

The Seattle School

OF THEOLOGY & PSYCHOLOGY

Faculty Handbook

2021-2022

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CONSTITUTION

Membership

The core faculty of The Seattle School of Theology & Psychology consists of all persons appointed as full-time or part-time instructors at the school (not including adjunct faculty, assistant instructors, and practicum leaders) and all others granted faculty status by the Board of Trustees. Adjunct faculty may attend faculty meetings and engage in debate but are not entitled to vote.

Appointment

The Provost brings faculty appointment recommendations to the President based on the work of search committees appointed by the Provost (see Appendix C for *the faculty search process template*). Members of the faculty are appointed by the President. The Associate Dean of Academic Administration and support staff for the Academics Office are appointed by and responsible to the Provost. The Provost advises the President concerning these appointments.

Duties

The duties of the faculty are to:

1. Implement the objectives of the graduate school in harmony with Article III, subsections (a) - (d) of the Articles of Incorporation of The Seattle School of Theology & Psychology.
2. Provide a program of instruction designed to promote the achievement of the objectives of the graduate school and seek ways of continuously improving this program.
3. Establish requirements for admission to the graduate school.
4. Establish requirements for graduation and to recommend candidates for degrees to the Board of Trustees for their approval.
5. Provide for the order and government of the students.
6. Guide and stimulate the Christian experience and spiritual life of the students.

Officers

1. In addition to the Provost, other academic officers include the Registrar/Associate Dean of Academic Administration.
2. The Dean of Teaching & Learning or Provost chairs all faculty meetings.
3. The Registrar/Associate Dean of Academic Administration is the Secretary of the Faculty, and thereby a non-voting member.

Committees

The duties of the faculty are discharged with the aid of standing committees as provided by the by-laws.

1. The membership and functions of the respective standing committees are outlined in the by-laws.
2. Members of the standing committees are elected by a majority vote of the faculty present and voting at the last faculty meeting of the spring trimester. All core faculty members are responsible to serve on a rotating basis. Faculty serve for two years, acting as Chair in their second year of service.
3. Elected committee members assume office at the beginning of the fall trimester.
4. From time to time special (*ad-hoc*) committees are convened and serve only for such a time as necessary, to the limit of one year, to carry out functions that are established by the faculty and/or Provost.
5. Faculty committees carry out an advisory function in assisting core faculty and the administration in the execution of their duties. Actions taken by committees are subject to ratification by the general faculty except where authority for direct action is

delegated by the faculty.

6. The committees have the latitude to organize and operate in the manner most beneficial to the efficient execution of their assigned responsibilities.
7. Each committee will meet at least twice per term (Fall and Spring) and keep minutes of its actions.

Revisions

1. Revisions to the *Faculty Handbook* must be submitted to the faculty at least one month prior to the meeting at which final action is to be taken. Proposed revisions must be submitted to faculty by any two of the faculty members or by a representative of the administration.
2. Revisions become a part of this handbook if approved by three quarters affirmative vote of the faculty taken at any regular meeting of the faculty where a quorum is present. The Board of Trustees has final authority for approval of the *Faculty Handbook* and approves changes annually.

BY-LAWS

Meetings

Regular Meetings

Regular meetings of the faculty are held at such time as determined by the Provost.

Special Meetings

Special meetings of the faculty may be called by the Provost when he/she deems it necessary or by request of at least 25% of the faculty. Written notice of special meetings will normally be distributed to members of the faculty at least twenty-four hours in advance of the meeting.

Quorum

A quorum consists of a simple majority of the Core Faculty, not including faculty members on leave, the Provost and/or the Dean of Teaching & Learning.

Voting

Business will be transacted at any regular or special meeting of the Core Faculty by a majority of the members present and voting.

Standing Committees

Standing faculty committees exist to assist the faculty to accomplish their assigned duties (see CONSTITUTION, Article III) and to serve in an advisory role to the general faculty and the graduate school's administrative officers (CONSTITUTION, Article IV).

The composition and functions of the standing committees of the faculty is as follows:

Academic Policies Committee

The Academic Policies Committee (APC) consists of at least two, voting members, the Provost, and the Registrar/Associate Dean of Academic Administration. The committee oversees all affairs related to the academic program at The Seattle School, including:

- regular review of degree curricula

- develop and interpret academic policies
- maintain the *Academic Policies & Procedures Manual*
- interpret and apply academic policies related to individual student academic concerns (academic probation, student academic petitions, exceptions to stated policy, student suspensions)
- advisory council to the Provost
- adjudicate student appeals
- maintain the academic calendar
- approve candidates for degrees

Academic Services Committee

The Academic Services Committee (ASC) consists of at least three voting faculty members, including the Director of Library Services. The committee oversees faculty participation in all non-academic aspects of the institutional life of The Seattle School, including:

- recruitment, admissions, and retention initiatives
- maintain the *Faculty Handbook*
- faculty professional development and evaluation
- work with the Provost on faculty contracting and tenure issues
- appoint a faculty search committee and chair
- advise and make recommendations concerning the development, revision and application of policy for the maintenance and funding of the library collection and library service to students and faculty
- interpret and apply financial aid policies related to individual student financial concerns (The Seattle School financial aid policies and practices)
- review student eligibility for awards and scholarships
- monitor Washington State licensure requirements for MACP

Assessment Committee

The Assessment Committee, consisting of the Director of Institutional Assessment, Dean of Teaching & Learning, two or more teaching faculty, and representatives from other realms of the institution. The committee is charged with providing leadership, guidance, education, structure, and support to improve the effectiveness of teaching and learning at The Seattle School and for ensuring that the assessment processes meet the requirements of accrediting institutions.

Responsibilities include:

- Educate faculty, staff, and students on the importance of assessment as an integral part of being a learning organization.
- Ensure that stated student learning outcomes are appropriate to the mission and programs of the school.
- Encourage alignment of program learning objectives across both academic and non-academic programs responsible for student learning.
- Oversee and evaluate the implementation and assessment of student learning outcomes assessment plans.
- Evaluate assessment plans and reports and provide feedback and recommendations faculty and administrative staff.
- Manage the assessment cycle.
- Prepare periodic reports for internal and external constituencies.

- Support academic, operational, student services, and administrative departments and programs as they develop more effective and meaningful assessment systems.
- Work toward best practices in national assessment standards,
- Ensure that the school's assessment efforts meet accreditation standards.

Changes to Curriculum or Academic Policies

All proposals for curricular or academic policy changes must be submitted for full faculty consideration no later than May 30th in order to be voted on before the end of the academic year. Any proposals coming after this date will be considered and voted on during the fall term of the next academic year.

Amendments

Amendments to bylaws must be submitted to the faculty at least one month before the meeting where action is to be taken. Any two faculty members or a representative of the administration may submit proposed amendments. Amendments become a part of bylaws when approved by a majority of the faculty present and voting at any regular meeting of the faculty.

FACULTY CATEGORIES

Core Full Time and Part Time Faculty Designations

The concept of full time service, with reference to a faculty member, is more easily understood than defined. Nevertheless, some basic guidelines and descriptive statements are in order for the mutual benefit of faculty members and administrative officers.

At The Seattle School, core faculty members' overall responsibilities generally include teaching, as paramount; scholarship and professional activity which support teaching; participation in institutional governance; and service to the church and the community. Each core faculty member is responsible to carry out satisfactorily these duties, as they are described in the individual Faculty contract and as defined in this Handbook.

Core Full-Time Faculty refers to all residential faculty who are contracted by the Provost, are not contracted full-time at another institution, and whose principal professional activity lies within The Seattle School. Core full time faculty are involved in faculty governance and attend faculty meetings. Faculty governance is the primary mechanism of accountability for curriculum, pedagogy, and program and course learning outcomes. Faculty governance may also include, but is not limited to, service on faculty committees, task forces, ad hoc committees, liaison to student leadership, and development activities.

Full time service includes, but is not limited to, scheduled teaching. Normally a core full time faculty member teaches a minimum of five classes each year in the graduate programs. Not all differences in teaching workload can be accurately represented by differences in teaching units (i.e. practicum, case conference, field experience, internship supervision, team teaching) so specific assignments may vary. Scheduled teaching includes full and adequate preparation for the class periods and student assessment period. Core faculty are committed to the importance of advising and mentoring of students and provide opportunities for individual contact with students. A full time appointment includes study in the subject areas of professional interest and service. This includes not only study and preparation for scheduled teaching but also in keeping abreast of scholarly developments in the fields of relevance.

Some faculty may be assigned additional administrative responsibilities in lieu of teaching. In addition, the Director of The Seattle School Library carries a core faculty designation, as does the Provost and President.

Core Part-Time Faculty are defined as those who teach less than five classes per year and fulfill student advising responsibilities. Core part-time faculty attend faculty meetings and are expected to be involved in faculty governance activities as assigned by the Provost. All other core faculty responsibilities are pro-rated accordingly.

Additional Faculty Designations

Affiliate faculty

An Affiliate Professor is an expert in a specialized field or a faculty member who left their Core Faculty position in good standing and continues to teach 2+ courses/year for multiple years.

Adjunct faculty

An Adjunct Professor is an expert in a special field appointed to give instruction on a part-time or discontinuous basis and whose primary place of employment is not The Seattle School.

Visiting Scholar

Visiting scholar identifies a faculty member who normally teaches at another institution or possesses professorial qualifications and is appointed to give instruction for a stated term, ordinarily of one year or less on a full or part-time basis.

Interim Instructor

Interim identifies a faculty member who is appointed to give instruction for a stated term, ordinarily of one year or less on a full or part-time basis.

Faculty Emeritus

In recognition of outstanding service, a retired professor may hold the title, Faculty Emeritus. Recommendations come through the Core Faculty, the Provost, and the Academics Office and are approved by the Board of Trustees.

Other Teaching Assignments

Case Conference leaders, Practicum Leaders, Practicum Facilitators, and Assistant Instructors hold instructional staff designations and are subject to the *Employee Handbook*. Practicum and Case Conference leaders who also hold Core, Affiliate, or Adjunct Faculty status are subject to the *Faculty Handbook* in addition to the *Employee Handbook*.

QUALIFICATIONS AND LEVELS OF CORE FACULTY

Instructor

- Master's degree

Assistant Professor

- earned doctorate or
- Master's degree with

- additional graduate study
- accepted professional development profile
- teaching experience

Level 1: minimum qualifications

Level 2: minimum qualifications plus 2-3 years of teaching experience, evidence of continued professional development and contribution with excellent and consistent evaluations.

Level 3: 3 or more years as Assistant Professor, evidence of continued professional development and contribution with excellent and consistent evaluations.

Associate Professor

- earned doctorate
- minimum of 5 years post-secondary teaching experience

Level 1: minimum qualifications

Level 2: minimum qualifications plus 2-3 years of teaching experience, evidence of continued professional development and contribution with excellent and consistent evaluations.

Level 3: 3 or more years of rank as Associate Professor, evidence of continued professional development and contribution with excellent and consistent evaluations.

Professor

- earned doctorate
- minimum of 5 years teaching experience as Associate Professor

Level 1: minimum qualifications

Level 2: minimum qualifications plus 2-3 years of teaching experience, evidence of continued professional development and contribution with excellent and consistent evaluations.

Level 3: 3 or more years of rank as Professor, evidence of continued professional development and contribution with excellent and consistent evaluations.

FACULTY RESPONSIBILITIES

Pillars of Faith and Practice

Mission Statement

The mission of The Seattle School of Theology & Psychology (The Seattle School) is to train people to be competent in the study of text, soul and culture in order to serve God and neighbor through transforming relationships.

Statement of Theological Identity

The Seattle School of Theology & Psychology was formed by its convictions and practice in orthodox Christian faith in 1997. We are an unashamedly Christian institution, inviting thoughtful dialogue and reflection through the disciplines and practice of theology, psychology, and spirituality. Like the synagogues of Ancient Israel, we gather around biblical and theological texts to wrestle with their meaning in our lives for the purpose of faithfully engaging our world. Therefore, we are a community of both conviction and discourse. Because we are centered in the revelatory and redemptive centrality of the person of Jesus Christ, we intentionally practice discourse, collaboration, mission and life together.

We claim the theological orthodoxy of the Nicene Creed. By that, we mean...

1. We are Trinitarian theists who believe in One God, the Almighty, maker of heaven and earth, revealed in Trinity. Grounded in theism, we are people of conviction, belief and faith who seek relationship with the living God. It is our conviction that God is the creator of all things including the earth in which we live and has created all persons *imago dei*, in God's own image. That is our true identity as humankind; more than material beings, we are profoundly embodied in God's image.
2. We are centered in the person of Jesus Christ. It is our conviction that Jesus is God incarnate, who loved people, conquered sin and death in the scandal of the cross and created a community which gave dignity to all people. God is revealed most completely in the life, death, and resurrection of Jesus who lived in time and space, embodied in history, in a world in which shalom has been shattered by human sin and restored through the death of Christ. Jesus is the decisive revelation of the person of God and of what it means to be fully human, thus the "central and defining figure in the Christian spiritual life."
 - a. We believe that Jesus Christ is the living Word of God, the perfect image of God and the exact representation of God's being. He fully reveals God through his life, death, and resurrection not only as the center of salvific history, but also the narrative foundation for all restoration of personhood, relationships and the earth.
 - b. In the atonement, Jesus Christ is God saving and redeeming humankind and all creation; redemption for humankind and all creation is through the atoning work of Christ.
 - c. In the resurrection, Jesus lives and reigns with God as ruler over all creation.
 - d. In the church, Jesus is Lord, worshipped, followed and obeyed. The church is the living body of Christ grounded in time and place as a community of mission and communion.
3. The Holy Spirit is given to empower people to live within our individual bodies and the collective Body of Christ, the church, in order to be agents of renewal and reconciliation. Through the Spirit, we are empowered to resist systemic powers that strike against justice, peace, and equity in our world. It is our conviction that the Holy Spirit makes Jesus known and is active in the formation of people, the mission of the church and in vocational calling for all people.

More than dogma or creed, this is a call to a relational way of knowing through scripture, community, worship, study, and service. We seek to train people who will pray and work for shalom in their own contexts—including home, marketplace, the arts, the church and everywhere they are called to serve.

Foundational Biblical Texts

Three texts have historically been essential to the theological DNA of The Seattle School as, together, they call us to our mission around text, soul, and culture.

- Psalm 19:1-4a "The heavens are telling the glory of God; and the firmament proclaims his handiwork. Day to day pours forth speech, and night to night declares knowledge. There is no speech, nor are there words; their voice is not heard, yet their voice goes out through all the earth, and their words to the end of the world."
- Colossians 1:15-17 He (Jesus) is the image of the invisible God, the firstborn of all creation: for in him all things in heaven and on earth were created, things visible and invisible, whether thrones or dominions or rules or powers—all things have been created through him and for him. He himself is before all things and in him all things hold together."
- Acts 17:23-25, 27 "For as I went through the city and looked carefully at the objects of your

worship, I found among them an altar with the inscription, "To an unknown god." What therefore you worship as unknown, this is proclaim to you. The God who made the world and everything in it, he who is Lord of heaven and earth, does not live in shrines made by human hands...For in him we live and move and have our being."

Scripture Statement

We confess that the scriptures, both the Old and New Testaments, are the Word of God. We give thanks for them as a gift from God, inspired by the Holy Spirit, written down by God's servants. We receive them in the tradition of the Christian Church as entirely true and the supreme authority in all matters of faith and conduct, and, as the authoritative guide to our identity and vocation, bringing us to the fullness of life in Jesus Christ.

Creedal Statement of Belief: The Nicene Creed

WE BELIEVE in one God,
the Father, the Almighty,
maker of heaven and earth,
of all that is, seen and unseen.

We believe in one Lord, Jesus Christ,
the only Son of God,
eternally begotten of the Father,
God from God, Light from Light,
true God from true God,
begotten, not made,
of one being with the Father.
Through him all things were made.

For us and for our salvation
he came down from heaven:
by the power of the Holy Spirit
he became incarnate from the Virgin Mary,
and was made man.

For our sake he was crucified under Pontius Pilate;
he suffered death and was buried.
On the third day he rose again
in accordance with the Scriptures;
he ascended into heaven
and is seated at the right hand of the Father.

He will come again in glory to judge the living and the dead,
and his kingdom will have no end.

We believe in the Holy Spirit, the Lord, the giver of life,
who proceeds from the Father and the Son.
With the Father and the Son he is worshiped and glorified.
He has spoken through the Prophets.
We believe in one holy catholic and apostolic Church.

We acknowledge one baptism for the forgiveness of sins.
We look for the resurrection of the dead,
and the life of the world to come.

Amen.

Statement of Religious Affiliation

We are a school comprised of faculty, staff, students, and alumni from multiple church traditions, denominations and faith backgrounds. Because we are centered in the revelatory and redemptive centrality of the person of Jesus Christ, we intentionally practice discourse, collaboration, constructive interaction, mission and life together.

Faculty Transcripts

All faculty (full-time and part-time Core, Adjunct, Interim, and Visiting Scholars) will provide an official transcript of their graduate work to the Human Resources Director for inclusion in their file.

Newly hired faculty will submit an official transcript of their graduate work and curriculum vitae to the Provost for review upon hire.

Academic Advising Policy

Course rotations are posted on The Seattle School website. Questions regarding course rotations are addressed through individual advising appointments with the Registrar/Associate Dean of Academic Administration or the Associate Registrar. Individual advising appointments with the Registrar/Associate Dean of Academic Administration or the Associate Registrar are also available to ensure that students meet all degree requirements for graduation. If a student chooses to change degree programs, it will require an advising appointment with a *faculty* member and the *faculty* member's signature on the *Change of Degree Program* form.

Faculty Office Hours

Core faculty members post weekly office hours, in twenty minute segments, for student appointments to discuss course requirements or concerns. If other procedures are used for setting up office hours (email, administrative assistant, etc.) the faculty member will post instructions at office door.

Faculty members will *provide* regular office hours as agreed upon with the Senior Vice President of Academics. The purpose of faculty-student appointments is to assist students in their educational endeavors at The Seattle School, and in particular to discuss any curricular concerns.

Expectations of All Core Faculty Members

All core faculty members are expected to:

1. Participate in faculty meetings.
2. Serve on faculty committees on a regular basis.
3. All core Faculty are required to attend faculty retreats, Student and Academic (Re)Orientation, Convocation, Spring Banquet, and Commencement. Other faculty members are strongly encouraged to attend.

4. Commit a minimum of 5 hours per academic year to student recruitment.

Any exception to the above must be requested in writing to the Provost.

Guidelines for Pedagogy

The Seattle School holds to a student oriented pedagogy. All teaching staff are encouraged to adopt a dialogical, experiential, and interactive teaching style. Class sessions should involve (to name a few examples) small group work, journaling, reading groups, interactive projects, and multi-media resources.

Credit Hours and Course Workload

Each credit hour is equivalent to 15 hours of contact/class time. For classroom format instruction, courses generally meet for 50 minutes of instruction per trimester credit hour per week excluding breaks. In addition, it is expected that each credit hour contains a minimum of two hours of out of class work each week.

The following **guidelines** recommend the amount of reading and assignments in your courses:

One credit hour

Writing: 10-15 pages written (can include a final exam).

Reading: 500 – 700 pages

Two credit hours

Writing: 15 -20 pages written (can include a final exam).

Reading: 750 – 1050 pages

Three credit hours

Writing: 20-25 pages written (can include a final exam)

Reading: 1050 – 1400 pages

Textbook Adoption and Management

Faculty must meet stated deadlines for submitting book lists for each term. Submitting your orders in a timely manner helps ensure that course books are available before the term begins. In addition, the Higher Education Opportunity Act requires schools, “to the maximum extent practicable,” to post a listing of books for courses offered on or before the registration dates. Information required includes:

- title, subtitle, acceptable edition(s)
- author
- publisher
- date published
- ISBN # or journal information
- required or recommended text

Faculty are responsible for ordering their own desk copies of required course books. Most publishers have online request forms or email addresses to accommodate requests. Should you need assistance with requesting desk copies, the library staff may be able to help you find the appropriate contact information. Please note that most publishers only provide complimentary desk copies of textbooks; most of the books used at The Seattle School may not be obtainable as a

free desk copy.

Once course texts are adopted, the Library will order a copy if it is not already in the collection. At least one copy of each required book and most recommended books are placed on Reserve in the Library for the duration of the term. Books for Individualized Research or Independent Study classes are not placed on Reserve. It is the responsibility of the student and the instructor to purchase their own copies of the books they are using for those classes.

Syllabi

Syllabi conform to the school template (Appendix B). Electronic copies of syllabi are due to the Library Director no later than the dates agreed upon in the faculty member's contract, typically two weeks prior to the start of the term. This gives the Library staff enough time to review the syllabi and obtain & post any online readings.

First-time course syllabi and syllabi of first-time instructors are reviewed and approved by the Dean of Teaching & Learning.

Course Cancellation Policy

Per Academic Policy (see the *Academic Catalog*), courses must have enrollment of ≥ 6 tuition-paying students in order to remain in active standing. Courses with less than 6 student enrolled may be cancelled at the discretion of the Provost. Following is the timeline and actions for this decision:

- The Registrar/Associate Dean of Academic Administration or the Associate Registrar will take a census of all upcoming term courses 6 weeks prior to the start of the term. All instructors with courses of less than 6 students enrolled (with the exception of practical training courses) will be notified that the particular class may be subject to cancellation.
- The instructor will have 2 weeks in order to build the enrollment in the course to the required level. One idea to accomplish this is to arrange for the course to be advertised in the student weekly newsletter. Such language can be forwarded to the Registrar/Associate Dean of Academic Administration or the Associate Registrar who will make arrangements for it to run in the next upcoming newsletter.
- Courses that still have less than 6 students enrolled at 4 weeks prior to the start of the term will be cancelled at the discretion of the Provost. The Registrar/Associate Dean of Academic Administration or the Associate Registrar will notify the students of this cancellation, post the cancellation on the website and the Provost will also direct the Human Resources office to modify the instructor's current contract.

Elective, Advanced Seminar, and Special Topics Courses

Elective courses are included in The Seattle School curriculum as approved additions to the possible course of study. They are offered on a regular basis at The Seattle School, as determined by the Provost. Some elective courses, because of their pedagogical goals, may be limited to small student groups. Elective courses can be taught by either Core or adjunct faculty.

Advanced Seminar courses are included in the Seattle School curriculum for three primary reasons:

- to provide a pedagogical situation where faculty can mentor students as they explore a question of mutual interest (so enrollment is limited);
- to provide curricular freedom for exploration of a question of particular interest for faculty and students;

- to provide opportunities for faculty development within the limited curricular environment of The Seattle School

Advanced Seminar courses are designed by the faculty whom the Provost and Dean of Teaching & Learning assigns to teach them. They are seminar courses for upper level students on particular topics of interest to the faculty offering them and the students taking them. Such courses are intended to provide students with a small group (less than 15 students), in-depth, integrative study experience, and to provide faculty and students with an opportunity to pursue particular research interests. Such teaching opportunities are limited to Core faculty or by the discretion of the Dean of Teaching & Learning.

Special Topics courses, numbered 575 for each department, are limited to either one or two credits for each course. These courses encompass instruction involving material of timely, special, or unusual interest not contained in the regular course offerings and may be offered by core or approved adjunct faculty members one time only with the approval of the Provost.

To maintain effective faculty supervision of the curriculum:

- Elective courses must be approved by faculty before they are offered. New elective courses may be proposed by the Provost, an individual faculty member, or any faculty committee. The course title and description must be submitted to the Dean of Teaching & Learning for approval by faculty. When approved, the Registrar/Associate Dean of Academic Administration or the Associate Registrar will assign a course number and add the course to the *Academic Catalog*.
- Advanced Seminar courses must be reviewed by faculty before they are offered. Any core faculty member assigned Selected Readings courses for the upcoming academic year will submit the course title and description of their course for review by faculty no later than the semester before the course is to be taught. Advanced Seminar courses may be repeated once. Subsequent offerings of the same course are reviewed by faculty for continuance within the curriculum.
- Special Topics course syllabi are reviewed by core faculty for informational and referential purposes only; the Dean of Teaching & Learning has full authority over the course and syllabi approval. If the instructor desires to teach the course a second time, it will then come to core faculty for review of syllabi and decision to be added to the regular elective curriculum.

Electronic Reserves

The Seattle School has adopted a [policy](#) for electronic reserves that has been endorsed by the Association of College and Research Libraries (ACRL), the American Library Association (ALA), the Association of Research Libraries (ARL), the Association of American Law Libraries (AALL), the Medical Library Association (MLA), and the Special Libraries Association (SLA). In practice, this is defined as one article per issue of a journal (periodical) and up to one chapter or 10% of a book can be scanned and uploaded, WHICHEVER IS LESS. Complete copyright law can be accessed at arl.org/info/frn/copy/ereservestatement.html

Faculty may post readings on the student portal (MyCampus) or ask the library staff for assistance. Faculty may request the library's assistance in obtaining the materials. When requesting materials, submit the complete bibliographic citation for the items needed whenever possible. Additionally, other handouts or resources such as power point outlines can be posted onto

MyCampus. Contact Academic Administration or the Library for assistance.

Inclusive Language Policy

At the Seattle School, we value the diversity of our community, confessing that God loves everyone equally. Inclusive language is important because it represents this diversity accurately and it facilitates a culture where difference is respected and valued.

The Seattle School expects members of its community to use inclusive language and to avoid the use of discriminatory language. This includes avoiding demeaning terms or expressions reinforcing demeaning attitudes about persons or groups based on age, race, ethnicity, national origin, gender identity, sexual orientation, marital status, disability, religion; and avoiding using masculine terms to refer to persons who might be either male or female. Faculty, staff and students should strive to use anecdotes or examples, and bibliographic references that are representative of the whole population.

All syllabi, papers, or other written communications are covered by the terms of this policy. In exceptional circumstances, for example, in artistic expression, certain terms and/or language may be acceptable if the overall context is deemed respectful. For most circumstances the current edition of the style guides (APA Publication Manual and the Chicago Manual of Style) offer assistance to apply these guidelines.

Student Evaluation

Citation Formats

The format is in accordance with standards of the latest edition of the American Psychological Association (APA) Publication Manual, (apastyle.org) or latest edition of The Chicago Manual of Style, (press.uchicago.edu), unless otherwise designated by the professor. See the Seattle School Student Writing Aid page, <https://theseattleschool.edu/library/writing-resources/>.

Format for Written Assignments

- Assignments are to be typed and formatted for 8 1/2 x 11 letter size document
- Use 12-point serif font; examples include Times New Roman, Palatino, and Cambria
- Use 1-inch margins on all sides
- Text should be double spaced
- Include a title page according to student paper formats for APA & Chicago styles
- Place page number in upper right corner
- Upload assignments as .pdf or .doc files and save according to syllabi requirements, ex: "lastname.firstname.assignmentname"

Grading

In larger classes (more than 30 students), an Assistant Instructor is assigned to assist with grading and other class responsibilities. Instructors are required to grade a minimum of 1/3 of all assignments and it is the responsibility of the instructor to assign final grades. Grades are posted by faculty on MyCampus no later than 10 days after the end of the term.

Grading Standards Policy

The following grading standards have been adopted to standardize grading expectations around "mechanical" issues in papers that do not have to do with comprehension or exhibiting mastery of

the learning outcomes in the class. Nothing in this policy is meant to address how papers are assessed or graded around issues of comprehension of class material, argumentation in the paper, or other factors that evaluate preparedness of the students to move forward in their degree programs.

Minor or occasional <ul style="list-style-type: none"> • Failure to format citations according to required style (APA or Chicago) • Weaknesses or inconsistencies in grammar and spelling 	Up to 5% deduction of final grade on the assignment
Consistent: <ul style="list-style-type: none"> • Failure to format citations according to required style (APA or Chicago) • Weaknesses or inconsistencies in grammar and spelling 	Up to 15% deduction of final grade on the assignment

In addition, all syllabi that contain writing based student assessment must reference which genre of writing assignment it is per the approved Writing Genre Guidelines document. This document cues students as to the formality of the writing, guidelines on distinguishing factors and also types of sources that are appropriate for that type of paper. This communicates to all students the standards by which their writing is being assessed in order to ensure consistency across all courses.

Grading Scale for Courses Receiving Letter Grades

A - The grade A represents an unusually competent paper that clearly makes its argument, contains extraordinary style, cleverness of argumentation, and/or thoroughness of research.

B - The grade B represents a competent and thorough response to the assignment.

C - The grade C represents a paper that is less than competent by a clear failure to communicate or to support arguments.

The Grade Scale for all courses receiving letter grades is as follows:

A	95-100	4.0
A-	90-94	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
F	69 or below	

This grading scale is posted in all course syllabi and is used in the submission of final grades for a course (reflected on a student's transcript). All courses, unless noted otherwise, are required to give letter grades.

Grading Policy for All Practical Classes

Practical Classes are defined as Listening Lab, Practicum, Field Experience, Counseling Internship, and Apprenticeship. All Practical courses will be given a grade of "CR" (credit given) or "NC" (no credit given). If a student receives an NC grade in First Year Listening Lab Part I or II, or MACP Practicum II (also called Second Yr. Practicum) or MDiv Practicum II they will need to repeat that course until they receive credit to advance to the next course.

Case Conference (Counseling Internship) can also assign a grade of IP (In Progress). If a student receives an IP grade, they must register again for the course to complete the course requirements.

Incompletes

Each course syllabus indicates all due dates for required course work. Due dates are final and changes are only at the discretion of the instructor. In the case of serious illness, family emergency, or other extenuating circumstances, the instructor may grant an extension of any portion of but not more than six weeks from the end of the term to complete course assignments. Extension requests must be submitted to the instructor in writing via the Incomplete Contract form on the website before the end of the class.

A temporary grade of I (incomplete) is entered in the student academic record until a final grade is determined. When the student completes the coursework and submits it to the instructor, the instructor completes a Grade Change Form indicating the new grade. The Academics Office processes the new grade and the student is able to view the grade change via MyCampus. Students who are requesting incomplete grades should also be aware of the Satisfactory Academic Progress implications outlined in this catalog.

Retake Policy

A student may retake a course, subject to regular restrictions and limitations, in an effort to achieve a higher grade if a grade of "C" or lower was earned. The student will register and pay tuition for the course a second time. Both courses will appear on the transcript in the semester in which they were taken; however, credit will not be granted more than once and the highest grade achieved will be retained for GPA calculation. Only one retake is permitted per course.

Attendance Policy

Instructors at The Seattle School determine their own attendance policy. The attendance policy for each class is to be included in each course syllabus. Students are expected to adhere to the attendance policy and participate in all classroom activities as directed by the instructor, including any mandatory reading groups. Instructors are allowed to include attendance policies in their grading rubric, which could include but is not limited to, grade penalties for missing hours of class time or the awarding of participation points. This policy will hold for all classes, including intensive style formats or practical, pass/fail classes, including practicum and case conference.

To confirm registration for the purposes of the Registrar and Student Financial Services, the instructor or the AI will take attendance via MyCampus during the first class. This information is shared with the Student Financial Services office to ensure that all registered students have commenced attendance in the course.

Course Evaluations

The Academics Office attaches a standardized course evaluation to the Reporting section of each

class page in MyCampus/Populi at the end of each term. Faculty are notified when they are available and encouraged to leave time on the last day of class for students to complete them. The Academics Office will also email students with a reminder. A copy of the course evaluation report is emailed to each instructor.

Procuring Equipment and Supplies

Office supplies are available for use by the faculty and may be found in the 4th floor copy room. Additional supplies may be ordered by submitting a request form to the Institutional Support Supervisor who orders supplies on a regular basis.

PROFESSIONAL STANDARDS OF FACULTY SERVICE

Application of Regulations

The following policy guidelines and criteria govern faculty appointments, promotions, disciplinary action, and other related subjects. These standards are set subject to available financial resources.

Core Faculty Contracts, Evaluations, Promotions, and Supervision

Faculty Employment Contracts

Faculty contracts are offered on an annual basis and do not confer any entitlement to continued employment after the expiration specified in the contract. The Seattle School does not offer tenure-track contracts.

Contracts are negotiated during the spring trimester and renewed in summer trimester for the following academic year.

A. Annual Employment Agreements.

Contracted Core Faculty are offered annual employment agreements, which specifies total compensation and responsibilities for the given academic/fiscal year. Faculty with administrative duties are given employment agreements that spell out their fuller duties, and adjusted compensation may be considered.

1. The annual employment agreement is normally for a period of twelve months of service. Instructional and other duties are normally assigned within the three academic trimesters and are subject to the established course schedule prepared by the Registrar/Associate Dean of Academic Administration or the Associate Registrar.
2. A Core Faculty contract includes instruction, research and development, writing, praxis, and administration over the three trimesters of the academic calendar. Full time instructional load is considered 16-18 credit hours. In cases where the instructional load assigned exceeds the 18 credit hour limit, arrangements for additional compensation is authorized by the Provost.
3. Duties constituting part of a normal Core Faculty load in addition to instruction include assigned academic advising and mentoring. Every faculty member is expected to participate in a reasonable amount of committee, professional, ministry, and development tasks relevant to graduate school life. In some cases, faculty members engage in significant research, writing, organizational, or other efforts beneficial to their

field and the graduate school. Duties that the faculty member is accountable for are set forth in the annual Faculty Employment Contract.

4. Faculty development meetings or training may be required on an occasional basis at the discretion of the Provost.

B. Compensation.

1. Annual faculty salary levels are based on the Faculty Salary Schedule established by the Provost and the President and reviewed annually. The salary guide is built upon criteria which include faculty categories, designations, and levels.
2. The total compensation package includes those employment benefits available to all employees of the graduate school as established by the Human Resource office for all faculty with a .6 load or above.

Development & Evaluation

Core Faculty Evaluations

Faculty are evaluated on a three-year cycle. The process includes self-evaluation, peer evaluation, and formative evaluation by the Provost and the Dean of Teaching & Learning. If significant concerns are identified, evaluations may be performed more frequently.

The criteria for evaluation include, but are not limited to, the following areas:

A. Teaching

The primary role of each faculty member is to educate students through excellent teaching. The excellent educator possesses a thorough and current knowledge of the discipline and of pedagogical research and theory as applied to the discipline. They convey key concepts and values, enables students to learn the discipline's critical thinking and investigative processes, and models appropriate strategies of inquiry and scholarship toward integrating theory and practice. The excellent educator engages students actively in their own learning and promotes a spirit of inquiry and openness to knowledge. The excellent teacher organizes their coursework in a coherent way, describes clearly the expectations for students, uses fair and appropriate assessment techniques, and provides students with useful and frequent feedback about their learning. The excellent teacher shows a respect for their students and creates an environment that enables their growth as mature individuals. The excellent teacher interacts with students in a supportive way and, through concern for questions of values, justice, and faith.

In light of the emphasis The Seattle School places on teaching excellence, it is essential that all students have adequate opportunity for consultation with their teachers. Furthermore, the educational community and collegial environment necessary to delivering excellent education are most likely to be present when faculty are available to students and faculty colleagues. Therefore, full-time faculty are expected to maintain sufficient office/contact hours.

B. Scholarly Activity, Clinical Practice, and Professional Development

Faculty members engage in professional development, scholarship, ministry, and clinical practice throughout their careers. Scholarship is produced in forms subject to peer review. Scholarship is typically, but not always, written. The following non-exhaustive examples serve to illustrate the range of scholarly activity appropriate to The Seattle School: traditional research; interpretive or theoretical articles or monographs for the profession; pedagogical articles or monographs, books

and textbooks; professional presentations; reports of professional consultations; community engaged scholarship; and creative work in art, dance, music, theater, film, broadcasting, or literature. For some faculty members, depending on their disciplines, other professional activity with a demonstrable positive impact beyond The Seattle School may also be considered scholarship, including innovative coursework, curriculum, and program development.

The Seattle School encourages its faculty to attend meetings of professional and learned societies as a means of increasing their instructional and scholarly/professional competence. Within the limitations of its budget, the school supports such professional development by providing financial support for such activities. Funds to support professional travel expenses are available through the Provost and Dean of Teaching & Learning on a set yearly basis.

C. Commitment to Service

Faculty members exemplify a commitment to service. Evidence of this commitment may include: service on faculty and/or administrative committees; participation in special academic projects; attention to specific needs of students; service to disciplinary and professional organizations; community or civic activity, such as meaningful involvement with commissions, boards, or public service organizations; and religious activity, such as significant involvement in councils of churches or interfaith organizations.

D. Collegiality in Relation to Teaching, Scholarship, and Service

Collegiality is understood within the context of a faculty member's teaching, research and scholarly activity, and service. That is, it relates to collaboration and constructive cooperation, associated with a faculty member's overall performance.

The year in which a faculty member is evaluated, the process timeline is as follows:

In Fall Term, faculty members are notified that it is their year to be evaluated and will turn in all required materials (see below). Materials are due January 1. The Dean of Teaching & Learning will compile student course evaluations and assist in scheduling classroom visits. All materials are compiled in a Google Drive Folder shared between the Provost, Dean of Teaching & Learning, and faculty member.

In Winter Term, peer and Dean of Teaching & Learning classroom visits take place. The Provost and Dean of Teaching & Learning review compiled materials and notes from classroom visits before meeting with the faculty member to discuss progress in professional development and to complete the evaluation. Annual contract reviews are held after this meeting.

In addition to the self-evaluation and feedback from the peer, Provost, and Dean of Teaching & Learning classroom visits, materials that are included in the development review are:

- Completed self-review
- Up to date Curriculum Vitae, including honors and awards
- Philosophy of Practice & Learning, including use of non-print materials (icons, art work, music, etc.), technology, and pedagogical methods in the classroom.
- Statement of Service to The Seattle School, including teaching roles and committee responsibilities.
- Statement of Service in the Community, including any pastoral, clinical, ministerial, or consulting service; scholarship (publications, reviews, presentations) that get ideas beyond the walls of the school; and an update on case studies or ministry scenarios used in courses.

- Update on new courses and syllabi of individualized research
- Demonstration of syllabus development: two syllabi for the same course in different years to demonstrate changes in readings, assignments, etc.

Review criteria includes Course Arc, Pedagogical Knowledge, Content Knowledge, Student Engagement, Cultural Engagement, Foundational Pedagogical Skills, and Integrative & Formative Capacities.

Adjunct Faculty Evaluations

Adjunct Faculty evaluations are conducted at the discretion of the Dean of Teaching & Learning, either to address specific academic concerns or for consideration for a Core Faculty position. The evaluation includes:

- providing an updated curriculum vita
- review of student course evaluations
- evaluations of Adjunct by Core Faculty

Faculty Promotion

The Provost initiates consideration for promotion when all objective criteria are met. The candidate may request such consideration previous to the annual review. Should consideration for promotion be approved, an established evaluation process is followed, including the PDP, and recommendations by administrators and faculty peers.

- A. Assessment criteria for promotion. The following criteria should be used as a guide to determine eligibility for promotion.
 1. A faculty member seeking promotion to the category of Assistant Professor will evidence limited accomplishment of the criteria but is able to set forth an agenda for pursuing the criteria.
 2. The category of Associate Professor demands the faculty member has made significant progress in nearly every stipulated criterion.
 3. The category of Professor is granted when meaningful attainment in all criteria is demonstrated. It is the responsibility of the faculty member to document their professional development and accomplishments.
- B. There are three levels of promotion in each faculty category...
- C. Promotion, especially above Assistant Professor, is based on one's level of professional, ministerial, and personal accomplishment and contribution, rather than on years of service. This is evaluated based on teaching evaluations, scholarly output and impact, professional development and experience, excellence in one's professional practice, public intellectual work and impact, service in scholarly societies, ministerial and pastoral service, public square activism and policy making, artistic contribution and activity, etc.
- D. Peer and administrative assessment.
 1. The Provost will secure from selected peers and administrators written assessment of the candidate in terms of the established criteria.
 2. Each assessor will provide their written recommendation regarding the promotion of the candidate.
- E. If the recommendation is to postpone promotion, the candidate may submit a written request for re-consideration the following year.

Leaves and Sabbaticals

Leaves of Absence

Without Pay

Leaves of absence without pay usually are of two types: Family Medical Leave and Extended Leave of Absence. A faculty member may, for personal reasons, request a leave of absence without pay for up to one calendar year. Such requests are submitted to the Provost through the Academics Office.

a) Family Medical Leave (FMLA)

FMLA requests are covered in detail in the *Employee Handbook*.

b) Extended Leave of Absence

Faculty who have worked at least 5 years may request an unpaid leave of absence for up to one year. If the faculty member requests an extension, the Provost may extend the leave for up to one more year, again without pay.

With Pay

Leaves of absence with pay usually are one of two types; sabbaticals (two categories) and study leaves. A leave (sabbatical or study) with pay does not accrue automatically to any faculty member. They are granted at the discretion of the administration and Board. A leave may be initiated by faculty or by administrative request. Although such leaves do not automatically accrue, there is a sense in which the privilege is earned and thus deserved. If the plans for the leave are academically meaningful, it is desirable that such leaves be granted on a regular basis when possible.

Sabbatical Leave

The primary purpose of the sabbatical leave is to release Core Faculty from their normal academic duties for producing scholarly work related to their discipline or interdisciplinary focus. Secondly, Core Faculty are encouraged to develop a formative plan that would include scholarship, research, training, other creative works and spiritual renewal. Applications for sabbatical leave must be received no later than October 1st of the academic year prior to the year for which the leave is being requested. Applications are evaluated by the Provost on the merits of the request and the faculty member's seniority, service to the school, and length of time since their last sabbatical leave. The faculty member is notified by the Provost of the acceptance or rejection of the request by December 31.

Core Faculty who have worked for The Seattle School continuously for a minimum of six (6) years are eligible to apply for a paid sabbatical leave. The following conditions must be met:

1. The project or activity to be engaged in during leave shall be demonstrated to have relevance to The Seattle School community and to advance The Seattle School mission. Additionally, upon returning, the faculty member will share the completed project with The Seattle School community through lecture, demonstration or the distribution of a publication upon completion of the sabbatical leave and within 3 months of their return. Faculty without an accredited earned doctorate are encouraged to use the sabbatical leave to pursue doctoral studies.
2. The project or activity contributes to the faculty member's professional development, enabling the faculty member to engage with emerging developments in their particular discipline(s) and to enhance their effectiveness as teachers, scholars, researchers, and artists.

3. The faculty member has a plan for Sabbath (rest) that includes embodied practices for personal and spiritual engagement for the purposes of renewal, enrichment and creative expression.
4. The faculty member shall commit to returning to employment at The Seattle School for a minimum of one contractual year following completion of the leave or the amount of the total compensation package provided during the leave will be reimbursed to The Seattle School.
5. Leaves will not be granted to an individual more frequently than every six (6) years after their initial sabbatical leave.

A faculty member on sabbatical leave shall be compensated as follows:

- One term leave at 100% salary and regular benefits during the sabbatical leave.
- Two term leave at 75% salary and regular benefits during the sabbatical leave.
- Three term (full academic or calendar year) leave at 66% salary and regular benefits during the sabbatical leave.

The Seattle School agrees that the faculty member will return to their pre-sabbatical position at the same level or time equivalency. During sabbatical leave, benefits remain in place and sick leave accrues at a part-time rate for the year. Vacation does not accrue during sabbatical. The faculty member will suffer no loss in seniority and compensation upon their return from sabbatical. Faculty members on sabbatical leave cannot be employed by another institution or another employer without written permission from the Provost of The Seattle School. Violation of this policy will require the repayment of paid sabbatical salary to The Seattle School.

The Provost and the administration of The Seattle School may ask a faculty member to take at least a term sabbatical for the purpose of upgrading their professional proficiency. The exact terms of an individual's sabbatical leave (such as timing, length of leave or choice of project) shall be determined by agreement with the Provost.

It is the intention of The Seattle School to support in every way possible the sabbatical leave policy stated in this document. It should be clearly understood, however, that the granting of sabbatical leave is contingent upon the faculty member's program being able to accommodate such an absence and upon the financial resources of The Seattle School in any given year. Final approval of the request is subject to the annual budget process and approval from the Board of Trustees.

2. Sabbatical In-residence

This kind of sabbatical may be granted to a Core Faculty member for the purpose of producing scholarly work related to the professor's discipline. The work must be contracted and in process.

The duration is one trimester except with permission of the Provost. During the sabbatical-in-residence, the faculty member will teach no more than two credit hours (one course) and be relieved of as many other duties related to the academic program as possible. The faculty member is expected to attend faculty meetings.

The faculty member granted a sabbatical-in-residence shall agree to serve the graduate school for one year following the expiration of the leave.

a) Eligibility

- Completion of 3 years of core teaching at the Seattle School.
 - Possession of an earned doctorate
 - Submission of a written request through the office of Academic Affairs to the President outlining the project, indicating how it will be accomplished in the time requested.
- b) Compensation
The faculty member granted a sabbatical-in-residence will receive full pay and benefits for the duration of the sabbatical.

Study Leave

A faculty member without an accredited earned doctorate is eligible for a study leave to pursue doctoral studies. A study leave will be not less than one trimester and not more than a full year (including summer).

A detailed formal application to the Provost must be submitted one year in advance of the proposed leave.

The faculty member granted a study leave will agree to serve the graduate school for one contractual year following the year of the leave, or should the employee choose to leave the graduate school they will agree to reimburse the graduate school the amount of the total compensation package provided during the leave.

- a) Eligibility
- 3 years of core teaching at The Seattle School
 - Acceptable arrangements made for adequate substitute faculty
 - Submission of an acceptable study program
- b) Compensation
The faculty member granted a Study Leave will receive 2/3 pay and full benefits for the duration of the leave.

Academic Freedom

In accepting appointment, each faculty member subscribes to the *Pillars of Faith and Practice* and to the aims and objectives of the school, as stated in the current catalog. Within this framework, each person is free to pursue by research and classroom activity any pertinent area of thought in an atmosphere free of coercion.

The faculty and administration maintain the position that the only atmosphere in which a theological graduate school can fulfill its assigned role is the atmosphere of freedom under the guidance of our Christian faith; therefore, The Seattle School agrees to guarantee such an atmosphere of academic freedom within the limits of the declared objectives and beliefs of the school.

The faculty member is a citizen, a member of a learned profession, and a viable and integral part of an educational institution. When a faculty member speaks or writes as a citizen they should be free from institutional censorship or discipline, but this special position in the Christian community imposes special obligations. As an educator, the faculty member should remember that the public may judge the profession and the institution by their statements. The faculty member should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make

every effort to indicate that they are not an institutional spokesperson.

No one will be removed or denied reappointment to a faculty position because of personal views or activities unless there is serious disagreement with the school's beliefs and objectives. The seriousness of disagreement will be determined by judicial process as stated in *Proceedings for Dismissal or Non-Renewal*.

Academic Responsibility & Integrity

Every faculty member has an obligation to maintain a reputation of capability and integrity. They bear a heavy responsibility to weigh the validity of their opinions and the manner in which they are expressed. Their effectiveness, both as scholar and teacher, is not reduced but enhanced when humility and wisdom in recognizing fallibility of personal judgment are demonstrated. Others, both within and without the institution, are as free to criticize individual opinions as each faculty member is free to express them. Therefore, each faculty person agrees to devote themselves to study and instruction in order to be the most effective teacher, to give conscientious and informed counsel to the students, to endeavor to develop professional competence to the fullest possible extent, to make maximum contribution to the scholarship within their field of specialization, and to uphold the Faculty Teaching Position. In all of this, each faculty member will not exhibit dishonest or unethical behavior either in their research or teaching.

Academic responsibility is defined as the achievement of maximal effectiveness in the performance of particular duties at the institution. Professional activities (systematic study, research, publication, lectureships, consultation that would serve to enhance the academic competence and stature of the individual) is regarded as an essential element of academic responsibility for Core Faculty. The faculty is guaranteed the right to make conscientious professional judgment concerning the kinds of activities compatible with their responsibilities to the institution.

In fostering academic freedom and academic integrity, it is the policy of The Seattle School to uphold the highest standards of character in research, writing, and other creative activity, and to protect the right of its faculty to engage in such. Actions which are believed to constitute misconduct are to be reported to the Provost. (See the *Employee Handbook* for the full Professional Conduct and Ethical Behavior policy).

Intellectual Property

A. Policy

Intellectual property created, made, or originated by a faculty member shall be the sole and exclusive property of the faculty, author, or inventor, except as they may voluntarily choose to transfer such property, in full, or in part.

B. Exceptions

The Seattle School shall own copyright only in the following circumstances:

- The Seattle School expressly directs a faculty member to create a specified work, or the work is created as a specific requirement of employment or as an assigned institutional duty that may, for example, be included in a written job description or an employment agreement.

- The faculty author has voluntarily transferred the copyright, in whole or in part to The Seattle School. Such transfer shall be in the form of a written document signed by the faculty author.
- The Seattle School has contributed to a "joint work" under the Copyright Act. The Seattle School can exercise joint ownership under this clause when it has contributed specialized services and facilities to the production of the work that goes beyond what is traditionally provided to faculty members generally in the preparation of their course materials. Such arrangement is to be agreed to in writing, in advance, and in full conformance with other provisions of this agreement.

Dual Relationships

Faculty and staff are committed to providing a Christian educational environment wherein individuals are free to pursue academic pursuits, unencumbered by conflicting interests and dual relationships. The school is committed to maintaining legal, ethical, and moral integrity in relationships thereby protecting individuals from manipulation, exploitation, coercion, and loss of professional objectivity. (See the *Employee Handbook* for the full Dual Relationship policy).

Faculty Code of Conduct

- Faculty members must conduct themselves, in their interactions with other faculty members, administrators, staff members, students, and participants in accordance with reasonable standards of professionalism.
- Faculty members must not discriminate against, harass, or impose prejudicial treatment upon other faculty members, staff members, students, or participants because of race, color, religion, national origin, gender, sexual orientation, country of citizenship, age, political beliefs, status as a person with a disability, veteran, or because of any other criterion or characteristic that is an impermissible basis under applicable constitutional or statutory provisions.
- Faculty members adhere to the institutional Non-Discrimination, Harassment, Sexual Harassment, and Sexual Violence Policy in the *Employee Handbook*.
- Faculty members must not intentionally violate current institutional rules and regulations.
- Faculty members must competently perform their responsibilities as teachers and members of the faculty.
- Faculty members must not utilize their relationships with students or other institutional professional relationships, their status as a faculty member, or their access to the institution's facilities and services in a manner which involves or is part of a course of conduct constituting knowing participation in a criminally punishable violation of law and which is likely to interfere substantially with effective fulfillment of the institution functions or obligations. No sanctions, however, may be imposed upon this provision in a manner that will deprive any faculty member of the rights of free expression and association, as guaranteed by the constitution of the United States.

In addition, all faculty are expected to the general Code of Conduct policies as stated in the *Employee Handbook*.

Termination

Non-Renewal of Contract

Faculty contracts are offered on an annual basis. Non-renewal of contracts may occur due to unavoidable budgetary restrictions effecting the cutback or removal of programs or positions due to diminishing enrollments, diminishing revenue, or redundancy of faculty qualified to service specific areas of the curriculum. In these cases, faculty will receive written notification of non-renewal by April 1st. Notification of non-renewal does not relieve the institution of fulfilling current contractual agreements.

Dismissal for Cause

In any case involving dismissal for cause, the burden of proof is defined as more probable than not. The burden of proof that just cause exists shall be on the Institution. Proof of cause shall be by the record considered as a whole. Dismissal proceedings may be instituted on the following grounds:

- A. Fundamental disagreement of the Faculty Teaching Position. [see Faculty Responsibilities] A 2/3 majority vote of the core faculty will decide whether a faculty member is outside of the Faculty Teaching Position
- B. Continued neglect of academic duties following oral and written warnings
- C. Deliberate and serious violation of the rights and/or freedom of fellow faculty members, administrators, or students
- D. Conviction of a felony
- E. Serious failure to follow the professional ethics of one's own discipline or teaching
- F. Falsification of credentials and/or experience
- G. Failure to follow standards of the Institution as described in this Handbook after oral and written warnings
- H. Failure to follow standards of the Institution regarding harassment, discrimination, or behavior
- I. Behavior inconsistent with the mission of the institution

Procedures for Dismissal

1. Initiation of Action

The process is initiated by the Provost through written notice of the proposed action, with reasons therefore, to the faculty member affected. This procedure is understood to be outside the normal process of faculty evaluation previously described, with the goal of restoration. A sincere attempt will be made within two weeks from the date of the complaint to thoroughly investigate reasons for dismissal and to assure preservation of the reputation, integrity, and fair treatment of the faculty member. Every effort will be made to keep confidential the names of the persons involved, the facts of the investigation, and written information regarding an investigation, except to those actually involved in the investigation.

2. Conclusion of Action

The process can be *concluded* at any point by:

- Resolution of conflict.
- Resignation of faculty member

At the conclusion of the process, both parties will agree in writing to the final action.

3. Procedure

The Provost will see that the following steps are taken to correct the specific behavior or performance:

Convening of a Discernment Circle

- The Discernment Circle will be convened within two weeks from the date of complaint, and will consist of the faculty member, two persons appointed by the faculty member, and one person appointed by the Provost.
- The purpose of the Discernment Circle is to offer wisdom and clarity to the faculty member in determining the most efficacious course of action.
- Within two weeks of convening the Discernment Circle the faculty member will provide the Provost with a Statement of Intent. The Statement of Intent must include the faculty member's understanding of the complaint and their proposed resolution.
After a two-week period of review, the Provost will respond in writing with acceptance of the faculty member's statement of intent, or initiation of progressive supervision.

Progressive Supervision

When the discernment process does not result in resolution, the Provost, upon receipt of the faculty member's Statement of Intent, may initiate action for dismissal of a faculty member. The Provost will initiate the following steps within two weeks of receiving the faculty member's statement of intent:

- The Provost provides written evidence of misconduct. **Evidence must be of fact only and full disclosure of complainant and complaint is required.**
- The faculty member provides a response within one week to the written evidence of misconduct.
- If no resolution is reached, a faculty review committee will be convened within two weeks of receiving the faculty member's response.
- This faculty review committee will consist of two members appointed by the Provost and one member chosen by the faculty member under investigation. The faculty review committee will make a recommendation to the Provost within one week of the review hearing.
- The Provost will make a decision based upon the facts presented and committee recommendations within one week of receipt of recommendations. The Provost will provide a written notice of dismissal for cause, with copies to Human Resources, the President and the Board and will inform faculty, within legal limits.

Advocate

The faculty member may have an advocate of their choice participate at any point in the progressive supervision process. They may also elect to reconvene the Discernment Circle.

Suspension during Proceedings

The Provost may suspend a faculty member during these proceedings. The faculty member under review continues to retain their salary, rights of insurance and other benefits until the final disposition of the case.

Appeal Process for Dismissal

The following steps may be initiated by the faculty member:

- Judicial Committee Appeal

Upon receipt of notification of non-renewal or dismissal the faculty member is entitled to a hearing before a judicial committee. Request for such a hearing must be made in writing within thirty days after receipt of the notice for dismissal. This committee will hear the facts of the case and make a judgment regarding the merits of the matter as appealed. The committee's decision will be reported to the President and Human Resources.

- Constitution of Judicial Committee

The judicial committee is to consist of three members, two who are appointed by the President, and one faculty member chosen by the faculty member under review. The personnel of the committee are not to be changed during the proceedings and all members are to be in attendance at all meetings of the committee.

- Further appeal to Board of Trustees

If the faculty member desires further consideration of the case, they may appeal in writing to the President for the opportunity to appear before the Board of Trustees at its next regularly scheduled meeting. The Board is to give the appealing member a full and open hearing and is to notify them in writing as to the final action within two weeks of the hearing.

- Should the faculty member choose to resign at any time during the proceedings, their resignation, in writing, when received by the Provost, will automatically terminate the proceedings.

Arbitration

If these procedures do not meet resolution, both parties agree to mutually agreeable arbitration, as stated in the Christian Conciliation Agreement (per the faculty contract).

SUMMARY OF ADDITIONAL FACULTY BENEFITS

Professional Development Fund

A Professional Development Fund is allotted to each faculty member for the purchase of texts, travel to and from professional guilds and meetings (subject to the Seattle School Travel Expense Policy), seminars and conferences (whether attending or presenting), dues for professional organizations, related classes/coursework, research texts (not required for classes taught) and texts for review for future classes.

The annual Professional Development Fund budget is set and allotted annually by the Provost. The Dean of Teaching & Learning, in consultation with the Provost, approve expenses requested in advance and within budget. Expenses not covered; parking at the school, licenses for counseling, exam preparation for licenses, and other non-approved expenses.

Housing Allowance

A housing allowance is available to all ordained faculty members. Information for housing allowance is turned into the Business Office and submitted to the Board of Trustees for their approval. New faculty should submit their dollar amount upon completion of their contract with the Seattle School. Thereafter housing allowance is to be submitted in November of each year for the following calendar year. One change in any given year is allowed. The changed amount is effective

the first of the month following board action. Items to be included: mortgage/rent payments, down payment, legal fees, interest, taxes, insurance premiums, repairs, utilities, additions, landscaping, etc. NOTE: The total amount is the fair rental value of the home plus utilities.

Office and Secretarial Assistance

Every Core Faculty member is assigned an office. Secretarial assistance, for school-related tasks, is made available on a limited basis.

Assistant Instructor

When enrollment is able to sufficiently justify the need, faculty will be assigned an Assistant Instructor as appropriate.

Additional benefits are described in the Employee Benefit Section of *the Employee Handbook*.

CORE FACULTY EXTRA-CONTRACTUAL REMUNERATIVE ACTIVITIES

1. In coming to an appropriate policy to govern the extra-contractual remunerative activities of Core Faculty members, certain basic premises must be kept in mind.
 - A. By virtue of contractual arrangement and professional ethic, each faculty member is expected to invest regular office hours and other campus related activities.
 - B. Since the core faculty member is a salaried professional it is understood that their teaching and/or administrative tasks will be discharged to the full.
 - C. Since each core faculty member is a professional with distinctive training that varies from their colleagues, there should be no compulsion by either faculty or administration to equalize income by arbitrary regulation. Each person has skills that are variously marketable. When these skills are used with discretion and propriety without infringing upon other basic premises or stated guidelines, such action will be viewed with favor.
2. Guidelines for Core Faculty desiring to engage in extra-contractual remunerative activities are:
 - A. No full-time core faculty member may hold a second full-time job.
 - B. Faculty will not engage in outside employment or activities that interfere with contractual responsibilities.
 - C. Earnings from all such extra-contractual employment do not need to be reported to the graduate school.

Should part-time tasks or interests begin to consume a major part of a core faculty member's interest on a sustained basis so as to interfere with primary graduate school responsibilities it is incumbent upon that person to notify Dean of Teaching & Learning and the Provost.

APPENDIX A: SAMPLE FACULTY CONTRACT

NAME:

POSITION: Associate Professor of

EMPLOYMENT STATUS: ☐ Part-time (11 credits or less)
☐ 0.75 FTE – ¾ time (12-15 credits)
☒ 1.0 FTE - Full-time (16-18 credits)

ASSIGNED COURSES/LOAD: See Addendum A: Load Sheet

AGREEMENT PERIOD: Academic Year 20xx-20xx

COMPENSATION: \$

PAYMENT TERMS: \$ Monthly, July 20xx through June 20xx

RESPONSIBILITIES:

Performance – The Instructor agrees to:

- *Submit* all finalized book lists to the library on or before the following dates (as federal law requires finalized documents to be posted before term registration):
 - Fall term: **[early June]**
 - Winter term: **[early November]**
 - Spring term: **[early March]**
- *Submit* all finalized syllabi to the library on or before the following dates (as federal law requires finalized documents to be posted before the start of term):
 - Fall term: **[early August]**
 - Winter term: **[early December]**
 - Spring term: **[early April]**
- *Provide* effective instruction in keeping with the designated objectives of the course(s) assigned, and to give conscientious and informed counsel to the students for whom they become responsible.
- *Provide* feedback and grades on student work. For courses with an AI, the instructor agrees to provide feedback and grades on a third of student work.
- *Provide* student advising as assigned.
- *Submit* the grades upon the agreed upon deadline set by the Academics Office.
- *Serve* on committees as assigned.
- *Support* the functions advancing the institution.
- *Fulfill* other reasonable assignments given by the Provost.
- *Develop* and *collaborate* with Assistant Instructors (only applicable on courses with more than 30 students/instructor).

Presence – The Instructor agrees to:

- *Attend* Convocation, **[start of fall term]** and Commencement, **[end of spring term]**.
- *Attend* Student and Academic (Re) Orientation on **[start of fall term]**.
- *Attend* Spring Banquet, anticipated **[TBD]** (confirm with spring term announcement).
- *Attend* Faculty retreats – to be announced by the Dean of Teaching & Learning in July.
- *Commit* a minimum of 5 hours per academic year to student recruitment. Opportunities and dates will be provided by Admissions in August and may include group interviews, individual interviews (phone or in person), prospective student events (Preview Days, Theological Leadership & Calling Retreat, faculty meet-and-greets), and special one-on-one meetings with key prospective students. Commitment required by **September 15, 20xx**.
- *Provide* regular office hours as agreed upon with the Provost (see Addendum A).

- *Regularly attend Faculty Meetings.*

COMPENSATION:

The Faculty Member will receive compensation stipulated on the face of this agreement payable in equal installments over the trimester(s) worked. If during the academic year referenced above, the Faculty Member is unwilling or unable to fulfill the responsibilities and courses listed, this agreement may be terminated and compensation will be prorated and payable only up to the date of termination.

The compensation stated above is based on your designated Employment Status and the correlating credit range also noted within this agreement. In the case of an under-enrolled course, a course may be canceled and arrangements for alternative work will be assigned by the Provost.

The final payment may be withheld until all paperwork and/or grades are submitted to the appropriate office. Any additional compensation payable to the Faculty Member for Independent Study, Research or Lecture will be approved through the Dean of Teaching & Learning and paid through regular payroll.

GENERAL:

The Seattle School of Theology & Psychology agrees, through its administrative officers, to provide regular compensation at the rate designated above. The Employee agrees to provide effective assistance in keeping with the designated objective of the course(s) assigned, to give conscientious and informed counsel to the students for whom they becomes responsible, and to maintain a manner of life reflective of the mission of The Seattle School. All Faculty hired by The Seattle School after January 1, 2007 will be required to submit to a Criminal Background Check.

The employee understands that employment is at will and this contract may be severed by either party for any reason. The employee understands that the term of this contract is only for the academic year listed above and that there is no promise or guarantee of renewal of the contract. The employee will agree to abide by the policies and guidelines found in The Seattle School *Faculty Handbook*, *Academic Policies Handbook*, and *Employee Handbook*, which includes the Dual Relationship Policy and the Non-Disparagement Agreement. In addition, acceptance of this agreement indicates your willingness to personally and professionally support the purposes and objectives of The Seattle School. This includes compliance with The Seattle School FERPA policy and The Seattle School Christian Conciliation Agreement.

By signing this contract, the employee indicates that they are in agreement with The Seattle School Statement of Faith and subscribe to those statements by actions, teachings and beliefs.

SIGNATURES:

Employee

Misty Anne Winzenried, Dean of Teaching & Learning

APPENDIX B: SYLLABUS TEMPLATE

The Seattle School

OF THEOLOGY & PSYCHOLOGY

Course Syllabus - <Trimester> <Year>

The mission of The Seattle School of Theology & Psychology is to train people to be competent in the study of text, soul and culture in order to serve God and neighbor through transforming relationships.

General

Course Number: <COURSE NUMBER>

Course Name: <Course Name>

Units:

Professor(s): <Name of Professor(s)>

Professor(s) Contact Information: <Email and/or office phone number>

AI: <Name of AI>

AI Contact Information: <Email and/or office phone number>

Check the online Course Schedule or MyCampus for class dates and times.

Additional time requirements:

Reading/Study group: <Select>

Group collaborative work: <Select>

Citation Style: <Select style>

Course Description

<One paragraph course description as found in the Academic Catalog. Changes to this must be approved by the faculty.>

Mission Statement Alignment

<A brief description of how the course aligns with the mission statement and fits into Common or Degree Program Curriculum, specifically listing which Common Curriculum and/or particular Degree Program Learning Outcomes are covered.>

Course Learning Outcomes

<Course learning outcomes should be stated from the student perspective, e.g., "Upon successful completion of this course, students will..." Course assignments should be directly related to these objectives.>

Course Requirements

<List assignments in chronological order by due date. ALL information given verbally in class should be included in the syllabus. Each assignment MUST be aligned with one or more of your Course Learning Outcomes. >

Reading:

<Any special reading assignments should be mentioned here, including any reading completion reports, etc.>

ASSIGNMENT #1

Name of Paper:

Due: 1-Jan-99

Length:

Type of paper: <Choose from the following: research paper, book/movie essay, short essay, reflection paper, or journal>

Description: <Describe topics, expectations, methods to be used, requirements for research sources, etc.>

Course Learning Outcome[s] Assessed: <Note which of the Course Learning Objectives this assignment is assessing.>

Delivery Format: PDF only

File Title Format: "Lastname.Firstname.AssignmentName"

ASSIGNMENT #2

Name of Paper:

Due: 1-Jan-99

Length:

Type of paper: <Choose from the following: research paper, book/movie essay, short essay, reflection paper, or journal>

Description: <Describe topics, expectations, methods to be used, requirements for research sources, etc.>

Course Learning Outcome[s] Assessed: <Note which of the Course Learning Objectives this assignment is assessing.>

Delivery Format: PDF only

File Title Format: "Lastname.Firstname.AssignmentName"

Exams:

<Describe each exam in at least one paragraph, including all questions to be answered, length expected, whether answers focus on material or individual>

Course Learning Outcome[s] Assessed: <Note which of the Course Learning Objectives this assignment is assessing.>

Group Work:

<Explain details for group work if any. Otherwise enter 'N/A'>

Course Learning Outcome[s] Assessed: <Note which of the Course Learning Objectives this assignment is assessing.>

Course Learning Outcomes Assessment Grid

In each row, list your class learning outcomes and indicate (with an x) which of the assignments are used to assess whether or not they have been achieved.

Upon successful completion of this course, the student will be able to:

Course Learning Outcomes	Assignment #1	Assignment #2	Assignment #3	Assignment #4
CLO #1				
CLO #2				
CLO #3				
CLO #4				

Course Schedule & Assignments

DATE:	TOPICS:	READINGS/ASSIGNMENTS:
-------	---------	-----------------------

1-Jan-99	<Ex. "The Church">	<Ex. The Missional Church pg. 1-55. "Christ in Culture" article. Paper #1 Due.>

Course Readings

Required Books (must purchase)

<Enter complete book information: "TITLE," AUTHOR, PUBLISHER, YEAR, ISBN>

Required Articles/Book Chapters (available on MyCampus, EBSCO or web link)

<Enter complete article information: "TITLE," AUTHOR, PUBLISHER, YEAR, ISBN>

Recommended:

<Enter complete book/article information: "TITLE," AUTHOR, PUBLISHER, YEAR, ISBN>

Course Policies

1. Grading Policy:

<Input aspect of course> 25%

<Input aspect of course> 25%

<Input aspect of course> 25%

<Input aspect of course> 25%

2. Grading Scale:

A - The grade A represents an unusually competent paper that clearly makes its argument, contains extraordinary style, cleverness of argumentation, and/or thoroughness of research.

B - The grade B represents a competent and thorough response to the assignment.

C - The grade C represents a paper that is less than competent by a clear failure to communicate or to support arguments.

The Grade Scale for all courses receiving letter grades is as follows:

A	95-100	4.0
A-	90-94	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
F	69 or below	

This grading scale is posted in all course syllabi and is used in the submission of final grades for a course (reflected on a student's transcript). All courses, unless noted otherwise, are required to give letter grades.

3. It is expected that written products will be legible, professional in appearance, and error free.

Papers must align with Seattle School formatting guidelines, including double spacing, a cover page and proper APA or Chicago Turabian citation. Refer to the standards found on the Writing Resources website at <https://theseattleschool.edu/library/writing-resources/>.

4. Papers must be turned in at the start of class directly to the professor (or AI if the class has one) on the date they are due. Papers due outside of class time should be uploaded to MyCampus on the due date by the time indicated by the instructor. If you are unable to turn in your paper in person, you must make prior arrangements with your AI (or professor if the class does not have an AI).

5. Requests for extensions must be submitted in writing to the professor and will be granted without penalty only under extenuating circumstances (such as a grave illness or family death). Other extensions granted will be assessed a penalty for late submission at the discretion of the instructor.

6. By agreement of the faculty, instructors at The Seattle School determine their own attendance policy. To confirm registration for the purposes of the Registrar and Student Financial Services, the instructor or the AI will take attendance during the first class with the roster provided by the Academics Office. <Insert course specific attendance policy here>

7. Plagiarism, cheating and duplicating assignments are considered academic offenses and are expressly prohibited. See the *Academic Catalog* and *Student Handbook* for specific information on Academic Integrity and definitions of these offenses.

8. Courses must be officially added or dropped in person on **MyCampus**. Please refer to the Tuition Refund Policy in the *Academic Catalog* for more information.

9. Part of your responsibility in this class is to complete a course evaluation at the end of the term. Feedback from the evaluations is used to evaluate and improve our course offerings.

10. In accordance with the Americans with Disabilities Act, The Seattle School will provide reasonable accommodations for qualified students in order for them to get the most from their The Seattle School of Theology & Psychology experience. Students seeking accommodation should request assistance from Academic Administration. All requests for accommodation require a formal diagnosis of a disability (including [ADD] attention deficit disorder & [AD/HD] attention deficit/hyperactivity disorder). Students are required to submit documentation to verify eligibility. It is the student's responsibility to notify the instructor of a course if they have an approved disability accommodation.

11. This syllabus may be changed at any time with notification. Check the date at the bottom of the page to ensure you have the most recent version.

Program Learning Outcomes

Common Curriculum

1. Develop and articulate an integrated theological anthropology synthesizing biblical, cultural, psychological, and theological studies.
2. Examine and articulate diverse methodologies of interpretation and various models of knowing with reference to their limits and validity.
3. Critically reflect and respond to being embedded in one's own context, cultures, and systems and our complicity in contemporary problems generated by social fragmentation.
4. Explore and articulate awareness of how one's particular narratives impact others and the call to love God and all creation.

Master of Arts in Counseling Psychology

1. Prepare students for mental health licensure as they demonstrate evidence of:
 - a. knowledge and capacity to counsel individuals, families and groups
 - b. knowledge and practice of professional counseling ethical codes
 - c. assessment and diagnostic knowledge and skills
 - d. knowledge of counseling theory, developmental psychology and psychopathology
 - e. awareness of multicultural perspectives in individual, communal, and structural categories
2. Demonstrate an increasing awareness of one's narrative and style of relating and the capacity to receive feedback about one's self in the service of helping others.
3. Demonstrate the capacity for personal, missional and professional formation in the field of counseling.
4. Demonstrate the ability to interact with the disciplines of theology, psychology, and the Biblical texts towards reconciling and transformative relationships.

Master of Arts in Theology & Culture

1. Demonstrate the ability to critically explore the complexity of human culture in context, utilizing a Christian theological perspective.
2. Articulate how theology and culture interrelate as they shape our social practices and life in community.
3. Demonstrate the ability to evaluate and implement an informed biblical, theological and psychological perspective as a vital function of Christian community and service to neighbor.
4. Exhibit the ability to continue maturing one's spiritual and psychological health within the context of community.
5. Engage in a process of vocational discernment in light of God's call to love God, neighbor, self and world.

Master of Divinity

1. Articulate the primacy of God's story as revealed through Jesus Christ in Scripture and continued by the work of the Spirit globally and locally throughout the church in its history and theology.
2. Evidence a capacity to locate their story and vocation within God's story and lead Christian communities of faith into holistic formation, paying special respect to the process of human formation within his/her cultural context.
3. Demonstrate an ability to engage culture with credibility, honesty and curiosity in the pursuit of the just transformation of societies formed by imagination for the Reign of God.
4. Lead unto the common good; adaptively demonstrating integrity, imagination, and compassion.
5. Practice faithful presence with God, creation, other and self with the knowledge that mutual transformation emerges from Spirit-formed relating.

APPENDIX C: FACULTY SEARCH PROCESS

- 1) Chair of the Academic Services Committee should consult the President, the Provost, and the Director of Human Resources for the parameters of the position.

- Particular discipline (what kinds of classes will be taught?)
- Full time, part time, etc.
- Core faculty?
- How many candidates will be brought to campus?
- Local, national, or international search?

The timeline for the search should be agreed upon by this time as well. For example, if you want to bring candidate(s) to campus by the end of February, then invitations need to be sent out in December. The search should start in late spring or early autumn for this timeline. Applications would be reviewed during the month of October, with interviews (phone or at SBL/AAR) in November.

- 2) Identify primary stakeholders from across the institution (e.g., faculty, alumni, administration, current students, etc.). Gather a representative group to write up the job description, which should include:

- Description of the school
- Parameters of the specific teaching post
- Level of entry point (Assistant Professor, Associate Professor, etc.)
- Any interdisciplinary or other desired qualifications
- Years of experience, kinds of experience (e.g., practicing therapist)
- Minimum degree requirement (e.g., master's, doctoral, Ph.D., etc.)
- Salary range, expected benefit package
- Full time, part time, etc.
- Core faculty position?
- Closing date for review of applications

- 3) Set up the infrastructure to track and record incoming applications (e.g., dedicated email, Google Drive to record every applicant, etc.) The Director of Human Resources will be in charge of most of this process, but the committee chair should be in close partnership with the Director.

Setting up a clear structure about where information is stored and maintained and who is responsible for various kinds of data entry is critical for the review process and communication between the search committee, the applicants, and the stakeholders. (Sometimes having “too many cooks in the kitchen” can cause miscommunication.)

- 4) Put together a representative committee for the search, including a chair. Decide as a group how you will review the incoming applications.

For example, everyone on the committee can read all of the applications, the applications can be divided amongst the committee, or the chair can do the first round of cuts (eliminating

everyone that does not meet the minimum requirements for the post; e.g., does not the proper higher degree, not in the right discipline, etc.).

- 5) Throughout the entire process, the chair of the search committee should keep the lines of communication open with the Director of Human Resources, faculty, the Provost, and the Dean of Teaching & Learning. This should include regular (once a month) in person meetings. Faculty can be kept up to date with new developments during faculty meetings.

The Director of Human Resources will be responsible for organizing all inquiries about the position as well as the incoming applications. It is critical that the chair meets with the Human Resources director on a regular basis.

- 6) Once all of the applications are in, the committee should decide on a timeline and a method for review.

- First Cut: wrong discipline, does not meet minimum requirements, etc.
 - The chair and the Director of Human Resources may want to create a “third” chart to keep track of intriguing candidates that do not meet the requirements of the particular position, but may be good candidates for other teaching needs.
- Second Cut: choose how many candidates to interview: 3 to 13, depending on the search. If there is an upcoming professional conference, then in person interviews are preferable. If the search is local, then in person interviews are easier.
 - It would be good at this point to talk over the candidates with the President and the Provost in order to keep the line of communication open.
 - This way any shifting or transforming candidate qualities and characteristics can be discussed in the process of interviews and discernment. This kind of communication and alignment is vital to the overall procedure. It should be noted that the faculty still have autonomy in this process, but the role of faculty is to make a hiring recommendation to the President; only the President can hire new faculty. With this in mind, alignment in throughout the discernment process enables all parties to articulate their thoughts and perspectives.
 - In Person Interviews: the interviewers should be representative of the faculty. If, for example, a psychology professor is unable to be at the interviews for a theology post, then phone interviews should be set up with the top candidates before the next set of cuts.
 - Phone/Video Interviews: If in person interviews are not possible at this stage, then phone or video interviews should be scheduled. (Zoom is a very helpful tool for interviews, that way everyone can be seen and heard during the interview.) The Human Resources team can set up the interviews, and the Information Technology team can set up the Zoom meetings. If some of the candidates are local and others are not, then all interviews should still be done over the phone or video to make the interview process equitable.
- Final Cut: at this point it should be evident who should be brought to campus. If it is still unclear, then more faculty can be brought in to help discern (perhaps through further interviews) who should be brought to campus, or the Provost and the President can be

consulted. The committee should decide the best path of discernment. Regardless, 1 to 3 candidates should be chosen and invited for on campus interviews.

7) Candidates preparing for on campus interviews should be informed about:

- Dates, travel arrangements, and housing will be made between the school and the candidate. Human Resources will do most of this work.
- Public lecture (30 to 45 minutes)
- Small classroom teaching demonstration (for current students, alumni, and faculty)
- Interviews (some can be over meals):
 - Faculty
 - Current students and alumni
 - President
 - Provost
 - Dean of Teaching & Learning
 - Director of Human Resources
- If certain faculty are on sabbatical or unavailable for the campus visits, then phone or video interviews should be arranged.
- If the candidate is from out of town, perhaps a local tour would be helpful.
- The chair of the search committee will be the touch point for all communication for the candidates.

8) The Seattle School stakeholders should be informed about in advance of the on campus interviews:

- Dates of all public events will be posted and advertised. All of The Seattle School community should be invited to participate.
- Particular students and alumni should be invited for the small classroom teaching demonstration and the interview.
- Feedback forms will be available for anyone attending any or all of the lectures, interviews, and/or teaching demonstrations. (There should be one form for each event, if possible.)
- Candidate CV's and articles should be circulated amongst the faculty in advance of the campus interviews to help the faculty prepare for the faculty interview.

9) After the on campus interviews:

- Chair of the committee, or other appointed member of the search committee, should read and collate all of the feedback forms for each of the candidates. A report should be written up for the faculty.
- The committee should recommend a candidate (especially if there is a clear candidate) to the faculty before the faculty vote.
- Hopefully there will be a clear choice in the vote. If so, the chosen candidate will be recommended to the Provost. The Provost will choose whether or not to recommend the faculty's choice on to the President.
- If there is not a clear choice, then the faculty will need to discuss and vote again. It is possible at this point to choose not to recommend any of the candidates and start the process again.

- If the Provost and/or the President choose not to hire the chosen candidate, then the process will begin again, or the faculty can recommend another candidate.
- If the Provost and the President approve the recommended candidate, they will be given a formal job offer, including salary, benefits, moving package, etc.
- At this point, many things can happen, such as the candidate not accepting the invitation. If this happens, then the process begins again.

APPENDIX D: FACULTY DEVELOPMENT & EVALUATION TOOLS

Faculty Development Review Checklist

Please submit the following items to via FileInvite or via email to Academics Projects Manager Dan Meier at dmeier@theseattleschool.edu. Due date is January 31.

Teaching

- ☐ **Teaching Reflection.** Please reflect on your recent growth and development of your teaching practice, including forward-looking goals related to teaching (2-3 pages).
 - ☐ Include any artifacts that are useful to illustrate your teaching development, not included in page count. Possible examples might include
 - Description of your use of nonprint materials (icons, art work, music, etc.), technology, and active learning methods in the classroom.
 - Update on new courses and syllabi of individualized research.
 - Demonstration of assignment or syllabus development through two syllabi for the same course in different years as a way of demonstrating changes in readings, assignments, etc.
 - Reflections on course evaluations or other feedback and resulting changes to teaching practice.
 - ☐ Compiled by Academic Projects Manager: Load sheets from previous 3 years for your review.
 - ☐ Compiled by Academic Projects Manager: Course evaluations from the previous 3 years for your review.
- ☐ In January, we will work with you to schedule a **classroom observation** with the Dean of Teaching & Learning for Winter term (the observations to be completed before March 15).
 - ☐ Note: Peer Observations will be integrated into the process beginning AY 2020-2021.

Scholarly Activity, Clinical Practice, and Professional Development

- ☐ **Statement of Service in the Community**, including pastoral, clinical, ministerial, or consulting service; scholarship (publications, reviews, presentations) that get ideas beyond the walls of the school; or an update on case studies or ministry scenario write-ups used in courses. Please articulate the ways that your service to the community mutually informs your teaching practice, including forward-looking goals related to scholarly activity, clinical practice, and professional development (2-3 pages).
 - ☐ Updated CV, including conference presentations, publications, trainings completed, and honors and awards.

Commitment to Service and Collegiality in Relation to Teaching, Scholarship, and Service

- ❑ **Statement of Service to The Seattle School**, such as faculty committee responsibilities, faculty representation on The Seattle School committees, institution-facing content development, and other contributions to the institution (1-2 pages).

Faculty Development Review | Teaching Observation

Name of reviewer: _____

Course: _____

Name of reviewee: _____

Focus of the class: _____

Date of observation: _____

Class format: _____

The purpose of the teaching observation is for faculty to reflect on and receive feedback about teaching and learning practices. We envision these observations and the resulting conversation as co-owned by the faculty and the observer such that they are collaborative, formative spaces in which both parties can ask questions, articulate goals, reflect on practices, and potentially generate new strategies that the faculty can add to their repertoire. Each category below includes framing language for best practices as well as space for qualitative feedback for areas of strength and growth.

Brief Description of Class Session Observed

Course Arc

A strong course arc is demonstrated by a thoughtful articulation of learning outcomes and clear relationships between course content, pedagogical strategies, assessment tools, and learning outcomes.

Pedagogical Knowledge

Strong pedagogical knowledge is demonstrated by the use of a variety of teaching methods that scaffold student learning, support student engagement with course material, facilitate students' movement toward achievement of the learning objectives, and appeal to a wide range of learners/learning styles.

Content Knowledge

Strong content knowledge is demonstrated by conversance in the subject matter, depth of knowledge of the content, contextual understanding of the content, and ability to facilitate newcomers' access to that content.

Student Engagement

Strong student engagement is demonstrated by the instructor engaging students with dignity and respect, and by students demonstrating evidence of active engagement with the course material throughout the class session.

Cultural Engagement

Strong cultural engagement is demonstrated by instructors' active attempts to make course content and learning opportunities to a range of learners, with particular attention to students from underrepresented backgrounds, including racial, ethnic, gender, sexuality, and ability. Further, socially just pedagogy is demonstrated by active attempts to construct the classroom in ways that resist rather than reproduce structural inequity and societal norms that privilege white, male, hetero-normative, and able-ist narratives.

Integrative and Formative Capacities

Strong integrative and formative capacities are demonstrated by active and regular engagement of spiritual practices, personal development activities, and acts of service. Integration of these habits are evidenced by soulful theological and scriptural engagement and a sense of mindful presence.

Faculty Development Review | Rubric & Feedback

Name of reviewer: _____

Name of reviewee: _____

Date: _____

The purpose of the feedback form is to summarize the many components of the faculty development review process. This form is used to document conversations had with the faculty member, including questions, goals for the future, reflection on practices, and potential new strategies. The Dean should highlight the appropriate area of the rubric in each of the sections, and use the row below each section for notes pertaining to observations, conversations, reflections, and recommendations:

	✓- Needs Work	✓ Proficient	✓+ Exemplary
Teaching			
Teaching Reflection <i>including artifacts</i>	<p>Instructor demonstrates minimal awareness of strengths and areas of pedagogical growth.</p> <p>Syllabi and assignments show few or minor changes. Little evidence of review of course evaluations or other feedback.</p>	<p>Instructor demonstrates awareness of strengths and areas of pedagogical growth.</p> <p>Syllabus or assignment changes reflect changes in the field. Readings are current; teaching methods have evolved; and/or learning goals refined. Evidence that course evaluations or feedback have been reviewed.</p>	<p>Instructor demonstrates thoughtful awareness of strengths and areas of pedagogical growth, and demonstrates initiative in ongoing development of teaching practice.</p> <p>Syllabus or assignment changes reflect changes in the field. Readings are current; teaching methods have evolved; and learning goals clear. Instructor includes underrepresented persons. Evidence that course evaluations or feedback have been reviewed and changes considered or made.</p>
Classroom Observation Summary	Instructor needs development in majority of the categories (right).	Instructor demonstrates course arc alignment, deep pedagogical and content knowledge, intentional student and cultural engagement, sound pedagogical skills, and	Instructor excels in the majority of the categories (left).

		integrative capacities.	
Notes			
Scholarly Activity, Clinical Practice, and Professional Development			
Statement of Service in the Community	Minimal contributions since last review.	Involved in service and partnerships.	Involved in service and partnerships. Intentional integration of outside work and teaching practice such that they are mutually beneficial.
CV	Minimal development since last review.	New publications, presentations, and/or partnerships.	New publications, presentations, and/or partnerships that demonstrate a significant impact, contribution, or attention.
Notes			
Commitment to Service Collegiality in Relation to Teaching, Scholarship, and Service			
Statement of Service to The Seattle School	Minimal contributions since last review.	Involvement on committees, collaborates with other faculty and/or interdepartmentally.	High levels of engagement on committees, collaborates with other faculty and/or interdepartmentally. Collaboratively initiates responses to address recognized needs.
Leadership	Minimal contributions since last review.	Instructor works to build and maintain trust, scholarship, and creativity in their relationships with faculty, staff, and/or beyond the institution.	Instructor consistently works to build and maintain trust, scholarship, and creativity in their relationships with faculty, staff, and beyond the institution.
Notes			

Accreditation

Northwest Commission on Colleges and Universities

The Seattle School is accredited by the Northwest Commission on Colleges and Universities. Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact:

Northwest Commission on Colleges and Universities 8060 165th Avenue N.E., Suite 100
Redmond, WA 98052 (425) 558-4224 www.nwccu.org

Association of Theological Schools

The Seattle School is accredited by the Commission on Accrediting of the Association of Theological Schools (ATS) in the United States and Canada. The following degree programs are approved by the Commission on Accrediting: [Master of Divinity](#), [Master of Arts in Counseling Psychology](#), and [Master of Arts in Theology & Culture](#).

Association of Theological Schools
10 Summit Park Drive
Pittsburgh, PA 15275
Telephone: (412) 788-6505
ats.edu