Preface
Mission Statement
Vision Statement
Founding Principles

I. Academic Organization
   1.01 Board of Visitors
   1.02 Functions of the Dean
   1.03 Functions of the Associate Deans
      1.03.1 Associate Dean for the M.Div. Program
      1.03.2 Associate Dean for the D.Min. Program
   1.04 Functions of the Faculty

II. Policies and Procedures Related to Instruction
   2.01 Calendar and Class Schedule
   2.02 Class Attendance
      2.02.1 Faculty
      2.02.2 Students
   2.03 Examinations and Grading
   2.04 Academic Grievance Procedure
   2.05 The Honor System
   2.06 Teaching Load
   2.07 Class Rolls and Grade Reports
   2.08 Course Evaluations
   2.09 Academic Advising
   2.10 Academic Freedom
   2.11 Termination or Resignation of a Faculty Member

III. Policies Related to Faculty Recruitment, Development, Rank, Tenure, and Promotion
   3.01 Appointment of Faculty
      3.01.1 Adjunct Faculty
      3.01.2 Non-Tenured Faculty
      3.01.3 Tenured and Tenure Track Faculty
   3.02 Faculty Development
      3.02.1 Attendance at Professional Meetings
      3.02.2 Sabbatical Leave
   3.03 Conflict of Interest
   3.04 Faculty Rank
   3.05 Tenure and Promotion
      3.05.1 Annual Review
      3.05.2 Tenure
      3.05.3 Promotion
Preface

The McAfee School of Theology is an integral part of Mercer University, and the faculty at McAfee is part of the Mercer University faculty. Therefore, this Faculty Handbook supplements but does not replace the Mercer University Handbook.

Mission of the McAfee School of Theology

The Mission of the McAfee School of Theology is to extend the mission of the Church in the world by equipping women and men called of God for authentic ministry, the pursuit of spiritual maturity, and the lifelong process of theological inquiry. We are a community:

Centered on God in Jesus Christ,
Led by the Holy Spirit,
Guided by sacred Scripture,
Founded on the heritage of Baptists,
and Committed to the ministry of the Church.

Vision of the McAfee School of Theology

The McAfee School of Theology will fulfill its mission as it graduates students who are prepared to provide leadership in various church and ministry related positions. The primary test of the success of its educational program will be that its students are academically, professionally, and spiritually prepared to serve as ministers. To insure that the McAfee School of Theology can continue to fulfill its mission, it will need to maintain a faculty that embodies a combination of excellent academic qualifications, experience in ministry and commitment to the church, identification with the heritage of Baptists, spiritual maturity, and a passion for teaching. McAfee will need to continue to recruit about seventy or more new students per year while maintaining its reputation for personal attention, a strong sense of community, and small interactive classes. The student body will continue to be inclusive: ethnically, theologically, geographically, and vocationally. McAfee will continue to lay a strong foundation for its financial future, with a steadily growing endowment. The school will also fulfill its mission as it continues to build strong relationships with its founding churches, the Cooperative Baptist Fellowship, Baptists and Baptist schools around the world, and the growing circle of McAfee’s alumni and friends. Increasingly, the school will become a significant resource center for its network of friends and founding churches.

Founding Principles of the McAfee School of Theology

(Written by President R. Kirby Godsey)

Based on Jesse Mercer’s vision, the McAfee School of Theology is founded on ten principles that have guided its inception and will continue to guide its formation and character:

1. The School shall be founded upon the belief that Jesus Christ is the Word of God, the center and focus of faith.
2. The School shall spring from Mercer University’s conviction about its own vocation as an institution, borne and nurtured by Baptists and Baptist churches and committed to undergirding the work and witness of the church as a community of faith.

3. The School shall seek to educate students who are:
   - literate and disciplined in the study of sacred scripture;
   - articulate in understanding the historical and theological issues of faith;
   - effective preachers and interpreters of the Christian gospel;
   - wise and compassionate in personal and social ministry;
   - prepared to integrate faith and life in the spiritual formation of congregations.

4. The School shall be devoted to the preparation of men and women who combine the call of God’s spirit with the intellectual gifts, the emotional maturity, and the spiritual discipline to become effective and responsible pastors and leaders in ministry.

5. The School shall be inclusive in spirit and practice, affirming the open search for truth, and fostering tolerance for religious and intellectual diversity.

6. By underscoring both scholarly discipline and the experience of ministry, the School shall seek to break through the dichotomy of theory and practice, claiming both reason and compassion, the mind and the heart as gifts of God and conceiving ministry as bringing the sacred to bear upon every dimension of human experience.

7. The School shall hold steadfastly to the high and defining traditions of Baptists, including the priesthood of believers, the separation of church and state, the autonomy of the local congregations as the context for mission and ministry, the centrality of scripture to the life of faith, and the resolve that neither creeds nor human affirmations of faith should stand as tests of orthodoxy.

8. While holding firmly to its high calling and to its specific responsibility for theological education among Baptists, the School shall also accept its responsibility to embrace the whole world as the creation of God and to serve the wider Christian community as the people of God who are called to live out God’s purpose and presence in the world.

9. The School shall embody the historical traditions of Mercer University, valuing both intellectual freedom and the affirmation of faith as the foundations of the University.

10. The School shall serve as a continuing resource to churches, pastors, and professionals in ministry for their continuing education and as a reference and placement service for churches, pastors, and other church leaders.
I. Academic Organization

1.01 Board of Visitors

1.01.1 Statement of Purpose

The purpose of the James and Carolyn McAfee School of Theology Board of Visitors of Mercer University, established on August 24, 1999, shall be promote, assist, and support Mercer University School of Theology in:

1. Offering quality theological education at the graduate level;

2. Offering mentoring and internship opportunities appropriate to the needs of the School, the University, the Baptist community, and society in general;

3. Promoting faculty development as a means to achieve national prominence as a quality educational institution;

4. Obtaining financial support from churches, Baptist and other theological groups, and other sources throughout Georgia and the nation, and

5. Serving the ministry needs of the Baptist community and of society in general.

In fulfilling this purpose, the Board of Visitors will:

1. Provide counsel to the President of the University regarding the program form theological education;

2. Advise the Dean of the McAfee School of Theology and the chief academic officer of the University on matters pertaining to education, research, and public service;

3. Serve as an ambassador for the University and the McAfee School of Theology;

4. Assist the McAfee School of Theology regarding the recruiting and placement of students;

5. Advise the Senior Vice President for University Advancement on planning and conducting campaigns for support of the McAfee School of Theology; and

6. Through the President, provide counsel to the Board of Trustees on Issues pertaining to the operation and governance of the McAfee School of Theology.

1.01.2 Membership

The board of Visitors is elected by the Board of Trustees upon recommendation of the President of the University. The term of appointment shall be for three years renewable at the discretion of
the President. The President and the Chairman of the Board of Trustees shall be ex-officio members of the Board of Visitors.

Nominees for membership will normally be from those persons who hold positions in ministry, laity, business, industry, and education whose presence on the Board will enhance its ability to achieve the stated goals. A reasonable effort will be made to maintain a desirable balance of member interest and participation on the Board. The Board of Visitors shall consist of no less than twenty-five members and no more than fifty members.

The procedure for nominations to the Board will normally be processed through the Board Chair, the Dean, and the President for appointment.

1.01.3 Officers

The officers shall consist of a Chair, Vice Chair, and a Past Chair. The Chair and the Vice Chair will be elected by the Board and shall serve two-year terms. The Officers shall constitute the Executive Committee. A Nominating Committee will be appointed each year by the Chair in consultation with the Dean and University President to recommend persons for office. The Recording Secretary’s duties will be performed by the Secretary of the Corporation of Mercer University.

1.01.4 Meetings

There shall be two regular meetings of the Board of Visitors each year. One shall be held in the spring and one shall be held in the fall. Special meetings may be called by the Chair of the Board of Visitors or the President of the University. One-third of the membership shall constitute a quorum. Regular attendance by each member is expected; however, it is recognized that unplanned absences will occur. Three consecutive absences, unless satisfactorily explained, will constitute a voluntary departure from the Board.

1.01.5 Minutes

Following each regular meeting, minutes of the discussion and action of the Board of Visitors will be prepared by the Recording Secretary and distributed to regular and ex-officio members.

1.01.6 Amendments to the By-Laws

The Constitution and By-laws, or any part thereof, may be amended, revised, or repealed by majority vote of the Board at any regular meeting, provided that notice of the proposed change, repeal, or amendment has been submitted in writing, to the Board of Visitors at least thirty days prior to that regular meeting.
1.02 Functions of the Dean

As the principal academic officer of the School, the Dean is responsible for the full range of program development within the School. The Dean reports to the Provost. The responsibilities of the Dean include the following:

1. To lead in the design, development, and implementation of the educational program and to promote the effectiveness of the curriculum and instructional procedures.

2. To provide for the recruitment and selection of qualified faculty and to foster faculty development.

3. To review faculty eligibility for promotion and tenure, to conduct systematic evaluation of faculty performance, and to make recommendations to the Provost and the President concerning faculty appointments, rank, tenure, and salary.

4. To preside over the faculty, to assure the effective organization of the faculty, and to foster faculty collegiality.

5. To develop plans for the continued development of the School.

6. To develop recommendations to the Provost and the President regarding the operating budget for the School.

7. To foster the recognition and accreditation of the School by Southern Association of Colleges and Schools and the Association of Theological Schools.

8. To represent the school in the Academic Council and to collaborate with administrative officers of the University in the refinement, development, and revision of University policies.

9. To promote understanding and support of the School among its various publics.

10. To promote the effectiveness of library and instructional support services for the School.

11. To promote the effectiveness of student personnel services and to enhance the well-being and safety of students.

12. To promote the effectiveness of institutional support services, plant operation and maintenance programs, and security services for the School.

13. To prepare the budget for the school operation and assure adherence to the approved budget of the School within the framework and limits of the University fiscal policy.
1.03 Functions of the Associate Deans

1.03.1 Associate Dean for the M.Div. Program

The chief responsibilities of the Associate Dean for the M.Div. program are to coordinate academic advising within the School, administer all areas of academic policy as applied to students, review and recommend changes in academic and attendance policies, and coordinate the preparation of the yearly class schedule. Further responsibilities are to review and revise the School bulletin and the School portion of the University catalog annually. The Associate Dean represents the Dean as needed. When the Dean is absent from the campus, the Associate Dean acts with the full authority of the Dean’s Office.

1.03.2 Associate Dean for the D.Min. Program

The Associate Dean for the D.Min. Program serves as enrollment management officer for the D.Min. program; coordinates academic advising; recruits, orients, and supervises D.Min. field supervisors; administers all areas of academic policy as applied to D.Min. students; reviews and recommends changes in academic and attendance policies; coordinates the preparation of the yearly class schedule for the D.Min. program; and reviews and revises the portion of the School’s bulletin and the University catalog devoted to the D.Min. program.

1.04 Functions of the Faculty

1.04.1 Authority

The faculty of the McAfee School of Theology is authorized to:

1. Consider any matter touching the effectiveness and quality of the educational program or the professional welfare of the faculty and make recommendations to the President, the administrative officers of the University, or faculties of other schools and colleges within Mercer University.

2. Recommend to the President by-laws and rules for its own organization and governance, and such procedures as necessary to fulfill its mission within the University.

3. Adopt regulations concerning curriculum, conferring of degrees, admission or exclusion of students and standards of academic performance.

4. Consider any matter touching the operation of McAfee and make recommendations to the President, the administrative officers of the University or the faculties of other colleges or schools within the University.
1.04.2 Responsibilities

As members of the faculty of Mercer University (See the Mercer University Faculty Handbook, “Authority and Responsibility of the Faculty”), the responsibilities of the faculty include the following:

1. To organize and conduct educational programs and courses of instruction in accordance with the policies of the Board of Trustees.

2. To admit candidates for degrees in accordance with the policies of the Board of Trustees.

3. To determine academic policies which effectively carry out the mission of the University within the policies of the Board of Trustees.

4. To evaluate student academic progress and to recommend candidates for degrees.

5. To assist in organizing and conducting programs and services for the support of student development.

6. To review the effectiveness of programs of instructional support and to make recommendations to the President for the improvement of these programs.

7. To contribute to the advancement of knowledge through open inquiry

8. To make recommendations to the President concerning revision of the scope of educational programs and educational policies of the Board of Trustees.

As members of the faculty of the McAfee School of Theology, the responsibilities of the faculty also include the following:

1. To strive to adhere to the gospel and leadership of the Lord Jesus Christ as revealed through the scriptures.

2. To contribute to the mission of the church and its ministries.

3. To maintain an exemplary moral and personal life.

4. To contribute to the fulfillment of the mission of the McAfee School of Theology in the spirit of its Founding Principles.

5. To work at maintaining a high level of collegiality with other members of the faculty and staff.
II. Policies and Procedures Related to Instruction

2.01 Calendar and Class Schedule

The official calendar for the McAfee School of Theology is prepared by the Associate Dean for the M.Div. Program and approved by the Dean. The calendar for the academic year consists of two semesters of fourteen and a half weeks each and two summer terms of five-weeks each.

2.02 Class Attendance

2.02.1 Faculty

Faculty members are responsible for covering every scheduled meeting of their courses. The Dean should be notified in advance whenever a class meeting is being canceled or when a faculty member will be absent from campus during a semester or term. Faculty members should strive to be present for every class but may miss up to one week of classes per year for personal reasons or speaking engagements.

2.02.2 Students

Regular attendance in scheduled class sessions is important to the learning process and especially crucial to the interactive nature of the courses within the McAfee School of Theology. Each professor will outline attendance policies for his or her classes in the course syllabi. Students, however, must attend at least 75 percent of the scheduled class meetings in order to receive credit for a course.

2.03 Examinations and Grading

Final examinations are conducted at the end of each semester. Students must take exams at the scheduled time unless they have obtained prior permission from the instructor and the Associate Dean. In no case will a final exam be given prior to its scheduled time. Exams may be “made up” only after the scheduled time. In many cases, this will result in the student receiving a grade of “Incomplete” for the course for that semester, and the regulations regarding “Incomplete” course grades will apply.

The method and manner of evaluation for course grades is left to the discretion of the course instructor as outlined in the course syllabus. A student may take an examination or submit an assigned project at other than the scheduled time only under extenuating circumstances and with permission from the instructor.

Cumulative grade point averages are computed on a quality point system. The interpretation of the letter grades and their quality point values is as follows:
GRADING SCALE
The method and manner of evaluation for course grades is left to the discretion of the course instructor as outlined in the course syllabus. A student may take an examination or submit an assigned project at other than the scheduled time only under extenuating circumstances and with permission from the instructor.

Cumulative grade point averages are computed on a quality point system. The interpretation of the letter grades and their quality point values is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Quality Points</th>
<th>Per Credit Hour</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Exceptional mastery of course essentials</td>
<td>4.0</td>
<td>93%-100%</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>More than required mastery of course essentials</td>
<td>3.5</td>
<td>89%-92%</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Required mastery of course essentials</td>
<td>3.0</td>
<td>82%-88%</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>Slightly more than course essentials</td>
<td>2.5</td>
<td>78%-81%</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Course essentials</td>
<td>2.0</td>
<td>70%-77%</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Minimal comprehension of course essentials</td>
<td>1.0</td>
<td>65%-69%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Inadequate comprehension of course essentials</td>
<td>0</td>
<td>Below 65%</td>
<td></td>
</tr>
<tr>
<td>IC</td>
<td>Incomplete</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Incomplete Policy
The official policy of Mercer University states that a grade of incomplete (“IC”) in a course will only be granted in cases of extreme or unusual circumstances that occur in the lives of students during the semester of study. If you feel that an incomplete is appropriate in this class, please submit your request in writing to the Associate Dean for Masters Studies by no later than the last day of scheduled classes for the current term. If an incomplete is granted, you will negotiate with the Associate Dean for Masters Studies an appropriate time frame for completing the work for the course. (Note that Mercer University policy requires that incomplete coursework be completed and a grade assigned by the last day of classes of the next full semester, or the “IC” will be replaced with a letter grade of “F”). Please note that the granting of an incomplete does not automatically excuse coursework that was due before the request for incomplete status. If a student begins to develop a pattern of requesting “incompletes” he or she may be placed on probation.

2.04 Academic Grievance Procedure
Students have the right to bring grievances against a faculty member or an administrator concerning academic matters. Such matters may include, but are not limited to: failure to abide
by requirements described in the course syllabus, arbitrary awarding of grades, discrimination based on age, sex, religion, race, marital status, national origin, or disability.

The procedure for bringing a grievance is as follows:

1. The student should meet with the faculty member in question and try to resolve the grievance.

2. If the grievance is not resolved by the professor, the student should meet with the Associate Dean for his or her degree program.

3. If the grievance is not resolved by the Associate Dean, the student should meet with the Dean.

4. If the grievance is not resolved by the Dean, the student should meet with the Provost.

If the student has a complaint against an Associate Dean, he or she should meet with the Associate Dean. If the matter is not resolved, the student should meet with the Dean. If the matter is not resolved, the student may appeal to the Provost.

If the student has a complaint against the Dean, he or she should meet with the Dean. If the matter is not resolved, the student may appeal to the Provost.

In all grievance procedures the decision of the Provost is final.

2.05 The Honor System

Mutual trust is a basic component of any community. McAfee School of Theology expects its faculty and students, as members of an academic and Christian community, to take seriously their positions in that community. Students are expected to insure the continuance of trust among themselves and between them and the faculty by accepting responsibility for their own work. The University considers breaches of this trust and responsibility to be serious offenses.

Mercer University’s Graduate Council has established an Honor Code which the McAfee School of Theology has adopted. Academic offenses which constitute violations of this Honor Code include plagiarism, cheating, lying, and academic theft. The Discipline Policy defines the process for handling any written complaints about a student’s conduct in matters that are not covered by the Honor Code.

2.06 Teaching Load

The standard teaching load for full-time McAfee School of Theology faculty is five courses during the two semesters and one course during the summer. This load may be adjusted for Associate Deans, Senior Professors, or individuals who carry an unusual administrative load.

If a professor chooses not to teach during the summer, he or she should notify the Dean in writing prior to the beginning of the Spring semester. The professor will then be granted release time during the summer and his or her salary for the following year will be reduced by one sixth.
2.07 Class Rolls and Grade Reports

The faculty works closely with the Office of the Registrar in the verification of class rolls. The timely validation of these rolls is a significant duty of the faculty. In addition, the Registrar requests the cooperation of the faculty in prompt reporting of grades at the end of each semester or term.

2.08 Course Evaluations

All faculty will conduct student evaluations in a majority of their courses each year using the university’s on-line evaluation form adopted by the faculty for this purpose. Faculty may supplement the form with additional questions or instruments. The results of student evaluations may be used by the Dean in annual assessment of faculty, and in tenure and promotion processes.

2.09 Academic Advising

The Associate Dean for the M.Div. and M.A.C.M. programs assigns entering students to faculty members who serve as advisors for the student’s entire academic program. Faculty advisers are responsible for insuring that the student registers for courses that are appropriate to their course of study and their stage in the program. The faculty advisor also serves as a faculty mentor, guiding the student’s personal and professional development.

2.10 Academic Freedom

The Mercer University Faculty Handbook (“Academic Freedom and Tenure”) declares that Mercer University assures all faculty members, whether tenured or untenured, of full protection of academic freedom. The University’s understanding of academic freedom is consistent with the definition contained in the “Statement of Principles on Academic Freedom and Tenure” formulated in 1940 by the Association of American Colleges and the American Association of University Professors. The relevant sections of the “Statement” state:

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

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

“(a) Teachers are entitled to full freedom in research and the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
“(b) Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

“(c) College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

An earlier statement of principles concerning academic freedom, which was developed in 1925 at a conference of higher education organizations and endorsed by the Association of American Colleges and the American Association of University Professors, declares:

“(a) A university or college may not place any restraint upon the teacher’s freedom in investigation, unless restriction upon the amount of time devoted to it becomes necessary in order to prevent undue interference with teaching duties.

“(b) A university or college may not impose any limitation upon the teacher’s freedom in the exposition of his [or her] own subject in the classroom or in addresses and publications outside the college, except in so far as the necessity of adapting instruction to the needs of immature students, or in the case of institutions of a denominational or artisan character, specific stipulations in advance, fully understood and accepted by both parties, limit the scope and character of instruction.

“(c) No teacher may claim as his [or her] right the privilege of discussing in his [or her] classroom controversial topics outside of his [or her] field of study. The teacher is morally bound not to take advantage of his [or her] position by introducing into the classroom provocative discussion or irrelevant subjects not within the field of his [or her] study.

“(d) A university or college should recognize that the teacher in speaking and writing outside of the institution upon subjects beyond the scope of his [or her] own field of study is entitled to precisely the same freedom and is subject to the same responsibility as attached to all other citizens. If the extra-mural utterances of a teacher should be such as to raise grave doubts concerning his [or her] fitness for his [or her] position, the question should in all cases be submitted to an appropriate committee of the faculty of which he [or she] is a member. It should be clearly understood that an institution assumes no responsibility for views expressed by members of its staff; and teachers should, when necessary, take pains to make it clear that they are expressing only their personal opinions.”

Mercer University is firmly committed to the tradition of academic freedom in American colleges and universities and seeks to maintain conditions which are conducive to open inquiry.
The following statements in the Founding Principles of the McAfee School of Theology articulate the importance of academic freedom for the fulfillment of its mission:

“5. The School shall be inclusive in spirit and practice, affirming the open search for truth, and fostering tolerance for religious and intellectual diversity.

“7. The School shall hold steadfastly to the high and defining traditions of Baptists, including the priesthood of believers, the separation of church and state, the autonomy of the local congregations as the context for mission and ministry, the centrality of scripture to the life of faith, and the resolve that neither creeds nor human affirmations should stand as tests of orthodoxy.

“9. The School shall embody the historical traditions of Mercer University, valuing both intellectual freedom and the affirmation of faith as the foundations of the University.

2.11 Termination or Resignation of a Faculty Member

See the University Faculty Handbook, “Termination of Appointments by the University,” “Termination of Appointment by the Faculty Member,” and “Dismissal Procedures.” The section on “Termination of Appointment by the Faculty Member” reads: A faculty member may terminate his or her appointment effective at the end of an academic year, provided that he or she gives notice in writing at the earliest possible opportunity, but not later than 30 days after receiving notification of the terms of his or her reappointment for the coming year. The faculty member may properly request a waiver of this requirement of notice in case of hardship or in a situation where he or she would otherwise be denied substantial professional advancement or other opportunity. Faculty members are expected to give due notice of their intentions not to accept reappointment so as to assist the University in procuring a qualified replacement.

III. Policies Related to Faculty Recruitment, Development, Conflict of Interest, Rank, Tenure, and Promotion

3.01 Appointment of Faculty

1. The Dean will announce faculty vacancies whenever there is a need to create a new position or fill a vacancy in a current position. To date, the faculty as a whole has functioned as a search committee.

2. The Dean may appoint a person to the faculty for a non-tenured, contract or visiting professor position when circumstances warrant such an appointment. All other full-time faculty appointments require the participation and support of the faculty.

3. When a vacancy is declared, it will be advertised through appropriate channels. Applications and resumes will be solicited and collected from interested applicants regardless of race, gender, or ethnic background.

4. Candidates for a faculty appointment are evaluated on the basis of:
(1) academic credentials,
(2) teaching experience and ability,
(3) experience in ministry,
(4) commitment to the gospel, the church, and theological education, and
(5) collegiality.

5. The normal procedure is for the faculty to review the applications and invite three candidates to campus for an interview. When the faculty reaches agreement on the best candidate for the position, the Dean will extend an invitation for the candidate to accept the position, negotiate matters of rank and salary, and write a contractual letter on behalf of the President of the University.

6. Faculty rank and salary for new appointments will normally be determined on the basis of
   (1) the candidate’s rank at their institution prior to appointment to the Mercer faculty,
   (2) years of teaching experience,
   (3) years in ministry, and
   (4) publication record.

3.01.1 Adjunct Faculty

The Dean appoints adjunct faculty, taking into consideration the need for additional instruction in the coming semester, faculty sabbaticals, and the need to offer courses not being taught by the full-time faculty. As a rule adjunct faculty are expected to hold a Ph.D. or equivalent degree, but experience, expertise, and reputation are also considered.

3.01.2 Non-Tenured Faculty

Non-tenured faculty are appointed to a contract position for no more than three years. The contract may be renewed for up to an additional three years.

3.01.3 Tenure-Track Faculty

Tenure-Track faculty will be reviewed for tenure and notified of the outcome during the sixth year of full-time faculty service. At the time of a professor’s initial appointment, credit toward tenure may be given for teaching at another institution, and a shorter probationary period may be specified. Where the candidate’s experience and distinction warrant it, the President may make the appointment with tenure.

3.02 Faculty Development

The faculty may expect support from the University for their professional development. In return, the University may expect enhanced performance in scholarship and teaching and deeper commitment to the University.

3.02.1 Attendance at Professional Meetings
Faculty members are expected to attend and become active participants in the regional, national, and (when possible) international professional meetings of their disciplines. Faculty members pay their own dues for membership in professional organizations. The School will pay for travel and registration at the annual meetings to the limits set by the Dean in view of budgetary constraints in any given year.

3.02.2 Sabbatical Leave

The purpose of the program of sabbatical leaves is to provide opportunity for continued professional growth and intellectual development through study, research, or writing. Normally travel away from campus is involved.

1. Eligibility

A professor is eligible for a one-semester sabbatical leave after six years of full-time service as a faculty member in the University. Any previous time spent on leave is not considered in determining years of service. A faculty member is expected to teach for at least a year following a sabbatical leave. A sabbatical leave is not considered a form of deferred compensation, a faculty right, or an automatic benefit. See the University Faculty Handbook.

2. Application Procedure

Faculty are expected to make application for a sabbatical leave following the schedule set forth by the Provost’s Office. No later than November 1 in the year prior to the expected leave, the faculty member must submit to the Dean a letter of application and a proposal that states the purpose and plan for the period of the leave. Notification of those selected for sabbatical leaves will be made by February 1.

3. Evaluation

Within three months of returning from a sabbatical leave, a faculty member shall submit to the Dean a written account of the work accomplished during the leave and an evaluation of the extent to which the objectives of the leave have been accomplished.

3.03 Conflict of Interest

The faculty and staff of the Mercer School of Theology strive to maintain and exemplify the highest standards of integrity in every aspect of their professional activities. For that reason the following guidelines have been adopted by the faculty to insure that there shall be no misunderstanding in areas of potential conflict of interest, specifically in questions of work for outside sources, honoraria and reimbursements, and remuneration of non-faculty personnel for teaching.
3.03.1 Work for outside sources

As a basic principle it is expected that no employee of the School of Theology shall take another job that takes up time that he or she is expected to give to Mercer University. Therefore, a full-time employee may not serve as a minister in a local church or hold any other continuing employment without approval by the Dean. It is expected that if such employment is requested a reduction in responsibilities, teaching load, and salary at the University will be negotiated.

Members of the faculty and staff of the School of Theology regularly have opportunities to engage in a variety of activities that both remunerate them personally and contribute to the work of the School of Theology. When that is the case particular care must be taken that their position with the School of Theology is neither exploited for personal gain nor neglected in the pursuit of such activities. Specifically, members of the faculty may respond to invitations to preach and teach for local churches and denominational organizations. They may serve as interim pastors, and they may appropriately engage in editing, research, and writing for which they receive income in royalties or stipends. Such activities contribute to the reputation and stature of the School of Theology. Nevertheless, the following guidelines should be observed:

1. Time spent in teaching, preaching, editing, writing, and research should not interfere with the faculty member’s performance in classroom teaching.
2. A faculty member may miss a maximum of one week of classes per semester for his or her own professional activities and a maximum of one week per semester for School or University related activities.
3. All professional and University related activities should be listed in the faculty member’s annual report. Routine professional activities such as those listed below do not need to be reported or approved in advance. Any extended or continuing obligations or contractual relationships should receive prior approval by the Dean.
4. Whenever the Dean or the individual faculty member is concerned that such activities are excessive, they should be discussed with and approved by the Dean.
5. Faculty members may not make use of the University’s name or resources (including space, facilities, equipment, and support staff) in connection with outside activities other than the routine activities (listed below, a-d) that are connected with their role as a faculty member.
   a. **Supply preaching.** When the general principles stated above are met, supply preaching is encouraged.
   b. **Interim pastorates and staff positions.** Members of the faculty and staff of the Mercer School of Theology may serve as interim pastor or in other interim positions for a period of six months. An extension of an additional three months may be granted after consultation with the Dean. As a rule the faculty or staff member should schedule a period of three months between interim pastorates.
   c. **Writing and editing.** Research and publication are a normal part of a professor’s professional activities, subject to the general principles stated above (1).
d. Teaching. Short-term teaching in churches is encouraged. Professors may also teach courses for lay persons in church or Mercer University related programs, but teaching for other schools or universities must be negotiated with the Dean.

3.03.2 Honoraria and reimbursements

Honoraria and stipends for professional activities rightfully belong to the individual employee. There may be occasions, however, for which faculty members donate their time representing the school, and such activities may occasionally raise money for the school. In such instances, employee business or travel expense will be reimbursed by the school. Employees will not be reimbursed for travel expense for activities for which they receive an honorarium or other reimbursement.

3.03.3 Remuneration of non-faculty personnel for teaching

If staff or other non-faculty personnel are asked to teach a course or segment of a course, that teaching will normally be compensated over and above the staff member’s normal salary unless teaching responsibilities are included in their contract or job description.

3.03.4 Accountability

No faculty or staff person should ever be allowed to determine his or her own compensation for University related activities.

3.04 Faculty Rank

Adjunct Professor.

An adjunct professor is one who is appointed for a semester to meet specific instructional needs in the School. Adjunct professors are part-time and temporary, typically teaching one or two courses in a given semester. They are paid by the course at the end of the semester, after all responsibilities to the University are complete.

Visiting Professor

A visiting professor is given an annual contract for one year that may be renewed for an additional year. A visiting professor brings experience and abilities that enrich student experience at the School.

Instructor

An instructor may be part-time (an adjunct professor), short-term (a visiting professor), or full-time. The title “Instructor” designates a member of the teaching staff who has not completed a professional (Doctor of Ministry) or research (Doctor of Philosophy, etc.) doctorate. Instructors must have at least eighteen hours of graduate level credits in their area of instruction and are not appointed to tenure-track positions.
Assistant Professor

An assistant professor is normally a non-tenured professor with a three-year contract, and an assistant professor may or may not be on a tenure track. The contract period allows the Dean and the faculty to assess the assistant professor’s abilities and fit with the needs of the School. Successful performance in teaching and course development is a prime consideration, as are the assistant professor’s scholarship and publications, commitment to the church, and collegiality. In the third year a decision will be made about renewing the contract for a second three years. Typically, in the professor’s sixth year of teaching a decision concerning tenure will be made by the Dean in consultation with the faculty.

Associate Professor

An associate professor should have demonstrated ability in teaching and course development and established collegiality with his or her faculty colleagues. In addition, an associate professor should be building a reputation as a teacher, preacher or resource person for the church, and demonstrate evidence that he or she is beginning to make an intellectual contribution to the church or to his or her discipline through conference presentations, presentations at professional societies, articles in refereed journals, and books. An associate professor may be hired without tenure, but a tenure decision must be made by the sixth year of employment.

Professor

A full professor should have attained recognition and distinction in his or her field as demonstrated by leadership in his or her discipline, including publications, grants, lectureships, elected offices, and/or membership on boards.

Senior Professor

A senior professor is a special status for contract professors who come to teaching after an extended career in ministry or teaching. A senior professor will normally be given a three-year contract that may be extended year by year thereafter by mutual agreement between the Dean and the professor.

3.05 Tenure and Promotion

3.05.1 Annual Review

Every year each faculty member completes a Faculty Activities Report, recording his or her activities for the past calendar year in each of the following seven areas. Faculty Activities Reports are due the middle of February. The faculty member also sets goals for the coming year. Before the end of the spring semester and the mailing of salary letters for the coming year, the Dean reviews the faculty member’s Activities Report, course evaluations, and achievement of goals set the previous year. The Dean then has a performance evaluation conference with each faculty member and communicates the evaluation to the faculty member in writing.
1. Teaching Load and Course Development
2. Research and Publication
3. Church and Community Involvement
4. Professional Development
5. Administrative and Committee Assignments
6. Report on achievement of previous year’s goals
7. Goals for the coming year

3.05.2 Procedure for Tenure and Promotion

1. The Dean will distribute to the faculty a faculty roster listing years in rank for every assistant, associate, and non-tenured faculty member at the annual fall workshop.
2. The Dean will call a meeting of the tenured, full professors, who will function as the School of Theology's promotion and tenure committee by September 15.
3. All faculty who wish to be reviewed for promotion and/or tenure must submit their materials to the committee for review by October 15.

Materials requested for promotion and tenure review:
- Course syllabi
- Student course evaluations
- Professor’s course assessments
- Annual faculty activities reports
  (Including statements of goals and reports on progress toward meeting goals)
- Copies of publications and presentations
- Other supporting materials may be requested by the promotion and tenure committee, or submitted by the candidate.

4. The committee will review all materials and submit its recommendations to the Dean by December 1. The Dean will meet with the committee to review the recommendations by the end of the fall semester.

5. The Dean will report the committee's recommendations and submit his or her recommendations for promotion and/or tenure to the Provost by January 24.

3.05.3 Requirements for Promotion

Requirements for Promotion from Assistant Professor to Associate Professor

Make application for associate professor and tenure by the sixth year.

Teaching
- Show growth and development in pedagogy, e.g.,
  - Develop a new course
  - Show revision of courses based on assessment
  - Attend pedagogical workshops
  - Invite peer review
Church and Community
- Demonstrate active involvement in the church and community, e.g.,
  - Teaching Bible Studies
  - Preaching
  - Retreat leadership
  - Ordination councils
  - Active membership on committees
  - Interim pastorates

Research and Academy
- Attend professional conferences
- Demonstrate participation in professional societies
- Publish scholarly, peer-reviewed items within your discipline, e.g.,
  - Articles
  - Essays
  - Books
  - Book chapters
  - Educational curricula

Collegiality
- Demonstrate collegiality, e.g.,
  - Attend faculty meetings
  - Participate in faculty retreats and other school activities
  - Serve on committees
  - Co-operate in the overall mission of the school

Requirements for Promotion from Associate Professor to Professor
Teaching
- Show continued growth and development in pedagogy, e.g.,
  - Develop an appropriate repertoire of courses in your discipline
  - Show revision of courses based on assessment
  - Attend pedagogical workshops
  - Invite peer review

Church and Community
- Demonstrate active involvement and leadership in the church and community, e.g.,
  - Teaching Bible studies
  - Preaching
  - Retreat leadership
  - Ordination councils
  - Active membership on committees
  - Interim pastorates

Research and Academy
- Demonstrate growing positive recognition related to your discipline
- Demonstrate leadership in professional societies, e.g.,
  - Hold office
o Serve on committees
o Preside over sessions
o Other types of positive public recognition

• Author or co-author at least one major publication in your discipline
• Demonstrate continued research and writing in your field

Collegiality
• Demonstrate continued collegiality, e.g.,
  o Attend faculty meetings and other school activities
  o Participate in faculty retreats
  o Serve on committees
  o Co-operate in the overall mission of the school

3.05.4 Requirements for Tenure
Application for tenure must occur no later than the sixth year of full-time faculty appointment. At a minimum, applicants must meet all requirements for attaining the level of Associate Professor.

If tenure is not awarded in the sixth year, then the faculty member may receive, at most, a one-year, non-renewable teaching contract, at the discretion of the Dean of the School of Theology. Faculty may appeal to the Dean to turn the tenure clock off for a maximum of one year due to personal circumstances such as the birth of a child and/or medical issues. 02/17/10