she or he is expected to take the following steps: (1) outline orally or in writing the opportunity and its potential requirements with his or her Dean, and receive, in writing, a response from his or her Dean regarding this potential commitment; and (2) enter into a relationship of accountability with his or her Dean (or a person or persons delegated by the Dean for this purpose) to monitor, on no less than an annual basis, the nature of this commitment and its relation to the professional life of the Professor. The Dean may also initiate the conversation outlined here. "Regular commitment" may refer to employment, whether involving financial remuneration or not, by any organization or business outside the Seminary, including one in which the Professor is self-employed.

*Approved, Plenary Faculty, 04.23.01*

## 6.2 Class Attendance and Absences of Faculty Members

### 6.2.1 Underlying Principles

- 6.2.1.1 A faculty member's first professional responsibility is to one's academic duties at Asbury Theological Seminary.
- 6.2.1.2 The administration is amenable to receiving reasonable requests for absences in order that faculty members may fulfill, during the regular academic year, a limited number of professional assignments, such as Bible conferences and missionary conferences participated in by a group of churches, ministers' conferences, and professional conferences.
- 6.2.1.3 The periods of time between the academic terms, and during the summer when a faculty member chooses not to teach in the summer school, are appropriate times for such ministries to local congregations.
- 6.2.1.4 It is the responsibility of each faculty member to see that such extra-curricular assignments do not hinder in any way the effective fulfillment of the regular teaching duties at the Seminary.

### 6.2.2 Excused Class Absences

- 6.2.2.1 Personal. If classes need to be missed because of personal emergencies (funerals, illnesses, etc.), arrangements for these shall be made in consultation with the Dean of the respective school.
- 6.2.2.2 Professional activities. No more than one week of classes per semester may be missed for attendance at professional meetings, professional activities such as speaking/lecturing, and/or institutional representation.
- 6.2.2.3 Institutional activities. Absences from classes in order to fulfill institutional responsibilities shall be arranged for on an ad hoc basis in consultation with the respective Deans.
- 6.2.2.4 Procedures Regarding Class Absences. In all cases except unavoidable emergency, advance notice of any planned absences must be given to the respective Dean. It is the faculty member's responsibility to arrange for covering any missed classes. The total number of absences for professional and institutional activities should not exceed one week per semester. The Vice President of Academic Affairs/Provost may approve exceptions.

*Approved, Plenary Faculty, 05.18.1995*

### 6.2.3 Outside Invitations

When a faculty member has an invitation from the outside which involves absence from one's teaching duties at the Seminary, the possibility of such absence from the Seminary should be cleared with the administration before the invitation is accepted.

- 6.2.3.1 Obtaining Permission. During the regular academic semesters, permission for any faculty absence involving a class day or an individual class is to be secured in writing from the Dean of the faculty member's school. All requests for faculty absences should be made in writing to the Dean.
- 6.2.3.2 Interterm and Summer School. Because of the intense instructional schedule during the sessions of the Interterm and the summer semester, any faculty absence from classes is discouraged.
- 6.2.3.3 Reporting Unexpected Absences. Faculty sickness involving absence from a class or classes is to be reported at once to the school Dean and Registrar.

## 6.3 The Syllabus and Instructional Materials

### 6.3.1 Availability of Syllabus

A faculty member shall prepare a syllabus for each course offered. An electronic copy should be made available to students prior to registration for the semester or term in which the course is taught. Final, electronic copies of all syllabi must be posted, which will serve to archive syllabi for assessment purposes.

*Approved, Plenary Faculty, 05.21.09*

### 6.3.2 Structure of Syllabus

Asbury Theological Seminary has adopted an approved syllabus template. Please use the current syllabus template.

### 6.3.3 All syllabi should include the following:

- 6.3.3.1 Course number, title, hours/units of credit, description, and prerequisites (derived from the Academic Catalog)
- 6.3.3.2 Name of Professor, office hours, and contact information
- 6.3.3.3 Plagiarism Policy— "Academic integrity is expected from every student. Plagiarism, that is, 'presenting ... another's ideas or writings as one's own,' is considered a serious violation of trust and is not acceptable. Detailed information including penalty for plagiarizing is to be found in the Student Handbook."
- 6.3.3.4 Student Learning Outcomes (SLO)
- 6.3.3.5 Required textbooks (approximately 400-500 pages per unit of credit is expected), with full bibliographic information, ISBN, and cost
- 6.3.3.6 Recommended textbooks and/or additional course bibliography, with full bibliographic information, ISBN, and cost
- 6.3.3.7 Course requirements
- 6.3.3.8 Means of evaluation (e.g., reviews, research papers, examinations), with means of evaluation clearly weighted with respect to the final grade
- 6.3.3.9 Course schedule
- 6.3.3.10 The approved Asbury Theological Seminary attendance policy

*Updated Plenary 5.6.13*

### 6.3.4 Syllabi Coherence and Reviews

6.3.4.1 Common program concerns: Every required course is to address each of the following questions in a substantive way—i.e., with regard to student learning outcomes, course content, and course evaluation.

- How does the substance of this course relate to other areas of the theological curricula and the humanities more generally?
- How does the substance of this course relate to the practice of Christian ministry?
- How does the substance of this course relate to the global and historical character of the church as well as the multi-ethnic and cross-cultural nature of ministry?
- How does the substance of this course relate to a biblical and Wesleyan conception of the gospel?
- How does the substance of this course relate to personal spiritual formation of the student?

6.3.4.2 Coherence among course syllabi in departments: The diversity of the faculty (including regular, affiliate, and adjunct faculty across the school's three campuses) underscores the need for intentionality in ensuring that students on each campus, working with various faculty, but taking the same course, receive a comparable educational experience. Without encouraging course or faculty cloning, the Seminary intends to underscore the importance of a community of teaching and learning, of curricular coherence, and of measurable assessment outcomes.

6.3.4.3 School Review of Syllabi:

- Schools are to adopt and maintain shared student learning outcomes, standards for shared content, and means of common assessment for courses offered by more than one faculty person.
- Schools are to adopt a three-year cycle for reviewing all syllabi (including the current or most recent syllabi used by all faculty—regular, affiliate, and adjunct—approved to teach the course in question) for required courses, for MDiv and all MA programs, to ensure that these goals, standards, and means are maintained.

6.3.4.4 Comprehensive Review of Syllabi:

- The Curriculum Committee shall maintain a two-year cycle for reviewing all syllabi for required courses.
- Even years: biblical studies; Christian leadership and discipleship; core formational courses.
- Odd years: formation, mission, and cultural context; preaching and worship; theology, philosophy, and church history.
- In reviewing syllabi, the Curriculum Committee will concern itself with the following mandates: Course number and title (copied from the Academic Catalog); hours/units of credit (copied from the Academic Catalog); prerequisites (if 600- or 700-level) (copied from the Academic Catalog); name of Professor; enrollment limitations; student learning outcomes (using the form: *"Having successfully completed this course, the student should be able to...."*); required textbooks (approximately 400-500 pages per unit of credit); recommended textbooks and/or additional course bibliography; course requirements; means of evaluation (e.g., reviews, research papers, examinations); and course schedule.



- Required courses should address each of the following questions in a substantive way—i.e., with regard to course objectives, course content, and course evaluation—and in a way observable to an external reviewer: (1) Does the substance of this course relate to other areas of the theological curricula and the humanities more generally? (2) How does the substance of this course relate to the practice of Christian ministry? (3) How does the substance of this course relate to the global and historical character of the church as well as the multi-ethnic and cross-cultural nature of ministry? (4) How does the substance of this course relate to a biblical and Wesleyan conception of the gospel? (5) How does the substance of this course relate to personal spiritual formation of the student?

#### 6.3.4.5 Required Courses

Syllabi for each required course should include the Student Learning Outcomes, shared content, and shared means of assessment for that course, and this level of coherence should be observable to an external reviewer.

#### 6.3.4.6 Elective Courses

Syllabi for each elective course must include at least the common Student Learning Outcomes adopted by the school for that course, using the language found in the appropriate section of the Academic Catalog.

*Plenary Faculty, 04.17.00; 09.10.01*

### 6.3.5 Travel Courses

Travel courses at Asbury Theological Seminary are defined as courses that include face-to-face instruction at a location other than the approved campuses and instructional sites. These courses may include a domestic or overseas cultural immersion or attendance at a significant conference related to course content. These courses will count toward residency under an exception to the Association of Theological Schools Standard, ES2.1.1. Any travel courses must be approved by the school Dean and must meet the same requirements as all other courses as listed in the Faculty Handbook including:

- Course number, title, hours/units of credit, description, and prerequisites
- Name of Professor, office hours, and contact information
- Plagiarism Policy
- Student Learning Outcomes (SLO)
- Required textbooks (approximately 400-500 pages per unit of credit is expected), with full bibliographic information, ISBN, and cost
- Recommended textbooks and/or additional course bibliography, with full bibliographic information, ISBN, and cost
- Course requirements
- Means of evaluation (e.g., reviews, research papers, examinations), with means of evaluation clearly weighted with respect to the final grade
- Course schedule
- The approved Asbury Theological Seminary attendance policy

In addition to these requirements, travel course courses must provide timely information to students regarding travel expenses, visa requirements, immunizations and other pertinent travel information. Students will be required to sign a travel waiver prior to the trip. Travel courses, while not taking place on campus, are bound by the Seminary's Ethos Statement.

### 6.3.6 New Course Proposals

- 6.3.6.1 New courses to be added to the Academic Catalog will first be reviewed within the appropriate department and school for appropriateness and need.
- 6.3.6.2 Schools will forward new course proposals to the chair of the Curriculum Committee for review by the committee.
- 6.3.6.3 The Curriculum Committee will use the following criteria in evaluating a proposed course:
- Suitability of the course syllabus
  - Justification of need for the course
  - The Professor(s) proposing the course must demonstrate that the major thrust of the course's content and methodology is appropriate to the department and/or school within which the course is to be taught.
  - If the course significantly overlaps the content or methodology of a course or courses in another department or school, the Dean shall consult with the other department(s) before forwarding the recommendation to the Vice President of Academic Affairs/Provost.
  - Cross-listed courses must have the approval of the two departments (or schools) within which the course is to be listed. Courses may not be listed across more than two schools.
  - In departments and/or schools where the course listings are stabilized (i.e., where new courses are proposed apart from the addition of new faculty), the proposed new course shall be accompanied by an "impact statement" indicating either what course will be removed from the Academic Catalog in order to allow the introduction of this new course or what change in the Professor's teaching schedule or in the curriculum makes possible the addition of this course.
  - Once approved, New Course Proposals shall be forwarded to the Office of the Vice President of Academic Affairs/Provost by the chair of the Curriculum Committee.
  - The Office of the Provost in collaboration with the Registrar will assign a course number to the new course.
- 6.3.6.4 The school through which the course will be offered must approve all courses offered by adjuncts and affiliate faculty each time the course is taught.
- 6.3.6.5 No course can be submitted to the Registrar for scheduling without having been through the entire approval process.

*Approved, Plenary Faculty, 02.15.1982; 05.16.1996*

### 6.3.7 Tutorial/Pilot Courses

#### 6.3.7.1 Proposed Tutorials/Pilots

Syllabi for proposed tutorials/pilots numbered 550, 650, or 740 or 750 are to be presented for approval of the Curriculum Committee.

#### 6.3.7.2 Limitation on Tutorials/Pilots

Such courses may be offered three times as a tutorial/pilot. After the third offering, however, if there is a desire to continue the course, it must be presented for approval through the normal process.

*Approved, Plenary Faculty, 05.17.1989*

### 6.3.8 Catalog Listings of Courses

#### 6.3.8.1 Dropping Courses

Courses not offered within five academic years will be dropped automatically from the Academic Catalog. The Vice President of Academic Affairs/Provost will inform each department or school of courses scheduled to be dropped during the fall semester of the academic year prior to their exclusion.

#### 6.3.8.2 Reinstatement of Dropped Courses

A school may petition the Curriculum Committee for reinstatement no later than 1 February of the academic year prior to the year that the course is to be offered, indicating the plans for offering the course, together with the syllabus for the course. If the course description diverges substantively from its former listing in the Academic Catalog, it will be regarded as a new course requiring approval through the normal process.

Courses not reinstated within five years after removal from the Academic Catalog will be considered as new courses and will follow the procedure for listing of new courses.

### 6.3.9 Use of Copyrighted Materials

With regard to the use of copyrighted materials for instruction and research, faculty are governed by the policies set forth in the “Asbury Theological Seminary Copyright Manual.”

### 6.3.10 Criteria for Asbury-Credited CEU Events

To receive Asbury CEUs, an event must:

- Be conducted with the proper administrative and faculty oversight, including design, approval, staffing, financing, and evaluation. Qualified teachers must hold an appropriate graduate theological degree (master’s or terminal) and demonstrate substantial experience in the field in which one is teaching.
- Be compatible with Asbury’s theological distinctives, ethos, and mission.
- Target a clearly identified education need(s), utilize appropriate methodologies that serve the program level outcomes of Asbury’s lifelong learning priorities, and include some form of assessment to know if the outcomes were met.
- Follow the process required for the issuance of continuing education units.

## 6.4 Grading Policy and Addressing Grade and Course Complaints

### 6.4.1 Philosophy of Grading

6.4.1.1 The function of grades is to evaluate student achievement of student learning outcomes.

6.4.1.2 Grading must reflect graduate-level work. This implies competency in such areas as focus on the subject at hand; discovery of data; ability to question, analyze, and integrate; to reconsider and synthesize; capacity to integrate old and new data; depth and maturity of knowledge; skills to make growth in ministry possible; and originality and creativity.

6.4.1.3 Criteria-based grading works on measurable student learning outcomes clearly defined.

### 6.4.2 Parameters for Grading

Professors should use a range of experience for measuring grade levels. These may include written or oral work, research assignments, and group interaction and individual presentation, ministry experience, and theological reflection. The following criteria should factor in the theological education and evaluation of all students:

6.4.2.1 Sequencing, cogency, and clarity of argumentation, showing the force of logic, the merit of comprehension, the power of well-defined argument.

6.4.2.2 Style and presentation, demonstrating economy and facility in language usage, including form, content (substance), and appearance (formatted manuscripts).

- 6.4.2.3 Documented research, manifesting the meaning of documentation, as well as proper forms of documentation.
- 6.4.2.4 Independence, judgment, and evaluation, showing how graduate students think for themselves, do their own work without copying another's scholarship, and evaluate sources of information.
- 6.4.2.5 Preparation, mastering key content and concepts, demonstration of knowledge, and showing evidence of preparation for class work.
- 6.4.3 Integrity in Grading
  - 6.4.3.1 Faculty must follow through on the goals of each course, grading on the basis of objective outcome achievement. Outcomes must consistently define the framework for measuring performance in each course.
  - 6.4.3.2 Measurable outcomes must appear in the class syllabus.
  - 6.4.3.3 Professor's evaluation of assignments must be based on published and measurable outcomes.
  - 6.4.3.4 If the Professor and class wish to enlarge or revise original syllabus outcomes after the semester begins, revisions must be copied in writing to all members of the class.
- 6.4.4 Substantive and Timely Feedback
 

Faculty expectations for substantive and timely feedback are based on the following baseline: For assessments of student work during the course of the academic term, the expectation of "timely" feedback is met when students have their work marked, graded, and returned *within one week of its submission*, and, in the case of classes enrolling more than 40 students, two weeks. Additionally, the faculty expects that, when assignment "B" builds on assignment "A," assignment "A" should be returned before assignment "B" falls due.

Regarding feedback, for assessments of student work during the course of the academic term, the expectation of "substantive" feedback is met when students receive responses that alert them to *what they have done well* and *how they might improve* their performance in subsequent work.
- 6.4.5 ATS Grades and British Standards
 

Visiting, affiliate, and adjunct faculty from institutions in the United Kingdom, or whose evaluation systems follow that of the United Kingdom, are familiar with the following marking scheme:

Percent (%)	Marking Scheme
70+	First Class Honours (=1 <sup>st</sup> )
60-69	Second Class Honours, Upper Division (=2.1)
50-59	Second Class Honours, Lower Division (=2.2)
40-49	Third Class Honours (=3 <sup>rd</sup> )
35-39	Pass Degree (possibly)

In comparing Asbury Theological Seminary standards with the scheme used in the United Kingdom, the marking equivalents below apply:

UK Mark and Letter	ATS Letter	ATS Grade
70+ (A/A+)	A	4.0
66-69 (B/B+)	A-	3.7
62-65 (B-/B)	B+	3.3
58-61 (C+/B-)	B	3.0
54-57 (C/C+)	B-	2.7
49-53 (D+/C-)	C+	2.3
44-48 (D/D+)	C	2.0
40-43 (D-/D)	C-	1.7
36-39 (E+ = condonable fail)	D+	1.3
32-35 (E-/E = condonable)	D	1.0
28-31 (F/E-)	D-	0.7
01-27 (F)	F	0

#### 6.4.6 Course Complaints

The student who has a course-related complaint (e.g., course grade, timely and substantive feedback, late work, incomplete work, interpretation of course requirements, etc.) with a Professor should talk first with the professor involved. If the Professor is satisfied that the issue is one of fact, he/she may suggest a resolution to the complaint. If the student agrees with the faculty member's judgment, the matter shall be concluded.

If the student and Professor do not agree whether the issue is one of fact or judgment, the student will consult with the Dean of the Professor's school. The Dean, on the basis of a conference with the faculty member, will make a preliminary decision regarding whether the matter is one of fact or judgment and will inform the faculty member and the student of his/her decision, in writing. If the Dean indicates that the issue is one of judgment and the student accepts the decision, the matter may be terminated. Or, if the Dean's preliminary decision is that the issue is one of fact, and the faculty member agrees and acts accordingly, the matter may be terminated.

If the student or the faculty member does not agree with the Dean's preliminary decision, the matter may be presented to the Academic Council in writing for discussion and recommendation. The council shall invite the faculty member and the student involved to participate in the discussion, though the final decision will be made in executive session. If the Academic Council decides that the issue is one of fact, it shall direct the faculty member regarding the resolution of the issue. The Academic Council shall tender its decision to all parties in writing.

In the event that either the faculty member and/or the student does not agree with the decision of the Academic Council, the faculty member and/or the student may appeal to the Vice President of Academic Affairs/Provost (Provost/VPAA) who shall be the final arbiter with respect to the resolution of the complaint.

Official documentation of all course-related complaints and resolution to same shall be housed in the Office of the Vice President of Academic Affairs/Provost.

*Approved, Plenary Faculty, 05.22.08*

#### 6.4.7 Change of Grade

##### 6.4.7.1 Change of Grade

A Professor can file a change of grade upon discovery that an error of fact has occurred. Students are encouraged to explore the possibility of such an error with a Professor. "Change of Grade" forms are available on the Asbury Connect.

##### 6.4.7.2 Basic Expectations in Grading:

- Course policies, procedures, and requirements must be distributed at the beginning of the semester (including late work policy).
- Explanation, clarification, and discussion of the material in the syllabus should be done at the beginning of the course.
- Policies, requirements, etc. should not be altered or introduced after the close of registration.
- Several criteria for measuring achievements should be identified.
- State objectives in terms and description which will permit objective evaluation of student's achievements.
- Endeavor to quantify grades.

#### 6.4.8 Grade Appeal: Single Professor or Team-Taught Course

##### 6.4.8.1 Basis of Appeal

Grade appeals or changes are allowable on matters of fact but not on matters of judgment. (Examples of fact: whether or not grading was calculated on basis announced in class and/or described in syllabus; whether or not grading was made relatively clear and was accurately calculated, etc.). All course-related complaints must be submitted to the Professor (or subsequently to the Dean) within one month of the posting of final grades.

##### 6.4.8.2 Appeal Procedures

- The student who desires to appeal a grade should talk first with the Professor involved. If the Professor is satisfied that the issue is one of fact, he/she may change the grade. Even without a student appeal, a faculty member may change a grade in which the issue is one of fact.
- If the student and professor do not agree whether the issue is one of fact or judgment, the student will consult with the Dean. The Dean, on the basis of a conference with the faculty member, will make a preliminary decision regarding whether the matter is one of fact or judgment and will inform the faculty member and the student of his/her decision, in writing. If the Dean indicates that the issue is one of judgment and the student accepts the decision, the matter may be terminated. Or, if the Dean's preliminary decision is that the issue is one of fact, and the faculty member agrees and acts accordingly, the matter may be terminated.

- If the student or the faculty member does not agree with the Dean's preliminary decision, the matter may be presented to the Academic Council in writing for discussion and recommendation. The council shall invite the faculty member and the student involved to participate in the discussion, though the final decision will be made in executive session. If the Academic Council decides that the issue is one of fact, it shall direct the faculty member regarding the resolution of the issue. The Academic Council shall tender its decision to all parties in writing. In the event that either the faculty member and/or the student does not agree with the decision of the Academic Council, the faculty member and/or the student may appeal to the Vice President of Academic Affairs/Provost (Provost/VPAA) who shall be the final arbiter with respect to the resolution of the complaint.

#### 6.4.9 Grade Appeal: Mentored Ministry [MM] Course

##### 6.4.9.1 MM Grade Assignment

The official mentored ministry grade is given by the Mentored Ministry Director based upon a recommendation from the field supervisor and the reflection seminar leader. The recommended grade is the result of:

- Evaluation by the field supervisor of the student's participation/involvement in his/her placement.
- Evaluations by the reflection seminar leader of the student's work/participation in the reflection group.

##### 6.4.9.2 MM Appeal Procedures

- The student who desires to appeal a grade should talk first with the reflection seminar leader and/or field supervisor. If the student is not satisfied with the outcome of this discussion, the student should contact the Mentored Ministry Director, in writing, who shall review the grade with the student by consulting (1) the field supervisor, (2) the reflection seminar leader, and (3) the student's file of materials. In addition, the Director may choose to consult with the Academic Council. The Mentored Ministry Director shall report the decision to the student in writing. If the student accepts the Director's decision, the appeal is terminated.
- If the student is not satisfied with the Director's decision, the appeal may be presented to the Dean of the school in which Director of supervised ministry is housed review. The Dean, after consulting with the Mentored Ministry Director and the student, will issue in writing a preliminary opinion regarding the appeal. Again, if that preliminary opinion is acceptable to the Mentored Ministry Director and the student, the appeal is terminated.
- If the student or the Mentored Ministry Director does not agree with the Dean's preliminary opinion, the matter may be presented in a written appeal to the Academic Council for discussion and recommendation. The council shall invite the Mentored Ministry Director and the student involved to participate in the discussion, though the final recommendation will be made in executive session. The Academic Council shall tender its decision to all parties in writing and shall be the final academic body for appeals.

#### 6.4.10 Communicating Appeal Procedures

The policies and procedures regarding grade appeals shall be communicated to students on all campuses by means of the Student Handbook and through the Seminary's Asbury Connect.

#### 6.4.11 Grade Reports

Final grades are to be submitted by procedures outlined through the office of the Registrar.

##### 6.4.11.1 Deadline

The deadline for turning in grades is 3:00 pm on the first Friday subsequent to the end of the semester or term, or seven days following the close of the semester or term, whichever is longer.

For intensive terms, all student work must be submitted prior to the last day of the term.

### 6.5 Student Privacy

Asbury Theological Seminary is committed to protecting the integrity of the private, academic information of its students, and therefore limits faculty and administrative access to student academic records, in both paper and electronic formats, to a need-to-know basis. Specifically, this means that:

#### 6.5.1 Coursework

Materials submitted to faculty for evaluation in relation to coursework shall be returned to students in a manner that does not allow others visual access to either the student's own work or the faculty member's evaluative comments or grades.

#### 6.5.2 Students Enrolled in Courses

Only that record pertaining to an individual student's contact information will be available to an Instructor in whose class the student is currently enrolled. Secretaries, administrative assistants, and teaching assistants serving with an Instructor may access that information on behalf of their supervisor, but only for purposes directly related to the class in which the student is enrolled.

#### 6.5.3 Violation of Student Privacy

If a member of the student body, staff, faculty, or administration of the Seminary learns that the Seminary's policy on access to student academic records has been compromised, she or he shall report the infraction, in writing, to the Vice President of Academic Affairs/Provost, who is tasked with effecting appropriate disciplinary measures and with ensuring that relevant controls are in place to disallow future infractions.

### 6.6 Attendance Documentation

Every faculty person shall have a readily accessible, written system of documenting student class attendance during any given term and shall report to the Registrar any student whose continuing unexcused absence exceeds the maximum number allowed for the course.

*Approved, Plenary Faculty, 12.07.1998*

### 6.7 Responding to Academic Misconduct by Students

#### 6.7.1 Academic Conduct that is Considered Dishonest includes:

- Reusing previously and concurrently submitted materials in another class without faculty permission;
- Cheating by copying from another's work;
- Allowing another to copy from one's own work;
- Reading an examination prior to the date it is given without the Instructor's permission, and similar types of conduct;
- Unlawful duplication of copyrighted materials such as music, library materials, or computer software (Seminary guidelines related to acceptable duplication practices of copyright materials can be found at the Information Commons help desk); and
- Plagiarism—that is, the presenting of another's ideas or writings as one's own, including ideas derived from the Internet; this would include both written and oral discourse presentations.



### 6.7.2 Academic Discipline

When dishonesty becomes evident, the faculty member in whose class or area of responsibility the violation occurred shall deal with it first. The response of the faculty member may include requiring an assignment to be redone, automatic failure of a course or, in some extreme cases, recommended dismissal from the Seminary. If loss of credit (or expulsion from Seminary) is to ensue, the Vice President of Academic Affairs/Provost will automatically review the case along with the Dean, the faculty member, the student(s) involved, a faculty member of the student(s) choice, and/or the student leadership team.

The handling of alleged academic dishonesty is to be done in an orderly manner with due attention to the rights of the student(s) involved. Policies related to the appeal process are published in the Student Handbook.

Additional academic regulations may be found in the current Academic Catalog.

## 6.8 Global Learning

Global learning [GL] is an omnibus term for the variety of ways in which technology is deployed in order to extend the opportunities for interaction between faculty and students, and students and students, incorporating simulations and visualizations, as well as collaborative learning, “anytime, anyplace.”

Currently, distributed learning at Asbury Theological Seminary operates in three environments.

### 6.8.1 Mixed Media Learning

The focus is on the learning environment on a geophysical campus, supplemented with technology-mediated opportunities for delivery and collaboration, whether synchronous or asynchronous, outside of the geophysical classroom.

### 6.8.2 Distance Learning

Distance learning refers to the use of synchronous, interactive audio-video broadcast technology, with a course originated on one geophysical campus (originator-campus) and involving students on another geophysical campus (receiver-campus) in real time. Distance learning in this modality thus allows for two distal, geophysical campuses to be woven together with reference to faculty, students, and curriculum, at the instructional level. In its implementation at Asbury Theological Seminary, distance learning necessarily includes mixed media learning.

The overarching commitment of the Seminary with regard to distance education—namely, to maximize the quality of this mode of delivery as a teaching-and-learning process so that the same learning objectives are met by students on both campuses—leads to the following instructional goals and requirements:

- Faculty who engage in distance-learning instruction will receive training specific to the audiovisual and other communication requirements relative to this mode of delivery.
- Prior to enrolling in a course involving distance-learning instruction, students on both campuses will be alerted to the particular challenges and requirements of mixed-media educational delivery.
- At the beginning of a course involving distance-learning instruction, students on both campuses will receive training specific to the requirements of mixed-media educational delivery (specifically, the use of the virtual campus for students on both geophysical campuses, and V-Tel for students on the receiver-campus).
- Courses involving distance-learning instruction will be structured in a way that allows persons on both campuses to interact substantively in either synchronous or asynchronous ways, or both.
- Courses offered through distance-learning modalities will provide multiple means of access to the Professor outside of class-time—including the Professor’s geophysical presence on the receiver-campus (a presence that should also include the receiver-campus’ becoming the originator-campus) (typical expectation: 3 on-campus visits/semester), V-Tel (through office hours and/or by appointment), virtual campus conference (discussion center, chat room, and private email), and telephone.

- Courses involving distance-learning instruction will provide means for students on the receiver-campus to receive feedback on written and other assignments at a level of substance and on a timetable equivalent to those on the originator-campus.

#### 6.8.3 Global Learning

- Global Learning is an internet-based, asynchronous, highly collaborative, and interactive learning environment, requiring regular and ongoing interactivity among students and with the Professor.
- All faculty hired after 1997 are expected to teach at least one course online (within load).
- No more than 50% of course content may be delivered through the use of video.
- The general rules for faculty conduct, timely and substantive feedback, and other policies contained in this handbook apply to all faculty (including adjunct and affiliate faculty).
- The faculty will establish an overall structure for the course that enables students to navigate the course—including both temporal indicators (when things are due) and “physical” locators (where things are due). Modules will be posted in a timely fashion and with adequate “navigational” directions for the overall course that students can follow for course readings, work, and general as well as specific expectations of students.
- Interaction with the online student is important to the success of the online course. Therefore, faculty are expected to spend no less time than the total required to prepare, attend, and interact with students for a course on a geophysical campus (i.e., no less than the equivalent of 50 minutes per credit hour). This interaction should include both motivational and substantive comments during online interaction.
- Each faculty person will monitor his/her students’ activity and follow-up with those who seem to “disappear.”
- Faculty will respond to questions raised in course forums within 48 hours. The faculty will also respond to emails to his/her normal Asbury Seminary email account or to questions regarding course assignments, prior to the due date, immediately (within 24 hours).

### 6.9 Faculty Portal

Information related to such matters of course management as course schedules, class lists, grade entry is available through the web-based Faculty Portal.

### 6.10 Faculty Responsibilities for Disability Accommodations in the Educational Environment

- 6.10.1 Each qualified student with a documented disability must be provided equal access to educational materials, transmission processes in the classroom, and information presented within all aspects of class sessions and activities within each course.
- 6.10.2 The list of accommodations that are allowed by the seminary for each student is contained on the Graduate Student Assignment of Accommodations form. This form is submitted to you at the beginning of each semester by the qualifying student. Professors collaborate with students for the implementation of each accommodation that is provided to the student by ATS.
- 6.10.3 Additional faculty responsibilities can be located under the tab “Faculty Resources” at [disability.asburyseminary.edu/](https://disability.asburyseminary.edu/)

## **Part 7: Faculty Honors and Awards**

# Part 7: Faculty Honors and Awards

## 7.1 Faculty Endowed Chairs

### 7.1.1 Criteria for Endowed Chairs

Recognizing that the Board of Trustees has the responsibility for faculty appointments, including rank and tenure based on recommendations from the President; that the faculty make recommendations on appointments of faculty through their schools and the Faculty Committee to the Vice President of Academic Affairs/Provost to the President; and that the appointment to a named chair is the highest honor an academic institution can bestow upon a member of the faculty in a given field; persons eligible for consideration and recommendation to the administration for endowed chairs must meet all qualifications for faculty membership as these are set forth in the Faculty Handbook:

- 7.1.1.1 Hold an earned academic doctoral degree.
- 7.1.1.2 Be tenured. A person not tenured at Asbury Theological Seminary would be “Acting Professor in the \_\_\_\_\_ Chair of \_\_\_\_\_” until tenured.
- 7.1.1.3 Hold the rank of full Professor (otherwise would be titled “the Associate Professor in the \_\_\_\_\_ Chair of \_\_\_\_\_” until promotion to full Professor).
- 7.1.1.4 Exemplify the highest fulfillment of the criteria for tenure/promotion (see above).
- 7.1.1.5 Receive the recommendation of their school, Dean, the Faculty Committee, and Vice President of Academic Affairs/Provost.

### 7.1.2 Exceptions to Criteria

Exceptions to the above criteria require two-thirds recommendation of the school and unanimous recommendation of the Faculty Committee.

### 7.1.3 Appointment to Endowed Chairs

Final authority for appointments and exceptions rests with the Board of Trustees.

### 7.1.4 Installation in Endowed Chairs

Upon appointment by the Board of Trustees to an endowed chair, the faculty member will be installed at a public event arranged by the Office of the Provost. The faculty member will deliver a publishable academic paper at this event. The Seminary will have publishing rights to this paper.

### 7.1.5 Rights and Privileges

Upon being duly installed into an endowed chair, the faculty member's portrait will be added to the “Faculty Endowed Chairs” wall. The faculty member will receive an additional annual professional development fund (PDF) increment to be determined by the administration, to be used in ways consistent with policies governing use of professional development funds.

*Revised and Approved, Plenary Faculty, 08.30.10*

*Approved, Board of Trustees, 11.08.10*

## 7.2 Emeritus Professor Status

Emeritus Professor is an honorary rank given to persons with distinguished service to Asbury Theological Seminary who retired from the Seminary after at least 15 years of service. Recommendation for the rank of Emeritus Professor originates with the faculty member's school and is vetted through the Faculty Committee to the administration. Recommendation will be ultimately approved by the Board of Trustees. Retention of this rank is contingent upon the Professor's ongoing commitment to subscribe to and embrace fully the Statement of Faith, the Statement of Mission, and the Statement of Ethos, as affirmed and implemented in the Code of Institutional Ethics and Values of the Seminary. Withdrawal of the honorary rank may be made upon recommendation of the President, in consultation with the Faculty Committee and the faculty member's respective school, and approval by the Board of Trustees.

## 7.3 Annual Faculty Teaching and Mentoring Awards

Two teaching awards are made annually, one for Teaching Excellence and one for Mentoring Excellence. The following criteria apply:

### 7.3.1 Teaching Excellence

The faculty member chosen for the “Teaching Excellence” award shall have demonstrated consistent excellence in the classroom that includes (1) being current in the normative literature of the teaching discipline; (2) using appropriate and varied teaching methodologies; (3) communicating effectively; (4) appropriate evaluation of students’ coursework; (5) consistently high marks on course evaluations; and (6) strong support by the faculty member’s Dean.

Nominations may be received from (1) Deans of schools; (2) students; and (3) faculty members. The nominations shall address the specific criteria for the award. Nominations are due by March 1. The Provost shall prioritize nominations. The Academic Council along with three course evaluations and corresponding syllabi will then review these. The Academic Council at its March meeting will make selections by majority vote.

### 7.3.2 Mentoring Excellence

Mentoring Excellence can be either doctoral dissertation mentoring or spiritual mentoring. Excellent mentors (1) spend quality time with their mentees; (2) provide wise, relevant counsel; (3) offer encouragement; and (4) urge increasing independence in the mentee’s development.

Eligibility: To be eligible, a faculty must have been full time teaching at Asbury seminary for at least three years and not have received the same award within three years. Only two faculty members sitting on Academic Council will be eligible for teaching awards per year. When the nomination process is opened, a list of those eligible will be included in the announcement.

Selection procedures require the following: (1) nomination by one’s Dean; (2) nomination by one student; and (3) nomination by one faculty member. The nominations shall address the specific criteria for the award. Nominations are due by March 1. The Provost shall prioritize nominations. The Academic Council along with any relevant data available in the faculty member’s personnel file will then review these. The Academic Council at its March meeting will make selections by majority vote.

*Approved, Plenary Faculty, 03.01.10*

*Updated, Plenary faculty, 09.30.13*



## **Part 8: Faculty Compensation, Benefits, and Support Services**

# Part 8: Faculty Compensation, Benefits, and Support Services

## 8.1 Salary

Faculty members' annual compensation is based upon an established scale and is tied to rank and years of service (for Assistant and Associate Professors). The scale is monitored regularly and adjusted from time-to-time to remain consistent with comparator institutions.

For information on equivalency for rank, see [Part 4.2](#).

## 8.2 Contracts

Initial contracts are issued upon approval of the Board of Trustees of the President's recommendation of individuals for appointment to the faculty of Asbury Theological Seminary.

Standard faculty contracts are based upon nine-months of service (fall semester, J-term, and spring semester). Salaries are prorated over twelve months.

Faculty contracts are prepared by the Vice President of Academic Affairs/Provost in consultation with the Dean of the school in which a faculty member is housed.

## 8.3 Residency Requirements

8.3.1 As a condition of employment with the Seminary, the employee must meet the following residency requirements: (a) He or she must be a legal resident of the state of his or her primary Seminary instructional-site assignment; (b) He or she must reside within 85 miles of his or her primary Seminary instructional-site assignment; (b) The residence must be the employee's permanent and primary residence; (c) The employee must reside in said permanent and primary residence for the duration of his or her employment with the Seminary; and (d) The employee must meet this residency requirement by no later than 90 days after the first day in which the employee is to begin active employment with the Seminary (for faculty members, "active employment" means before the first day of the first academic term in which he or she is scheduled to begin instruction); if necessary in individual cases, the President of the Seminary may extend the time period for compliance for a reasonable time not to exceed six months. Failure to meet the residency requirements set forth above is grounds for termination of the employee's faculty appointment with the Seminary. The terms "full-time, tenured" and "full-time, tenure-track" faculty members do not include adjunct faculty, faculty emeritus, or designated ExI faculty who teach a minimum of five ExL courses per academic year. Satisfaction of this residency requirement does not alter other conditions of employment and requirements of promotion, including the awarding of faculty tenure.

8.3.2 It is the expectation that all Asbury Global professors will live within 85 miles of an Asbury site. The Provost, in consultation with the President, may provide an exception to this rule if it can be demonstrated to assist in the strategic work of the Seminary.

## 8.4 Benefits

### 8.4.1 Office of Human Resources

The Office of Human Resources manages the benefits program of the Seminary. Currently benefits include medical, dental, vision, long-term disability, retirement, and life insurance. Questions related to the structure of a faculty member's benefits program should be addressed to this office.

### 8.4.2 Excludable Pay for Housing and Utilities

When a faculty member is an ordained clergy person assigned to the Seminary by an ecclesiastical body, an officially designated amount of annual salary expended for housing and utilities shall be reported as legitimate excludable pay for purposes of computing income taxes, except for city and county taxes.



### 8.4.3 Supplemental ATS Income

Principles for distinguishing between activities which relate directly to faculty responsibilities and, therefore, are open to compensation, in contrast to those activities which, while important and valuable, are only indirectly related to faculty load:

- 8.4.3.1 Benefit Seminary as a whole
- 8.4.3.2 Not otherwise remunerated
- 8.4.3.3 Has been approved by administration
- 8.4.3.4 Can be anticipated and budgeted
- 8.4.3.5 System of accountability

*Approved, Plenary Faculty, 02.22.1993*

## 8.5 Academic Regalia

When academic regalia is required for an official function, the Seminary will underwrite the cost of rental regalia for the following persons who do not have their own academic regalia:

- Teaching fellows
- New faculty with doctorates (first year only)
- New faculty ABD (first year only)

Other than persons in the above categories, all regular faculty will be expected to have their own academic regalia or pay for the rental of such.

*Approved, Plenary Faculty, 08.30.10*

## 8.6 Professional Development Funds and Uses

See [Part 4.13](#) Continuing Formation of Faculty members

## 8.7 Sabbaticals

See [Part 4.14](#) Continuing formation of faculty members.

## 8.8 Seminary Expense Reporting

### 8.8.1 Expense/Travel Reports

- Travel expenditures are to be itemized, with receipts for plane tickets, hotel bills, other major expenses, and signed by the appropriate officer of administration.
- If two or more persons are traveling together, each person shall submit a travel expense report.
- Expense reports, after approval of appropriate officer of administration, should be submitted to the Vice President of Finance, or his/her designee, for approval and payment.
- Expenditures for spouses or family members will not be reimbursed unless the officers of administration have specifically acted to authorize the expenses. Otherwise, if spouses accompany the authorized representative any additional charges are to be paid by the individual. In case of air or rail travel, the authorized person would pay the regular fare and the spouse would receive the benefit of a family travel plan, paying the additional cost.

### 8.8.2 Transportation

- It is anticipated that whenever possible air travel will be by regular coach.
- Receipts or copies of transportation charges are to be attached.
- Fees for checking and handling baggage and for porters are to be included as "Tips, Tolls, and Incidentals."

- The controller establishes the mileage rate annually for use of a private car. Toll charges and parking fees are in addition to the mileage rate and should be included as “Tips, Tolls and Incidentals.”
- The maximum amount paid for transportation by private car shall not exceed the equivalent cost by air where such is available.
- With prior approval of the appropriate officer of administration and the Vice President of Finance, persons traveling for personal reasons or on expense accounts of other organizations, who incur additional expenses for Seminary contacts, are permitted to charge the same to the Seminary.
- Local transportation, such as limousine, taxi, bus, subway, or rental automobile should be included under the specified heading in the expense report. Tips to taxi drivers should be included with taxi fares.
- Cost of side trips for personal reasons, including all travel and living expenditures related thereto, shall be paid by the individual.

#### 8.8.3 Living Expenses

- Hotel/motel accommodations and meals should be conservative, consistent with the occasion.
- The individual must pay for all personal telephone calls, laundry, and dry cleaning.
- An appropriate tip for waiters or waitresses is 15-20 percent of the cost of the meal and should be included in the meal cost.
- All other tips should be included as “Tips, Tolls, and Incidentals.”
- Receipts must be submitted for all reimbursable expenses.

#### 8.8.4 Unallowable Expenses

The following examples are considered to be personal in nature and, therefore, not reimbursable by the Seminary: beauty or barber shop, shoe shine, personal entertainment, travel insurance, loss of property, fines for traffic violations, damage to automobiles, laundry and dry cleaning, maintenance and repair of personal property.

### 8.9 Beeson International Travel Funds

The Beeson International Travel funds are for the purpose of encouraging the exchange of faculty and significant scholars between Asbury Theological Seminary and agencies and schools around the world. For more information, [click here](#).

### 8.10 Support Services

#### 8.10.1 Instructional Services (A division of Library, Information, and Technology Services)

Instructional Services exists to support the objectives of the Seminary by providing appropriate support, resources, and services to Asbury Seminary faculty, staff, and students. Instructional Services includes the Help Desk, Instructional Design & Technology, and Research Services. is committed to:

- Providing the resources, services, and information necessary to support the present and anticipated instructional needs of the Seminary community and international Wesleyan scholarship;
- Providing training and support for the Seminary’s learning management system;
- Collaborating with faculty to design, produce, and refine instructional materials and techniques in the classroom;
- Organizing and providing bibliographic access to all acquired materials;
- Instructing faculty in how to identify and locate information, assisting them in the utilization of the library’s resources and helping them to gain access to needed information located elsewhere;
- Preserving significant historical materials, particularly in the areas of world mission and the Wesleyan tradition; and

- Participating with other organizations and academic institutions for the advancement of scholarship and the effective utilization of resources.
- Faculty may contact Instructional Service, the Help Desk, and Instructional Design & Technology for information and/or help related to any of the services offered by LITS.

#### 8.10.1.1 Writing Center (A division of Library, Information, and Technology Services)

The Writing Center exists to support the objectives of the Seminary by providing support to Asbury Seminary faculty, staff, and students on all questions related to writing. The Writing Center is available to:

- Work individually with faculty on questions related to their own writing;
- Work with individual students referred by faculty for writing assistance;
- Conduct brief presentations (upon invitation) about the Writing Center in classes;
- Provide support for dealing with cases of plagiarism and academic dishonesty;
- Provide support for faculty on questions related to designing or assessing writing assignments.

#### 8.10.2 Study Carrels

8.10.2.1 The Seminary manages study carrels on the Kentucky campus, with priority assignment given in the following order: (1) visiting scholars (not otherwise assigned an office), (2) regular faculty on sabbatical, and (3) regular faculty not on sabbatical. The Office of Advanced Research Programs manages study carrels for Ph.D. students.

8.10.2.2 Study carrels are assigned for six or twelve months.

#### 8.10.2.3 Global Learning Support

For training, timelines, and flowcharts pertaining to Global Learning courses, contact the Director of Global Learning. For technical support or instruction please contact the Help Desk, and Instructional Design & Technology for information and/or help related to any of the services offered by LITS.

#### 8.10.1.4 Faculty Support

The assistant to the Dean of the school in which the faculty member is housed provides support to faculty members in that school and may be assigned to help faculty as priorities of responsibilities permit. The Dean of the school will adjudicate priorities for the assistant in instances where there are multiple competing expectations among members of the faculty.

#### 8.10.1.5 Adjunct, Affiliate, and Visiting Faculty Support

Adjunct/affiliate/visiting faculty member may direct administrative questions to the Dean of the school of the class the faculty member is teaching.

## 8.11 Office Supplies

- Postage. The Seminary will pay for postage or mail related to professional responsibilities. Only in the case of returning course assignments to distance-learning students will the Seminary pay the extra charges for overnight (or other special) delivery.
- Seminary stationery. The Seminary makes available to each faculty member, without charge, official Seminary letterhead and envelopes bearing the Seminary name and logo.
- Supplies allowance. A supplies allowance determined annually by the Vice President of Academic Affairs/Provost is granted to each faculty member for the purchase of consumable office supplies and business cards.



## **Part 9: Additional Hiring Processes (Adjunct, Affiliates, and Faculty Associates)**

# Part 9: Additional Hiring Processes (Adjunct, Affiliates, and Faculty Associates)

## 9.1 Hiring of Adjuncts and Affiliates

### 9.1.1 Appointment of Affiliate Faculty

Affiliate faculty are appointed by the Vice President of Academic Affairs and Provost upon the recommendation of Academic Council, subsequent to the recommendation of the Dean of his or her respective school, with the support of the relevant faculty of that school. The appointment of affiliate faculty will be reported to the academic affairs committee of the Board of Trustees. The Dean is responsible to review the course evaluations of each affiliate faculty person within his/her school at the close of each semester to flag any problems for discussion with the Academic Council. With regard to affiliate faculty teaching in Asbury Global, these persons will normally be expected to come to the Kentucky campus once every three academic years in order to meet with faculty in their departments, the Dean, and leadership in Asbury Global, and to participate in community worship and other interaction with faculty.

*Updated, Plenary Faculty 2.24.2014*

### 9.1.2 Remuneration of Affiliate Faculty

All persons employed as affiliate faculty at the Seminary shall be contracted with and compensated as paid employees of the Seminary. Their compensation will be approximately ten percent above that of adjunct faculty.

### 9.1.3 Appointment of Adjunct faculty

#### 9.1.3.1 Nominations

Nominations for adjunct faculty are welcome from any source. Once nominations are received, they are directed to the appropriate Dean. Nominations should include a current *curriculum vita* and other relevant, preliminary information related, for example, to possible area of teaching and to the nominee's commitments to the Seminary's "Faith Statement" "Mission Statement" and "Ethos Statement."

#### 9.1.3.2 Role of the School

The particular role of the school faculty is to ensure that the nominee (1) has requisite educational and other background requirements for teaching in the school, (2) is fully committed to the "Faith Statement" and "Ethos Statement" of the Seminary, and (3) shares the educational vision of the Seminary. A formal interview with the school is recommended. The school does not need to ensure that the nominee's expertise is immediately required in the teaching plan; appointment and service as an adjunct faculty member represents distinctive decisions, with service predicated upon but not required by appointment.

Schools may recommend to the Vice President of Academic Affairs/Provost that a nominee be appointed as an adjunct. This recommendation should include (1) the nominee's name and recommended title (e.g., Adjunct Professor of theological studies), (2) the nominee's current c.v., and (3) the specific course or courses for which the nominee would be approved to teach by the school. The Dean conducts his or her own review process, including an interview, and acts upon the recommendation of the school either to appoint or not to appoint the nominee.

The Dean may not appoint or recommend to the Provost/VPAA as an adjunct a nominee who has not been recommended for appointment by a majority of the faculty of the school.

#### 9.1.4 Review of Adjunct Faculty

Appointment of persons to the adjunct faculty is subject to the review and approval of the Vice President of Academic Affairs/Provost. Deans of schools and centers are responsible to report their provisional appointments of adjunct faculty, and to provide formal records of the appointment process and the adjunct member's CV, to the Vice President of Academic Affairs/Provost. The Provost/VPAA is responsible to certify the adjunct faculty member's educational credentials through obtaining, reviewing, and maintaining his or her educational transcripts.

Persons who do not subscribe wholeheartedly to the Seminary's "Faith Statement" and "Ethos Statement," but who are willing to work within these statements for the purpose of teaching a course, may be appointed to the adjunct faculty only by the Vice President of Academic Affairs and Provost, upon the recommendation of the Dean of a school or center.

The Dean of the appropriate school or center is responsible for ongoing review of each member of the adjunct faculty, drawing on such sources as published syllabi, course evaluations, and complaints brought to the Dean's attention. With regard to adjunct faculty teaching in Asbury Global, the Dean shall involve Manager of Academic Affairs for Asbury Global in the review of adjunct faculty. The Dean may terminate an adjunct appointment at the conclusion of a review process. A growth plan may be instituted as an alternative to termination.

#### 9.1.5 Remuneration of Adjuncts

All persons employed as adjunct and affiliate faculty at the Seminary shall be contracted with and compensated as paid employees of the Seminary.

#### 9.1.6 Termination of Adjunct/Affiliate Status

**Rationale.** Adjunct/affiliate members of the faculty represent Asbury wherever they are by virtue of their adjunct status. It is important, therefore, to ensure that adjunct members of faculty continue their appointment in good standing. Furthermore, it is important that the Seminary implement an ongoing program of formation for its adjunct faculty; maintaining a current roster of active adjunct faculty would help in formation initiatives.

Adjunct faculty members are appointed for periods of three-years each after which they may be reappointed for additional periods of three years based on their performance and the needs of the school. During the period of his or her appointment, the faculty member may be employed to teach, on a term-by-term basis, any course(s) for which the faculty member has been recommended and approved. An adjunct member of the faculty, who does not teach during a three- year period, shall be automatically delisted from approved adjuncts. To be reinstated, the prospective adjunct must go through the original approval process.

In cases where negative action is considered by the Dean on the basis of written or oral complaints, the Dean in consultation with relevant persons, where applicable, shall communicate those complaints to the affiliate/adjunct faculty in writing, and shall provide opportunity for the affiliate/adjunct faculty member to hear and respond to those complaints in writing. In cases where physical proximity allows for it, such a review process will include a formal, face-to-face meeting with the adjunct faculty member in question. If termination is appropriate, the Dean will make a recommendation to the Vice President of Academic Affairs and Provost to terminate the appointment.

*Plenary Faculty, 05.19.11*

## 9.2 Appointment of Adjuncts for the Doctor of Ministry Program

Nominations and approval for Adjuncts teaching in the Doctor of Ministry program should follow the procedures outlined in [9.1.3](#) above. In addition, the Dean of the Faculty's respective disciplinary school should give final approval for those adjuncts teaching in the Doctor of Ministry Program.

### 9.3 Appointment Process for Faculty Associates: Knowledge/Information Professionals (Librarians)

- 9.3.1 The Academic Council will determine when a position for faculty associate needs to be filled and recommend to the President's Cabinet that steps be taken to make such an appointment.
  - 9.3.1.1 The Vice President of Academic Affairs/Provost will communicate to the Director of Library Services when a search for a faculty associate has been approved by the President's Cabinet.
  - 9.3.1.2 The Director of Library Services will recommend to the Provost/VPAA for appointment a Search Committee consisting of faculty associates and information services personnel.
  - 9.3.1.3 The Search Committee, working with the Director of Library Services, is responsible for every stage of the search process (developing a pool of candidates, recommending those to be interviewed, participating in the interview process, and recommending a candidate to the Director of Library Services). The Director of Library Services' office will provide means for supporting the search—e.g., correspondence with candidates, building files, etc.
  - 9.3.1.4 Each search will be national (or international) in scope, including appropriate announcements to organizations such as American Theological Library Association, Association of Christian Librarians, Council for Christian Colleges and Universities, Association of College and Research Libraries, American Library Association, other regional organizations, and the Human Resources Office of Asbury Theological Seminary.
  - 9.3.1.5 Faculty associates will be expected to support the "Faith Statement" of the Seminary and to embrace its "Ethos Statement."
  - 9.3.1.6 In order to preserve and protect the current status and reputation of prospective and actual candidates for an opening at the Seminary, as well as the integrity of the search process itself, during the search process members of the Search Committee are to maintain strict confidentiality. Although committees may receive information from any and all sources, committee members are not at liberty to discuss prospective and actual candidates and their qualifications, nor factors related to their own decision-making, outside of the committee. Materials (e.g., letters of application, curriculum vitae, and letters of reference) are not to be copied or distributed and are to be maintained by Director of Library Services in a central location allowing only limited access.
  - 9.3.1.7 After the committee has narrowed the pool of candidates to the person or persons to whom invitations for on-campus interviews are to be extended, and after the completion of the search process, committee members and those to whom confidentiality was extended continue to be bound by the same standard of confidentiality. Upon completion of the search, candidate files will be delivered for reference and/or disposal to the Director of Library Services.
  - 9.3.1.8 Upon consultation with the Search Committee, the Director of Library Services will make a recommendation to the Vice President of Academic Affairs/Provost for approval.
  - 9.3.1.9 Faculty associates will be informed of the results of the review and the knowledge/information professional (librarian), the Director of Library Services, and the Vice President of Academic Affairs/Provost will retain a report.
  - 9.3.1.10 Personnel files will be maintained in the Office of the Vice President of Academic Affairs/Provost with copies provided to the Office of Human Resources.
- 9.3.2 Salary and Benefits for faculty associates
  - 9.3.2.1 Consistent with the laws of the Commonwealth of Kentucky, faculty associates will be appointed as "employees at will."
  - 9.3.2.2 Faculty associates shall normally receive benefits equivalent to those of the Director of Admissions and Registrar (also faculty associates).



### 9.3.3 Supervision and Evaluation for faculty associates

- 9.3.3.1 The Director of Library Services shall evaluate the performance of each faculty associate each year.
- 9.3.3.2 Criteria used as a basis for evaluation will be accepted professional standards, related policies in the Faculty Handbook, and all official policies and decisions of the administration insofar as they are applicable to faculty associates.
- 9.3.3.3 The faculty associate has the right to submit data for inclusion in the review process to ensure facts are considered.
- 9.3.3.4 Once the faculty associate has been appointed, the Director of Library Services in conjunction with the faculty associate shall develop a long-term professional growth plan. This plan will be approved by the Vice President of Academic Affairs/Provost and be housed in the Office of the Provost with a copy provided to the Office of Human Resources.
- 9.3.3.5 Proposed study for the professional leave as identified in the professional growth plan should clearly be designed to fit in the scope of the long-term plan for Library Services. It must be seen to meet both institutional and personal needs.
- 9.3.3.6 Full-time staff interested in pursuing an MLS or equivalent professional degree must apply in writing to the Director of Library Services and be approved by Provost/VPAA. The approval will be based on the needs of Asbury Theological Seminary, the potential of the applicant, projected staffing, and available funds.
- 9.3.3.7 The long-term growth plan and the professional leave proposal, together with the recommendation the Director of Library Services, shall be sent to the Provost/VPAA.
- 9.3.3.8 Upon approval by the President's Cabinet, the vice President/Provost shall recommend to the President who in turn recommends, if he/she so decides, to the Board of Trustees those to be considered for professional leave. The Provost/VPAA will grant permission in writing for professional leave after approval by the Board of Trustees.
- 9.3.3.9 It is the responsibility of the Director of Library Services to ensure that professional leaves, sabbaticals, and vacations are scheduled in such a way that needs of information services are met.
- 9.3.3.10 Years of service awards for faculty associates will be presented at the annual dinner of the faculty and Board of Trustees.

*Approved, Plenary Faculty, 10.01.07 Board of Trustees, 11.12.07*



## **Part 10: Best Practices in Shared Governance**

# Part 10: Best Practices in Shared Governance

## Section 1: Purpose of Shared Governance

The purpose of shared governance at Asbury Theological Seminary (Seminary) is to provide the strongest basis possible for joint effort. Joint effort is based upon (1) shared authority (collective leadership) based on mandated power (bylaws); (2) shared vision; (3) an information system with formal, established relationships for information flow between governance partners; and (4) a self-correcting mechanism to handle decision-making gone awry (Cooley).

The Association of Theological Schools elaborates on the nature of shared governance in their standards, focusing particularly on the bond of trust essential to shared governance.

Governance is based on a *bond of trust* among Boards, administration, faculty, students, and ecclesial bodies. Each institution should articulate its own *theologically informed understanding* of how this bond of trust becomes operational as a form of shared governance. Institutional stewardship is the *responsibility of all*, not just the governing Board. Good institutional life requires that all institutional stewards know and carry out their responsibilities effectively, as well as *encourage others to do the same*. Governance occurs in a legal context, and its boundaries are set by formal relationships with ecclesiastical authority, with public authority as expressed in law and charter, and with private citizens and other legally constituted bodies in the form of contracts. The governance of a theological school, however, involves more than the legal relationships and bylaws that define patterns of responsibility and accountability. It is the *structure* by which participants in the governance process exercise *faithful leadership* on behalf of the purpose of the theological school [emphasis added] (TATS: Standard 8, “Authority and Governance”).

Central to this statement is that institutions articulate their own “theologically informed understanding” of how this bond of trust is operationalized. The Seminary’s theology embodies certain values that in turn serve to shape the attitudes and behaviors of stakeholders/constituencies (Board, faculty, staff, students).

Each stakeholder and/or constituency has unique knowledge, experience, and wisdom that helps to inform the work of other groups. At a minimal level of engagement, participants in shared governance assume a stance of openness to the knowledge, experience, and wisdom that others can offer in order to be most effective in fulfilling their particular responsibilities. This does not mean that the faculty tells the Board what to do, or that Trustees mandate certain programs for faculty to implement, for instance. Rather, it means they both bring the best they have to offer to the table to achieve the mission of the institution through a mutually owned vision of how that mission is to be accomplished.

How does one recognize when shared governance is operational? (1) When asked, each group of stakeholders understands and is committed to the mission and vision of the Seminary. (2) They understand their mutual respective responsibilities. (3) Each group “feels” positive toward the other group. (4) Everyone is enthusiastic about the direction the institution is headed. (5) Finally, vigorous, open, challenging dialogue [versus debate; dialogue seeks understanding, debate seeks to convince of one’s position] is encouraged and welcomed.

Values, mission, and vision are interrelated and fuel the efforts of each participant in the Seminary. While values influence and shape attitudes and behaviors, mission represents the heart and soul of the Seminary. Mission is the Seminary’s reason and passion for being. Vision, on the other hand, is the contemporary means by which the mission will be attained in a particular time and place. It is a mental picture of a preferred way of accomplishing the mission. While mission addresses the reason for the Seminary’s existence, vision addresses the question of “how do we accomplish what we’re about?”

Once the mission is clear and the vision is established, long and short range goals are developed through a strategic planning process that guides the Seminary in fulfilling its mission and vision. Goals and objectives simply identify the specific steps and processes that must be followed to attain the mission and vision. Goals and objectives respond to the questions of what we will do, who will do it, when it will be done, and how the results will be measured.

One last term is useful to understanding how shared governance works. Each organization has a particular way of structuring itself to accomplish its purposes. A model is an organizational structure used to facilitate shared governance and the attainment of the mission and vision. There may be various organizational configurations (models) that could support the attainment of the mission and vision. It is essential, however, that whatever model the Seminary adopts, and these may change from time to time, the roles and boundaries of the various stakeholders are clearly defined and safeguarded.

Finally, we acknowledge that in order to participate in shared governance, “As stewards of the gifts that find their source not in human attainment but in the beneficence of God, all servants of the Seminary community, whether Trustees, administrators, faculty, staff or students, will seek to grow in those graces, especially humility and love, that will help them to keep their eyes focused upon the love of the Father, the grace of the Son and the enabling power of the Holy Spirit as they actualize the mission of the Seminary” (WTGS: 7).

## Section 2: A Wesleyan Theology of Governance [Abridged]

The unique nature and mission of Christian seminaries requires a theologically informed understanding and practice of governance if they are to be true to their mission. A Wesleyan Seminary must be faithful not only to the universal doctrines of the faith but also to the distinctive emphasis of Wesleyan theology.

The principal mission of the Seminary is to serve the Church by preparing students, both academically and spiritually, to witness to the world the love of God shown in the gift of His Son and attested by the Holy Spirit. This mission necessarily commits seminaries to expound the truth of the Lordship of Christ and all that that entails for both personal and corporate endeavors. At the heart of this commitment is transformation into the likeness of Christ that allows us to speak the truth in love as a reflection of one of the deepest of Christian truths, the mutual relationship of love that has existed in the Trinity from all eternity.

The dynamic relationship between the identity and mission of a Seminary is further shown in humility that is open both to giving love *to* as well as receiving love *from* all people. This all embracing openness to love occurs in a context that properly recognizes both unity and diversity. Our unity is grounded first in the fact that all persons bear the *imago dei* and are thereby created for a relationship with the God of holy love. Implicit in the notion of the image of God are elements of responsibility, accountability and other-directedness. Our unity is further grounded in the universality of the gospel, the highest claim of which is the Lordship of Christ, a truth that transcends particular group identities. This emphasis celebrates the diversity that enriches our community but critiques the sectarian and polarizing approaches that would make diversity itself the basis of our unity.

The diversity of a Seminary is evidenced in its being a multi-dimensional institution that integrates ecclesial, spiritual and academic purposes. Seminaries become unbalanced when all of these elements are not held in their proper place or when structures of governance do not demonstrate the mutuality of responsible leadership at every level. A Seminary is composed of members with very distinct functions ranging from students to staff to Faculty to administrators to Trustees. While their functions are distinct, they are united in goals of theological education. In view of this, seminaries must be governed by leaders who understand the complex nature of the institution with its many levels and dimensions and who are capable of thinking in a number of frameworks.

The Apostle Paul's analogy of the body is emblematic of a Seminary as composed of people who serve its mission in a variety of ways in accordance with clearly defined roles. Just as the organs of a body serve distinct roles yet are united by a unity that transcends them, so are the members of a Seminary community. Communication is essential to this unity and can be illustrated by analogy with cellular communication in the human body. When cells of a particular organ sever themselves from the community and are no longer part of the cellular communication system, things go awry with destructive effects.

The principle of unity embracing diversity applies not only to relations within our Seminary, but also to our relationship to other seminaries. As an evangelical school that is also ecumenical in outlook, it is crucial for us to be in dialog with seminaries in other traditions in order to gain a broader understanding of the issues in theological education today and to profit from the wisdom and counsel of others. Wesley's sermon “Catholic Spirit” with its firm commitment to catholic orthodoxy along with flexibility on issues that do not strike at the heart of the faith provides an ideal model for such ecumenical engagement.

In light of these theological convictions, it is incumbent upon those who govern to do so in such a way that the narrative of God's love manifested in Christ through the Holy Spirit remains the central guiding narrative of the Seminary community. This will not happen automatically or as a matter of course but must be maintained intelligently and deliberately. Seminaries run the risk of compromising their true mission and purpose if not losing it altogether if they allow some secondary narrative to gain ascendancy or become their primary script. Our true narrative can only be held firmly in place by a constant commitment to the normative authority of Scripture which the Wesleyan tradition receives by faith, reflects on by reason and seeks to flesh out in vital Christian experience.

A theology of governance from a Wesleyan perspective will emphasize the goodness of divine authority that is mediated to the servants who make up the body of Christ. Only those who are truly aware of their status as servants will properly sustain a community knit together with cords of accountability, responsibility and mutual affection. Consequently, all members of the community must seek to grow in the graces, especially humility and love, which will keep them focused on the God of holy love as they seek to actualize the mission of the Seminary.

While keeping divine goodness in clear focus, a Wesleyan theology of governance is realistic about human nature and frailty and recognizes the need for suitable checks and balances on both individuals and groups. We must always be aware of the temptation to identify personal will or preference with the good of the Seminary and be alert to confront and unravel this when it occurs. It is incumbent upon the Seminary to craft policies of governance that embody these important truths in particular practices that can be measured in terms of clear biblical and theological principles.

In putting these truths into practice, it is suggested that the structure of governance should evince multiple lines of accountability that underscore the commitment of each segment of the community to recognize its servant role with regard to others. Given the theological and biblical grounds established above, it is clear that the highest authority at ATS is Jesus Christ. The Board of Trustees, administrators, faculty, staff and students are but servants of an ever-present Lord and subject their wills freely and continually in order to undertake their proper delegated roles as stewards.

### Section 3: Guidelines for Healthy Dialogue

We have come to recognize in a fresh way that “speaking the truth in love” is a miracle of God's grace and that it is a difficult and crucial practice in our life together. The patterns of conversation we model before our students will be replicated and propagated throughout the world. Therefore, as members of the Board, faculty, and administration of Asbury Theological Seminary, we commit ourselves to observing the following rules and to encouraging one another to be faithful in their observance:

We will always speak with respect and civility, and will refrain from threatening, demeaning, ignoring, or prejudging those with whom we disagree. We will not assume that we have full knowledge of any situation or of the intentions of another person or body. Furthermore, we will not assume that any given issue is simple, that blame is easily or always assignable, or that anyone has a “God's-eye view.”

We will, as individuals, speak for ourselves and not for a group, unless in a formal role. We will not attempt to forge agreements or deals as individuals on behalf of a whole body or community. In efforts to understand and sort out an issue, we will not misuse personal relationships in the distribution or collection of information.

We will recognize that both the Board and faculty are diverse bodies, often reflecting diverse opinions. We will not depict either body as monolithic or as not truly deliberative. We understand that respectful public dissent is an important way of expressing truth in love, does not constitute disloyalty, and is important to growth in any community. We further understand that not all decisions of the Board, faculty, or administration will suit our personal wishes or garner unanimous approval, but we will seek to function in constructive ways when circumstances do not suit us.

We will intentionally cultivate the habit of truthfully expressing appreciation to each other for the work, sacrifices, and prayers we invest in ATS and in each other. Even when we disagree with others, we will affirm their gifts, contributions, and strengths.

We will as individuals take primary responsibility for monitoring our own speech and communication patterns, but, when necessary, will also encourage one another to do the same.

The following practices focus on simple means of improving and increasing stakeholders' and constituents' understanding of, appreciation for, and connection with each other, and our general understanding of the role each plays in the Asbury community.

The annual, fall Board-faculty-administration dinner will continue as a tradition among us, symbolizing through our table fellowship our aspirations for peace and good will.

At the spring Board meetings, a Board-faculty “mixer” will be scheduled. For this gathering all Board and faculty will be “earnestly urged” to be present. No structures for conversation will be provided, and no topics of conversation will be off limits. Spouses are not included at this event.

Faculty and Board members will be set into conversation groups (in an annual rotation) designed to create and sustain meaningful dialog over the years:

- Groups shall consist of about six persons total comprised of approximately equal numbers of Board and faculty members.
- Groups shall meet for a one-hour breakfast during both fall and spring Board sessions.
- Groups may be “chaired” by a Board member for the sake of timekeeping.
- Groups may choose to arrange for a conference call or two during the year to “keep in touch.”
- “Conversation Rules” should be understood and in place.

Printed material will be created and given to all faculty and Board members annually enabling us all to learn important things about one another. Faculty and Board members should be able to call each other by name, to know something of their family and geographical background, their ministry/professional life, the story of their Christian journey and their vision and interests for Asbury Theological Seminary.

All new members of the Board and faculty will be oriented to key features of ATS policy and community:

- Should be introduced to the manuals, policies, and protocols governing their respective bodies.
- Should be introduced carefully to the accreditation standards of both SACS and TATS, and should be carefully introduced to the policies regarding shared governance and how faculty, Board, and administration ought to relate to each other.
- All new Board members should be invited to campus to shadow a Professor for a day and attend chapel.

## Section 4: Board Chair and Board of Trustees

The Board of Trustees is the authorizing entity for the Seminary. It empowers the administration, faculty, staff, and students to do their work. The effectiveness of the Seminary in achieving its mission reflects to a large extent the success the Board experiences in fulfilling their fiduciary responsibilities. Furthermore, the character and excellence reflected in the work of the Board sets the pattern for the way in which the rest of the Seminary stakeholders fulfill their roles.

### Responsibilities

The Board has responsibilities in five broad areas: (1) Establishing the mission and reviewing it periodically; (2) selecting, supporting, and evaluating the President; (3) ensuring a strategic planning process that guides the Seminary in fulfilling its mission; (4) providing adequate physical, fiscal, and human resources; and (5) setting appropriate policies and organizational structures to support the work of the Seminary.

#### 1. Mission:

“Mission represents the heart and soul of the Seminary. Mission is the Seminary’s reason and passion for being...” The first and most important role of the Board is to establish the Seminary’s mission in consultation with its multiple stakeholders and constituencies and then to review the mission periodically. Lewis and Weems state that governing Boards fulfill their roles, in part, in legitimizing the institution and in seeing that it “functions responsibly and effectively” by “safeguarding the statement of institutional mission and purpose. . .” (HSP: 43).

2. President:

The Board selects, supports, and assesses the performance of the Seminary's President. The Board is fully committed to supporting the President and to caring for his or her well-being. The Board instructs the President only through the action of the full Board. The Board routinely evaluates the President, both for formative and summative purposes. Formative evaluations are more informal and for purposes of encouraging and supporting the personal and professional development of the President. While formative evaluations occur more frequently, summative evaluations generally take place around contract renewal times. The Board models effective human resource policies with the President, but delegates all other human resource decisions to the President. A summative, formal evaluation can be handled by a consultant or a third party rather than by members of the Board, faculty, staff, or students.

3. Strategic Planning:

According to TATS, "The governing Board shall require ongoing institutional planning and evaluation of outcomes to assure faithful implementation of the school's purpose, priorities...and commitments" (8.3.1.5). Strategic planning is accomplished through the Office of the President but seeks "creative initiatives" (TATS 8.3.1.7) from all stakeholders and constituencies, including the Board, administration, faculty, students, staff, alumni. The Board approves the strategic plan and provides the resources to fulfill it.

4. Resources:

"The Board is the legally constituted body that is responsible for managing the assets of the institution in trust," including "the provision of physical, fiscal, and human resources" (TATS 8.1.2.1). "Subject to the terms of its charter and bylaws, the Board chooses the chief administrative leadership, appoints faculty, confers degrees, enters into contracts, approves budgets, and manages the assets of the institution. If, in accordance with an institution's specific character and traditions, certain of these powers are reserved to one or more other governing entities, the specific character of these restrictions shall be made clear" (TATS 8.3.1.4). As part of the budget process, the Board addresses staffing issues (compensation, benefits, promotion, and evaluation) and policies affecting personnel. In order to secure adequate resources for the Seminary, every Trustee should be "an annual donor at a level considered significant for one in their position and participate in capital campaigns and planned giving programs" (PLA-D no. 23).

5. Policy and Organization:

Ultimate legal authority for the Seminary is vested in the Board of Trustees. The Board in turn establishes policy and delegates responsibility with authority for the implementation of its policies. In its standard on governance, The Association of Theological Schools (TATS) makes clear the importance of distinguishing between setting of policy and implementation of policy: "Governing Boards delegate authority to the Faculty and administration to fulfill their appropriate roles and responsibilities. Such authority shall be established and set forth in the institution's official documents and carried out in governing practices" (TATS 8.1.3). In addition to delegating authority, "The governing Board shall create and employ adequate structures for implementing and administering policy, and shall delegate to the school's chief administrative leadership authority commensurate with such responsibilities. In turn, it requires from these officers adequate performance and accountability" (TATS 8.3.1.6).

## **Board Structure**

"Governing Boards should be structured to conduct their work effectively" (TATS 8.3.1.9). The Board organizes itself in such a way that it can maintain its responsibility "... for establishment and maintenance of the institution's integrity and its freedom from inappropriate external and internal pressures, and from destructive interference or restraints." Furthermore, it ensures that it does its work in such a way that it can "... attend to the well-being of the institution by exercising proper fiduciary responsibility, adequate financial oversight, proper delegation of authority to the institution's administrative officers and Faculty, and the maintenance of procedural fairness and freedom of inquiry" (TATS 8.3.1.1.). The Board also structures itself in such a way that it can "... be accountable for the institution's adherence to requirements duly established by public authorities and to accreditation standards ..." (TATS 8.3.1.2).



1. Individual Members:

Board members wear “three hats”—a governance hat, a volunteer hat, and a policy implementer hat (PLA-D no. 5). The governance role is in effect during officially called meetings. Board members take on the implementer role when carrying out tasks in an officially appointed role by the Board chair or full Board. The volunteer role does not carry authority but gives Board members opportunities to contribute to the school’s success (PLA-D no. 22).

Good Board practice insists that the Board speaks with one voice and exercises its authority collectively (Andringa, *Bad Board...and the Best*). An individual Board member shall not “commit the institution’s resources or bind it to any course of action, nor intrude upon the administration of the institution” (TATS 8.3.1.8).

2. Committees:

Committees do Board policy work, not staff work. They “speak to the Board only, and *not for* the Board.” They “do not exercise authority over staff” (PLA: D no. 1, 5). Standing committees should be established around the major divisions of the Seminary and staffed by the appropriate Vice President. Committees do most of the Board work “by providing in-depth analysis and recommendations for action to the full Board” (PLA: D no. 23). “Committee agendas should be developed jointly by the President and committee chairs with Board chair review” (PLA: D no. 23).

A recent trend is for Boards to learn “... to reorganize around centers of action instead of committees. These Board groups find focus in current strategic issues, and these may change from year to year, shifting the nature of group work within the Board. This flexible Board organization keeps the work of the Board in a dynamic state, eliminating the turf protection and stagnation that often accompanies committee formats” (HSP: 45).

Asbury Theological Seminary’s Board shall organize around both standing committees and centers of action. It shall strive, however, to minimize the former and maximize the latter. As much as possible, Board members will serve on only one committee and/or one “center of action” so committees can meet simultaneously. Faculty, staff and student representatives may serve on Board committees based upon their competencies and capacities to add substantially to the work of committees.

3. Executive Committee:

The Executive Committee is comprised of the officers of the Board and chairs of standing committees of the Board. The Executive Committee meets *only* when it is necessary, however (PLA: D no. 1). “The scope of authority should be limited and clearly stated” (PLA: D no. 23).

4. Board Chair:

The Board chair manages the Board while the President manages the Seminary. The relationship between Board chair and Seminary President, however, is symbiotic and mutually supportive. The chair seeks input from the President on managing the Board, while the President seeks input from the chair on managing the Seminary. The importance of the relationship between the Board chair and the Seminary President cannot be underestimated:

The President’s leadership is enhanced through the thoughtful and supportive contributions of an understanding Board chair. Beyond the personal benefits, a good relationship creates opportunities for planning and directing the work of the Board. Dual leadership with mutual consultation enhances wisdom about Board organization, group and individual assignments, the discipline necessary for member participation, and the selection of candidates for Board membership. The most obvious outcome of this relationship is well-planned Board meetings keyed to strategic issues, with supportive data, energizing and anticipatory agendas, and the capacity for Board self-assessment. A joint chair-President engagement in the structuring and resourcing of all plans to advance the institution is foundational to the Board’s contribution to institutional governance. (HSP: 52)

The Board chair should make sure the Board looks out for the President’s welfare.

During meetings of the Board, the chair works to “include all Board members in dialogue,” and holds them accountable. The chair keeps the Board focused on policy and not administration and makes sure all Board members are productive, engaged, and contributing. He or she only speaks for the Board based on Board action (PLA: D no. 1). The chair should keep the Board focused on the one legitimate subject for an executive session without the President—Presidential performance or related issues.

The chair should be kept informed by committee chairs of committee agenda and direction. He or she should ensure that a Board education/development segment (thirty minutes to one hour) is planned for each Board meeting. The chair shall monitor for potential conflict of interest within the Board. The chair should ensure that the bylaws and policy manual are (a) kept up to date and (b) are made available to the Board, with frequent and strong encouragement that each member be fully informed of their content.

5. President:

The President is the CEO and is accountable only to the full Board. The Board gives the President direction only by formal action and the establishment of standing policies. The President works with the chair to develop the Board agenda jointly and provides all necessary information for policy development and Board action.

6. Board Membership:

Board members should be selected on the basis of careful consideration of Board composition. It is important that “Members of the governing Board shall possess the qualifications appropriate to the task they will undertake. In accordance with the school’s purpose and constituencies, the governing Board’s membership should reflect diversity of race, ethnicity and gender” (TATS 8.3.1.3). Three competencies distributed among Board members are essential to its effectiveness—competence for work, the capacity to secure wealth, and the ability to share wisdom (HSP: 43). “Expectations for Board membership should be stated” (PLA: D no. 1). “Board membership should be large enough to reflect the institution’s significant constituencies but not so large as to be unwieldy in its decision-making” (TATS 8.3.1.10). Vice Presidents should attend Board meetings but speak only when asked and should sit at a separate table. *[Representation of faculty, staff and students at Board meetings is an issue still to be worked out. Different voices with differing perspectives must be heard. Presently we are exploring a variety of models.]*

Term limits for Board members should be maintained to assure ongoing revitalization of the Board (PLA: D no. 23).

7. Written Policies:

Board policies should be codified, clearly written, brief, accessible to all Board members, and reviewed regularly. These policies “... should include a conflict of interest statement and a code of conduct statement” (PLA: D. no. 1; TATS 8.3.1.9). Trustees should avoid all forms of nepotism.

8. Board Meetings:

“A dynamic Board meeting will have at least five elements” that include (a) spiritual dimension (meditation, Faculty-led exposition of Scripture, prayer time...); (b) an interpersonal dimension (fellowship around dinner, lunch, lectures, group travel); (c) Board education (each meeting should have a session on some aspect of the Board’s role, responsibilities or performance); (d) action assignments; and (e) decision (HSP: 46).

“Strong governing Boards... have well-designed plans for their annual work” (HSP: 45). Normally the Board will meet three times a year. Board meeting agendas will be developed jointly by the President and Board chair, and materials will be sent out two weeks in advance of meeting. Meetings will normally include an executive session without the President, but not at the end of the meeting, and a Presidential session (without staff but with President) at the end of the meeting. Board meetings should also include time set aside for Board development. Board meetings should include a brief feedback time on the Board meeting itself—how the time was spent, whether all had opportunity to give input, character of deliberations, and means for improvement (PLA: D no. 1).

Board reference books should be available at each meeting, including bylaws, minutes, Board policy manuals, “Shared Governance” document. “Actions of the Board should be recorded in the minutes of the meeting,” and if the actions provide direction to the institution, they should be recorded in a Board Policy Manual (PLA: D no. 23).

### Board Development

Board development involves selection, retention, and training. The Board “should...seek to educate itself about the issues it faces and about procedures used by effective governing bodies in carrying out their work” (TATS 8.3.1.11). While the Board is responsible for its own development, the staff can assist the Board in this task. “Board members depend on assistance to do their work.... The expertise and competencies of the President and the faculty are necessary to enable lay members (of the Board) to be knowledgeable about the demands and achievements of theological education” (HSP: 44). The President and the chair share a particular responsibility for Board development.

“Board members can benefit from learning the ways of theological education, theology, and the nature and place of the church in society. An ongoing program of education for Trustees is an effective way for the President to ensure that members develop their capacity to govern and to hold the institution in trust” (HSP: 49). Each Board meeting should include a time (30-60 minutes) for focused discussion on an aspect of Trusteeship (PLA: D no. 1, 23) “... that will increase the Trustees’ role in fulfilling the institutional mission” (HSP: 49).

New Board members should be well oriented both before and immediately after election (PLA: D no. 5) “A formal orientation program should be utilized to give new Trustees a quick start for effective leadership. This should include principles for good governance of nonprofits, the Board structure and processes, institutional history, operations, and a review of the expectations for Trustees” (PLA: D no. 23; TATS 8.3.1.3).

Once every two or three years, a Board meeting should include a longer period (retreat format possibly) to address a major topic related to major Board responsibilities (PLA: D no. 23). Lewis and Weems identify a variety of ways in which such special sessions might be used:

All-day seminars designed around the expertise of the faculty are an excellent means of bringing the Trustees into the world of theology and the church...Retreats provide...ample time for exploring and discussing issues of Trusteeship and institutional governance. Governance mentors and consultants can be secured who will present the current best practices...Exchange visits between partner Seminary Boards can be a useful way to learn.... And reading programs... can reinforce group learning...). (HSP: 50)

Finally, “A program for spouses should be designed to build commitment” to the Seminary (PLA: D no. 23). Spouses give up their husbands or wives many days each year in the interest of their volunteer service to the Seminary. The more they understand the mission, vision, and work of the Seminary, the more likely they are to share in their spouse’s commitment to the Seminary.

### Communication Patterns

“Trustees are encouraged to communicate individually with each other outside officially called meetings to discuss issues and bounce ideas off each other.” They should not communicate with the entire Board or a subgroup of the Board unless in an official implementer role or in an effort to call a special meeting of the Board (PLA: D no. 22).

“Trustees are free to interact with faculty, staff, and students individually, through established mechanisms at Board meeting times and through campus social events.” They are free to ask questions and provide a listening ear. Trustees, however, must be sensitive to the division of responsibilities between the President, campus constituencies, and the Board (PLA: D no. 22).

“Individual Trustees or a group of Trustees should not meet with campus constituencies unless they have been authorized to do so by action of the full Board or by request of the President” (PLA: D no. 23).

Trustees should not undermine the authority or reputation of the school leadership or interfere with strategic direction of the school through their comments. Neither should they provide a pathway for faculty, staff, students, or alumni to circumvent proper channels of communication or authority (PLA: D no. 22).

Trustees should not “divulge confidential Board or administration information,” nor should they undermine Board or Presidential decisions (PLA: D no. 22).

**Board Assessment**

Institutional effectiveness is of paramount importance to accrediting agencies. Effectiveness begins with the governing Board. “The Board has the responsibility to hold itself accountable for the overall performance of its duties, and shall evaluate the effectiveness of its own procedures.... The Board shall evaluate its members on a regular basis” (TATS 8.3.1.11). Evaluation of the Board should be done by an outside consultant, who seeks input from administration, faculty, and other stakeholders (PLA: D no. 8).

Regular self-evaluation by Trustees should examine attendance, committee work, financial considerations, participation in fundraising efforts, and use of specific expertise. This is especially important prior to reappointment process. This should be overseen by a committee on Trusteeship with an outside consultant (PLA: D no. 8, 23).

**Section 5: Office of the President**

The role of the President of a free-standing Seminary differs significantly from almost any other role of leadership, including senior pastor, denominational leader, business owner, executive, or even a faculty member of the same Seminary. The Seminary President is called to lead the Seminary while at the same time sharing authority and responsibility with several bodies within the institution. The Seminary President answers to several different constituencies within the Seminary, each of which has individual and significant particular concerns. Asbury Theological Seminary depends uniquely on its President to pull these concerns together under the mission and vision of the Seminary.

**Institutional Leadership**

The President provides the ongoing leadership of the Seminary under authority delegated to him or her by the Board of Trustees (HSP: 48; TATS Standard 8.1.3.6). The President provides spiritual leadership to the Seminary community, setting the standard of Seminary ethos and spiritual life. The President is the public face of the Seminary, representing the Seminary to denominational entities, accrediting agencies, alumni, churches, the academic world and students (HSP: 45).

The President is responsible to provide sound, accurate, and timely communication to all the constituencies of the Seminary regarding the mission, finances, and programs of the Seminary (HSP: 55, 96, 156; TATS Standard 8.3.2.1-2).

The policies and expectations of the President from the Board and faculty should give the President adequate time and support to perform this public role well (HSP: 157).

**Mission and Strategic Planning**

The President is the keeper of the mission and strategic plan of the Seminary. The President should provide the major leadership in bringing the significant constituencies of the Seminary into the development of the mission statement and the process of developing a strategic plan based upon the mission statement (PLA; HSP: 157; Cooley presentation). The Board of Trustees is the final authority in approving and monitoring the mission statement and the strategic plan, while the President is the key leader in bringing relevant data to the planning process and making sure the entire community is involved in the plan (HSP: 55-56).

The President has the responsibility for ensuring that the strategic plan has measurable outcomes, for providing data that addresses progress towards that outcome, and for leading the ongoing refinement of the plan in light of the changing realities of the world (PLA; HSP: 47).

**Academic Leadership**

The President relates to the faculty through the Seminary’s chief academic officer (the Vice President of Academic Affairs/Provost [Provost/VPAA]). The Provost/VPAA must be a person who works well with the President, shares the mission and vision of the Seminary, and can credibly lead the faculty in its governance process. It is the President’s responsibility to provide the faculty in a timely way with the information they need on finances, student enrollment, program progress, and other faculty concerns. The President nominates faculty to the Board and must ensure that the process for selecting faculty and tenure maintains the mission and ethos of the Seminary (HSP: 73-76).

The faculty is responsible to develop academic policies and procedures, but the President monitors the execution of these policies and makes sure that the overall academic plan meets the goals of the strategic plan and mission of the Seminary (Cooley presentation).

**Institutional Administration**

The President is the leader of the Seminary and its institutional administration. The President is responsible to present the budget to the Board for approval and to provide the Board with ongoing data in monitoring the budget. The President is responsible to the Board for the execution of the strategic plan and all institutional policies and procedures (PLA; HSP: 48).

The President cannot do all the administration that the Seminary must have and therefore must develop a team of competent administrators to develop and implement the total Seminary program. The Vice Presidents report to the President and when decisions are made within the team, they are announced as Presidential decisions. Only the President is responsible for the execution of the Seminary plan (PLA).

All administrators in the Seminary are ultimately responsible to the President and the President is alone responsible for the hiring, evaluation, and release of administrative staff (PLA).

The President is responsible for ensuring that the day to day life of the Seminary meets the expectations of the mission of the Seminary for the faculty, staff, students, and other constituencies of the Seminary.

**Seminary Life**

The President is responsible for the overall community life of the Seminary. He or she is responsible for the development of enrollment goals and monitoring progress toward those goals, for seeing that plans are developed for the maintenance and development of the Seminary plant, and that plans are developed and executed for the development of the spiritual life of the Seminary community (HSP: 96, 141; PLA).

**Institutional Advancement**

As the public embodiment of the institution the President will be the key spokesperson for the Seminary. The President will hire the professional advancement team and supervise their work to make sure that the message of the advancement program is consistent with the mission and vision of the Seminary. The President will ensure that suitable goals are set and progress toward these goals evaluated. The President will work with the advancement team in developing major donors and Board participation in giving (HSP: 128-134; PLA).

**The Board**

The President is the chief executive officer and accountable to the Board for the execution of the mission and the strategic plan of the Seminary (HSP: 48). It should be clear in Board policies that the President answers only to the full Board through the formally adopted policies and procedures of the Board (PLA). The chair of the Board runs the Board meeting. The President works with the Board chair to provide education and development of the Board and its members (HSP: 49; PLA). The Board relates through the President to the faculty and administration of the Seminary.

The President works with the Board to provide orientation to new Board members and ongoing education at every Board meeting for the whole Board. The President has a responsibility to keep the Board fully informed in terms of the Seminary and its administration and finances and any other information the Board needs to maintain the integrity of the mission and the strategic plan of the Seminary (HSP: 47).

**Section 6: The Faculty**

The faculty of Asbury Theological Seminary is comprised of women and men, called by God, who have invested many years in preparing to teach in their respective disciplines. On the one hand, they receive their compensation from the Seminary and, therefore, might be considered “employees.” On the other hand, in the eyes of the law, faculty members are considered “managers” and function much more like “independent contractors.” They are “Professors” when they are teaching; they are “faculty” when they are gathered as a collegium for decision-making purposes.

**Role In Shared Governance**

While affirming that the governing Board of a theological Seminary is the final authority for the institution, nevertheless, The Association of Theological Schools asserts that “The faculty should contribute to the overall decision-making as determined by the institution’s structure of governance. Such involvement is particularly important in the development of the institution’s purpose statement and in institutional evaluation and planning” (TATS 8.3.3.2). For this to take place, “Effective governance requires regular and formal meetings of the Board, the administration, and the faculty” (HSP: 41).

### Focus and Authority

The faculty's authority in shared governance is functional, that is, it is derived from the authority delegated to it by the Board of Trustees: "The Seminary Board delegates authority to the faculty and administration to fulfill their appropriate roles and responsibilities" (TATS 8.1.3).

The faculty is responsible to provide leadership in four broad areas: (a) the development of academic policy; (b) oversight of academic and curricular programs and decisions; (c) establishment of admission criteria; and (d) recommendations of candidates for graduation (TATS 8.3.3.1). Furthermore, the faculty participates "in the processes concerning the appointment, retention, and promotion in rank of faculty members" (TATS 8.3.3.1; HSP: 39). In other words, "The faculty must focus on students, educational programs, and the world of ideas emerging in theological education" (HSP: 41).

### Communication

The role of the President is particularly strategic in ensuring that the Faculty is fully engaged in shared governance. The President has a variety of ways of empowering the Faculty in governance, including (a) giving attention to keeping them fully informed; (b) consulting with them on all strategic issues of mission and financial viability; and (c) utilizing Faculty expertise in the formation of strategic plans. Formal channels of communication defuse suspicion that information may not be trustworthy and meaningful (HSP: 54). Well-planned, structured small group meetings can further facilitate helpful communication (PLA: 5). Faithful observance of the "Guidelines for Healthy Dialogue" (8-9) developed for the Seminary community will contribute to trust and enable the Seminary community to reap the benefits of shared governance. At all times it is important that "Trustees should not provide a path for faculty... to circumvent the proper channels of communication or authority" (PLA: 2). Conversely, it is equally important that the faculty be attentive to those structured avenues of access to the Board.

### Structure

The most fundamental faculty governance structure revolves around the President, a chief academic officer (CAO; Vice President of Academic Affairs/Provost, [Provost/VPAA]), and the faculty. The faculty determines how it will govern itself, how it will go about its work of developing educational programs, establishing academic policies, setting admissions standards, etc. Structurally the Provost/VPAA is "middle" management, that is, he or she stands "between the President and the faculty and, sometimes in the middle between the faculty and the Board" (HSP: 74).

The President of the Seminary is the chief executive officer and the one accountable to the Board for the academic program of the Seminary. Administratively and symbolically it is important that the chief academic officer chairs meetings of the faculty, since "The faculty reports to the Dean [Provost/VPAA], and the Dean [Provost/VPAA] has a specific responsibility to lead and form the faculty as a whole" (HSP: 75).

The Vice President of Academic Affairs and Provost should attend "Board meetings but speak only when asked and should sit at a separate table, not at the Board table" (PLA: 1). [*Discussion is ongoing with respect to representation of the faculty, staff, and students at Board meetings.*] Faculty representation on the Academic Affairs Committee, however, can further understanding of the academic programs of the Seminary and contribute significantly to recommendations the committee carries forward to the full Board. The emerging trend in higher education toward reorganization around "centers of action" (HSP: 45) rather than committees would provide further opportunities for the Board to capitalize upon the expertise of the faculty.

## Section 7: The Staff

The staff of Asbury Theological Seminary is essential to the work of the Seminary. Staff members occupy a broad range of roles, from admissions counselors to administrative assistants, from maintenance workers to graphic artists, from program directors to community life leaders. Staff members ensure that the "education engine" remains well-oiled and running smoothly. Often they are most adept at understanding how day-to-day operations can be done effectively and efficiently. "The staff and administrators provide the operational infrastructure of the school. They, too, need to be assured of their crucial role in the mission..." (HSP: 185-186).

### Staff Governance Role

The Seminary staff supports the tripartite governance system (Board-administration-faculty) by providing "creative initiatives" (TATS 8.3.1.7), participating in the strategic planning process (CCCU Resource Center), and by offering their specialized experience and expertise (WTG).



### Staff-Seminary Communication

The staff communicates to the Board through the President, who is the central communication link for the Seminary. The President receives staff perspectives and information via a variety of avenues: open system of ad hoc groups, task forces, committees, and open forum sessions. The wise President will find ways for the Board and faculty to hear these voices and to invite their participation in the affairs of the Seminary (HSP: 42). Also serving the President are two Seminary-wide committees—the President’s Advisory Council (PAC), comprised of middle managers for discussing broad institutional policies and issues and offering counsel to the Office of the President, and the Staff Council, comprised of middle managers and non-exempt employees, nominated and elected by their peers, for discussing employee-related policies and issues.

### Staff-Board Relationship

Interaction may occur individually and through established mechanisms at Board meetings, as well as through social events, but never to the detriment of Seminary leadership authority (PLA). Staff should not serve on the Board (PLA). “A Canadian court actually found that a paid staff member serving as a Board member is in a legal sense a conflict of interest.” Vice Presidents or other staff designated by the Office of the President can staff Board committees to help the committee to do Board work (PLA).

Board committees do not exercise authority over staff (PLA), and the Board should not evaluate any staff member other than the President (PLA). The staff has no role in the formal evaluation of the President (HSP: 52). Rather “... authority is delegated to the staff so that it might be empowered to fulfill numerous responsibilities in terms of the day to day operations of the Seminary... The staff [and Staff Council and PAC], therefore, should be consulted, and its perspective and wisdom appreciated, in the decision making processes that concern its areas of expertise” (WTGS: 9).

## Section 8: Students

The Association of Theological Schools identifies students as involved in the governance process. “Governance is based on a bond of trust among Boards, administration, faculty, students, and ecclesial bodies” (TATS, 8.2.2), “Shared governance follows from the collegial nature of theological education. Unique and overlapping roles and responsibilities of the governing Board, faculty, administrators, students, and other identified delegated authorities should be defined in a way that allows all partners to exercise their mandated or delegated leadership” (TATS 8.2.2).

Lewis and Weems advocate an “open system” to maximize decision-making that includes multiple stakeholders and constituencies. “Shared governance works best when other players in the governance process—namely constituencies, stakeholders, staff and students—have their own prescribed methods for significant participation in institutional decision-making. Effective shared governance should be seen as an open system. These diverse voices can be heard through ad hoc groups, task forces, committees, and open forum sessions” (HSP: 42).

Theologically Asbury Theological Seminary affirms that its “...principal mission ... is to serve the Church by preparing students, both academically and spiritually, to witness to the world of the love of God shown in the gift of His Son, and attested by the Holy Spirit” (WTGS). Therefore, as both the raw material and the refined yield of the labors of all who lead and serve the Seminary (Board members, administrators, faculty, staff), students have a vital stake in the spiritual wellness, development of faculty and curriculum, student services, and financial health of the Seminary.

As beneficiaries and ambassadors of the Seminary’s vision and ventures, it is right and proper that students have a vested interest and active participation (e.g., Enrollment Management, PLA-A no. 1; PLA-A no. 10) in the shared governance of the institution, and “where students take part in the formal structures of governance, their roles and responsibilities should be clearly delineated” (TATS 8.3.4.0).

## Section 9: Working and Communicating with the Board

A successful Board will seek widely for “creative initiatives” from its various stakeholders and constituencies, including students: “In its actions and processes, the Board serves in relationship to a variety of constituencies, both internal (e.g., administration, Faculty, students, staff) and external (e.g., graduates, denominations, congregations, etc.) and should seek creative initiatives from all of these constituencies...” (TATS, 8.3.1.7).

From an organizational perspective, the Board “determines the organization’s mission and purposes” and should include student input (PLA-D no. 3; Andringa, *Governance Functions*; CRATS: #4). [*Student representation at the Board meetings is under consideration.*] “... The Board Community Life Committee can benefit by meeting with students, but students should not serve as Trustees.” (CRATS: #1 & 3). Students should be free to interact with Trustees “individually and through established mechanisms at Board meeting times and through campus social events” (PLA-D no. 22). For instance, “conversation groups could be structured between Board, Administration, Faculty, and Students” (CRATS: #3).

Students should seek to develop and provide “creative initiatives” to the Board (TATS 8.3.1.7). Students should not, however, seek paths “to circumvent the proper channels of communication or authority” (PLA-D no. 22). Students should seek to organize only as groups to communicate with individual Trustees when the Trustees are functioning as program/process implementers assigned by the Board chair or the Board (PLA-D no. 22). The Seminary should periodically “survey current students and recent graduates and assess their opinion regarding the perceived value of the various components of their educational experience” as an aspect of strengthening the institution in its mission, vision, and operations (CRATS: #4).

### Working and Communicating with the Office of the President

“Mission clarification needs to be a high priority and should involve students...” (CRATS: 4). According to Crothers, “the President should appoint a task force of faculty, Board, students, staff, and administrators to oversee a process of mission clarification that engages the entire Seminary” (CRATS: #4). While this has now been done, this practice should continue on a regular basis.

It is advantageous to have students involved in a budget committee: “A budget committee should be established with representatives from faculty, staff, and students to hear budget request presentations from the Vice Presidents as the annual budget is being developed. The committee is not a decision making body but is advisory to the President, offering insight prior to the President’s making the final decisions that will be taken to the Board” (CRATS: #9).

Students may also be consulted in the formulation of policies. “Under the governing Board’s clearly stated policies and requisite authority, the chief administrative leadership is responsible for achieving the school’s purpose by developing and implementing institutional policies and administrative structures in collaboration with the governing Board, faculty, students, administrative staff, and other key constituencies” (TATS, 8.3.2.1).

Student input should be sought during review of academic plans, tuition pricing, and financial aid leverage (HSP: 50-51). Reviewing trends in ministry and tracking graduate placements will further inform curricular planning and student services and are necessary for building bridges with the school’s public (HSP: 50-51).

### Working and Communicating with the Faculty

Faculty and students work together on a daily basis in the teaching-learning process. Relationships are already established that can further the work of the Seminary when the faculty seeks input from students around matters of mutual interest and concern. “Structured small group meetings with Faculty, staff, administrators, students, and Trustees can be meaningful dialogue if planned appropriately” (PLA-?: 5).

### Working and Communicating with the Staff

Students work with staff to ensure they meet the administrative requirements associated with being a student.



## Section 10: A Wesleyan Theology of Governance for Seminaries

### Mission and Purpose

The principal mission of a Christian Seminary is to serve the church (in both ecclesial and academic settings) by preparing students for effective ministry in their witness to the world of the resplendent love of the Father in giving the gift of the Son, a gift that is attested to and received by the presence of the Holy Spirit. By means of this mission, seminaries are necessarily committed to pursuing and expounding the truth of the Lordship of Christ (“For Jesus said, ‘I am the Way, the Truth and the Life’” [John 14:6]), a task that represents both corporate and personal endeavors, and ever includes not only transformation in being, in accordance with increasing Christ-likeness, but also the importance of speaking the truth in love. Indeed, plain speaking (“plain truth for plain people”) that is free, accurate and helpful has always been a part of the Wesleyan tradition.

In particular, Asbury Theological Seminary’s mission is to “Asbury Theological Seminary is a community called to prepare theologically educated, sanctified, Spirit-filled men and women to evangelize and to spread *scriptural holiness* throughout the world through the love of Jesus Christ, in the power of the Holy Spirit, and to the glory of God the Father.”

Scriptural holiness or the holy love of God and neighbor embraces both sound learning and vital piety, the life of mind and the heart of the soul. It has both personal depth, transforming the hearts of people, and social extent, revitalizing the communities in which they live. In inculcating scriptural holiness, a Seminary actively and intentionally fosters the intellectual, emotional, moral and spiritual health of its students, faculty, staff, administrators and Trustees. Holiness, in other words, is holistic and is indicative of the balance and harmony that results from being in a proper relationship to both God and humanity. Accordingly, though Asbury Theological Seminary aims at the highest levels of academic excellence, it never considers such excellence to be sufficient preparation—apart from significant moral, spiritual, and emotional growth—for the increasing challenges of ministry in a complicated and hurting world.

**Mission: “to spread scriptural holiness throughout the world.”**

### Theological Reflection on Scriptural Holiness or “Holy Love”

Current word studies of the term “holy” reveal that it is the opposite of the word “profane” and that it, therefore, entails a movement of separation, precisely for the sake of purity. Such an understanding falls hard on contemporary ears with their preference for inclusion. During the twentieth century, however, Emil Brunner, Swiss dialectical theologian, expressed this same idea of separation in his observation, “The Holiness of God is therefore not only an absolute difference of nature, but it is an active self-differentiation, the willed energy with which God asserts and maintains the fact that He is Wholly other against all else.”<sup>1</sup> Or as Richard Taylor put it more recently, “there is a moral intensity in God’s holiness that makes tolerance of unholiness an impossibility.”<sup>2</sup>

And yet love, on the other hand, involves a movement of revelation, engagement, and at its highest levels, communion. Again, love is outgoing, embracing, and inclusive. It is “the movement which goes-out-of-oneself, which stoops down to that which is below: it is the self-giving, the self-communication of God.”<sup>3</sup>

**The inculcation of holy love is at the heart of a Seminary’s mission.**

Consequently, as Wesley, Brunner, Taylor and others have known so well, the term “holy love” is not a simple and straightforward expression, but involves a conjunction that is expressed in the ideas of separation for the sake of purity and communion for the sake of love. Both therefore must be held in tension, not one to the neglect of the other. As such the best and most accurate summarizing word or phrase and Wesley’s ultimate hermeneutic is not love, as has sometimes been argued, but holy love.

Secondly, just as holiness informs love, so too love informs holiness. Indeed, according to Wesley, “no true Christian holiness can exist without the love of God for its foundation.”<sup>4</sup> Thus, in his sermon, “The Witness of the Spirit, I” Wesley maintains that we must love God first “before we can be holy at all; this being the root of holiness.”<sup>5</sup> And this love of God that is so intimately connected to holiness, giving it form, is implanted in human hearts and is evident among the community of the faithful through the gracious agency of the Holy Spirit. That is, believers are “led into every holy desire, into every divine and heavenly temper,”<sup>6</sup> Wesley points out, by the Holy Spirit who “sheds the love of God abroad in their hearts, and the love of all mankind.”<sup>7</sup>

1 Emil Brunner, *The Christian Doctrine of God*, trans. Olive Wyon (Philadelphia: The Westminster Press, 1949), p. 160.

2 Richard S. Taylor, *Exploring Christian Holiness: The Theological Formulation* (Kansas City: Beacon Hill, 1985), p. 16.

3 Brunner, *The Christian Doctrine*, p. 187.

4 Thomas Jackson, ed., *The Works of John Wesley*, 14 vols. (Grand Rapids, Michigan: Baker Book House, 1978), 8:290. (Minutes of Several Conversations).

5 Albert C. Outler, ed., *The Works of John Wesley*, Vols. 1-4. The Sermons (Nashville: Abingdon Press, 1984), 1:274. (The Witness of the Spirit, I).

6 Ibid., 1:236. (The First Fruits of the Spirit).

7 Ibid., 1:262-63. (The Spirit of Bondage and of Adoption).

### Identity and Mission: Dynamically Related

ATS has its identity in undertaking its distinct mission. By way of analogy, the Seminary is not a noun but a verb. That is, its essence is comprehended in the love of God manifested in the worship of the Most High, and in *service* to others. The kenotic passage of Philippians 2:6-8 charts the way, and reveals the substance of that service in both humility and love. In one sense, humility entails not only lowliness but also being open to giving love *to* and receiving love *from* all people. As such this grace, this mark of mature Christians, listens to and genuinely hears “the other.”

Precisely because of the meekness of Christ, His taking on the form of a servant, the gospel necessarily highlights the universal love of God and neighbor. Therefore, the constitution of a Seminary community (in terms of Trustees, faculty, staff, and students) as well as the constituencies it serves will be inclusive and diverse representing the broad reach of humanity.

Since all people bear the *imago dei*, their dignity and preeminent worth do not utterly arise out of their particular group identifications, but emerge out of a consideration of the *relation* of men and women to a God of holy love. Indeed, implicit in the *imago dei* are the elements of accountability, responsibility, and other-directedness. God has created humanity, in other words, through Christ as those beings made for a relationship with the Most High and with others through the presence of the Holy Spirit. Therefore, the members of a community who bear the impression of the divine being will watch over one another in love, foster a Christ-like spirit, and exercise care and judgment in all of their service.

**The image of God embraces accountability, responsibility and other-directedness. The autonomous self is a myth.**

### Theological Reflection: Universality of the Gospel

Seminaries may rightly rejoice in their diversity and appreciate all the many cultural variations in their midst, for they are greatly enriched in many ways by such diversity. They, nevertheless, do not find their unity *in* their diverse populations nor in some ideological script that makes diversity itself the overarching value, but *in* Jesus Christ whose Lordship is the highest value, transcending particular group identifications, and through whom the community enjoys “one faith, one hope, one baptism.”

Reacting against a few of the maxims of the Enlightenment, some recent trends in postmodernism have suggested that little basis exists for affirming common elements in the human community. Various group identities that are informed by ethnicity, race, socio-economic status, religion, sexual orientation, and language are supposed to create structures of affiliation and identity that make a universal narrative for humanity virtually impossible. Beyond the logical contradiction of maintaining that all grand narratives are henceforth precluded, a claim that actually functions as yet another universal script, some current postmodern perspectives not only fail to grapple seriously with what common elements actually remain in human communities (such existential concerns as “guilt, the question of meaning, and death”), but they also fail to appreciate how religion in general or Christianity in particular actually functions in human lives.

Though some even in the church today encourage members of their congregations to draw their identity largely from their particular group commitments, and in doing so call this the “gospel,” such a move in the end is largely divisive and does not represent the genius of a gospel ethic. Mistaking a particular polarity (whether poor/rich or black/white) as the locus of valuation, thereby making it virtually ultimate, such an approach fails to see the “evil” in one population—among the poor, for example—or what good characterizes the “rich.” Nor is such an analysis improved by substituting any of the other popular polarities (female/male for example) if they become, once again, the very center of valuation. Granted universal Christian values will be, and should be, expressed in a culturally specific manner, but the form of that expression should never take priority over being a “new people” in Jesus Christ who remains the common and celebrated Lord of the community of faith.

**The Gospel is universal and is offered to all people. It transcends particular (and potentially divisive) group identifications.**

Beyond critiquing the sectarianism and factionalism of the polarizing approaches that are so popular today at educational institutions, the gospel indicates to the consternation of some postmodernists that a universal dimension does indeed remain in the human community regardless of different social locations. Men and women, black or white, rich or poor are best defined not in terms of the provincial groups in which they participate, but with respect to their relation to a God of holy love. Thus, to call poor people sinners, which by the way John Wesley often did, is not to detract from their dignity as human beings (as some leaders in mainline denominations claim today) but is actually to affirm it. That is, such a judgment reveals that the most important thing about human beings is not their economic status, no matter how severe it may be, but that they are beings *made for God*, created to enjoy a *relation* with the Most High marked by the richest love. Put another way, all human beings, regardless of their group commitments, are united in their sin; they are also, therefore, joined in their need for grace. Again, the gospel is universal, despite some postmodern protests to the contrary, and it has a word of hope and liberation for all people. The narrative of God's reconciling action in Jesus Christ (neither Jew nor Gentile, slave nor free, male nor female) does not mistake what is penultimate (such as ethnicity, race, economic status etc.) and make it ultimate.

### **The Variegated Nature of Seminaries**

Theological seminaries are not the church *per se* but are institutions, para-church structures, which serve the Body of Christ. Simply put, a Seminary is not the local church, and to treat it as such is to fail to recognize the distinct promise that such an institution holds for both leadership and service. Nevertheless, seminaries are composed of a community of Christian believers united, among other things, by worship, participation in the sacraments, and by a statement of faith. As such, seminaries are multi-dimensional institutions that integrate ecclesial, spiritual, and academic purposes. A Seminary becomes unbalanced when it fails to hold all of these elements in their proper place or when its structures of governance do not evidence the mutuality and concern of responsible, accountable leadership at every level.

Seminaries are made up of members whose function in the institution is distinct (Trustees, administrators, faculty, staff and students) but who are united in the goals of theological education. A Seminary community must, therefore, be governed by leaders who understand the complex nature of the institution, its many levels and dimensions, and who are able, therefore, to think in terms of a number of different frameworks. Ongoing study by Seminary leaders with respect to the nature of theological education is therefore vital.

**A Seminary is multi-dimensional in function and diverse in composition and constituency.**

### **Theological Reflection: The Apostle Paul's Analogy of the Body**

Just as a Seminary is a multi-faceted institution in its labors, so also is it composed of people who serve the institution in a variety of ways, in accordance with clearly defined roles.

The analogy of the body, utilized by the Apostle Paul to affirm the interdependent nature of the church while confronting mentalities of divisiveness and superiority, readily comes to mind. In 1 Corinthians 12 Paul reasons:

12 Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ. 13 For we were all baptized by one Spirit so as to form one body—whether Jews or Gentiles, slave or free—and we were all given the one Spirit to drink....18 But in fact God has placed the parts in the body, every one of them, just as he wanted them to be. 19 If they were all one part, where would the body be? 20 As it is, there are many parts, but one body. (TNIV)

In the same way, the Seminary community is marked by one Spirit, that of Jesus Christ who is the Head of the body, and He unites the various organs in their service. Again, just as the organs of the body, in fulfilling their distinct roles are united, a part of a unity that transcends them, so too the members of a Seminary community, connected in so many ways by the life-giving arteries of grace and love, are united in their common mission of serving Jesus Christ. Such service occurs in the context of differentiation of function and is informed by responsibility, accountability, and mutuality.

**Unity can and does exist in the midst of diversity. Self-referential individuals and groups are disruptive of the common life the community enjoys.**

By way of analogy, under healthy conditions the cells of an organ are in communication with the other cells in their immediate environment. The cues offered are both chemical (proteins) and physical (membrane ruffling). Now when cells of a particular organ of the body, let's say the lungs, sever themselves from the community and are no longer a part of the cellular communication system, things quickly go awry. As Natalie Angier points out, "A cancer cell is a cell that is deaf to the chemical tutelage around it and indifferent to the slings and ruffles of its neighbors."<sup>8</sup> These aberrant, "self-willed" cells set about to do the work of cells heedless of the information and response of other members in the environment. Their task is simply to divide, divide, divide until, if left unchecked, the cancerous cells not only destroy organs, but the entire body as well.

In the similar way, the gracious harmony of a Seminary community is torn asunder, when particular cells of an organ fail to receive the communication of other members of the environment. With the loss of communication comes the loss of genuine community as well—and the larger good it serves.

### **Our Particular Theological Tradition**

Asbury Theological Seminary represents the best of the Wesleyan-Holiness, Evangelical tradition. It is mindful of the past, of the legacy of tradition, and open to the future, that is, to the challenges of an international community in the twenty-first century.

Though the Seminary is one of the principal institutional guardians of the Wesleyan-Holiness, Evangelical tradition, it remains ecumenical in outlook and drinks deeply of a broad and rich catholic spirit. It clearly recognizes that vibrant Christian communities exist in other traditions, denominations, and parachurch structures. The Seminary and its leaders, therefore, will be in dialog with other theological institutions in order to understand the current challenges of theological education in a thoroughgoing way and to be ready to profit from the wisdom and counsel of others.

### **Theological Reflection: Wesley's Sermon, "The Catholic Spirit"**

In his sermon "The Catholic Spirit," Wesley maintains that love is due to all humanity, but a special love is warranted for those who love God. Two hindrances that sometimes prevent this love, resulting in various levels of narrowness, self-isolation, and in the worst cases outright bigotry, are differences with respect to both thought and practice. That is, in the church, constituted as it is by several communions of faith, believers will not all think alike, having various opinions that do not strike at the heart of the faith, nor will they all engage in the same modes of worship.

Given such diversity, in this sermon Wesley does not recommend either speculative or a practical latitudinarianism. Unsettledness in thought and practice (especially in terms of worship) is not a blessing but a curse. A truly catholic person, then, is as "fixed as the sun" in his or her judgment of fundamental truths, distinguishes essentials from opinions, and extends the hand of fellowship in love to all whose hearts are right with God. In other words, believers can be firm in their judgments while recognizing that other real Christians, animated by the love of Christ, yet differ both in thought and practice.

**The Wesleyan-Holiness, Evangelical tradition is best held in an ecumenical way, open to dialog with others.**

In a similar way, Asbury Theological Seminary, representing a distinct tradition in the universal church, can prosper by being in an appropriate relationship with seminaries of other theological traditions since all—when viewed in their best sense—share common goals. A spirit of humility, marked by love and teachableness, should therefore characterize the leadership of these institutions as they dialog with one another in their service of Jesus Christ.

### **The Importance of Narratives that Inform Mission**

Wesleyan seminaries are orthodox communities that seek to embody a Trinitarian understanding of God in their daily life and practices. The Christian Godhead whereby three distinct persons are one, and whereby the mutual relations of love characterize the divine being, should inform the Seminary's life in general and its structures of governance in particular. Put another way, each person of the Trinity is other-directed and is ecstatic (in the best sense of the word) in loving and celebrating the other. Such mutual relations are marked by humility (openness to love) and the richest expressions of love in celebrating the other. And in terms of the relation of the Trinity to humanity, what theologians call the "economic" trinity, the Father freely gives the gift of the Son; the Son delights in being given, and the Spirit attests to the precious gift that is Jesus Christ. Here then is not the reign of self-will but an outpouring, a generous giving of the divine being, for the sake of humanity in an embracing, inclusive love.

In light of these preceding theological understandings, seminaries must be governed in such a way that the love of God manifested in Jesus Christ through the Holy Spirit is and remains the central narrative of the community. This narrative is held in place by the pre-eminent and normative authority of Scripture, which is received by the Wesleyan community of faith, reflected upon by reason, and fleshed out in vital Christian experience. Accordingly, the Seminary must take special care that the gospel of grace that animates and gives substance to her vision is actualized in structures of governance that are in harmony with that vision.

Other narratives from social science, the business community, and academia, for example, are vital to seminaries and should be consulted but such stories are always secondary. What is called for, then, on the part of the Seminary community is a critical appropriation of the insights from a diversity of sources whereby the gospel of the universal love of God and neighbor remains the normative pattern.

**The principal narrative that informs a Seminary must be intentionally held by all in the community.**

A Seminary runs the risk of having its stated purpose and mission weakened, if not undermined, by elevating a secondary narrative and making it the principal script of the institution. For example, though seminaries obviously have business and financial dimensions, to carve the institution principally along these lines (whereby students are deemed “consumers” and faculty and staff are considered “employees”) is to fail to take into account the spiritual and ecclesial dimensions through which students, faculty and staff view their own labors as the gracious and divinely empowered exercise of a “vocation.”

Moreover, the structures of governance that are created by the Seminary must be in harmony with its identity and mission as a servant of Jesus Christ who is the one, supreme, head of the community. Indeed, a community that testifies to the beauty of holy love in its highest expression of entire sanctification should be marked by the gracious behaviors and practices that are consonant with this witness.

### Summary of Theological Elements Necessary for the Governance of Seminaries

Christ-like governance at a Seminary entails the following elements:

- Attentiveness to the mutual relations of love that characterize the Trinity and that should be emblematic of vibrant Christian communities
- Lowliness and service to others in spreading scriptural holiness, in inculcating holy love
- Recognition of the universal love of God manifested in Christ through the Holy Spirit as well as the dangers of being diverted into egoism, sectarianism or a party spirit
- Understanding that in the fulfillment of its mission a Seminary is multi-dimensional in function and diverse in population and constituency
- Given such diversity, care has to be taken that the Seminary does not forsake its *common* mission nor the universality of the gospel itself.
- In a similar fashion, the genius of the Wesleyan Theological tradition, in particular, must be held in a catholic spirit and one that is animated by the love of Christ. This is evidenced by dialog with other institutions.
- The principal narrative of the love of the Father in giving the gift of the Son and attested to by the Holy Spirit that informs the Seminary must be intentionally held and fostered by Trustees, faculty, staff, and students. Otherwise some other narrative will be unintentionally held and could possibly skew the mission of the Seminary.
- Responsibility and accountability at every level of governance (since all are servants of a risen Lord); teachableness in receiving and developing the gifts and talents of others; and a bracketing out of self-interest and provincial concerns in order to pursue the larger good of the institution in its witness to a God of holy love—all of these elements represent appropriate ways in which a Seminary can and should pursue its goals.

### Conclusion

A theology of governance from a Wesleyan-Holiness Evangelical perspective underscores the goodness of divine authority that is mediated to the servants of the body of Christ. Only those who are and remain servants are a part of the community that is knit together by the cords of accountability, responsibility, and gracious affection. As stewards of the gifts that find their source not in human attainment but in the beneficence of God, all servants of the Seminary community, whether Trustees, administrators, faculty, staff, students, or alumni will seek to grow in those graces, especially humility and love, that will help them to keep their eyes focused upon the love of the Father, the grace of the Son and the enabling power of the Holy Spirit as they actualize the mission of the Seminary.

Moreover, a theology of governance from a Wesleyan vantage point is realistic and critical enough to offer suitable checks and responsible balances when either individuals or groups, at any level of the Seminary's institutional life, seek to pursue their own self-referential will as if it were the general good of the Seminary. In such instances various levels of pretense may have to be unraveled in the name and for the sake of holy love. Egoism, a party spirit, and power seeking have no place in a community that glorifies and celebrates a crucified Lord. This vital truth must constantly be brought before the community in the pulpit, classroom, and Boardroom.

It is therefore incumbent upon the Seminary to craft and articulate policies of governance that will operationalize these important truths in particular practices—practices that can and should be measured in terms of clear biblical and theological principles. In this way, greater light will be focused on the labors of the community, especially in terms of mutual relations, such that the larger good of the Seminary, that is, spreading scriptural holiness throughout the world, will thereby be fostered through the witness, the very life, of the gracious and peaceful community itself.

## Section 11: Tats Standard 8—Authority and Governance

Governance is based on a bond of trust among Boards, administration, faculty, students, and ecclesial bodies. Each institution should articulate its own theologically informed understanding of how this bond of trust becomes operational as a form of shared governance. Institutional stewardship is the responsibility of all, not just the governing Board. Good institutional life requires that all institutional stewards know and carry out their responsibilities effectively, as well as encourage others to do the same. Governance occurs in a legal context, and its boundaries are set by formal relationships with ecclesiastical authority, with public authority as expressed in law and charter, and with private citizens and other legally constituted bodies in the form of contracts. The governance of a theological school, however, involves more than the legal relationships and bylaws that define patterns of responsibility and accountability. It is the structure by which participants in the governance process exercise faithful leadership on behalf of the purpose of the theological school.

### Authority

- Authority is the exercise of rights, responsibilities, and powers accorded to a theological school by its charter, articles of incorporation and bylaws, and ecclesiastical and civil authorizations applicable to it or, the overall educational institution of which it is a part. A theological school derives from these mandates the legal and moral authority to establish educational programs; to confer certificates, diplomas, or degrees; to provide for personnel and facilities; and to assure institutional quality and integrity.
- The structure and scope of the theological school's authority are based on the patterns of its relationship to other institutions of higher education or ecclesiastical bodies. Some theological schools have full authority for all institutional and educational operations. Other schools, related to colleges, universities, or clusters of theological schools, may have limited authority for institutional operations, although they may have full authority over the educational programs. Still other schools are related to ecclesiastical bodies in particular ways, and authority is shared by the institution and the ecclesiastical body. All three kinds of schools have different patterns for the exercise of authority, and in some schools these patterns may be blended.
- Schools with full authority shall have a governing Board with responsibilities for maintaining the purpose, viability, vitality, and integrity of the institution; the achievement of institutional policies; the selection of chief administrative leadership; and the provision of physical, fiscal, and human resources. The Board is the legally constituted body that is responsible for managing the assets of the institution in trust.
- Schools where authority is limited by or derived from their relationship to a college or university shall identify clearly where the authority for maintaining the integrity and vitality of the theological school resides and how that authority is to be exercised in actual practice. Schools within universities or colleges should have an appropriate advisory Board whose roles and responsibilities are clearly defined in the institution's official documents.
- Schools with authority limited by their ecclesiastical relationships shall develop, in dialogue with their sponsoring church bodies, a formal statement concerning the operative structure of governance for the institution. This statement must make clear where the authority for maintaining the integrity and vitality of the school resides and how that authority is to be exercised in actual practice. In schools of this type, the authority of the governing Board shall be clearly specified in appropriate ecclesiastical and institutional documents.



- Governing Boards delegate authority to the faculty and administration to fulfill their appropriate roles and responsibilities. Such authority shall be established and set forth in the institution's official documents and carried out in governing practices.
- In multi-location institutions, the assignment of authority and responsibilities should be clearly defined in the institution's official documents and equitably administered.

### **Governance**

- While final authority for an institution is vested in the governing Board and defined by the institution's official documents, each school shall articulate a structure and process of governance that appropriately reflects the collegial nature of theological education. The governance process should identify the school's constituencies and publics, recognize the multiple lines of accountability, and balance competing accountabilities in a manner shaped by the institution's charter, purpose, and particular theological and denominational commitments.
- Shared governance follows from the collegial nature of theological education. Unique and overlapping roles and responsibilities of the governing Board, faculty, administrators, students, and other identified delegated authorities should be defined in a way that allows all partners to exercise their mandated or delegated leadership. Governance requires a carefully delineated process for the initiation, review, approval, implementation, and evaluation of governing policies, ensuring that all necessary policies and procedures are in place. Special attention should be given to policies regarding freedom of inquiry, Board-administrator prerogatives, procedural fairness, sexual harassment, and discrimination.
- The collaborative nature of governance provides for institutional learning and self-correction, constantly developing the theological school's knowledge of specific tasks, and remaining alert to developments in other organizations and institutions.

### **The Roles of the Governing Board, Administration, Faculty, and Students in Governance Processes**

The various roles that the Board, the administrative leadership, and the faculty play in the development of policy and the exercise of authority should be clearly articulated. Because of their different histories and patterns of governance and administration, the role of the governing Board varies from institution to institution; and the role also varies dependent upon the authority vested in the governing Board and upon the institution's relationship to other educational and denominational structures.

### **The Governing Board**

The governing Board is responsible for the establishment and maintenance of the institution's integrity and its freedom from inappropriate external and internal pressures, and from destructive interference or restraints. It shall attend to the well-being of the institution by exercising proper fiduciary responsibility, adequate financial oversight, proper delegation of authority to the institution's administrative officers and faculty, and the maintenance of procedural fairness and freedom of inquiry.

The governing Board shall be accountable for the institution's adherence to requirements duly established by public authorities and to accreditation standards established by the Commission and by any other accrediting or certifying agencies to which the institution is formally related.

Members of the governing Board shall possess the qualifications appropriate to the task they will undertake. In accordance with the school's purpose and constituencies, the governing Board's membership should reflect diversity of race, ethnicity, and gender. As fiduciaries, they should commit themselves loyally to the institution, its purpose, and its overall well-being. They should lead by affirming the good that is done and by asking thoughtful questions and challenging problematic situations. New members of the Board should be oriented to their responsibilities, and the structures and procedures the Board uses to accomplish its tasks.

Subject to the terms of its charter and bylaws, the Board chooses the chief administrative leadership, appoints faculty, confers degrees, enters into contracts, approves budgets, and manages the assets of the institution. If, in accordance with an institution's specific character and traditions, certain of these powers are reserved to one or more other governing entities, the specific character of these restrictions shall be made clear.

The governing Board shall require ongoing institutional planning and evaluation of outcomes to assure faithful implementation of the school's purpose, priorities, and denominational and theological commitments.

The governing Board shall create and employ adequate structures for implementing and administering policy, and shall delegate to the school's chief administrative leadership authority commensurate with such responsibilities. In turn, it requires from these officers adequate performance and accountability.

In its actions and processes, the Board serves in relationship to a variety of constituencies, both internal (e.g., administration, faculty, students, staff) and external (e.g., graduates, denominations, congregations, etc.) and should seek creative initiatives from all of these constituencies. Individual Board members, who are drawn from various constituencies, shall exercise their responsibility on the behalf of the institution as a whole.

The Board shall exercise its authority only as a group. An individual member, unless authorized by the Board, shall not commit the institution's resources nor bind it to any course of action, nor intrude upon the administration of the institution.

The Board shall have a conflict of interest policy. Ordinarily, members should not be engaged in business relationships with the institution, nor should they derive any material benefit from serving on the Board. In the event that conflicts of interest arise, a Board member must recuse himself or herself from any vote or participation in the Board's decision on that issue.

Governing Boards should be structured to conduct their work effectively. Board membership should be large enough to reflect the institution's significant constituencies but not so large as to be unwieldy in its decision-making. The frequency of Board meetings should be determined by the number and complexity of the issues the Board is called upon to address. An executive committee of the Board may be given the authority to address issues between meetings of the full Board.

The Board has the responsibility to hold itself accountable for the overall performance of its duties, and shall evaluate the effectiveness of its own procedures. It should also seek to educate itself about the issues it faces and about procedures used by effective governing bodies in carrying out their work. The Board shall evaluate its members on a regular basis.

### **The Administration**

Under the governing Board's clearly stated policies and requisite authority, the chief administrative leadership is responsible for achieving the school's purpose by developing and implementing institutional policies and administrative structures in collaboration with the governing Board, faculty, students, administrative staff, and other key constituencies.

Administrative leaders should implement the institution's theological convictions and shared values in the way they manage the school's financial, physical, and human resources; consult and communicate with constituencies; and ensure fairness in all evaluation and planning activities.



Administrative leaders and staff shall include, insofar as possible, individuals reflecting the institution's constituencies, taking into account the desirability of diversity in race, ethnicity, and gender. They should be sufficient in number and ability to fulfill their responsibilities. They should have adequate resources and authority appropriate to their responsibilities.

The responsibilities and structures of accountability shall be clearly defined in appropriate documents.

**The Faculty**

Within the overall structure of governance of the school, authority over certain functions shall be delegated to the faculty and structures devised by which this authority is exercised. Normally, the faculty should provide leadership in the development of academic policy, oversight of academic and curricular programs and decisions, establishment of admissions criteria, and recommendation of candidates for graduation. The faculty should participate in the processes concerning the appointment, retention, and promotion in rank of faculty members.

Beyond the matters specifically delegated to the faculty, the faculty should contribute to the overall decision-making as determined by the institution's structure of governance. Such involvement is particularly important in the development of the institution's purpose statement and in institutional evaluation and planning.

**Students**

Where students take part in the formal structures of governance, their roles and responsibilities should be clearly delineated.




# Appendix

# Appendix

## The Articles of Incorporation of Asbury Theological Seminary

**Commonwealth of Kentucky**  
Department of State



*Office of Secretary of State*

THELMA L. STOVALL  
SECRETARY  
FRANKFORT, KENTUCKY

**CERTIFICATE**

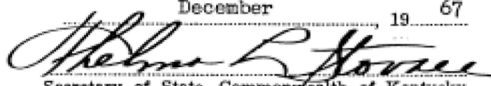
I, THELMA L. STOVALL, Secretary of State for the Commonwealth of Kentucky, do certify that the foregoing writing has been carefully compared by me with the original record thereof, now in my official custody as Secretary of State and remaining on file in my office, and found to be a true and correct copy of

articles of incorporation of incorporation of ASBURY THEOLOGICAL SEMINARY, filed July 27th, 1931, recorded in Articles of Incorporation Book No. 119, page 455.

Amendment filed June 6th, 1933<sup>2</sup>, recorded in Book No. 125, page 209.  
 Amendment filed November 1st, 1946, recorded in Book No. 173, page 582.  
 Amendment filed July 9th, 1947, recorded in Book No. 181, page 481.  
 Amendment filed May 29th, 1951, recorded in Book No. 218, page 28.  
 Amendment filed March 10th, 1953, recorded in Book No. 231, page 567.  
 Amendment filed June 23rd, 1966.  
 Amendment filed October 28th, 1966.  
 Amendment - May 31, 1966  
 Amendment - March 17, 1971

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal.

Done at Frankfort this 8th day of December, 1967

  
Secretary of State, Commonwealth of Kentucky

By \_\_\_\_\_  
Assistant Secretary of State

ARTICLES OF INCORPORATION  
 ASBURY THEOLOGICAL SEMINARY

KNOW ALL MEN BY THESE PRESENTS:

That the undersigned, namely:  
 H. G. Morrison, Louisville, Kentucky.  
 F. H. Latham, Wilmore, Kentucky.  
 F. F. Morris, Wilmore, Kentucky.  
 J. C. McPheters, San Francisco, California.  
 W. H. Butler, Atlanta, Georgia.  
 Virgil Moore, Lexington, Kentucky.  
 Bettie Morrison, Louisville, Kentucky.  
 J. H. Pritchard, O'Bannon's, Kentucky.  
 W. W. Holland, Cincinnati, Ohio.  
 J. M. Brafford, Moundsville, West Virginia,

have associated themselves together for the purpose of forming a corporation under the laws of the State of Kentucky, and in accordance with Article VIII, of Chapter 32, of Kentucky Statutes Editions of 1922 and 1930.

(1) The name the corporation has selected is, ASBURY THEOLOGICAL SEMINARY,

(2) The corporation has the right to sue and be sued, contract and be contracted with, have and use a common seal, and alter the same, at pleasure.

(3) The principal place of business and office of the corporation shall be in the City of Wilmore, County of Jessamine, State of Kentucky.

(4) The business, nature, and purpose, proposed to be transacted promoted and carried on, and the object of the corporation are:

(A) To have, to hold, retain, possess all real, personal or mixed property that may hereafter be given, granted, devised, conveyed, alienated and presented to said institution of learning.

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(This corporation) as may be necessary to carry on or promote the objects of the corporation;

(B) To have power to alienate, sell or convey or transfer or mortgage or pledge or dispose of, all or any part of the said real, personal or mixed property; at its pleasure;

(C) Provided, however, if any real, personal or mixed property has been received as a gift or devised for some special purpose and if so received it shall be used and applied only for such purpose;

(D) To maintain the corporation as a Theological Seminary for the promotion of Theological Education. It will be the object of this Seminary to prepare and send forth a well-trained, sanctified, Spirit-filled, Evangelistic Ministry. This Seminary will emphasize in its teaching the divine inspiration and infallibility of the Holy Scriptures, the Virgin Birth, Godhead, Vicarious Sufferings, and bodily resurrection of our Lord Jesus Christ. The instruction of this Seminary will fully recognize the fallen estate of mankind, the necessity of individual regeneration, the witness of the Spirit, the remains of the carnal nature, and entire sanctification as a definite<sup>second</sup> work of grace subsequent to regeneration. The instruction in this Seminary will conform fully to the Wesleyan interpretation of the Scripture. The instructors in this institution will guard with jealous care against any sort of teaching in sympathy with modern liberalism.

(E) No person shall be elected to the Board of Trustees, or to an official position, in this corporation, nor shall any person be employed as an instructor or assistant instructor, in its corps of teachers who is not in full sympathy with the Wesleyan in-

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terpretation of the Scriptures on Entire Sanctification, and who does not in humble faith trust in Christ for full deliverance from all sin.

(F) This corporation having been organized as a religious and educational one, any departure from or evasion of the objects and purposes stated, in subheads D & E, of head IV. of these articles of incorporation, will forfeit all and every right of the corporation to all and any gifts, grants, devises, conveyances, or presents, that may have been theretofore made to the corporation, by gift, grant, devise, deed or present, <sup>in</sup> were provided for in writing, and the donors, givers or bestowers, their successors and real and personal representatives and heirs will have the right power and authority to take steps to cause any and all gifts, grants, devises, whether of real or personal <sup>or mixed</sup> property to revert to the donors or givers or their successors.

(G) It is the full purpose of the incorporation of this institution, and it must be the full purpose of the Trustees, Professors, and Students, of the incorporation as well as all donors, givers, bestowers, and contributors to the corporation, by the use of all proper means to spread Scriptural Holiness over all these lands.

(5) This corporation being formed for religious and educational purposes, has no capital stock. There is no private pecuniary profit to be derived by any of the incorporators or organizers of the corporation.

(6) The said corporation shall commence business and the purposes for which it was organized as soon as permission is received therefor, from the Secretary of State, of the State of Kentucky, and shall continue for ninety-nine (99) years from the date thereof.

(7) The affairs of this corporation shall be conducted by the incorporators until the first Tuesday in June 1932. On the first Tuesday in June 1932, the said incorporators shall elect fifteen

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persons to serve as Trustees of the corporation and of the fifteen Trustees it shall be determined by drawing that the terms of three Trustees shall expire on the first Tuesday of June A. D. 1933, A. D. 1934, A. D. 1935, A. D. 1936, A. D. 1937, respectively. It being the intention that the term of three Trustees will expire on the first Tuesday of June in each and every year. On the first Tuesday in June in 1933, and every year thereafter, on the first Tuesday in June the Board of Trustees will elect three Trustees for a term of five years. All Trustees are eligible for re-election for all successive terms. In the event a vacancy for any cause occurs in the Board the remaining Trustees, shall elect his successor to hold the office until the next regular meeting of the Board of Trustees, and on that date the Board of Trustees shall elect a Trustee to fill out the unexpired term. But, if the term expires on that date there will be no election to fill the vacancy as there will be no vacancy, to fill. All Trustees shall hold office respectively until their successors are elected and qualified.

All elections for Trustees shall be by ballot and shall be held in the State of Kentucky.

(8) The Board of Trustees may by its by-laws, change the annual meeting date, of the Board of Trustees.

(9) In the event the first Tuesday in June, is a legal Holiday the annual meeting provided for herein shall be held on the first day thereafter not a legal Holiday.

(10) The officers of the corporation shall be elected annually on the first Tuesday in June, and shall consist of a President, Vice President, Secretary and Treasurer; all of these officers shall hold office for a term of one year and until their successors are elected and qualified, in the event the first Tuesday in June is a legal Holiday, the annual meeting provided for herein shall be held

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on the first day thereafter not a legal Holiday,

The President of the corporation shall be President of the Seminary and ipso-facto a member of the Board of Trustees and Chairman of the Board of Trustees. The President of the corporation shall select all Teachers, Assistant Teachers, Professors, Assistant Professors, Tutors and Employees of the corporation. Provided, however, any and all such selections so made by the said President shall be subject to the approval or ratification of the Board of Trustees.

(11) The President or any seven (7) members of the Board of Trustees, exclusive of the President, may at any time call a special meeting of the Board of Trustees.

(12) The Board of Trustees may at any special or general or annual meeting remove any Officer, Teacher, Assistant Teacher, Professor, Assistant Professor, Tutor, or discharge any Employee of the said institution.

(13) The said corporation may adopt by-laws for its government but the said by-laws must not be contrary to the laws of the United States or the State of Kentucky, or this Charter.

(14) This corporation shall not incur an indebtedness in excess or over the sum of Five Thousand (\$5000.00) Dollars.

(15) This corporation shall have power to confer on graduates proper degrees in theology. It may also confer Theological Degrees, on any person that its Board of Trustees may deem to be entitled thereto.

(16) The private property of the contributors, donors, incorporators, and members of the Board of Trustees and the officers of the corporation shall be exempt from the corporate debts of the institution.

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IN TESTIMONY WHEREOF, two-thirds and more than two-thirds  
of the Board of Trustees of Ashbury Theological Seminary,  
have hereunto signed their names, this the 2nd day of  
June A. D. 1933, and also the Seal of the  
corporation has been attached by its Secretary.

TRUSTEES.

H. C. MorrisonW. W. HollandW. H. ButlerWalter D. Davis

TRUSTEES.

Virgil L. MooreFrank E. MorrisJ. W. RobinsonJ. L. PierceW. R. ReynoldsWm. H. C. MorrisonJ. H. Larabee

Subscribed and signed before me a Notary Public  
in the State of Kentucky, County of Franklin,  
this second day of June 1933. My commission  
expires November 12, 1935. A. E. Bishop, Notary Public

AMENDMENT TO THE ARTICLES OF INCORPORATION OF  
ASBURY THEOLOGICAL SEMINARY

We, the undersigned, J. C. McPheeters, President, and F. Deles Grary, Secretary of Asbury Theological Seminary, being authorized so to do at a meeting of the Board of Trustees of said Asbury Theological Seminary Board, held at its offices in Wilmore, Jessamine County, Kentucky, on October 18, 1946; do hereby amend the original Articles of Incorporation of said Asbury Theological Seminary, which original Articles are dated June 4, 1931, and appear of record in Deed Book 40 page 447, in the office of the Clerk of the Jessamine County Court, by striking therefrom the words:-

"Five Thousand Dollars (\$5,000.)" in Article 14 of said original Articles, and by inserting in lieu thereof the words:-

" Fifty thousand (\$ 50,000 ) Dollars", so that said Articles as Amended shall read as follows:--

"(14) This Corporation shall not incur any indebtedness in excess, or over, of the sum of Fifty Thousand (\$ 50,000 ) Dollars".

In Testimony Whereof, the said J. C. McPheeters, President, and F. Deles Grary, Secretary, of Asbury Theological Seminary, have hereunto set their hands this 18th. day of October, 1946.

  
PRESIDENT, ASBURY THEOLOGICAL  
SEMINARY.

  
SECRETARY ASBURY THEOLOGICAL SEMINARY.

STATE OF KENTUCKY  
COUNTY OF JESSAMINE, SCT.,.

I, RUTH TROBAUGH, Notary Public within and for the County and State aforesaid, do certify that the foregoing Amendment to the Articles of Incorporation of the Asbury Theological Seminary, was this day produced to me in said County and was acknowledged before me by J. C. McPHEETERS, President, and T. DeLOS CRARY, Secretary, of said ASBURY THEOLOGICAL SEMINARY, to be their act and deed as President and Secretary, respectively, of said ASBURY THEOLOGICAL SEMINARY; all of which, together with this certificate, is certified to the proper office for record.

My commission expires January 30, 1950.

Given under my hand and seal this 22nd day of  
October, 1946.

Ruth Trobaugh  
NOTARY PUBLIC, JESSAMINE COUNTY,  
Kentucky.

(SEAL)

# The Amended and Restated Bylaws of Asbury Theological Seminary

*Wilmore, Kentucky; Revised May 2023*

## ARTICLE I: Name, Location, Seal, Definitions

### Section 1—Title

The title and name of this Corporation is ASBURY THEOLOGICAL SEMINARY, INC. (“ATS”).

### Section 2—Location

The location of its principal office, or place of business, is Wilmore, Jessamine County, Kentucky.

### Section 3—Seal

The seal of Asbury Theological Seminary shall consist of a circle upon whose border appears the words: “Asbury Theological Seminary,” and in whose center shall be a small border with the words appearing: “The Whole Bible for the Whole World.” In the center shall be a shield on the face of which shall appear the replica of an open book, with the words on it: “Holy Bible.”

### Section 4—Definitions

As used in these Bylaws, the following terms shall have the meanings set forth below in this Section 4 (such meanings to be equally applicable to both the singular and plural forms of the terms defined):

- **“ATS” or the “Seminary”** means Asbury Theological Seminary.
- **“Articles”** means the Articles of Incorporation of Asbury Theological Seminary.
- **“Bylaws”** means the Amended and Restated Bylaws of Asbury Theological Seminary.
- **“Statement of Faith”** means the Statement of Faith of Asbury Theological Seminary.
- **“Statement of Mission” or “Mission Statement”** means the Mission Statement of Asbury Theological Seminary.
- **“Statement of Ethos” or “Ethos Statement”** means the Statement of Ethos of Asbury Theological Seminary.
- **“Code”** – The Code of Institutional Ethics and Values of Asbury Theological Seminary.
- **“ATS Board Handbook”** means the Handbook of the Board of Trustees of Asbury Theological Seminary.
- **“ATS Board” or the “Board of Trustees”** means the Board of Trustees of Asbury Theological Seminary.
- **“ATS President” or “Seminary President”** means the President of Asbury Theological Seminary.
- **“Ex Officio”** means an appointment by virtue of office, serving with voice but without vote.
- **“Trustee”** means a current member of the Board of Trustees of Asbury Theological Seminary and does not include Emeriti Trustees.
- **“Recusal”** means that a Trustee removes himself or herself from the board meeting room when a motion on his or her duty-of-loyalty issue or a conflict of interest transaction is presented before the ATS Board, that the Trustee remains removed from the board room during discussion and voting on the said motion, and that the Trustee shall abstain from voting on the motion relating to the issue.

## ARTICLE II: Statement of Faith and Foundational Documents

### Section 1—Statement of Faith

We Believe:

- *God*: In the one God, creator and sustainer of all things, infinite in love, perfect in judgments and unchanging in mercy. God exists eternally in three persons – Father, Son and Holy Spirit;
- *Scripture*: In the divine inspiration, truthfulness, and authority of both the Old and New Testaments, the only written Word of God, without error in all it affirms. The Scriptures are the only infallible rule of faith and practice. The Holy Spirit preserves God's Word in the church today and by it speaks God's truth to peoples of every age;
- *Humankind*: That human beings were created in the image of God. This image was marred in every part through the disobedience of our first parents, and fellowship with God was broken. God, by His prevenient grace, restores moral sensibility to all humankind and enables all to respond to His love and to accept His saving grace, if they will;
- *Jesus Christ*: That Jesus Christ is God's Son incarnate, born of the Virgin Mary. He died for the sins of all, taking on Himself, on behalf of sinful persons, God's judgment upon sin. In His body He rose from the grave and ascended to the right hand of the Father where He intercedes for us;
- *Holy Spirit*: That the Holy Spirit is God present and active in the world. The Holy Spirit was given to the church in His fullness at Pentecost. By the Spirit, Christ lives in His church, the gospel is proclaimed, and the kingdom of God is manifested in the world;
- *Justification*: That God graciously justifies and regenerates all who trust in Jesus Christ. Believers become children of God and begin to live in holiness through faith in Christ and the sanctifying Spirit.
- *Entire Sanctification*: That God calls all believers to entire sanctification in a moment of full surrender and faith subsequent to their new birth in Christ. Through sanctifying grace the Holy Spirit delivers them from all rebellion toward God, and makes possible wholehearted love for God and for others. This grace does not make believers faultless nor prevent the possibility of their falling into sin. They must live daily by faith in the forgiveness and cleansing provided for them in Jesus Christ;
- *Assurance of Believers*: That believers are assured that they are children of God by the inward witness of God's Spirit with their spirits, by faith in the gracious promises of God's Word, and by the fruit of the Spirit in their lives;
- *Christians in Society*: That Christians are called to live in daily witness to the grace which comes to us in Jesus Christ, to preach the gospel to every person according to the command of Christ, and to declare God's insistence upon righteousness and justice in all relationships and structures of human society;
- *The Church*: That the church is the people of God composed of all who believe in Jesus Christ as Savior and Lord. The church is Christ's body; it is visible in the world wherever believers, in obedience of faith, hear the Word, receive the sacraments, and live as disciples;
- *Return of Christ*: In the personal return of Jesus Christ, in the bodily resurrection of all persons, in final judgment, and in eternal reward and punishment;
- *God's Ultimate Victory*: In God's ultimate victory over Satan and all evil and the establishment of His perfect kingdom in a new heaven and a new earth.



## Section 2—Statement of Mission

Asbury Theological Seminary is a community called to prepare theologically educated, sanctified, Spirit-filled men and women to evangelize and to spread scriptural holiness throughout the world through the love of Jesus Christ, in the power of the Holy Spirit and to the glory of God the Father.

## Section 3—Reference to the Statement of Ethos

A member of the ATS Community (trustees, administration, faculty, staff and students) shall embrace and adhere to the Asbury Theological Seminary Statement of Ethos which shall be published in the ATS Board, Faculty, and Student Handbooks and the Personnel Policy Manual.

## Section 4—Reference to the Code of Institutional Ethics and Values

A member of the ATS board and faculty shall embrace and adhere to the Code of Institutional Ethics and Values which shall be published in the ATS Board and Faculty Handbooks.

# ARTICLE III: Board of Trustees

## Section 1—Membership

- A. **Number of members.** The Board of Trustees shall comprise a maximum of thirty-five (35) voting members. The Seminary President shall serve as an ex officio member of the Board of Trustees and of all ATS Board committees and standing committees.
- B. **Qualifications.** A person qualified to serve on the ATS Board shall be an individual of the highest character whose life evidences a deep, abiding Protestant Christian faith in the Wesleyan Holiness tradition, and has demonstrated a life of significance, leadership, impact, good reputation, integrity, honesty, skill, and expertise. He or she shall be committed to ATS and to its mission and purposes. In addition, a person elected to serve as a Trustee shall subscribe to and embrace fully the ATS Statement of Faith, the ATS Statement of Mission, (as found in Article II, Sections 1 and 2); the ATS Statement of Ethos, and the ATS Code of Institutional Ethics and Values (as found in the ATS Board Handbook) and the ATS Statement of Conflict of Interest (as found in Article XII of these Bylaws). Each Trustee shall confirm his or her commitment to these foundational documents of the Seminary by signing the Seminary's Statement of Faith, Statement of Mission, and Ethos Statement annually, and by completing and signing the Seminary's Statement of Conflict of Interest annually.
- C. **Election, Term.**
  - a. **Election Requirements.** Candidates who are eligible for election to the Board of Trustees shall be elected at a meeting of the Board by a two-thirds (2/3) vote of the Trustees then in office. All Trustees serve at the pleasure of the ATS Board, and an annual assessment of each Trustee's service shall be conducted by instrument and procedures created by the Governance Committee and affirmed by the ATS Board.
  - b. **Recommendation; Notice.** The Governance Committee shall identify and recommend candidates to the Executive Committee for election to the ATS Board. Upon approval of the candidate or candidates by the Executive Committee, the Governance Committee shall recommend such candidate or candidates to the ATS Board for election. The name of a candidate shall be provided to the Trustees at least fourteen (14) days in advance of the meeting or electronic vote at which an election is scheduled.
  - c. **Term Duration.** Trustees are eligible to serve up to three (3) consecutive five (5) year terms for a maximum of fifteen (15) consecutive years. Trustees who have served for three (3) consecutive five (5) year terms may be eligible to be elected to the ATS Board for three (3) additional five (5) year terms following a one-year hiatus from voluntary ATS Board service. Upon recommendation of the Governance Committee and approval by the ATS Board, the ATS Board Chair may be exempt from this provision until one year has passed following completion of his or her term of office. Election to a board term at an ATS-related organization, such as a subsidiary or supporting organization board, does not extend a member's term (5 years) or maximum years of service (15 years) on the Board of Trustees of Asbury Theological Seminary.



## Section 2—Duties and Responsibilities

The Board of Trustees shall be the governing body of the Seminary. The responsibilities of the ATS Board shall include but are not limited to, the following:

- A. **Mission and Strategy:** Sustaining, advancing, and regularly reviewing and updating the language and terminology of the Seminary's purposes, and mission statement, determining the strategic direction of the Seminary, and ensuring that the mission and strategic plan are communicated to the Seminary's constituencies.
- B. **Statutory and Fiduciary Duties.** Complying with the general standards expected of directors of nonprofit corporations under KRS 273.215, and adhering to the principles of duty of loyalty and disclosure, duty of ordinary care, duty of obedience and prudence.
- C. **President Selection and Evaluation:** Selecting, supporting, compensating, overseeing, evaluating, and, when necessary or appropriate, removing the Seminary President.
- D. **Institutional Planning and Evaluation:** Ensuring that there exists a sound institutional strategic planning process, the establishment and administrative implementation of an ATS Board-approved strategic plan, and a process implemented for the evaluation of outcomes faithful to the school's mission, priorities, and theological commitments.
- E. **Fiscal Oversight:** Exercising Stewardship by providing oversight to and monitoring of fiscal operations of the institution and prudent management of institutional funds per KRS 273.600, *et seq.*, by reviewing and approving the budget of the Seminary (as proposed by the Seminary President and the Finance Committee); approving changes in tuition and fees assessed by the Seminary; establishing policy guidelines for the ATS Endowment and for all Seminary investments and major fund-raising efforts; approving the purchase, maintenance, management, and sale of all land and buildings for use by the Seminary; approving the construction of new buildings and major renovations of existing buildings, approving the incurrences of debts by the Seminary and securing thereof by mortgage and pledge of real and personal property tangible and intangible; requiring regular financial reports from the Administration, and reviewing investments, directly or by independent consultants.
- F. **Fundraising Oversight:** Ensuring that the Seminary President effectively oversees the institution's fund-raising activities and authorizing officers or agents of the Seminary to accept gifts or bequests on behalf of the Seminary.
- G. **Financial and Compliance Controls:** Engaging and conferring annually with outside auditors and ensuring that the Seminary has implemented appropriate financial and compliance controls sufficient to meet generally accepted accounting principles and regulatory and external funder requirements.
- H. **Quality Oversight:** Utilizing an effective process to monitor organizational performance with regards to quality, efficiency, and excellence in achieving the ATS mission and strategic plan;
- I. **Educational Programs and Conferral of Degrees:** Recommending, reviewing, and approving changes in the educational programs of the Seminary, consistent with its purpose and mission; and approving all earned and honorary degrees and honorary designations.
- J. **Governing Board Authority and Organizational Structure:** Providing oversight and overall direction to the Seminary with respect to its governance structure, strategic operations and direction, and fiscal integrity and solvency. In addition, clearly defining the authority and operating control of the institution and ensuring the Seminary's adherence to its Statement of Faith, Mission, Strategic Plan, foundational documents and institutional policies, and its continued commitment to fiscal strength and stability. Establishing broad institutional policies within the scope of ATS's purpose and mission, and ensuring that there is a clear and appropriate distinction in writing and practice between the responsibilities of the governing board to identify general institutional direction and overall institutional policies, and the responsibilities of the administration and faculty with respect to day to day operations and academic programs, and the development, administration, and implementation of administrative and educational policies; and to clearly define and delineate such differences in responsibilities as appropriate.

- K. **Administrative Leadership:** Ensuring that the institution has qualified administrative and academic officers with the experience and competence to lead the institution, ratifying such appointments when put forward, upon the recommendation of the Seminary President, the Provost, the Vice Presidents, the Deans and members of the faculty, as appropriate; and ensuring that the institution regularly evaluates the effectiveness of its administrative and academic officers and faculty;
- L. **Board Recruitment:** Ensuring that the ATS Board follows an appropriate process for the recruitment, selection, orientation, and development of board members so that the necessary skill mix of board members provides the oversight needed to fulfill with excellence the Seminary's Mission and strategic plan.
- M. **Board Performance and Evaluation:** Holding itself accountable for the overall performance of its duties as a governing board, assessing the overall effectiveness of institutional governance procedures and structures, and evaluating the ATS Board and its members annually.
- N. **Conflict of Interest and Avoidance of Undue Influence or Self-Dealing:** Ensuring that the ATS Board follows KRS 273.219 on conflict of interest transactions and its policy of addressing conflict of interest with respect to its members and ensuring that the board remains free from undue influence from political, religious, or other external bodies and protects the institution from such influence or self-dealing by Trustees or their family members.
- O. **Institutional-related Entities:** Ensuring that the authority and operating control of any ATS-controlled charity, supporting organization, or other controlled subsidiary is clearly defined as controlled by ATS. Moreover, that the relationship of ATS to that entity and the extent of any liability arising out of that relationship is clearly described in writing, and that the fundraising activities of that entity are clearly defined in a manner that assures that those activities further the mission of ATS.
- P. **Directory Information:** Making available to the Seminary President and the ATS Board Secretary his or her current mailing address, email address and telephone number, and any changes in same.

### Section 3—Removal Process

Trustees serve at the pleasure of the Board of Trustees of Asbury Theological Seminary. A Trustee may be removed from his or her service on the ATS Board without cause or with cause, as determined by the ATS Board. Cause shall include, but not be limited to, changing his or her beliefs so that he or she no longer subscribes to and fully embraces the affirmations set forth in the ATS Statement of Faith and the ATS Mission (set forth in Article II, Section A and B of these Bylaws) and the ATS Statement of Ethos and ATS Code of Institutional Ethics and Values as found in the ATS Board Handbook. Removal with or without cause under this section shall be by action of the ATS Board and, in the event of removal, a successor shall be chosen by the ATS Board for the remainder of the removed Trustee's class term. Two-thirds (2/3) vote of the ATS Board members then in office shall be required to remove a Trustee from office with or without cause.

### Section 4—Board Handbook

- A. **Updating, Authority.** The ATS Board of Trustees shall authorize the implementation and updating of a Board Handbook. The Board Handbook shall be updated by the Governance Committee as often as is necessary but reviewed at least once every five years. All proposed changes shall be proposed by the Governance Committee or by a member of the ATS Board to the Governance Committee. Proposed changes to the Board Handbook shall be recommended by the Governance Committee to the ATS Board for adoption. The ATS Board Handbook shall set forth procedures and guidelines for all board prerogatives, including adoption of all major board policies for governance.
- B. **Authority Distinction.** At all times there shall be a clear differentiation and distinction between the policy-making functions of the ATS Board, with respect to the ATS Board's operating policies, and the administrative policy functions delegated to the Seminary President with respect to Seminary operations.

### Section 5—Trustee Emeriti

- A. **Eligibility, Privileges.** Upon recommendation of the Governance Committee and in consultation with the ATS Board Chair and the Seminary President, Trustees who have served with distinction for at least three (3) terms or fifteen (15) years and have been off the ATS Board for two (2) years, may be designated by majority vote of the Board of Trustees as Trustee Emeriti. Trustee Emeriti shall be eligible to serve as ex officio on board committees, except for the Executive Committee, and may attend board and committee meetings, Trustee Emeriti shall not attend executive sessions of the ATS Board. Because Trustee Emeriti shall not have voting privileges at board meetings, they shall not be counted as part of quorum determinations at board meetings or in committee meetings. Trustee Emeriti shall not be eligible for election to the ATS Board of Trustees. If requested, Trustee Emeriti shall be sent notices and minutes of all ATS Board meetings (excluding Executive Committee minutes). Trustee Emeriti shall be encouraged to attend board meetings or otherwise accept special assignments that are helpful to the Seminary. When attending board meetings, Trustee Emeriti shall be eligible for reimbursement for travel expenses. The ATS Board Chair may withdraw the invitation to a Trustee Emeritus to attend and/or participate at board committee meetings and/or full board meetings. The Board of Trustees may revoke Trustee Emeriti designation by majority vote of the Board of Trustees, with or without cause.
- B. **Document Agreement.** A person elected as a Trustee Emeriti shall subscribe to and embrace fully the Statement of Faith, the Statement of Mission, the Statement of Ethos, and the Code of Institutional Ethics and Values of the Seminary as found in Article II, Sections 1 and 2 and the ATS Board Handbook; and the Statement of Conflict of Interest as found in Article XII. Each Trustee Emeritus shall confirm and sign the Statement of Faith, Statement of Mission, and Ethos Statement annually.

### Section 6—ATS Board Participation by Non-Members

- A. **Procedure, Advisory Committees.** Upon consent of the ATS Board Chair and the Seminary President, the Governance Committee may recommend that the ATS Board invite non-members as guests to work and/or consult with the ATS Board in various capacities and may establish advisory committees consisting of such non-members as needed, as appropriate and on an ad-hoc, time-limited basis.
- B. **Advising Purpose.** The purpose of such individuals or bodies shall be to provide expertise, unique knowledge, and needed consultation with respect to Seminary operations and circumstances. Such individuals shall advise committees, the ATS Board and/or the Seminary President in a consultative manner on matters of mutual interest and concern.
- C. **Committee Participation.** Standing Board Committees may identify persons to serve as ex officio in an advisory manner to be a part of the committee. Committee chairs shall follow a prescribed process to assess qualifications of nominated advisory member candidates and present recommended candidates to the Governance Committee for final ATS Board approval. Advisory members shall affirm annually their commitment to the Seminary's Mission Statement, Ethos Statement, and shall not speak against the Statement of Faith documents.

## ARTICLE IV: Board of Trustees – Officers

### Section 1—Titles

The Officers of the ATS Board shall comprise a Chair, Vice Chair, Secretary, and Treasurer. The ATS Board may elect an Assistant Secretary, if deemed necessary.

### Section 2—Election, Term

Upon approval by the Executive Committee and in consultation with the Seminary President, the Governance Committee shall nominate each Officer of the Board of Trustees. An officer shall be elected for a term of three (3) years by majority vote of the ATS Board at a meeting of the board at which a quorum is established and required notice is given. The Chair of the Board serves for only one elected term in the same office, but in special circumstances may be elected to serve in this position for one additional year.

### Section 3—Vacancies of Office

In the case of a vacancy in the position of an Officer of the Board, the vacancy shall be filled upon a recommendation of the Governance Committee, in consultation with the Seminary President, to the Executive Committee and then to the full Board of Trustees and no later than the next board meeting.

### Section 4—Duties and Responsibilities

Guidelines for duties and responsibilities of officers are set forth in the ATS Board Handbook. The following list is representative of the duties and responsibilities of ATS Board officers:

- A. **Board Chair.** The Chair of the Board shall
  - a. Discharge all duties which ordinarily pertain to this office and all acts for the Seminary not delegated to others in Board leadership.
  - b. Preside at the meetings of the ATS Board.
  - c. Serve as Chair of the Executive Committee.
  - d. In consultation with the Seminary President and Governance Committee, appoint all standing committee chairs, standing committee members and members of special committees and task forces of the ATS Board.
  - e. Be an ex officio member of all standing committees and special committees and task forces of the ATS Board.
  - f. When deemed appropriate, appoint a parliamentarian as an advisor to the Chair.
  - g. Assign other duties, as necessary, to Officers of the Board. (See “Guidelines for Assignment of Other Duties by Chair of the Board” in the ATS Board Handbook.)
- B. **Vice Chair.** The Vice Chair of the Board shall perform such duties as shall be assigned by the Board of Trustees and/or the Chair of the Board and shall, in the absence or disability of the Chair, perform all duties of the Chair.
- C. **Board Secretary.** The Secretary of the Board shall
  - a. Perform the usual duties pertaining to this office.
  - b. Preserve full and true minutes of all meetings of the ATS Board, the Executive Committee, all Standing Committees, and of such special committees as shall be requested.
  - c. Sign all resolutions, minutes, attestations, certificates, diplomas, and other papers requiring his or her signature and be responsible for all documents committed to the care of the Secretary.
  - d. Request the services of an administrative support person, designated by the Seminary President, to help perform the duties in 3(b).
  - e. Serve as the Secretary of the Corporation.
- D. **Assistant Secretary.** The Assistant Secretary, if elected, shall perform such duties as are assigned by the Secretary, and shall fulfill such functions consistent with the duties of the Secretary, and shall inform the Secretary when taking such actions.
- E. **Treasurer.** The Treasurer of the Board shall
  - a. Carry out such duties as are usual to such position and assist the ATS Board in carrying out the fiduciary responsibilities of the Board of Trustees.
  - b. Assist the ATS Board in establishing, implementing, and maintaining the financial policies of the Board and monitor policy inclusions in the ATS Board Handbook.

### Section 5 – Chair-Designate

One year before the expiration of the current Chair’s term, the ATS Board may elect a Chair-Designate. The purpose of the position of Chair-Designate is to allow preparation time for a board member to assume the position of Chair. The position of Chair-Designate is not an officer of the ATS Board.

## ARTICLE V: Board of Trustees – Meetings

### Section 1—Time, Place, Notice

The Board of Trustees shall have at least two meetings annually, the dates of which shall be designated in advance by the ATS Board. The fall ATS Board meeting shall serve as the annual ATS Board meeting of the corporation, which shall include the election of the officers of the Corporation. The Board of Trustees also shall decide when other meetings of the entire ATS Board shall be held. Meetings of the Board of Trustees shall typically convene at Asbury Theological Seminary in Wilmore, Kentucky on such days as the ATS Board may determine. The Board of Trustees by majority vote may elect to convene at a place other than the Asbury Theological Seminary campus by so voting at any duly called or held meeting of the Board of Trustees or by electronic ballot. Notices of regular and special meetings shall be given in writing, which may be transmitted by such means as email. Attendance by a Trustee at a regular or special meeting shall waive notice.

### Section 2—Voting, Quorum

- A. **Voting Requirements.** Every Trustee, in order to exercise his or her right to vote, shall attend the meetings in person; voting by proxy shall not be permitted. At meetings conducted by video or telephonic conference, roll call, raised hand, or ballot voting shall be taken and duly recorded. Written ballots submitted by electronic mail may be used to record unanimous consent to actions taken without a meeting.
- B. **Quorum Requirements.** A quorum for the transaction of any business at a duly called meeting of the Board of Trustees shall be fifty-one (51%) percent of the voting members. If a quorum of the Board of Trustees is not present at a meeting, such meeting may be adjourned by the Trustees in attendance until such time as another meeting is regularly constituted. Unless otherwise specified in these Bylaws the affirmative vote of a majority of the Board of Trustees attending any regular or special meeting at which there is a quorum present shall be sufficient for the passage of any motion or resolution, except where otherwise required in the Bylaws, including the election of Trustees.

### Section 3—Executive Session

The Board of Trustees may go into executive session at any time during a regular or special meeting of the ATS Board upon a majority vote of the voting members present. Only voting members of the ATS Board shall be present at an executive session, except by invitation of the ATS Chair with the concurrence of the ATS Board. The Seminary President shall attend the executive sessions of the Board except when excused by the Board Chair.

### Section 4—Special Meetings

Special meetings of the ATS Board shall be called by the Secretary of the Board upon request of the Seminary President, or of the Chair of the Board, or of one-third (1/3) of the current members of the ATS Board (excluding the Chair). The call for a special meeting shall state the nature of the special business to be considered. For all special meetings that require physical presence of the ATS Board members, notice shall be given at least 10 days in advance of the meeting.

### Section 5—Meeting by Telephone or Other Electronic Means

The Board of Trustees or any committee or team thereof may meet by video or telephonic conference. Such participation shall constitute presence in person at such meeting. Whenever possible, agendas and written submittals shall be provided in advance to all participants.

## ARTICLE VI: Board of Trustees – Committees and Task Forces

### Section 1—Executive Committee

- A. **Membership, Meetings, Chair.** The Seminary President shall be an ex officio member of the Executive Committee. The Officers of the Board and the Chairperson of each standing committee shall serve on the Executive Committee. The immediate past Chair of the Board of Trustees shall serve ex officio on the Executive Committee for one year after serving as Chair of the Board. As noted below, the Executive Committee shall meet between meetings of the ATS Board, as necessary to conduct Seminary business. The Executive Committee shall meet as often as necessary to carry out its business. A quorum to conduct business of the Executive Committee shall require the presence of a majority of the Executive Committee membership. The Chair of the Board shall be Chair of the Executive Committee. In the absence of the Chair of the Board, the Vice Chair shall preside over the meeting of the Executive Committee.
- B. **Authority.** The Executive Committee shall have delegated authority from the ATS Board to advise and assist the Seminary President to address routine business matters between regular Board meetings and to assist the Chair of the Board and the Seminary President in their joint responsibility to help the ATS Board to function effectively and efficiently by suggesting board meeting agenda items and periodically assessing the quality of work of the Standing Committees.
- C. **Authority Exceptions.** The Executive Committee shall have delegated authority to act for the Board of Trustees on all matters except for the following, which shall be reserved for the ATS Board: (1) President selection and termination; (2) Trustee and Officer election selection; (3) changes to the Bylaws or Articles of Incorporation; (4) incurring of Seminary indebtedness other than indebtedness in the ordinary course of business; (5) sale of Seminary assets or tangible property other than in the ordinary course of business; (6) adoption of the annual budget; (7) conferral of degrees; (8) approve or change strategic plans; (9) change tuition and; (10) changes to the ATS foundational documents; and (11) confirm or authorize presidential appointments needing board approval.
- D. **Scope.** These Bylaws or the ATS Board may from time-to-time reserve other powers exclusively for the Board of Trustees. In addition to its authority to take action on emergency matters that cannot or should not be deferred to the next scheduled meeting of the ATS Board, the Executive Committee shall oversee the work of board standing committees and other committees, oversee the Seminary's planning process or progress on planning goals, oversee the ATS Board's responsibility to support the Seminary President and assess his or her performance, undertake "executive compensation" review functions for all executive compensation, and review annually the Seminary President's compensation and terms of employment.

### Section 2—Standing Committees

The ATS Board shall establish such standing committees and ad hoc committees, as it deems appropriate to discharge its responsibilities. All committee chairs shall be Trustees.

- A. **Appointment.** Except for the Executive Committee, the Chair of the Board of Trustees shall appoint the chairs and members of all board committees. A newly elected, first-term Trustee shall serve for three years on the Board of Trustees before being eligible for appointment to the Governance Committee.
- B. **Charters, Conflict of Documents, Advisory Members.** Each committee shall have a written statement of purpose, role, and scope as set out in its board-approved charter, and such rules of procedure or policy guidelines that it or the ATS Board, as appropriate, shall approve. If a Board Standing Committee Charter conflicts with these Bylaws or the Asbury Theological Seminary Articles of Incorporation, the Bylaws and/or Articles of Incorporation of the Seminary shall take precedence over the Charter. Each committee shall review such charters annually. Following procedures set out in Article III, Section 6 of these Bylaws, a committee may appoint members of the faculty, staff, students and professional persons of special knowledge and skill who shall serve as advisory members of committees, or committee task forces with voice and no vote.
- C. **Ad Hoc Committees.** The Executive Committee may also establish one or more ad hoc committees as it deems appropriate to assist the Executive Committee in discharging its responsibilities.

- D. **Service, Administrative Liaison.** Trustees may only serve on one standing committee. A Standing Committee Chair may invite a Trustee for advice on an ex officio and ad hoc basis. The Seminary President, with the consent of the Chair of the Board, may appoint a member of the administrative staff to serve as a liaison between a committee and the Office of the President. Such liaison person shall assist the committee in carrying out its duties. Each committee shall meet regularly and report on its work and recommendations to the Board of Trustees.

### Section 3—Specialty Committees, Task Forces

- A. **Appointment, Charters.** Upon recommendation of the Seminary President or the Board of Trustees, the Chair of the Board may appoint specialty committees and task forces, such as the Audit Committee and the Executive Compensation Committee, comprised of members of the ATS Board, administration, faculty, staff, and/or other individuals serving as resource persons or consultants, with respect to special issues of limited duration. These bodies shall consider special issues which require intense study leading to recommendations to the Board of Trustees or the Seminary President. On-going specialty committees, teams, and task forces of the ATS Board shall utilize committee charters to clarify the scope of their responsibilities and such charters shall be reviewed and approved annually by the Governance Committee.
- B. **Records, Reporting, Notice.** Each specialty committee or task force to which the ATS Board may delegate any of its powers or duties shall keep minutes or records of its meetings, reflecting attendance and all recommendations to be made to the respective specialty committee or task force. Any recommendation for action made by the specialty committee or task force shall be reported to the ATS Board no later than the date of the meeting of the Board of Trustees next following the date of such action and presented for filing in the Seminary office.

## ARTICLE VII: Legally Related Organizations: ATS Controlled Charities, ATS Supporting Organizations

### Section 1—Board of Trustees' Authority, Parameters

With the approval of the ATS Board, the Seminary President may organize entities that are legally related to ATS, such as ATS-controlled charities and ATS supporting organizations ("ATS Subordinate Organizations" or "ATS Subsidiary Organizations"). In all cases, such ATS Subsidiary Organizations shall be organized to carry out and to further the purposes, mission, values, and ethos of ATS.

### Section 2—Agreements, Conflict of Documents.

Upon recommendation of the Seminary President, the ATS Board may approve organizational documents, memoranda of understanding (MOUs), contracts, agreements, and policies that govern the relationship of ATS to its legally related ATS Subordinate Organizations. If the provisions of an ATS Subordinate Organization's organizational documents, MOU, contract, agreement, or policy conflict with the organizing and foundational documents of ATS (e.g., ATS Articles of Incorporation or ATS Bylaws), the organizational and foundational documents of ATS shall take precedence and shall govern the relationship.

### Section 3—Common Board Members, Election, Eligibility

- A. **ATS Duty of Loyalty.** An ATS Board member elected to serve on the board of an ATS Subordinate Organization must acknowledge that the ATS Subordinate Organization has been organized to serve the purposes and mission of ATS and that his or her first duty of loyalty, as a fiduciary of both organizations, is to ATS and to ATS alone.
- B. **Election Process.** When deemed to be in ATS's best interest by the ATS Board, ATS Board members may simultaneously serve on the ATS Board and on the governing board of an ATS Subordinate Organization. Upon consultation with the Seminary President, the Chair of the Board or the Chair of the Subsidiary board, shall recommend subsidiary board members to be elected to such board position with the Subordinate Organization by majority vote of the ATS Board members then in office.



## Section 4—ATS Control

- A. **Percentages, Authority.** Unless a higher percentage is required by the legal structure of a subsidiary, a minimum of forty percent (40%) of the members of the board of directors or trustees of each ATS Subsidiary Organization created, organized, and controlled by ATS shall be current members of the ATS Board and twenty percent (20%) shall be appointed by the ATS Board from senior members of the ATS administration and/or from Seminary constituencies and supporters. The ATS Board may remove or replace, at any time and for any reason, individuals who are appointed by the ATS Board as directors or trustees of ATS Subsidiary Organizations. Removal of an ATS Board member or an individual appointed by the ATS Board to serve on the board of an ATS Subsidiary Organization shall require a majority vote of the ATS Board members then in office. Removal from an ATS Subsidiary Organization's board shall not automatically or necessarily result in or require removal from the ATS Board, but rather shall be subject to the terms and conditions established by these Bylaws for removal from the ATS Board.
- B. **ATS Presidential Oversight.** The Seminary President shall have operational and managerial final authority of an ATS Subsidiary Organization.
- C. **Subsidiary Administrator Approval.** The ATS Board shall approve the hiring of a CEO/President/Executive and members of the administration of a subsidiary organization.

## Section 5— Annual Review, Recus

The ATS Board of Trustees shall annually and formally review whether a legally related organization is operating in a manner that is beneficial to the mission, purposes, and strategic plan of ATS. Common board members shall recuse themselves from such motion discussions and subsequent voting related to this annual review and from such discussions and voting that reference the legally related organization. If a common board member fails to recuse himself or herself, the ATS Chair of the Board shall call for executive session without the common board member present. Except as noted earlier in this paragraph, common board members may be present during board-meeting sessions for information and reporting, as requested by the ATS Chair of the Board.

# ARTICLE VIII: The President and Senior Administration

## Section 1—Qualifications

Any person to be appointed as President, Vice President, Provost, or Dean of Asbury Theological Seminary shall subscribe to and embrace fully the Statement of Faith, the Statement of Mission Statement of Ethos, and the Code of Institutional Ethics and Values of the Seminary as approved by the Board of Trustees and as found in Article II, Section 1, and in the ATS Board and Faculty Handbooks; and further shall be in full sympathy with the Wesleyan interpretation of Scriptures on Entire Sanctification, and in humble faith trust Christ for full deliverance from all sin.. The Provost, Vice Presidents, or Deans shall be affirmed by the Board of Trustees, upon the recommendation of the Seminary President. The Seminary President, Provost, and Vice Presidents comprise the administration of the Seminary, and shall be known as the Administration, Cabinet and/or Office of the President.

## Section 2—Presidential Election, Term, Evaluation

- A. **Search Committee, Election, Vacancy.** To help ensure wise and consistent practices, the ATS Board shall follow the Policy on *Long-term Presidential Succession Plan and Presidential Search*, as amended from time to time. Consistent with that policy, the Board Chair shall nominate a special search committee, approved by the ATS Board, that includes a majority of Board members who shall nominate a candidate for the Presidency. The ATS Board shall elect the Seminary President who shall serve at the pleasure of the ATS Board. A two-thirds (2/3) vote of the Trustees then in office shall be required to elect the Seminary President. In the event of the Seminary President's incapacity, death, removal, or resignation, the Executive Committee shall recommend to the Board of Trustees an Acting President and follow the *Policy on Actions in the Event of an Unexpected Presidential Departure*. An Acting President shall serve temporarily until the ATS Board appoints an interim president or succeeding president.
- B. **Informal Evaluations.** The Seminary President's leadership at the Seminary and accomplishment of previously agreed-upon goals shall be annually evaluated in informal or formal evaluations. Informal evaluations shall be conducted by the Board Chair, the Board Vice Chair, and a current Trustee selected by the Executive Committee. The Board Chair shall summarize an informal evaluation at the ATS Board's fall meeting.



- C. **Formal Evaluations.** Formal evaluations shall be conducted by the Executive Committee. The Chair of the Board shall chair the formal evaluation, submit a report of the evaluation to the Executive Committee for approval, and present a written report of the evaluation at the ATS Board's fall meeting.
- D. **Evaluation Schedule.** The schedule for informal and formal evaluations shall be as follows: During the first two years of a president's employment, annual informal evaluations shall be conducted. (2) During the third year of employment, a formal evaluation shall be conducted. (3) Starting with the fourth year of employment, the president's annual evaluation shall be scheduled in five-year increments of informal evaluation for four years and formal evaluation during the fifth year. On a case-by-case basis, the ATS Board may approve a formal evaluation during an informal-evaluation year.

### Section 3—Senior Administration Evaluation

The Provost and the Vice Presidents will be evaluated by the Seminary President on an annual basis and serve at the pleasure of the President.

### Section 4— Duties and Responsibilities of the President

The Seminary President shall act and serve as Chief Executive Officer of Asbury Theological Seminary with all the authority conferred therein. As such, the Seminary President shall

- A. Be the President of Asbury Theological Seminary Corporation;
- B. Be an ex officio member of the Board of Trustees, of the Executive Committee, the Standing Committees, Specialty Committees, and Task Forces of the Board of Trustees;
- C. Be the chair of the faculty and be an ex officio member of all faculty committees;
- D. Be the chief executive officer of the Seminary and give overall administrative supervision to all phases of the Seminary's life and work;
- E. Recommend to the Board of Trustees for its ratification of the appointments of the Provost, Vice Presidents, and Deans who shall serve under the direction of and subject to the authority of the Seminary President;
- F. Preside over the meetings of the Administration;
- G. Recommend the appointment of all members of the faculty of Asbury Theological Seminary to the Board of Trustees and recommend to the ATS Board any changes in the instructional rank or tenure status of a faculty member, within the provisions of Article VIII of the Bylaws;
- H. Be the Seminary representative for attendance, when possible, at important conferences, conventions, and public assemblies, where Seminary representation is not otherwise provided for; be the representative of the Seminary in all institutional relationships; and in attendance at official functions;
- I. Have the authority to confer degrees, both earned and honorary, upon those persons whom the Board of Trustees elects to receive such degrees;
- J. Submit a written report annually to the Board of Trustees, covering the general administration of the Seminary;
- K. Prepare for presentation to the Finance Committee a proposed budget for the ensuing year;
- L. Review and recommend policy for all areas of Seminary operations, including changes in the ATS Board Handbook, Faculty Handbook, Personnel Policy Manual and Student Handbook;
- M. Lead in advancing the purpose and mission, envisioning the future, and setting the tone for the Seminary;
- N. Be responsible for developing resources for the Seminary, including current, capital, planned giving, and endowment funding;
- O. Be otherwise responsible for, and have the required authority to, implement and execute all duly created policies of the Board of Trustees;
- P. Annually provide the ATS Board with an administration organizational chart, including his or her recommendation to the Executive Committee of an acting president who, upon recommendation of the Executive Committee and approval of the ATS Board, shall serve in case of the Seminary President's incapacity, death, removal, or resignation; the acting president shall temporarily serve until the ATS Board appoints an interim president or succeeding president; and

- Q. Perform such other duties within the scope of delegated powers or contractual agreements as are approved by majority vote of the Board of Trustees.

### **Section 5—Removal of ATS President from Office**

The ATS President may be removed from office without cause; or with cause by disciplinary action of the Board of Trustees for reasons such as, but not limited to, moral delinquency, incompetence, failure to perform his or her duties properly, insubordination, conflict of interest, doctrinal deviation, or other good and sufficient reason. The ATS Board shall provide the President with notice and an opportunity to be heard, as determined by the Chair of the Board, regarding the disciplinary charges. A two-thirds (2/3) vote of the ATS Trustees present at a regularly constituted or special meeting shall be required to remove the ATS President from office with or without cause.

## **ARTICLE IX: Officers of the Corporation**

### **Section 1—Titles, Election, Term**

For the purpose of Kentucky law, the officers of the legal entity organized under Kentucky law and known as Asbury Theological Seminary Inc. (the “Corporation”), shall be a President, Vice President, Secretary, and Treasurer of the Corporation. The President of the Corporation shall be the chief executive officer serving as the Seminary’s current President and by virtue of that position an ex officio member of the Board of Trustees. The Vice President, Secretary and Treasurer of the Corporation shall be elected annually by the Board of Trustees. The President of the Corporation shall nominate a current Vice President of the President’s Administration who shall be the Vice President of the Corporation. The Treasurer of the Corporation shall be the Seminary’s Vice President of Finance and Administration. The Secretary of the Corporation shall be the Secretary of the Board.

### **Section 2—Vacancies**

In case any vacancy occurs in such offices of the Corporation (as identified in the immediately preceding Section 1), the vacancy shall be filled according to the above-stated criteria and by election at any regular or special meeting of the Board of Trustees or by recommendation to the Executive Committee or full board by the Governance Committee until such a regular or special meeting of the ATS Board shall be held.

### **Section 3—Corporate Authority**

The Officers of the Corporation are jointly or severally authorized to act on behalf of the Corporation, in accordance with all properly authorized ATS Board resolutions and in their capacities as Officers of the Corporation, and not in their individual capacities or for their personal gain, to execute and deliver any and all written instructions and/or legal documents required to carry out the business of the Corporation.

### **Section 4—Statutory and Fiduciary Duties**

Officers of ATS Seminary shall comply with the standards of conduct for officers of a nonprofit corporation under KRS 273.229, and in addition, shall act consistently with the fiduciary duties of honesty, loyalty, full disclosure, good faith and fair dealing, and avoidance of conflict of interest transactions in the performance of their official duties.

## **ARTICLE X: Faculty of the Seminary**

### **Section 1—Faculty Membership, Qualifications**

- A. **Criteria.** The faculty shall consist of all members of the teaching and administrative staff who have received full faculty status by the process described in Article X, Section 2 of these Bylaws. Any member of the faculty of ATS as defined by the Faculty Handbook, and approved by the Board of Trustees, shall subscribe to and embrace fully the Statement of Faith, the Statement of Mission, as found in Article II, Sections A and B; and the Statement of Ethos, and the Code of Institutional Ethics and Values of the Seminary as approved by the Board of Trustees and as found in the Faculty and ATS Board Handbooks. Visiting and Adjunct Faculty shall subscribe to and embrace fully the Statement of Faith, the Statement of Mission, the Statement of Ethos, and the Code of Institutional Ethics and Values of the Seminary.
- B. **President, Provost Membership.** If the Seminary President meets the qualifications for faculty membership, the President shall be a member of the faculty. The Provost shall meet the qualifications for faculty membership, and, thus, shall be a member of the faculty.

- C. **Guest Lecturers.** On a case-by-case basis and when justified for educational purposes, guest lecturers may be appointed, with the approval of the Provost and final approval by the President, who are unable to subscribe to and embrace fully the Statement of Faith, the Statement of Mission, the Statement of Ethos, and the Code of Institutional Ethics and Values of the Seminary, but who, for the purposes of their temporary engagements, shall be committed to supporting the above documents and not speak or act in any way contrary to them.

## **Section 2—Faculty Appointment, Prerogatives**

Appointments to membership on the faculty shall be made under the authority of the Board of Trustees in accordance with procedures authorized by the ATS Board and as described in the *Faculty Handbook*, as amended from time to time. Authority and faculty prerogatives are specified in the principles approved and published by the Board of Trustees in the *Faculty Handbook*.

## **Section 3—Faculty Jurisdiction**

Under the authority of the Seminary President, responsibility for the instructional direction of programs shall be vested in the faculty. Subject to general Seminary policy and regulations and to the powers vested in the President, Provost, Senior Vice President of Academic Affairs, and in the ATS Board, the faculty shall provide leadership in the development of academic policy and shall have jurisdiction over the educational program, including such matters as admission requirements, curricula, instruction, schedules, degree requirements and the recommendation of candidates for graduation. The faculty shall participate in the processes concerning the appointment, retention, and promotion in rank of faculty members.

## **Section 4—Faculty Handbook**

After consultation with the Seminary President, the Board of Trustees shall approve and authorize the implementation of a *Faculty Handbook*. The *Faculty Handbook* is to be updated as often as needed but reviewed at least every five years by the faculty. All amendments are to be recommended to the ATS Board for authorization. The *Faculty Handbook* shall set forth academic procedures, guidelines, and policies. The duties of the provost and academic administrators shall be specified in the *Faculty Handbook*.

# **ARTICLE XI: Students of the Seminary**

## **Section 1—Enrollment**

Subject to the Seminary's Ethos Statement, Statement of Faith, Statement of Mission, and related policies, enrollment is open to qualified students who, without distinction of race, color, national origin, sex, age, disability, or veteran status, desire to undertake serious theological study and who show promise of success in such an endeavor.

## **Section 2—Attendance Privilege**

Admission and enrollment is a privilege and not a right. Students applying for admission do so voluntarily and are free to withdraw at their pleasure, subject to the fulfillment of their financial obligations to the Seminary.

## **Section 3—Sanctions**

By applying for admission, and being accepted, each student shall be bound by the ATS rules, policies, procedures, and administrative regulations, including the ATS Statement of Faith, Statement of Mission, and Statement of Ethos as they exist at the time of his or her admission, and as they may be changed, modified, or added to, during the time he or she is a student. Remaining a student of the Seminary following admission is dependent upon compliance with the Statement of Ethos and Statement of Faith. Upon admission as a student, a person may pursue the course of study to which he or she is admitted, under applicable policies, rules, and procedures, subject at all times to the right of the ATS Board to discontinue or alter any degree program, course or curriculum.

## **Section 4—Student Handbook and Conduct**

Each student is expected to conduct himself or herself with dignity and with due respect for the rights of others, and in keeping with the principles and guidelines of the Student Handbook. The Student Handbook is to be updated as often as needed but reviewed at least every five years by the Administration. After consultation with the Seminary President, amendments shall be recommended to the ATS Board for adoption.

## ARTICLE XII: Employees - Personnel Policy Manual

After consultation with the Seminary President, the Board of Trustees shall approve and authorize the implementation of a Personnel Policy Manual. The Personnel Policy Manual is to be updated as often as needed but reviewed at least every five years by the Administration. All amendments are to be recommended to the ATS Board for authorization. The Personnel Policy Manual shall set forth procedures and guidelines for employees, including the expectation that employees shall abide by the Seminary's Statement of Ethos. The procedures and guidelines outlined in the Personnel Policy Manual are not to be construed as contractual terms or any guarantee of employment.

## ARTICLE XIII: Fiduciary Duties

### Section 1—Fiduciary Responsibility, Expense Reimbursement

All Offices, officials of the Seminary, administration, faculty members, other employees, and Trustees of the Seminary serve the Seminary and have a clear obligation to conduct all affairs of the Seminary in an upright and honest manner. Each such person shall make all decisions using good judgment and Christ-like ethical and moral considerations, and upon election or appointment shall agree to place the welfare of the Seminary above personal interests, interests of family members, or others who may be personally involved in substantial affairs affecting the Seminary's basic functions. In the performance of services for the Seminary, Trustees shall be reimbursed for their actual and reasonable expenses but shall not be otherwise compensated.

### Section 2—Disclosure of Potential Conflicts of Interest Required

The Administration shall update the Conflict-of-Interest Policy statement as needed in order for that statement to be aligned with this Article. The Seminary President, other members of the Administration, faculty members, other employees, and Trustees of the Seminary shall sign the annual Conflict-of-Interest Policy statement certifying either (1) denying any conflict of interest or (2) an acknowledgment fully disclosing, in accordance with policies adopted by the ATS Board, the precise nature of all relationships and business affiliations which may now, or in the future, potentially conflict with the interests of the Seminary or bring personal gain to them or their family, or business as a consequence of their relationship with the Seminary. The Administration shall be responsible for the implementation of this annual task. The Administration is also responsible to provide all potential or actual conflict of interest declarations to the Chair of the Audit Committee so that the Audit Committee can review, evaluate, and recommend action to the Executive Committee or Board of Trustees.

### Section 3—Conflicts Prohibited

- A. **Recusal.** No officer of the administration, faculty member, other employee, or Trustee of the Seminary who has a conflict of interest in any matter shall participate in the consideration of any proposed transaction or personnel hiring related to the conflict of interest. The person or persons involved will not vote on such matters. However, the ATS Board or the administration may request information or interpretation from the person or persons involved.
- B. **Current Employees and Trustees.** No officer of the administration, faculty member, other employee, or Trustee of the Seminary shall at any time while serving or while employed by the Seminary, engage in any act or omission in conflict with, or which is reasonably calculated to result in or create a conflict with, such individual's obligations to the Seminary without the consent of the Board of Trustees.
- C. **Former Employees and Trustees.** No officer of the administration, faculty member, other employee, or Trustee of the Seminary shall, at any time after the termination of service as Trustee or employment at the Seminary, as the case may be, engage in any act or omission in which such individual uses knowledge or information gained by reason of his or her service or employment in a manner reasonably calculated to cause harm or damage to the legitimate interests of the Seminary. This obligation shall apply to former employees during periods of retirement from Seminary employment. The ATS Board may, however, after proper disclosures, from time to time, approve transactions with such person for actual goods or services when it judges them to be fair and beneficial to the Seminary.
- D. **Sanctions.** Any violation of this Article shall be grounds for removal of a Trustee, or for discipline, up to and including dismissal, of officers, faculty members, or other employees, under the appropriate provisions of these Bylaws and the personnel policies of the Seminary and shall constitute a failure to properly perform the individual's duties.

- E. **Reservation of Rights.** The Seminary reserves all other rights which it may have by operation of law with respect to conduct which constitutes a violation of this Article.
- F. **Binding Effect.** A copy of this Article or the Conflict-of-Interest Policy, as amended from time to time, shall be provided to each Trustee and each officer of the administration, faculty member, or other employee at the time of employment or, in the case of those serving or employed at the time this Article becomes effective, reasonably soon thereafter. A copy of this Article or the Conflict-of-Interest Policy shall be attached to, or expressly made a part of, any written contract of Seminary employment, and written acknowledgments of each individual's receipt of same shall be maintained in the Seminary office. However, nothing about this Section 6 shall entitle any Seminary employee to an employment contract, alter his/her at-will employment status, or otherwise alter or diminish Seminary rights or employee obligations established by ATS Foundational Documents, policies, and lawful actions of the ATS Board or its Administration.

## ARTICLE XIV: Indemnification

### Section 1—Scope

- A. **Qualification.** The Seminary, by action of the ATS Board, shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative (other than an action by or in the right of the Seminary) by reason of the fact that he or she is or was a Trustee, officer, employee, or agent of the Seminary or is or was serving at the request of the Seminary as a Trustee, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, against expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred in connection with such action, suit, or proceeding if he or she acted in good faith, on an informed basis, and in a manner reasonably believed to be in or not opposed to the best interests of the Seminary (or corporation), and, with respect to any criminal action or proceeding, had no reasonable cause to believe the conduct was unlawful. The termination of any action, suit, or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith, and in a manner which he or she reasonably believed to be in or not opposed to the best interest of the Seminary, and, with respect to any criminal action or proceeding, had reasonable cause to believe that his or her conduct was unlawful.
- B. **Exceptions.** No indemnification shall be made in respect of any claim, issue, or matter as to which such person shall have been adjudged to be liable for breach or failure to perform his/her duties to the Seminary unless, and only to the extent that, the court in which such action or suit was brought shall determine upon application that, despite the adjudication of liability but in view of all circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses as the court deems proper. In no event shall a person be entitled to indemnification for willful misconduct or wanton or reckless disregard for human rights, safety or property.
- C. **Defense Indemnification.** To the extent that a Trustee, officer, employee, or agent of the Seminary has been successful on the merits or otherwise in defense of any action, suit, or proceeding referred to in paragraphs (A) or (B) of this Article, or in defense of any claim, issue, or matter therein, he or she shall be indemnified against expenses (including attorney's fees) actually and reasonably incurred by him or her in connection therewith.

### Section 2—Authorization, Reimbursements, Insurance

- A. **Trustee Authority.** Any indemnification under paragraphs (A) or (B) of this Article (unless ordered by a court) shall be made by the Seminary only as authorized in the specific case upon a determination that indemnification of the Trustee, officer of the administration, employee, or agent is proper in the circumstances because the applicable standard of conduct has been met as set forth in paragraphs (1) or (2) of this Article. Such determination shall be made (a) by the ATS Board of Trustees by a majority vote of a quorum consisting of Trustees who were not parties to such action, suit or proceeding; or (b) if a quorum is not obtainable, or, even if obtainable a quorum of disinterested Trustees so directs, by independent legal counsel in a written opinion.

- B. **Advance Payment.** Expenses (including attorney's fees) incurred in defending a civil or criminal action, suit, or proceeding may be paid by the Seminary in advance of the final disposition of such action, suit, or proceeding as authorized in the manner provided in paragraph (4) of this Article upon receipt of a signed undertaking by or on behalf of the person requesting indemnification to repay that amount unless it shall ultimately be determined that he or she is entitled to be indemnified by the Seminary as authorized in this Article.
- C. **Rights.** The indemnification provided by this Article shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any bylaw, agreement, vote of disinterested Trustees, or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a Trustee, officer, employee or agent and shall inure to the benefit of the heirs, executors, and administrators of that person.
- D. **Liability Insurance.** The Seminary shall purchase and maintain liability insurance on behalf of any persons who are or were Trustees, officers of the administration, employees or agents of the Seminary, or are or were serving at the request of the Seminary as Trustees, officers, employees or agents of another corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against them and incurred by them in any such capacity or arising out of their status whether or not the Seminary would have the power to indemnify them against such liability under the provisions of this Article.

## ARTICLE XV: Compliance with Laws

Subject to the Seminary's Ethos Statement, Statement of Faith, Statement of Mission, and related policies, the Seminary does not discriminate against any employee or applicant for employment on the basis of race, color, national origin, sex, age, disability, or veteran status; and supports the recruitment and employment of a diverse workforce. Notwithstanding any provision in these Bylaws or any other Seminary statement, document, policy, provision, or resolution to the contrary, the Seminary reserves all rights as a religious organization to make institutional, employment, operational, and educational decisions protected by protections and rights for religious entities provided under the First Amendment of the United States Constitution, the Federal Religious Freedom Restoration Act (42 U.S.C. § 2000bb *et seq.*), the Constitution of Kentucky, Kentucky Revised Statute 446.350, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and other applicable federal or state law.

## ARTICLE XVI: General Provisions

### Section 1—Fiscal Year

The fiscal year of the Seminary is July 1 to June 30. Any changes to the fiscal year shall be determined by resolution of the Board of Trustees.

### Section 2—Corporate Records, Document Retention and Destruction

The Seminary shall keep at its principal office an original or duplicate record of the proceedings of the meetings of the ATS Board, its committees and teams, and a copy of its Bylaws, including all amendments and alterations thereto to date, certified by the Secretary of the Board. The administration shall set procedures for maintaining and documenting the storage and retention of all corporate records and the destruction of these documents and records in accordance with the ATS Board's policies on document retention and destruction.

### Section 3—Execution of Written Instruments, Corporate Seal

The ATS Board shall have authority to approve and execute all contracts, agreements and other binding legal instruments presented in the name of Asbury Theological Seminary or the ATS Board or any part thereof, which are either (1) expressly approved by resolution of the ATS Board; or (2) usual, necessary, and appropriate to the normal operation of the Seminary and within the budgeted expenditures approved by the ATS Board. Without specific action to delegate its signature authority, only the ATS Board Chair or Secretary can sign contracts, agreements, and other binding legal instruments for the Seminary. However, pursuant to the Signature Authority Policy approved by resolution of the ATS Board, the ATS Board also may delegate specific approval and signing authority to the Seminary President and Vice Presidents.

### Section 4—Severability

The invalidity or unenforceability of any provision hereof shall not affect the validity or enforceability of the remaining provisions hereof.

## **ARTICLE XVII: No Private Inurement, Charitable Purposes**

No portion of the income of ATS, after expenses, shall inure to the benefit of any private individual or purpose, or be used for carrying on propaganda or otherwise attempting to influence legislation for other than charitable, educational, religious, scientific, or literary purposes.

## **ARTICLE XVIII: Bylaw Amendments**

These Bylaws may be amended or repealed by a three-fourths (3/4) vote of the ATS Board members then in office and voting at any annual, regular, or special meeting in the following manner:

A Bylaw to be amended or repealed shall have been proposed in writing, either at a preceding meeting of the ATS Board, or in writing transmitted to all Trustees at least fourteen (14) days prior to the meeting at which the vote is taken upon the proposed amendment.

## **ARTICLE XIX: Former Bylaws**

Any Bylaw in any way in conflict with the latest revision of the Bylaws is hereby repealed.

## **Article XX: Suspension of Bylaws**

Any Bylaw may be suspended by a two-thirds (2/3) vote of the ATS Board members then in office at a meeting of the ATS Board.

## **Article XXI: Availability of Copies of Bylaws**

The Bylaws shall be printed or typed so that each member of the ATS Board shall have a copy upon request. The Bylaws shall be included in the ATS Board Handbook and available to all members. When amendments become effective, they shall be reduced to writing or printing and supplied to each member of the ATS Board.

## **Article XXII: Parliamentary Authority**

Robert's Rules of Order Newly Revised shall be the primary parliamentary authority for all matters of procedure not specifically covered by these Bylaws.

## **Article XXIII: Disposition of Funds Upon Dissolution**

If, for any reason, ATS should cease to exist, any funds then remaining unobligated and unexpended and all other property of ATS shall be wholly distributed to one or more other charitable, religious, and/or educational organizations, to be selected by the ATS Board in their discretion, for use in furthering the objectives set forth in Article I, Section E; provided, however, that no distribution shall at any time be made to any organization which is not at the time exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, from time to time.



## Additional Community Values

### Academic Integrity

Asbury Theological Seminary is committed to intellectual, spiritual, and moral growth with the pursuit of truth and knowledge as an indispensable goal of the academic community. Asbury's view that knowledge is a necessary means to faithful and effective mission and ministry, including the spreading of scriptural holiness, greatly increases the importance of integrity of heart, mind, and life.

### Personal Responsibility

Faculty and students share equally in the responsibility of maintaining the standard of academic integrity as part of their commitment to truth. Thus, any action that does not maintain academic honesty and scholarly integrity is a violation of community trust and expectation, and compromises the character needed for ministry.

### Academic Requirements

In addition to maintaining integrity in their own academic pursuits, faculty members have the responsibility and obligation to establish and clarify academic requirements for the work prepared by their students.

### Copyright Policy

With regard to the use of copyrighted materials for instruction and research, faculty and students are governed by the policies set forth in the ["Asbury Theological Seminary Copyright Manual."](#)

### Globalization

Asbury Theological Seminary aims to be a community that is culturally and racially diverse, and to affirm cultural distinctives compatible with Christian teaching. The Seminary further aims to submit all culture to the judgment of scripture in order to make its discipling more authentically biblical, yet culturally relevant.

Asbury Seminary's concern with globalization is defined by its commitment to the Great Commission and its belief that the Church is one body composed of many members around the world. We believe the gospel is objectively true for all people. We desire to communicate it in ways which are culturally informed and sensitive.

We caution, however, against the cultural, religious, and moral relativism often promoted under the banner of globalization. Since the gospel is objectively true, other religions and moral cultural practices are evaluated in light of historic Christian faith and practice as revealed in the scriptures.

Goals for Promoting Global Awareness and Ministry:

- To move students beyond theological and cultural provincialism;
- To put students in touch with the Church Catholic (i.e., world Christianity);
- To create vision for world-wide, cross-cultural ministry; and
- To assist students in identifying "dynamic equivalence" and transferable concepts for communicating the gospel cross culturally.

Strategies for Promoting Global Awareness and Ministry:

- Encourage students to participate in cross-cultural experiences available within the curriculum;
- Encourage, where appropriate, cross-cultural components throughout the curriculum;
- Encourage community-wide participation in events, such as the Seminary's annual Kingdom Conference, which emphasize global awareness;
- Encourage all faculty members to access on-campus resources for global awareness.

### Inclusive Language

- Policy

It is the policy of Asbury Theological Seminary to use, in non-gender related statements only, inclusive or non-sexist language in all Seminary publications, literature, and communications.



- Classroom Language

Individual Professors are to follow this policy in classroom work and materials and attempt to sensitize students to this matter in speech and written assignments.

- Recommended Guidelines

Rooted deeply within the history and heritage of Methodism is the active participation in the lifting of oppression in any form so as to extend and implement the freedom of the gospel to all whom God has created and seeks to redeem. The record of Wesleyans on behalf of women is impressive and honorable and should be furthered by the modern offspring of Wesley.

Language does make a difference. When terms create certain feelings, we respond to these feelings for the sake of fostering relationships. We do not bind ourselves to etymology or even historical usage, for history is always thrusting us into new situations and struggles. We are constantly adapting our language in order to be responsible and effective communicators.

Language does not create a problem nor does language solve a problem, but language may contribute to both—sometimes in obvious ways, more often in quite subtle ways. It is the intent of the following guidelines to help sensitize the Asbury Theological Seminary community to some of the problems vis-à-vis the concerns of women and to provide help in moving beyond our present habits to more just expressions. These are offered within the terms of the motion approved by the faculty and adopted by the officers of administration.

*Board of Trustees, 01.1982*

- Style for Editing, Writing, and Speaking

- *The Publication Manual, Change Sheet 2*, published June 1977, by the American Psychological Association shall, with additions below, serve as a guideline for the use of inclusive language in the Seminary's publications, literature, and communications. (Asbury Theological Seminary expresses appreciation to the APA for permission to reproduce the guidelines in CHANGE SHEET 2.)
- The adoption of inclusive language shall be achieved without surrender of acceptable style. Neologisms, e.g., "mailperson," "he or she," and "she/he" are to be avoided if possible.
- The policy is intended only to guide current usage and not to judge spoken or written materials from the past. If quotation of such materials is felt to raise insuperable problems, the difficulty can often be avoided by general reference or adaptation rather than quotation. (The church already has a tradition of editing hymns for theological and stylistic reasons.)
- The policy is understood not to include scriptural quotation, the question of reference to deity, or the traditional Ritual of the Church.

- Communications Covered by This Policy

All written and digital publications, literature, and communications in service of the Seminary:

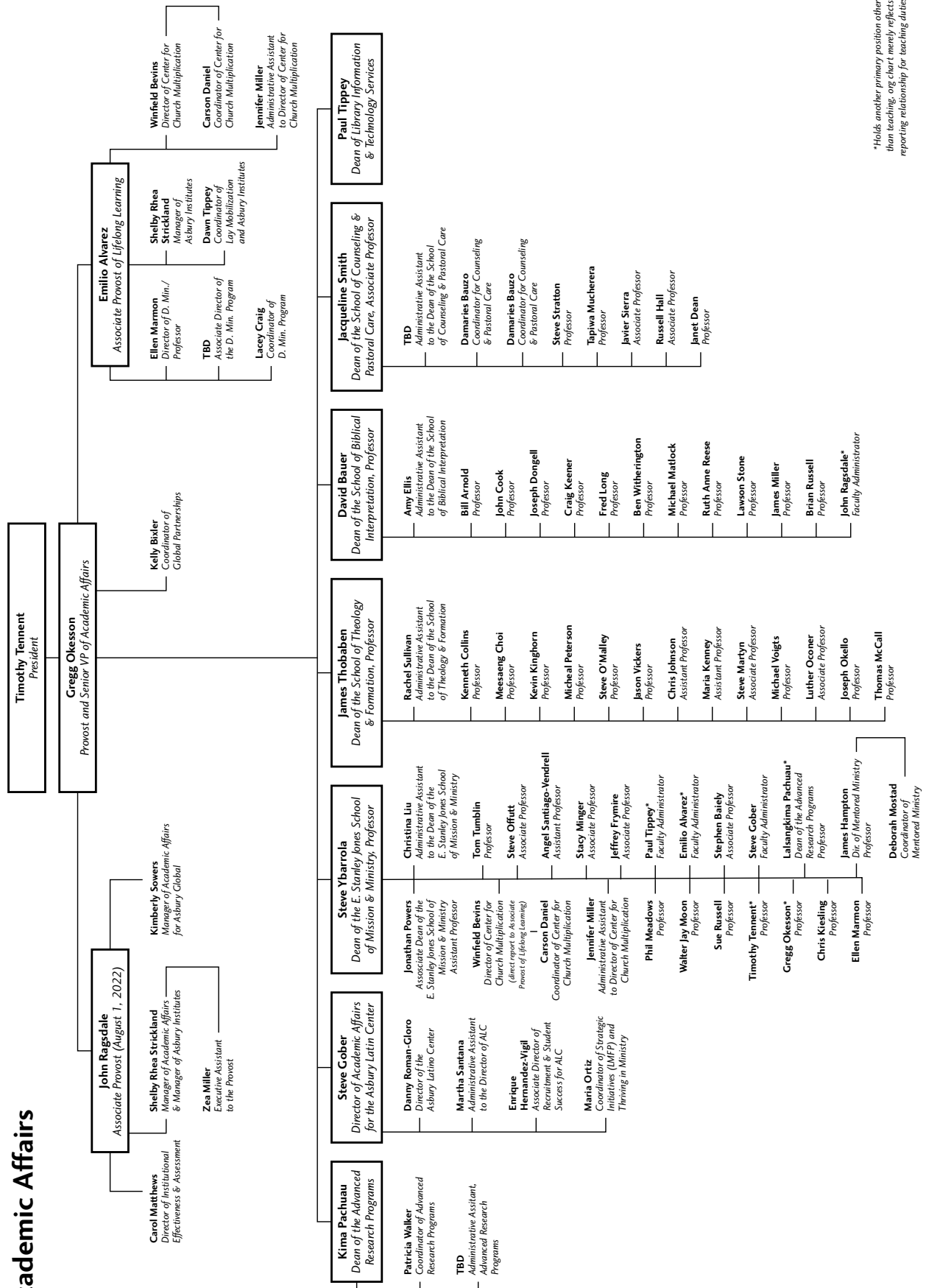
- Including the Student Handbook, the *ATS Herald*, *The Asbury Journal*, all Asbury web Pages, and Seedbed..
- Individual departments and offices of the Seminary, e.g., the calendar, committee reports and minutes, brochures, bulletins.
- The Board of Trustees, administration, faculty, and committees of Asbury Theological Seminary.

- Worship and Use of Inclusive Language

We urge leaders of worship at Asbury Theological Seminary, and all other participants, to use inclusive language wherever possible in all public statements, prayers, and exhortations. Likewise, we urge sensitivity in the selecting of hymns, gospel songs, and responsive readings.

*Approved, Plenary Faculty, 01.18.1982; Board of Trustees, 01.25.1982*

# Academic Affairs



\*Holds another primary position other than teaching; org chart merely reflects reporting relationship for teaching duties

## Provost Job Description

### Asbury Theological Seminary Job Description *Updated October 2023*

Position Title	Provost and Vice President of Academic Affairs
Department	Academic
FLSA Classification	Exempt
Reports to	President
Position Summary	Chief academic officer of the Seminary, providing leadership to and administrative oversight for academic, information services, institutional assessment and evaluation, including but not limited to, policies, curricula, staffing, and resources.

#### Essential Functions

- Chairs the Academic Council, which exists for the purpose of academic strategic planning, academic policy review and recommendation, and coordination of academic programs among the schools.
- Supervises the introduction, implementation, and evaluation of academic policies and standards.
- Supervises the administration of academic budgets.
- Supervises, in collaboration with the Faculty Committee: faculty matters related to initial offer of contract (first contract for faculty members); review for second contract, promotion, and tenure; sabbatical eligibility; and post-tenure review.
- Develops, implements, and supervises – in collaboration with the Associate Provost for Faculty Development – the mentoring program for first contract faculty members and the faculty development of all new faculty.
- Represents and interprets the academic role of the Seminary to internal and external constituencies, including the academic affairs team of the Board of Trustees.
- Assists the President in the development of global partnerships.
- Coordinates the work of the library information services team.
- Supervises the work of the Deans of the schools, the Dean of the Beeson Center, the Director of Library Services, the Dean of the Advanced Research Programs, and the Director of Distributed Learning.
- Models a commitment to biblical holiness within the exercise of daily administrative responsibilities.

#### Other Functions

- Serves on the President's Cabinet.
- Serves on the Seminary Strategic Round Table.
- Chairs meetings of the Plenary Faculty.
- Oversees planning of academic convocations and commencements.
- Serves *ex officio* on all Plenary Faculty Committees.

#### Education, Experience, and Competencies

- Holds a Ph.D. in an academic field appropriate to seminary education.
- Demonstrates expertise in teaching, administrative leadership, and team building at the seminary level.
- Is visionary and innovative in the development and execution of academic programs, as well as anticipates the future needs of Christian leadership.
- Demonstrates expertise in teaching, administrative leadership, and team building at the seminary level.
- Is visionary and innovative in the development and execution of academic programs, as well as anticipates the future needs of Christian leadership.

## Dean of School Job Description

### Asbury Theological Seminary Job Description

Position Title	Dean of the School of...
Department	Academic
FLSA Classification	Exempt
Reports to	Vice President of Academic Affairs/Provost
Position Summary	Provides leadership and administrative oversight for faculty development and academic organization in the School of...

#### Essential Functions

- Recruits, supervises, and develops faculty of the School of...
- Promotes both collegiality among faculty and integration of theological disciplines housed in the School of...
- Supervises course scheduling and allocates faculty resources in the School of... in the service of academic program needs.
- Oversees program assessment and development for MA degree programs housed in the School of the Practice of Ministry.
- Promotes good practices of teaching and learning among faculty of the School of...
- Supervises the Director(s) of Mentored Ministry.

#### Other Functions

- Teaches a two-thirds load.
- Oversees the office of the School of..., including the development and administration of the School's budget.
- Serves *ex officio* on the Academic Council.
- Serves *ex officio* on Faculty Committee as determined annually in consultation with the Vice President of Academic Affairs/Provost.
- Performs other related duties as assigned by the Vice President of Academic Affairs/Provost.

#### Qualifications

- Holds a Ph.D. or other terminal degree in a field appropriate to theological education, is a (full) Professor with tenure at Asbury Theological Seminary and has a record of effective service in (a) local congregation(s).
- Demonstrates expertise in teaching, administrative leadership, and team building at the Seminary level.
- Preferably, is ordained in a denomination served by Asbury Theological Seminary.

## Sabbatical Report Form

### Asbury Theological Seminary

The program of sabbatical leaves has been established at Asbury Theological Seminary in order to provide a faculty member the opportunity for “intensive academic research” and for self-improvement in one’s professional field. “Intensive academic research” is understood to include concentrated study in a special area within the faculty member’s field, or any one or more of the following purposes:

- Further, formal study in one’s academic area;
- Publication of results of former research;
- Research into new areas;
- Publication of results of new research;
- Direct involvement in some form of ministry.

**Please attach copy of Sabbatical Proposal**

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Date of Submission

---

Name of Faculty Member

---

Requested for Term/Year

---

School

---

Last Sabbatical Term/Year

---

Dean of School & Date of Approval

---

Chair Faculty Committee Signature

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Provost Signature

**Summary of Intended Purpose and outcome of sabbatical:**

**Describe Achieved Outcome:**