

ST. TIKHON'S ORTHODOX THEOLOGICAL SEMINARY



HANDBOOK FOR FACULTY AND ADMINISTRATION

Office of the Dean
St. Tikhon's Orthodox Theological Seminary
P.O. Box 130
South Canaan, Pennsylvania 18459
570.561.1818
www.stots.edu

St. Tikhon's Orthodox Theological Seminary
Academic Policy Series 500
500.2 Handbook of Faculty and Academic Administration
Published by the Office of the Dean
St. Tikhon's Orthodox Theological Seminary
P.O. Box 130
South Canaan, PA 18459-0130
570.561.1818

Statements of Seminary policy pertaining to Faculty and Academic Administration assembled in this *Handbook* have been drawn from several sources:

1. *Manual of Policies, Procedures, and Regulations* of St. Tikhon's Orthodox Theological Seminary;
2. Actions of the Board of Trustees and the Faculty, respectively, related to their authority;
3. Policy statements incorporated from previously issued Faculty Handbooks; and
4. The codification of current practice.

Recommended for adoption as a Working Document by the Committee on Faculty Administration, 2003. Adopted by the Board of Trustees, 2003. Updated Revision, Fall 2015. Amendments, February 2016

St. Tikhon's Orthodox Theological Seminary, an institution of The Orthodox Church in America, is accredited by the Commission on Accrediting, Association of Theological Schools in the United States and Canada (ATS), 10 Summit Park Drive, Pittsburgh PA 15275-1103; 412.788.6505 (<http://www.ats.edu>). The Commission on Accrediting of the Association of Theological Schools in America and Canada is an institutional accrediting agency recognized by the U. S. Secretary of Education and by the Council for Higher Education Accreditation (CHEA) for the accrediting of graduate professional schools of theology. That accreditation was last affirmed in 2010. The graduate Master of Divinity (M. Div.) program is approved by ATS. Documents describing the institution's accreditation may be reviewed during regular office hours by contacting the Office of the Dean, St. Tikhon's Orthodox Theological Seminary, P.O. Box 130, South Canaan, PA 18459-0130 (570.561.1818).

Table of Contents

Welcome	1
Section One: Institutional Purpose and Vision	
1.0 Identity and Mission.....	3
1.1 Philosophy of Purpose	3
1.2 Institutional Goals and Objectives.....	4
1.3 Heraldic Seal	5
1.4 Academic Dress.....	5
1.5 Vision.....	6
Section Two: Board of Trustees and Administration	
2.0 Introduction	7
2.1 The Board of Trustees.....	7
2.1.1 Authority.....	7
2.1.2 Membership	8
2.1.3 Executive Committee.....	9
2.1.4 Board Committees.....	9
2.1.5 Statutory Provision for the President and Rector.....	9
2.1.6 Officers of the Board.....	9
2.1.7 Meetings	10
2.2 Seminary Administration	10
2.2.1 Administrative Mission.....	10
2.2.2 Authority	10
2.2.3 Administrative Officers.....	10
2.2.4 The Office of the Rector.....	10
2.2.5 The Office of the Dean.....	11
2.2.6 The Office of the Chief Financial Officer	14
2.2.7 The Office of the Head Librarian	15
2.2.8 The Office of the Director of Student Life	16
2.2.9 The Office of the Registrar	17
2.2.10 The Office of the Bursar	18
2.2.11 The Office of Director of Mission Advancement.....	18
2.3 Equal Opportunity Policy	19
2.4 Professional Ethics	19
2.4.1 Collegial Ethics.....	20
2.4.2 Ethics within the Institution	20
2.4.3 Ethics towards the Broader Community	20
2.5 General Expectations for Administrators.....	20
2.6 Expectations in Job Performance	21

2.6.1	Administrative Duties	21
2.6.2	Service.....	22
2.7	Evaluation of Seminary Administrators	22
2.7.1	Role Effectiveness	22
2.7.2	Service to Students	22
2.7.3	Service to the Seminary.....	22
2.8	Evaluation of the Rector	23
2.9	Evaluation of the Dean of the Seminary	23
2.10	Evaluation of Members of the Administration	23
2.11	Disciplinary Actions and Procedures.....	23
2.11.1	Warning	24
2.11.2	Probation.....	24
2.11.3	Dismissal.....	24
2.11.4	Jurisdiction.....	24
2.11.5	Disciplinary Procedures.....	25
2.11.6	Appeals	26
2.12	Administrative Removal of Administrators	27
2.13	Grievance Procedures for Academic Administrators	29
2.13.1	Petitions, Complaints, and Grievances.....	29
2.13.2	Addressing Complaints	30
2.13.3	Classification of Grievances	30
2.13.4	Principles	30
2.13.5	Grievance Process.....	31
2.13.6	<i>Ex Parte</i> Contacts.....	36
2.13.7	Confidentiality	36
2.13.8	Modification of Procedure.....	36
2.14	Resignation and Retirement of Administrators.....	36
2.14.1	Resignation	36
2.14.2	Retirement	36

Section Three: Faculty

3.0	Composition of the Faculty	37
3.1	Mission of the Faculty	37
3.2	General Faculty Provisions.....	37
3.2.1	Applicable Provisions	38
3.3	Academic Freedom	39
3.3.1	General Guiding Principles.....	40
3.3.2	Academic Freedom in an Orthodox Context.....	40
3.4	Violation of Academic Freedom	42
3.5	Equal Opportunity Policy	42
3.6	Professional Ethics	43
3.6.1	Ethics in Teaching.....	43

3.6.2	Collegial Ethics.....	43
3.6.3	Ethics within the Institution.....	43
3.6.4	Ethics towards the Broader Community.....	44
3.7	Faculty Status.....	44
3.7.1	Regular Faculty.....	44
3.7.2	Associated Faculty.....	45
3.7.3	Contract Faculty.....	46
3.7.4	Emeritus Status.....	49
3.7.5	Distinguished Service.....	49
3.8	Appointments and Rank.....	49
3.8.1	Authority.....	50
3.8.2	Objective of Appointment.....	50
3.8.3	Determination of Competence.....	50
3.8.4	Appointment and Promotion.....	50
3.8.5	Dossier for Appointment and / or Promotion.....	51
3.8.6	Essential Criterion for Appointment.....	51
3.8.7	Retention.....	53
3.9	Personnel Record.....	53
3.10	Employment Orientation.....	54
3.11	Faculty Rights and Obligations.....	54
3.12	Term Appointments and Limited Tenure.....	54
3.12.1	Limited Tenure.....	54
3.12.2	Term Appointments.....	55
3.12.3	Probationary Period.....	55
3.12.4	Evaluation of Eligibility for Limited Tenure.....	55
3.12.5	Appointments from the Monastery Brotherhood.....	56
3.13	Due Process for Faculty.....	56
3.13.1	Definition.....	56
3.13.2	Due Process Committee.....	56
3.13.3	Initial Procedures.....	57
3.13.4	Formal Petition.....	57
3.13.5	Constitution of the Committee.....	57
3.13.6	Committee Disposition of a Complaint.....	57
3.13.7	Formal Grievance Hearing.....	58
3.13.8	Reporting to the Rector.....	58
3.13.9	Final Review and Appeals.....	58
3.13.10	Review of the Record by the Executive Committee of the Board of Trustees.....	58
3.13.11	Special Provisions.....	58
3.13.12	Modification of Procedures.....	60
3.13.13	Administrative Removal.....	61
3.13.14	Statement on Sexual Misconduct.....	62
3.14	Appointment of Department Chairs.....	62

3.14.1	Appointment	62
3.14.2	Appointment Procedure	62
3.14.3	Departmental Review	63
3.14.4	Recommendation for Appointment.....	63
3.15	Standards of Service	63
3.15.1	Teaching and Related Activities.....	63
3.15.2	Availability	64
3.15.3	Research	64
3.15.4	Service	64
3.16	General Expectations for Faculty.....	64
3.17	Faculty Workload.....	65
3.17.1	Workload Standards	66
3.17.2	Negotiation of Balance among the Standards	68
3.17.3	Seeking Redress	68
3.17.4	Normal Course Load.....	68
3.18	Faculty Development	68
3.18.1	Board Guidelines for Professional Development.....	69
3.19	General Understanding of Faculty Discipline	70
3.20	Faculty Evaluation and Review	70
3.20.1	Annual Reporting and Peer Observation.....	70
3.20.2	Dean’s Review of Self-Reporting, Peer Evaluation, Course Evaluations, and Workload	71
3.20.3	Comprehensive Evaluation.....	72
3.20.4	Professional Development Plans	73
3.21	Grants and Research Support.....	73
3.21.1	Acceptance of Grants	73
3.21.2	Research Support from Outside Sources.....	73
3.21.3	Approval of Research Support	73
3.21.4	Disclosure	73
3.21.5	Freedom to Publish.....	73
3.21.6	Subsequent Restrictions	74
3.21.7	Restrictions on Research.....	74
3.21.8	Intellectual Property Assignment.....	74
3.21.9	Liability	74
3.21.10	Use of Seminary Facilities.....	74
3.21.11	Outside Activities	74
3.21.12	Citation of Affiliation	74
3.21.13	Conflict of Interest	74
3.21.14	Use of the Seminary's Name	75
3.22	Sabbaticals and Research Leave.....	75
3.22.1	Sabbatical Types.....	75
3.22.2	Sabbatical Guidelines	75
3.22.3	Sabbatical Conditions.....	76

3.22.4	Sabbatical Procedures	78
3.22.5	Departmental Accommodation	79
3.22.6	Compensation	79
3.22.7	Benefits	79
3.22.8	Postponement of Sabbatical Leave.....	80
3.22.9	Eligibility for Subsequent Leave.....	80
3.22.10	Other Employment or Outside Compensation	80
3.22.11	Travel and Incidental Expenses.....	80
3.23	Separation Policies and Procedures.....	80
3.23.1	Resignation.....	80
3.23.2	Retirement	81
3.23.3	Non-reappointment	81
3.23.4	Termination.....	82
3.23.5	Suspension or Dismissal for Cause.....	82
3.24	Faculty Council.....	84
3.24.1	Composition.....	84
3.24.2	Regular Faculty Members, Ex Officio.....	85
3.24.3	Authority and Competence of the Faculty Council	85
3.24.4	Rules of the Faculty Council	85
3.24.5	Attendance at Meetings and Service on Committees.....	85
3.24.6	Voting.....	85
3.24.7	Standing Committees of the Faculty Council.....	86
3.25	Course Management.....	89
3.25.1	Statement of General Principles	89
3.26	Academic Responsibilities of Faculty.....	90
3.26.1	Course Scheduling	90
3.26.2	Class Attendance	90
3.26.3	Absences	91
3.26.4	Independent Studies	91
3.26.5	Course Outlines and Syllabi	91
3.26.6	Changes to Announced Evaluation Schemes.....	93
3.26.7	Feedback on Student Performance in a Course	94
3.26.8	Grading.....	94
3.26.9	Course Viability	95

Section Four: Seminary Committees

4.0	Introduction	96
4.1	Standing Committees of the Seminary.....	96
4.1.1	Seminary Administration Committee	96
4.1.2	Admissions Committee	96
4.1.3	Academic Affairs Committee	96
4.1.4	Library Committee.....	97

4.1.5 Committee on Student Life 97

Section Five: General Policies for Faculty and Administrators

5.0 Introduction 99

5.1 Conflicts of Interest 99

 5.1.1 Expectation 99

 5.1.2 Appearance of Conflict 99

 5.1.3 Stewardship 99

 5.1.4 Definitions 100

 5.1.5 Guidelines 101

5.2 Internet Use 103

 5.2.1 Access to Systems 103

 5.2.2 Unacceptable or Unethical Use 104

 5.2.3 Appropriate and Authorized Use 104

 5.2.4 Authorized Users 104

 5.2.5 Privacy of Systems 104

 5.2.6 Examples of Prohibited Use 104

 5.2.7 Reporting Violations 105

 5.2.8 Sanctions 105

 5.2.9 Access to Seminary Computers and Networks 105

5.3 Intellectual Property 106

 5.3.1 Definitions 107

 5.3.2 Intellectual Property Policy 108

 5.3.3 Ownership of Inventions 108

 5.3.4 Royalty Rules 109

 5.3.5 Significant Use 109

 5.3.6 Disclosure of Inventions with Potential of Seminary Ownership¹ 109

 5.3.7 Rights Sharing 109

 5.3.8 Ownership of Copyright 110

 5.3.9 Other Rights 111

 5.3.10 Aside to Copyright Rule 111

 5.3.11 Decisions and Appeal Board 111

Handbook Index 113

Welcome to St. Tikhon's Seminary

Letter Here



Holy Patriarch Tikhon

Section One: Institutional Purpose and Vision

- 1.0 Identity and Mission.** St. Tikhon's Orthodox Theological Seminary is an institution of professional Orthodox Christian theological education, chartered by the Department of Education of the Commonwealth of Pennsylvania, and affiliated with the Orthodox Church in America. In a rural environment conducive to spiritual growth and academic study, the Seminary nurtures the theological vocations of its students and faculty, who share the unique opportunity of learning and teaching Orthodox theology in the framework of their daily experience of a rich heritage of Russian Orthodox spiritual and liturgical tradition.

The primary mission of the Seminary lies in providing the necessary theological, liturgical, spiritual, and moral foundations for Orthodox men to become, as God so wills, good shepherds of His Holy Orthodox Church. At the same time, however, the Seminary also recognizes that many individuals choose to enroll in a professional theological training program for the fulfillment of needs other than those of ordained ministry. Among these are: preparation for general religious leadership responsibilities in parishes and other settings; advanced theological study; specialized ministry as religious educators or choir directors; and personal spiritual enrichment. Therefore, St. Tikhon's Seminary continues to support all honorable reasons for matriculation at the Seminary and participation in class.

- 1.1 Philosophy of Purpose.** In the 200-year history of Orthodoxy in America, Orthodox theological education has continually had to face and meet special missionary challenges. The living Tradition of Orthodox spiritual life, however, firmly and deeply rooted in the Church's experience in the Old World, remains for us a source of inspiration and energy, courage and wisdom, patience and tolerance, and moves us to do the work of God here in the twenty-first century.

As a community we are committed to the Gospel of Jesus Christ, as proclaimed by the Apostles, articulated by the Holy Fathers, and manifested fully in the Orthodox Church. Holding fast to these commitments, we believe that it is essential to provide an educational experience that fosters the personal, spiritual, and pastoral formation of our students in preparation for service to Christ in ordained and lay ministry. At St. Tikhon's we embody the Holy Tradition of the Orthodox Church in a lived community as the authentic means of acquiring the Orthodox spiritual, theological, and pastoral ethos. Through participation in this community, our students acquire what is necessary to carry out the divine ordained task of the Church in contemporary society.

Because of its well-known Faculty dedicated to the Patristic Tradition, and through its close relationship with the St. Tikhon's Monastery, our Seminary has gradually emerged as a significant center of Orthodox theological education and spiritual formation that serves the pressing needs of the Church in North America. Through our relationship with the Monastery, we provide our students with an ideal

environment for pastoral formation that integrates worship, theological study, field education, and personal transformation in the context of authentic Christian community. With God's blessings we can expect the continued growth and spiritual enrichment of the institutional life of the Seminary, and the increase of its sustaining contribution to the life of the broader Church community.

1.2 Institutional Goals and Objectives. To provide for the effective accomplishment of the general mission, aims, and purposes of the Seminary, the Board of Trustees establishes goals and objectives for institutional life. Accordingly, the Seminary accomplishes its aims, purposes, and mission:

- By encouraging the growth of its students as persons within a spiritually nurturing and academically challenging learning and teaching environment that lifts up traditional Orthodox values, perspectives, and identity, while embracing a diversity of students and faculty;
- By preparing students for a lifetime of professional ministry through a dynamic and focused learning and teaching process that encourages students to learn deeply and broadly, develops habits of critical thinking, and promotes inquisitiveness of mind and courage of heart, openness to change and renewal, and a commitment to lifelong learning;
- By offering students curricular and co-curricular opportunities to acquire professional attitudes and methodologies, to develop leadership and interpersonal skills, and to explore issues of intimacy and responsibility in community living and service;
- By fostering an awareness and understanding of social issues and global concerns; and motivating students to be responsible contributors to the larger human community, "For the Life of the World and its Salvation";
- By guiding students in bringing theological reflection to bear on practical application of knowledge acquired in the classroom and on moral issues in the public sphere;
- By recruiting, retaining, and developing a competent and capable faculty and staff dedicated to the personal, intellectual, spiritual, and professional formation of its students;
- By balancing excellence in teaching with faculty commitment to traditional scholarly pursuits, research, and service to the community and the broader public;
- By preserving and upholding, in the context of institutional purpose and confessional commitment, the principle of responsible freedom of inquiry in the search for knowledge, pursuit of critical issues, and communication of findings of scholarly research;
- By supporting the learning and teaching process with adequate and sufficient institutional resources and services that enable students and faculty to make effective use of learning, teaching, and research opportunities; and

- By maintaining integrity in all aspects of institutional ethos, governance, and life; and by adhering to equitable, ethical, and sound policies and practices in the management of human, informational, financial, and physical resources as an essential prerequisite to the realization of Seminary goals and objectives.

1.3 Heraldic Seal. In the established tradition of institutions of higher education, the heraldic seal of St. Tikhon's Seminary expresses in terms of the time-honored symbolism of medieval heraldry those core values that are found at the heart of the life and ethos of the institution, which inspire and guide the learning, teaching, and public service of the institution's students and faculty.

Emblematic of the symbolic legacy from the Orthodox theological schools of Russia, the heraldic seal of St. Tikhon's Orthodox Theological Seminary depicts the image of the Lord Christ 'Not Made with Hands,' traditionally borne by the People of God on processional banners and standards of the Christian Faith, set against the background of a Greek cross.

The Slavonic letters 'IC XC,' characteristic of the Slavic historical roots of the Seminary's ethos, affirm the Lord to be the historical Jesus, Who was crucified under Pontius Pilate, Who suffered, and was buried, and resurrected on the third day, according to the Scriptures. The Greek letters 'O ON,' meaning 'He Who Is,' or 'The Existing One,' exemplary of Orthodox Christian patristic theology, proclaim Him to be God, the Pre-Eternal Divine Word of the Father, Who in the perfect harmony of His theanthropic nature, as God and Man, is at one and the same time the Divine Teacher and Source of Orthodox Theology, as well as the Divine Object of Orthodox worship, the very Image and Likeness of the Father, and the Victorious Champion of our Eternal Salvation.

Two fronds of laurel in the lower part of the Seal are emblematic of the Confession of Faith and the Triumph of Victory in spiritual struggle, while the date '1938' signifies the year of the founding of St. Tikhon's Seminary.



1.4 Academic Dress. Academic dress is worn on ceremonial academic occasions, such as Commencement or Convocation. Academic dress consists of a gown, a hood, and mortarboard (or a bonnet or tam of black velvet with a gold tassel for holders of the doctoral degree). The hoods of degrees awarded by St. Tikhon's Seminary are edged in velvet of scarlet hue, representative of the academic disciplines of Theology and

Divinity, and lined in satin of royal blue and gold hue, representative of the colors of the Seminary.

On ceremonial academic occasions, members of the Board of Trustees, as well as members of the Regular or Associated Faculty possessing doctoral degrees, or the equivalent thereof, for the duration of their tenure as members of the Seminary Board or Faculty, may wear a doctoral hood edged in scarlet velvet and lined in the colors of St. Tikhon's Seminary, with a black velvet six-cornered tam, with a gold tassel.

1.5 Vision

ST. TIKHON'S ORTHODOX THEOLOGICAL SEMINARY

— an academic and religious community ...

— *with a scriptural mandate;*

— *with a theological vision;*

— *with a guiding mission;*

— *with a pastoral and teaching vocation*

- Centered on Christ — the Teacher, Redeemer, and Savior of the World;
- Grounded in the Patristic Tradition of the Orthodox Church;
- Engaged in prayer, worship, and theological reflection;
- Committed to the personal, spiritual, academic, and priestly formation of future leaders and servants of the Church;
- Focused on learning and teaching Orthodox theology as revealed by the Scriptures and interpreted by the Holy Fathers;
- Dedicated to the pursuit of authentic spirituality and academic excellence;
- Inspired and empowered by a unified theological vision...

FOR THE LIFE OF THE WORLD AND ITS SALVATION

Section Two: Board of Trustees and Administration

2.0 Introduction. As an institution of higher education, St. Tikhon's Seminary is guided and directed by the work of a Board of Trustees who are responsible for the adoption of policies and procedures that govern the institution, and an Administration that is responsible for the implementation of those policies and procedures. The following presentation provides Faculty and Administration with an understanding of the role of the Board within the institution, as well as policies and procedures that relate to the collective work of the Seminary Administration.

2.1 The Board of Trustees. The collegial nature of theological education typically informs all areas of the institutional ethos and life of St. Tikhon's Seminary, and shapes the patterns of its institutional governance. Institutional governance of the Seminary is accomplished by a self-perpetuating and self-correcting Board of Trustees on the foundation of a shared bond of trust between itself as the governing Board, the Seminary Administration, the Faculty, students, ecclesiastical and public authorities, and other internal and external constituencies of the Seminary. All of these constituencies, in various degrees and ways, collectively participate in institutional stewardship, and share in patterns of responsibility and accountability.

2.1.1 Authority. The Board of Trustees exercises the fullness of its governing authority on the basis of rights, responsibilities, and powers that accrue to it by virtue of its Charter, Articles of Incorporation, and Bylaws, in accordance with applicable ecclesiastical authorization by the Holy Synod of Bishops of the Orthodox Church in America, civil authorization by the Department of Education of the Commonwealth of Pennsylvania, and in conformity with the accrediting policies and standards of the Association of Theological Schools in the United States and Canada (ATS).

Through prudent exercise of its corporate powers, the Board of Trustees:

1. Determines and periodically reviews the purposes and the mission of the Seminary;
2. Ensures that there is a sound institutional planning process;
3. Recommends, reviews, and approves changes in the Seminary's educational programs, consistent with its mission;
4. Establishes policies and procedures regarding the appointment, promotion, tenure, and dismissal of faculty members, as well as salary schedules;
5. Approves and authorizes all earned and honorary degrees, diplomas, and certificates;
6. Oversees and approves the Seminary budget, and establishes policy guidelines for the endowment and for all investments and major fund-raising efforts;

7. Authorizes the purchase, management, and sale of all land, buildings, or major equipment for use by the Seminary;
8. Authorizes the construction of new buildings and major renovations of existing buildings;
9. Authorizes the incurring of debts by the Seminary and securing thereof by mortgage and pledge of real and personal property, tangible and intangible;
10. Authorizes any changes in tuition and fees within the Seminary;
11. Authorizes officers or agents of the Seminary to accept gifts or bequests on behalf of the Seminary; and
12. Ensures that adequate due process policies and procedures exist.

2.1.2 Membership. The Board of Trustees consists of not fewer than fifteen (15) nor more than thirty (30) elected members who are of the Orthodox Faith. At least one third of the membership of the Board of Trustees is drawn from the ordained clergy of the Orthodox Church. There are three classes of Trustees:

1. Trustees *ex officio* (Voting): The following persons serve as *ex officio* members of the Board of Trustees, with full voting powers:
 - (a) The Primate (or the *Locum Tenens* of the Primatial See) of the Orthodox Church in America, who serves as President;
 - (b) The Rector, who is appointed by the Metropolitan and confirmed by the Holy Synod of Bishops of the Orthodox Church in America, and subject to removal by the same;
 - (c) The Bishop of the Diocese of Philadelphia and Eastern Pennsylvania (if not already the Rector of the Seminary);
 - (d) The Chancellor of the Orthodox Church in America;
 - (e) The President of St. Tikhon's Orthodox Theological Seminary's Alumni Association;
 - (f) The Dean of St. Tikhon's Seminary, who is appointed by the Rector (Chief Executive Officer) and confirmed by the Board of Trustees. He is under the general direction of the Rector and is subject to removal by an action of the Board; and
 - (g) A representative of St. Tikhon's Monastery.
2. Term Trustees (Voting): Members elected to serve for terms of three years. A term trustee may serve for successive terms.
3. Trustees Emeriti (Non-voting): Trustees are designated as Trustees Emeriti upon attaining the age of seventy. Trustees who have served for more than ten years in any class are eligible for election as Trustees

Emeriti upon attaining the age of seventy or, in special circumstances, at an earlier age.

2.1.3 Executive Committee. Between meetings of the Board of Trustees, the Executive Committee exercises all of the powers and authority of the Trustees except for actions which the Bylaws specifically require be taken at meetings of the full Board of Trustees. The Executive Committee is defined by statute, and currently consists of seven (7) *ex officio* Trustees, including the President, Vice-President, the Board Chair, the Vice-Chair, the Dean of the Seminary, the Secretary, the Treasurer, and one (1) other member of the Board elected for that purpose, all with the power of vote.

2.1.4 Board Committees. The Trustees are empowered to form such boards and committees as they see fit for any of the purposes and activities of the Seminary. At the present time, the standing committees of the Board are: Executive Committee; Academic, Faculty, and Student Affairs; Finance and Business Affairs; Buildings and Grounds; Development and Public Affairs; and Committee on Trustees. Each standing committee works with an administrator within the Seminary who assists the chairman in planning its agenda and in preparing background material for meetings. The Committee for Academic, Faculty, Student and Affairs may consult with faculty and student liaisons as deemed necessary, to help involve the Seminary community in committee discussions.

In addition to these Standing Committees, other committees may be formed for particular purposes from time to time as deemed necessary by the President of the Seminary, with the approval of the Trustees.

2.1.5 Statutory Provision for the President and Rector. By statute, the Primate of the Orthodox Church in America, or the *Locum Tenens* of the Primatial See, serves as President of the Seminary. The Vice-President is the Rector, who is appointed by the President and confirmed by the Holy Synod of Bishops of the Orthodox Church in America, and subject to removal by the same.

2.1.6 Officers of the Board. Other Officers of the Board are the Chair, the Vice-Chair, the Secretary, and the Treasurer. The Board Chair is elected from among the elected Trustees and shall serve a one-year term, with no limit to the number of consecutive terms served. Subject to approval by a two-thirds vote of the Trustees present at a meeting, the President may appoint one or more Assistant Secretaries and an Assistant Treasurer, who may, but need not, be members of the Board of Trustees. With the exception of the President and Vice-President, all officers of the Board of Trustees serve at the discretion of the Board, and are subject to removal by the affirmative vote of two-thirds of the Trustees present at a meeting of the Board.

2.1.7 Meetings. The Trustees hold one- or two-day meetings four times within each academic year, normally in the fall, winter, and spring, and one meeting in the late summer preceding the beginning of the academic year, consisting primarily of committee sessions and culminating in a meeting of the full Board of Trustees. The Executive Committee and the Finance and Business Affairs Committee are scheduled to meet at additional times throughout the year, and the other standing committees may meet at additional times, if necessary.

2.2 Seminary Administration. Administration of the institutional, educational, and financial policies established by the Board of Trustees in support of the institutional mission and vision of St. Tikhon's Seminary is normally entrusted and delegated by the Board to the Seminary Administration.

2.2.1 Administrative Mission. The mission of the Seminary Administration is to enable and assure the proper personal, spiritual, educational, and professional formation of future leaders and servants of the Orthodox Church, both in North America and across the world, in fidelity to Orthodox Christian Tradition, and in sober attentiveness to contemporary realities; to facilitate a dynamic and focused learning and teaching process within a spiritually nurturing and academically challenging environment; to ethically and equitably manage human, informational, financial, and physical resources; and to maintain integrity in all aspects of institutional ethos and life.

2.2.2 Authority. To accomplish its mission, the Seminary Administration exercises its administrative authority in accordance with the aims and objectives of the Board of Trustees, and consistent with applicable ecclesiastical policies of the Holy Synod of Bishops of the Orthodox Church in America, educational policies of the Department of Education of the Commonwealth of Pennsylvania, and accrediting policies and standards of the Association of Theological Schools (ATS) in the United States and Canada.

2.2.3 Administrative Officers. The Rector serves as Chief Executive Officer of the Seminary. The Dean of the Seminary serves as Chief Operating Officer of the Seminary. The ranking officers of the Administration are the Chief Financial Officer; the Registrar; the Bursar; the Director of Student Life; the Head Librarian; the Director of Mission Advancement; and such other Administrative Officers as may be deemed by the Rector to be necessary and sufficient for the proper administrative functioning of St. Tikhon's Seminary. These officers are appointed by the Rector, in consultation with appropriate Seminary constituencies, and with approval of the Board of Trustees.

2.2.4 The Office of the Rector. The mission of the Office of Rector is to maintain the institutional goals and purposes of the Seminary; to ensure institutional vitality, viability, and integrity; to provide leadership in all aspects of institutional functioning; and to enable the implementation of administrative policy. The Rector is appointed by the President of the Seminary in consultation with, and by approval of, the Holy Synod of Bishops of the Orthodox Church in America

and the Board of Trustees of St. Tikhon's Seminary, and serves under his general direction.

1. Responsibility. As the Chief Executive Officer of the Seminary, the Rector exercises general responsibility for the overall functioning of the Seminary and brings those matters to the attention of the Board of Trustees that are appropriate and necessary to keep it fully informed, and to enable it to meet its policy-making responsibilities.
2. Duties. In the fulfillment of the mission of the Office, the Rector:
 - (a) Participates in meetings of the Board of Trustees, and retains membership on all committees of the Board (except the Audit Committee) as an *ex officio* member; and serves as Vice-President of the Board of Trustees, and is a member of the Executive Committee, with the full power of vote;
 - (b) Represents the Seminary in contacts with its various constituencies, and with other educational institutions;
 - (c) As the senior member *ex officio* of the Regular Faculty, with full power of vote, convenes and chairs meetings of the Faculty Council;
 - (d) Serves on and/or chairs committees as delineated in Sections 3.24.7 and 4.1 below;
 - (e) In consultation with, and by approval of, the President of the Seminary and the Board of Trustees, appoints all Seminary officers, faculty, and staff, including various committees to act on administrative decisions;
 - (f) Represents the Seminary in contracting the services of all faculty and staff;
 - (g) Reviews the performance of the Dean, and serves as the final reviewer of all faculty, student, and staff evaluations;
 - (h) Reviews the proceedings of all Seminary Committees mandated in Section Four of this *Handbook*;
 - (i) Authenticates with his signature all diplomas and certificates;
 - (j) Supervises the preparation of the annual budget; and
 - (k) Sets the general tone of the Seminary community by presiding and preaching at religious events, by leading regular conferences and retreats for students and faculty, and by affording opportunities for discussion on issues of current interest.

2.2.5 The Office of the Dean. The mission of the Office of the Dean is to supervise the proper management of the physical, fiscal, and human resources of the Seminary; to provide leadership in the overall academic functioning of the

Seminary; and to enable the implementation of academic policy. The Dean is appointed by the Rector in consultation with, and by approval of, the Board of Trustees, and serves under his general direction.

1. Responsibility. As the Chief Operating Officer of the Seminary, the Dean has the primary responsibility for ensuring the integrity of the ongoing, day-to-day functioning of the Seminary; overseeing all aspects of student recruitment, admission, services, and placement; implementing academic policy and ensuring the integrity of the ongoing teaching and learning process of the Seminary; bearing responsibility for the overall quality of academic programs, curricula, and methods of instruction, as well as evaluating the quality and performance of the Faculty; and bringing such matters to the attention of the Rector that are appropriate and necessary to keep him fully informed and to enable him to meet his responsibilities. In the absence of, or in the event of, the incapacity of the Rector, upon receiving official written notice, the Dean temporarily administers Seminary affairs in such manner as to maintain consistency of institutional objectives.
2. Duties. In fulfillment of the mission of the Office, the Dean:
 - (a) Implements administrative and academic policy;
 - (b) Serves as a member, *ex officio*, of the Board of Trustees and its Executive Committee; and as a member of the Academic, Faculty, and Student Affairs Committee of the Board of Trustees, with the full power of vote;
 - (c) As a full member of the Regular Faculty, holds membership *ex officio* on all Standing Committees of the Faculty Council, with full voting privileges;
 - (d) Serves on and/or chairs committees as delineated in Sections 3.24.7 and 4.1 below;
 - (e) Convenes and chairs the Seminary's Academic Affairs Committee and retains membership, *ex officio*, on such Seminary Committees as specified in Section Four of this *Handbook*;
 - (f) Convenes and chairs the Seminary Admissions Committee, and recommends to the Rector qualified candidates for admission to Seminary programs;
 - (g) Convenes and chairs the Curriculum and Academic Development Committee (CADC) of Faculty Council and generally assumes responsibility for the ongoing review and revision of academic programs and curricula;
 - (h) Supervises the activities of administrative staff dealing with Admissions, Student Affairs, and Community Services, and such other members of the staff as the Rector may direct;
 - (i) Oversees the ongoing revision, production, and publication of the Seminary's administrative and student *Handbooks*;

- (j) Generally assumes responsibility for the ongoing review and revision of administrative policies and procedures;
- (k) Assures the proper maintenance and safe-keeping of administrative records, and has custody of the corporate seal;
- (l) Supervises the orientation of new students in matters of administration and student life;
- (m) Supervises the evaluation of students in all aspects of the Seminary's formational process, and is available for personal counseling;
- (n) Supervises the activities of the Offices of Registrar and Head Librarian, and such other members of the Staff as the Rector may direct;
- (o) Prepares the Academic Calendar, in consultation with the Rector, and presents it to the Rector for approval by the Board of Trustees;
- (p) Verifies the proper maintenance and safe-keeping of academic records;
- (q) Supervises the orientation of new students in academic matters and is available for academic counseling;
- (r) Oversees the fulfillment by students of degree and program graduation requirements as established by the Faculty, and authorizes the procurement and preparation of diplomas and certificates;
- (s) Signs all diplomas and certificates;
- (t) Oversees the production and publication of the *Seminary Bulletin*;
- (u) Supervises the evaluation of Faculty performance in all aspects of the Seminary teaching and learning process; and in consultation with the Faculty and the Committee on Faculty Administration, recommends qualified faculty to the Rector for appointment to full-time teaching positions;
- (v) Initiates the process of Faculty work load consultation, in accordance with the Faculty Work Load Policy (see Section 3.17 below);
- (w) Participates in the evaluation by the Faculty Council of the academic performance of students, and implements Faculty recommendations; and
- (x) Bears other responsibilities as may be deemed necessary by the Rector and/or the Board of Trustees.

In exercising the duties of the Office, the Dean may appoint, with the approval of the Rector, assistant(s) in the Office of the Dean who will be charged with aiding the Dean in the fulfillment of his assigned duties.

2.2.6 The Office of the Chief Financial Officer. The mission of the Chief Financial Officer (CFO) is to provide leadership in ensuring the overall fiscal health of the Seminary. The Chief Financial Officer is appointed by the Rector, in consultation with the Dean of the Seminary, and serves under the Dean's general supervision.

1. Responsibility. The Chief Financial Officer bears the primary responsibility of ensuring the financial stability of the Seminary by developing strategies to achieve the Seminary's strategic plan, and by implementing an organization-wide plan focused on revenue generation and asset management; leading an organization-wide process to produce an annual budget which reflects the Seminary's mission and fiscal realities; ensuring that financial controls are adequate and appropriate; building and managing effective and streamlined financial systems; providing senior members of the Administration and the Board of Trustees with cogent analyses of financial reports; providing sound financial forecasting; partnering with the Board of Trustees and Administration in strategic decision-making processes and operations; and ensuring the Seminary's compliance with government and accounting regulations.
2. Duties. In fulfillment of the mission of the Office, the Chief Financial Officer:
 - (a) Serves as a member *ex officio* of the Finance Committee of the Board of Trustees;
 - (b) Prepares, analyzes, and clearly presents monthly and annual reporting materials and metrics in a timely manner to the Board of Trustees and Administration, collating financial reporting for all donor segments;
 - (c) Creates and oversees budgeting, financial forecasting, and cash flow projections for institutional administration, existing programs, and new operations;
 - (d) Manages accounting administration, with the hiring and retention of staff as needed;
 - (e) Resolves accounting and financial problems and/or issues as they arise;
 - (f) Reviews all receipts and disbursements, ascertaining correct account distributions and ensuring all financial support documentation is accurate and in order;
 - (g) Prepares special cost studies as required;
 - (h) Handles the purchase of insurance and ensures its adequacy; and

- (i) Performs additional duties as requested by the Board of Trustees, Rector, and/or Dean of the Seminary.

2.2.7 The Office of the Head Librarian. The mission of the Office of Head Librarian is to provide leadership in the overall functioning of the Seminary Library and Information Services, and to enable the implementation of Library policy. The Head Librarian is appointed by the Rector, in consultation with the Dean of the Seminary, and serves under the Dean's general supervision.

1. Responsibility. As the chief officer of the Seminary's library services, the Head Librarian bears the primary responsibility for implementing the Seminary's Collection Development Policy; ensuring the quality and integrity of the ongoing acquisition, cataloging, circulation, and conservation of the Library's print and non-print media, equipment, and other information resources, and provision of resources and services to patrons of the Library; evaluating the quality and performance of the Library staff; as well as bringing such matters to the attention of the Rector and Dean that are appropriate and necessary to keep them fully informed, and to enable them to meet their responsibilities.
2. Duties. Holding a standing appointment as a member of the Seminary's Regular Faculty, in fulfillment of the mission of the Office, the Head Librarian:
 - (a) Chairs the Seminary Library Committee, and serves on other committees as mandated by Section Four of this *Handbook*;
 - (b) Advises the Dean on the needs and preparation of the Library budget;
 - (c) Supervises the growth and development of the Library's collections and services commensurate with the academic, research, and information needs of the Seminary community, as well as the Library's other user groups;
 - (d) Solicits, receives, and approves requests for information resources from Library patrons;
 - (e) Encourages inter-library cooperation, and represents the Seminary Library in maintaining cooperative resource-sharing arrangements and consortial agreements with other academic institutions and libraries;
 - (f) Supervises library staff and student personnel;
 - (g) Receives all gifts to the Library and supervises their cataloging and use;
 - (h) Considers and approves loans and circulation of Library materials to patrons who are not members of the Seminary Community; and

- (i) Performs such additional duties as may be deemed necessary by the Rector and/or Dean of the Seminary.

2.2.8 The Office of the Director of Student Life. The mission of the Office of Student Life is to provide for the overall welfare and practical needs of the student body, with special attention given to the spiritual life of all seminarians. The Director of Student Life has general administrative responsibilities in all areas pertaining to student life, including housing, safety and security, residential life, and the co-curriculum. In the fulfillment of his/her duties, the Director coordinates with the Rector, the Dean, the Registrar, and the Seminary Bursar, as well as the elected officers of the Student Government and the student body. The Director of Student Life is appointed by the Rector, in consultation with the Dean, and serves under the Dean's general supervision.

1. Responsibility. In dealing with Seminary students, the Director of Student Life will apply norms of discipline according to the needs of the Seminary and the student body.
2. Duties. In fulfilling this responsibility, the Director of Student Life:
 - (a) Implements the provisions of the Seminary's *Student Handbook*, and ensures the students' understanding of the values and stipulations of the *Student Code of Conduct*;
 - (b) Supervises the overall discipline of the Seminary student body, and consults with the Administration regarding issues of discipline within student life. In this capacity, the Director of Student Life brings allegations of disciplinary misconduct to the attention of the Seminary Administration, investigates such allegations, and makes recommendations concerning appropriate disciplinary action in accordance with Seminary procedures outlined in the *Student Handbook*;
 - (c) Serves as a member *ex officio* on the Standing Seminary Committee on Student Life and any other committees outlined in Section Four of this *Handbook*;
 - (d) Serves as coordinator of the Seminary's co-curriculum and approves student participation in all co-curricular activities;
 - (e) Represents the Seminary Administration at all meetings of the Student Government;
 - (f) Authorizes permission for prolonged student absences from the Seminary (excluding medical emergencies) in accordance with established procedures outlined in the *Student Handbook*;
 - (g) Coordinates with all Seminary community constituencies in matters relating to scheduled community events (i.e., church services, prayers, weekly service assignments, etc.);

- (h) Ensures the adequacy of health services for the student body;
- (i) Serves as counselor to members of the student body in general academic, spiritual, and personal matters;
- (j) Serves as an advocate for the concerns of students to various Seminary constituencies; and
- (k) Performs such additional duties as may be deemed necessary by the Rector and/or Dean.

2.2.9 The Office of the Registrar. The mission of the Office of the Registrar is the maintenance, preservation, and issuance of all educational records of all students enrolled at St. Tikhon's Orthodox Theological Seminary, and the provision of timely, accurate, and responsive services to students, faculty members, and staff.

1. Responsibility. The Registrar is appointed by the Rector, in consultation with the Dean, and serves under the Dean's general supervision. In coordination with appropriate Seminary offices, the Registrar brings such matters to the attention of the Rector and the Dean as are appropriate and necessary to keep them fully informed, and to help them meet their responsibilities.
2. Duties. In fulfillment of the mission of the Office, the Registrar:
 - (a) Holds membership *ex officio* on Seminary Committees as outlined in Section Four of this *Handbook*;
 - (b) Schedules all academic courses, enrollments, and classroom assignments;
 - (c) Arranges and supervises student registration for courses at the beginning of each semester;
 - (d) Receives, records, and distributes grades to students and the Dean;
 - (e) Receives and reviews transcripts of all new students for possible credit transfers, in consultation with appropriate faculty members and the Dean;
 - (f) Verifies and certifies fulfillment of program completions and degree requirements; and issues official transcripts, diplomas, and certificates;
 - (g) Monitors the assessment and collection of fees prior to the release of educational records;
 - (h) Ensures the safe and secure storage of all educational records;
 - (i) Maintains and makes available such forms as may be necessary for the efficient operation of his/her Office;

- (j) Prepares, in consultation with the Office of the Dean, the *Seminary Bulletin*;
- (k) Provides the Seminary Administration and outside agencies with requested certification of student status, official transcripts, and enrollment reports and statistics, as required; and
- (l) Performs such additional duties as may be deemed necessary by the Rector and/or Dean.

2.2.10 The Office of the Bursar. The mission of the Office of the Bursar is the maintenance of the financial records of all students enrolled at St. Tikhon's Orthodox Theological Seminary, and the provision of timely, accurate, and responsive services to students.

1. Responsibility. The Bursar is appointed by the Rector, upon the recommendation of the Chief Financial Officer, and serves under the general direction of the Chief Financial Officer. In coordination with appropriate Seminary offices, the Bursar brings such matters to the attention of the Chief Financial Officer as are appropriate and necessary to keep him/her fully informed, and to help him/her to meet his/her responsibilities.
2. Duties. In fulfillment of the mission of the Office, the Bursar:
 - (a) Establishes and maintains individual student bursar accounts;
 - (b) Collects tuition, fees, and campus housing and other Seminary-related charges; and issues billing statements and related correspondence or notes regarding such statements;
 - (c) Processes and disburses all loans to student bursar accounts;
 - (d) Provides courteous customer service and information on payment deadlines and due dates; and
 - (e) Performs such additional duties as may be deemed necessary by the Rector and/or Dean.

2.2.11 The Office of Director of Mission Advancement. The purpose of the Office of Mission Advancement is to coordinate and direct institutional fundraising for the institution in an effort to promote and advance the ongoing mission of the Seminary, and ensure its proper financial security and its growth.

1. Responsibility. The Mission Advancement Officer is appointed by the Rector, upon recommendation of the Dean, and serves under the Rector's general supervision.
2. Duties. In fulfillment of the mission of the Office, the Advancement Officer:

- (a) Develops and executes the Seminary's annual fundraising strategy;
- (b) Develops and executes periodic capital campaigns;
- (c) Secures financial support for the Seminary from individuals, parishes, foundations, corporations, and other constituencies;
- (d) Manages and maintains the Seminary's fundraising software, and oversees staff responsible for data entry and gift processing;
- (e) Develops ongoing relationships with Seminary donors;
- (f) Creates and executes strategies for gathering a large base of support from individual donors, as well as from parishes, foundations, and corporate sponsors;
- (g) Organizes special events for the purposes of development;
- (h) Develops and tracks proposals and reports for all foundation and corporate fundraising; and
- (i) Assists the Trustees with fundraising efforts and Board development.

2.3 Equal Opportunity Policy. In support of its educational mission and objectives, St. Tikhon's Seminary is determined to provide for the highest quality of administration that its financial resources will permit. For this reason, the Seminary seeks and recruits qualified and talented persons who can contribute their unique strengths and diversity of talents toward the fulfillment of Seminary goals and objectives.

Subject to its institutional identity and confessional commitments, the Seminary promotes opportunities for all qualified persons in accordance with the laws governing equal opportunity in employment. St. Tikhon's is committed to ensuring that all educational programs and personnel actions including application, hiring, promotion, compensation, benefits, transfers, layoffs, training, tuition assistance, and social and recreational programs are administered without regard to race, color, sex (except where sex is a bona fide occupational qualification), sexual orientation, national or ethnic origin, age (except where age is a bona fide occupational qualification), disability, or status as a disabled or Vietnam era veteran. The Seminary's policy is applicable to administrators, applicants to administrative positions, and applicants to educational programs and other activities. This policy is fundamental to the effective functioning of the Seminary as an institution of teaching, scholarship, and public service.

The Seminary has a written equal opportunity policy that is monitored by the Office of the Dean. Questions or concerns regarding this policy should be directed to the Office of the Dean, P.O. Box 130, South Canaan, PA 18459; Phone: 570.561.1818.

2.4 Professional Ethics. Guided by a deep commitment to the advancement of the Seminary's mission, members of the Administration recognize the special responsibilities placed upon them. Their primary responsibilities are to provide for the

advancement of the Seminary's mission and purpose; ensure the implementation of institutional policy; and provide for the daily operation of the Seminary in accordance with established institutional policies and in keeping with accreditation commitments. To this end, they fulfill the various tasks that have been assigned to them by the Board of Trustees as outlined in their job description. They accept the obligation of exercising critical self-discipline and judgment in fulfilling their professional duties.

2.4.1 Collegial Ethics. As colleagues working in cooperation, administrators have obligations that derive from the overarching mission of the Seminary, or their responsibilities in support of that mission. These obligations include: respecting and supporting the work of others; showing due respect for the opinions of others in the exchange of ideas; acknowledging the interconnected nature of administrative work; striving to be objective in the professional judgment of colleagues; and accepting a share in administrative responsibilities that provide for the governance of the institution.

2.4.2 Ethics within the Institution. Although they observe the stated regulations of the Seminary, administrators maintain the right to question and seek revision of Seminary policies as institutional needs change in fulfilling the mission of the institution. In addition to adhering to the policies of the Seminary, administrators always seek to consider their work in light of established accreditation commitments and standards that exist in relation to the Association of Theological Schools in the United States and Canada (ATS). When considering the interruption or termination of their service, administrators recognize the effects of such decision upon the work of the Administration as a whole, and give due notice of their intentions.

2.4.3 Ethics towards the Broader Community. As members of society, administrators have the rights and obligations of any citizens. They measure the urgency of these obligations in the light of their responsibilities to their professional work, and to the Seminary community. When speaking or acting as private persons, administrators avoid creating the impression of speaking or acting for the Seminary. As citizens engaged in the support of a profession that depends upon freedom for its health and integrity, administrators have a particular obligation to promote conditions of free inquiry, and to further public understanding of academic freedom.

2.5 General Expectations for Administrators. In fulfilling their professional responsibilities to the Seminary, members of the Administration are generally expected to:

- Accept, support, and promote the Seminary's mission, goals, and objectives;
- Bring about the effective implementation of administrative policies and procedures adopted by the Trustees to further the Seminary's mission, goals, and objectives;

- Foster the growth, development, and formation of students in all aspects of their lives while at the Seminary;
- Maintain, foster, and participate in the development of policies that promote a spiritual and academic environment conducive to pastoral and personal formation, scholarship, and academic achievement;
- Cooperate in the enforcement of Seminary discipline;
- Oversee the effective day-to-day operation of the Seminary, and regularly report on that operation to the Board of Trustees;
- Work to assure that institutional policies and procedures align with institutional accreditation commitments;
- Cooperate in the promotion of the Seminary in the greater Church and community;
- Assist in the development of the necessary human and financial resources for its growth and development;
- Maintain all appropriate institutional records and documentation necessary for the Seminary's functioning;
- Serve on administrative and Board committees as appointed;
- Direct the promotion and recruitment of prospective faculty and students, and aid efforts focused on financial support and other development activities of the Seminary; and
- Devote efforts in service to the wider community through presentations, membership on boards, and other forms of community service.

Regular oversight of administrative work shall be administered by Seminary officials (e.g., Rector, Dean, CFO, etc.) delegated with such oversight. As a matter of course, such oversight includes the reception of regular informal and formal reporting and communication by administrator(s) who work under one's general direction; and regularly undertaking informal and formal assessment of job performance of those working under one's general direction. In addition to these interactions, Seminary officials should be receptive to receiving feedback from fellow administrators and other members of the Seminary community concerning their job performance, as well as the job performance of those under their supervision.

2.6 Expectations in Job Performance. Appointment and retention as an administrator at St. Tikhon's Seminary implies demonstration of professional competence in the fulfillment of one's assigned duties (as provided in one's contractual job description) on a regular basis, as well as a demonstration of one's commitment to service to our students and the Seminary community in general. Unless otherwise authorized by the Seminary Administration, all administrators of St. Tikhon's Seminary will be expected to abide by the principles stated in this policy.

2.6.1 Administrative Duties. Except for official leaves of absence or other official exemptions, administrators are expected to fulfill the professional commitments and conditions outlined in their institutional contract. These

commitments and conditions include the fulfillment of assigned professional tasks, the fulfillment of agreed upon work hours, as well as any other particular professional commitments stipulated within one's terms of employment.

2.6.2 Service. It is also presumed that administrators will be actively devoted to professional service to the Seminary, to their profession, and to the larger community. Working as an administrator implies a commitment to active engagement in various aspects of administrative decision-making processes, as well as active engagement in service to the institution through service on its various institutional committees.

To ensure regular assessment of job performance, the Seminary will undertake regular evaluation of administrators following the guidelines provided below in Sections 2.7; 2.8; 2.9; and 2.10.

2.7 Evaluation of Seminary Administrators. To promote their professional development, and to support recommendations for salary increases and promotion, the Seminary regularly evaluates all administrators. By establishing the following criteria for evaluation of administrators, the Seminary demonstrates its commitment to acquiring and retaining the best possible administrators. The significant criteria for evaluation are: (a) role effectiveness, (b) service to students, and (c) service to the Seminary.

2.7.1 Role Effectiveness. The attributes and qualifications which are to be demonstrated and documented in assessing role effectiveness include:

1. Understanding of one's administrative role (as specified previously in this document);
2. Fulfillment of the role as specified; and
3. Significant involvement in activities designed to improve Seminary life.

2.7.2 Service to Students. An administrator's service to students includes:

1. The ability to relate to students' interests and to serve their spiritual, personal, and academic needs; and
2. An interest in student life as evidenced by such things as attendance at special programs, events, and Seminary celebrations.

2.7.3 Service to the Seminary. Activities and qualities in service to the Seminary to be assessed include service on committees and attendance at administrative meetings.

- 2.8 Evaluation of the Rector.** Regular and timely assessment, review, and evaluation of the performance of the Rector are the responsibility of the Board of Trustees. Should it be deemed necessary, the Board Chair may request members of the Faculty and the Administration to provide written confidential comments regarding the Rector's performance based upon the criteria enumerated and defined in Section 2.7 above. Final judgment on the effectiveness of the Rector, however, is reserved for the Holy Synod of Bishops of the Orthodox Church in America.
- 2.9 Evaluation of the Dean of the Seminary.** Regular and timely assessment, review, and evaluation of the performance of the Dean are the responsibility of the Board of Trustees, according to regular procedures articulated by the Board. Should it be deemed necessary, the Board Chair may request members of the Faculty and the Staff to provide written confidential comments regarding the Dean's performance based upon the criteria enumerated and defined in Section 2.7 above.
- 2.10 Evaluation of Members of the Administration.** Each member of the Seminary's Administration is responsible for submitting to his/her direct supervisor (as given in the job descriptions above) an annual written self-evaluation, in accordance with the criteria set forth in Section 2.7 above, to be submitted at the end of each calendar year. During the Spring semester, direct supervisors will meet individually with each administrator under his/her supervision for a personal interview that includes a review of the written self-evaluation. The Dean will also coordinate discussion on setting goals and priorities for the Seminary Administration. Role descriptions and special projects for future action will also be reviewed. Results of the interviews will be recorded by the direct supervisor, signed by the administrator and supervisor, and filed in the administrator's personnel file. The written evaluation will provide a basis for personnel decisions.
- 2.11 Disciplinary Actions and Procedures.** It is the expectation of the Seminary community that all members of the Administration will adhere to the general principles and policies set forth in Sections 2.4; 2.5; 2.6; 2.7; 2.8; 2.9; and 2.10 of this *Handbook*. An administrator's failure to abide by these principles and/or to fulfill these commitments may lead to disciplinary action. Seminary disciplinary actions may be of an informal or formal nature. The Seminary will follow the procedural guidelines described below in dealing with issues of discipline. Generally, disciplinary matters are handled in an informal manner and appropriate sanctions are imposed by an administrator's direct supervisor. If the disciplinary action is directed towards the Dean, the matter will be addressed by the Rector. Finally, it should be noted that the Rector will be responsible to the Metropolitan and Holy Synod regarding performance in fulfillment of his duties.

In the normal course of Seminary life, an administrator may be subject to disciplinary action for the following:

- Failure to perform the professional duties and tasks outlined within one's contract;

- Failure to perform professional duties and tasks assigned by one's direct supervisor that are in keeping with one's job description and contract;
- Personal failure to abide by the professional and ethical standards established by the Seminary for administrators (see Sections 2.4 and 2.5 above) in the performance of his/her duties; and/or
- Engaging in conduct that directly violates standards of conduct established for the Seminary community as a whole.

The failure of an administrator in any of these areas may be subject to the following disciplinary sanctions: warning, probation, or dismissal. The following guidelines will apply to each:

2.11.1 Warning. An oral or written statement that an administrator is deficient in one or more of the areas described above. Administrators will generally be given a warning in oral or written form by a direct supervisor when a deficiency is first noted, or if the nature of the deficiency is deemed to be non-malicious.

2.11.2 Probation. An administrator may enter a clearly defined probationary period of closer monitoring of job performance if a direct supervisor observes deficiencies that follow a repetitive pattern of occurrence, and/or such deficiencies have been previously subject to disciplinary warning. Within this period a direct supervisor will work out a mutually understood plan for addressing and providing remedy for the identified deficiencies within a clearly defined time period.

2.11.3 Dismissal. An administrator may be subject to dismissal from his/her professional duties at the Seminary by an appropriate authority (see Section 2.11.4 below), if that authority has concluded that he/she is in gross violation of professional, personal, and/or ethical standards of conduct cited above; has grossly failed in an area; or if there is clear demonstrable evidence that the plan initiated within a professional probation period has failed to resolve identified professional deficiencies.

2.11.4 Jurisdiction. Various determinations and notification of disciplinary action will be made in the following manner:

- Determination and notification of disciplinary warning will be made informally by an administrator's direct supervisor;
- Determination and notification of probation will be made in writing by an administrator's direct supervisor, and will be accompanied by a meeting to discuss the formulation of a formally articulated plan for remedying identifiable deficiencies. A decision of probation will be forwarded to the Dean and Rector;

- In cases where dismissal is to be considered, and formal procedures are deemed necessary, the standing Committee on Seminary Administration will consider all recommendations from direct supervisors and make recommendations to the Board for institutional action;
- The consideration of dismissal of the Dean of the Seminary is a matter for the Board of Trustees according to procedures established by the Board;
- As with all other disciplinary matters, dismissal of the Rector is within the prerogative of the Holy Synod of the Orthodox Church in America.

2.11.5 Disciplinary Procedures. If in the course of such interactions and communication, a direct administrative supervisor observes professional deficiencies in areas outlined above in Section 2.7, he/she will be responsible for the initiation of appropriate measures for remedying such deficiencies according to their nature and severity. As a matter of course, appropriate action should align with the guidelines provided above in Sections 2.11.1; 2.11.2; and 2.11.3. A record of all formal actions will be recorded in an individual's personnel file.

If allegations or concerns concerning an administrator are brought by a third party to a direct administrative supervisor, he/she shall undertake an initial review of the allegations or concerns. If the initial review shows the allegations or concerns to be lacking in merit, they will be dismissed. If facts appear to support the allegations or concerns, the direct supervisor shall make a determination to take informal or formal action and impose appropriate disciplinary action that aligns with the guidelines provided above in Sections 2.11.1; 2.11.2; and 2.11.3.

If a determination is made to take informal action, the direct administrative supervisor may impose a warning consistent with Section 2.11.1 above, or impose probation consistent with Section 2.11.2 above. Any determination of probation, as well as the conditions of the remediation plan developed in relation to a probation, should be brought to the attention of the Dean and Rector. If a probation determination is made by the Rector regarding the Dean, notification should be rendered to the Executive Committee of the Board.

If a determination is made by a direct supervisor that the deficiencies and/or actions are serious enough to warrant consideration of dismissal of an individual from his/her position, the direct the supervisor will make a formal recommendation to the Seminary's Administrative Committee who will undertake consideration of the recommendation. The recommendation should include a written presentation of the deficiencies and/or behavior that warrants consideration of dismissal, with any supporting documentation (if applicable).

Within ten (10) Seminary business days after the recommendation was initially presented to the Committee, the administrator subject to review will receive written notification of the recommendation of the direct supervisor, of this procedural policy, and of their right to a hearing before the Committee. The Rector will convene the Committee to consider the recommendations of the direct supervisor, and any supporting documentation or evidence that supports the recommendation. The Administrator subject to review shall be permitted to attend in person any proceedings of the Committee, and be provided with an opportunity to respond to the recommendations made by his/her direct supervisor, and provide the Committee with any pertinent documents that may aid the Committee in making a fully informed decision on the matter.

Those subject to review shall also be permitted to bring with him/her a friendly advisor of their own choosing, who shall be a fellow administrator or faculty member. The chosen friendly advisor shall not ordinarily be allowed direct participation in the proceedings, unless the accused administrator is unable to do so. Refusal by an administrator to participate in Committee proceedings shall ordinarily constitute substantiation of the substance of the recommendation provided by the direct supervisor, unless the Committee previously agrees to consider in written form whatever response the administrator desires to offer for the Committee's review.

The Rector shall be responsible for convening the Committee on Seminary Administration within two (2) weeks of initial receipt of a written recommendation for action, and subsequently for providing written notification to the administrator of the Committee's conclusions concerning disciplinary action. If the Committee determines that dismissal from the Seminary is warranted, a recommendation shall be conveyed to the Executive Committee of the Board of Trustees for institutional action. If the Committee finds that an alternative course of action other than dismissal is warranted, the Committee will present their decision to the direct supervisor for action (if any).

(N.B.: Individuals bringing recommendations/claims should be aware that they themselves may be subject to disciplinary action if a determination is made that the recommendations/claims are unfounded, unsubstantiated, and/or lack merit.)

2.11.6 Appeals. A formal adverse disciplinary action or decision against an administrator by the Seminary's Administrative Committee may be appealed to the President of the Seminary. If an administrator believes that he/she has been unjustly wronged by a direct supervisor through the imposition of probation he or she may initiate a grievance process as delineated below in Section 2.13.

Written notice of intent to appeal must be received by the Rector and the President within five (5) Seminary business days of the notification of adverse action, or by the deadline specified in the letter of notification, whichever is longer. An administrator's failure to submit such written notice of intent to appeal by the stipulated deadline will cause the action to become final and no longer subject to appeal. If an administrator submits a written notice of intent to appeal an action, the effect of the action is stayed pending the outcome of the appeal. A specific date for an appeal review will be established no sooner than five (5) Seminary business days after the administrator submits a written notice of intent to appeal, unless the individual requests an earlier review and it can be arranged.

Within ten (10) Seminary business days of the receipt of a written intent to appeal, the President of the Seminary or the President's designee(s) will conduct an appeal review. The appeal review may include a meeting with the parties connected to the action. Appeal review by the President is final, and cannot be further appealed. The President or designee(s) will notify the administrator bringing the appeal of the final decision in writing, within five (5) Seminary business days of the established review.

Administrators should be aware that procedural hearings and appeal reviews established by the Seminary are not constituted or construed as legal proceedings. The intent of these hearings and reviews is to offer administrators a structured opportunity to be heard by the Seminary's Administrative Committee, and the President of the Seminary. While a friendly advocate or advisor may informally accompany the administrator to hearings, representation by legal counsel is ordinarily not permitted, or may be permitted only with prior written consent by the President of the Seminary, in extraordinary circumstances. However, if legal counsel is to be present for the administrator, the Seminary reserves the right to have legal counsel present as well.

2.12 Administrative Removal of Administrators. It is the understanding of the Seminary Administration that regular disciplinary actions related to administrators will be handled according to the procedures outlined above in Section 2.11. In extraordinary situations, however, an administrator who exhibits behavior that (1) poses a significant risk to the health or safety of oneself or of others, (2) poses a significant risk of damage to property, or (3) provides considerable disruption to the normal educational processes of the Seminary may be administratively removed on an interim basis pending a formal investigation. An administrative removal may be implemented by the Rector of the Seminary in consultation with the Dean. As noted earlier, all determinations concerning the service of the Rector will be made by the Holy Synod of Bishops of the Orthodox Church in America. In most cases, administrative removal will be immediate and shall be for a reasonable length of time. If the situation warrants, the Seminary will follow its internal post-incident policies in following up with parties involved in the events connected to the removal. There is no appeal to implementation of an administrative removal. Note that at any time

prior to the implementation of an administrative removal, an administrator may choose to withdraw voluntarily and take a leave of absence from the Seminary.

Decisions regarding administrative removal will be based on observations of the administrator's conduct, actions, and statements, and not on knowledge or belief that the faculty member has a disability. All decisions will include consideration of reasonable alternative arrangements. Any administrator facing administrative removal will be given the opportunity to be heard on the decision by the Rector and Dean with the understanding that in exigent circumstances, this opportunity may be provided after the removal has gone into effect. The Seminary will apply this policy in a nondiscriminatory manner.

When an administrator is administratively removed, he/she shall be provided with the following in writing:

- The reason(s) for this action;
- Conditions which must be met prior to the individual's re-instatement (if appropriate). In appropriate cases, this will include recommendation that an individual receive professional counseling/intervention;
- A delineation (if any) of investigative process related to circumstances leading to the action;
- Information regarding the individual's presence on campus or use of Seminary services/facilities; and
- Results of non-compliance with the conditions for re-instatement.

The written plan outlined above may be subject to amendment as determined by the Rector.

The Seminary Administration considers the following actions of administrators to be subject to immediate consideration of administrative withdrawal:

- Instances of physical, sexual, or verbal assault;
- Instances of destruction of personal or Seminary Property; and/or
- Threat of injury to self, other persons, or property.

If the Rector determines that the issues connected to the removal warrant the consideration of an individual's dismissal from the Seminary, the Rector shall initiate a review process by convening the Seminary's Administrative Committee. The review shall follow the parameters described above in Section 2.11.5.

It is understood that an administrator who returns to work following an administrative removal will enter a probationary period upon his/her return until the individual demonstrates acceptable job performance.

2.13 Grievance Procedures for Administrators. St. Tikhon's Seminary is committed to equitable, fair, and reasonable resolution of disputable issues and concerns that may arise in the normal course of institutional life and interaction among various constituencies of the Seminary community. The Seminary encourages the application of principles of Christian charity, open communication, mutual civility, courtesy, and respect in seeking proper resolution of such issues and concerns. Occasionally, however, because of differences in perceptions and existing limitations of human nature, the need to effectively address issues and concerns necessitates the application of formal procedures in seeking effective resolution of issues of redress of grievance. For this reason the Seminary has established a formal process to guide orderly procedures to address grievance.

2.13.1 Petitions, Complaints, and Grievances. The Seminary has established policies to deal with three areas of concern – “Petition”, “Complaint,” and “Grievance”.

“Petitions” are requests from academic administrators seeking exceptions to policy or relief from Seminary rules and regulations because of alleged special medical, legal, or personal circumstances beyond their control (illness, death, etc.).

“Complaints” arise when academic administrators or faculty members perceive actions of a fellow administrator(s), or the existence of specific situations involving a particular fellow member(s) of the Administration, to be unfair or unreasonable; or when academic administrators perceive that they are adversely affected by perceptions of arbitrariness, bias, unfairness, or unreasonable deviation from Seminary policy or practice; or, in absence of defined policy or established practice, when they perceive their professional or personal well-being, security, or safety to be threatened, injured, or compromised by a fellow member of the Administration who does not have supervisory authority over them.

“Grievances” arise when academic administrators perceive actions by administrative supervisors, or the Board of Trustees, or the existence of specific situations, to be unfair or unreasonable; or when academic administrators perceive that they are adversely affected by perceptions of arbitrariness, bias, unfairness, or unreasonable deviation from Seminary policy or practice; or, in absence of defined policy or established practice, when they perceive their professional or personal well-being, security, or safety to be threatened, injured, or compromised; and in all cases when informal communication with such individuals/parties has not appeared to have resolved stated issues or concerns.

Thus, the fundamental criterion for initiating grievance procedures is reasonable belief by an individual administrator or group of administrators that an arbitrary, biased, capricious, unreasonable, or unfair decision of a supervisor or the Board has adversely affected some aspect of their Seminary

life, and that informal attempts at resolution of the issue(s) in question have failed to bring relief.

2.13.2 Addressing Complaints. Complaints should be registered either verbally or in writing to the administrator who holds particular supervisory authority over the person who is the subject of the complaint. In dealing with the complaint, the administrative supervisor should investigate the veracity of the complaint, and seek to bring about a reconciliation of the parties in an informal manner. If the nature of the complaint is deemed by the supervisor to warrant formal investigation, he/she should initiate a formal process under the guidelines set forth in Section 2.13.5 below.

If the supervisor determines that a conflict of interest exists in dealing with the complaint, he/she should bring the matter to his/her direct supervisory authority for resolution of the complaint.

2.13.3 Classification of Grievances. In general, administrator grievances are classified as involving a direct supervisor or the Board of Trustees:

1. Direct supervisor grievances are allegations of error in professional judgment; or of arbitrary, biased, capricious, unfair assessment or evaluation, or abuse of professional authority by one's direct supervisor.
2. Board grievances are allegations of error in professional judgment; or of arbitrary, biased, capricious, unfair assessment or evaluation, or abuse of authority connected to actions/decisions of the Board of Trustees as a whole, or its various committees in particular.

2.13.4 Principles. The following understandings and procedures shall inform and guide grievances processes:

1. What May Be Grieved. The Seminary Administration has authority in general to establish policies governing the academic and community life of students, faculty members, and administration. The Seminary seeks to exercise its authority reasonably and fairly. Accordingly, students have the right to question whether decisions are reasonable, fair, and consistent with established policies and practices.

The grievance procedure is to be used for the resolution of grievances against particular actions or decisions of direct administrative supervisors or the Board of St. Tikhon's Seminary that are perceived by administrators to be arbitrary, unreasonable, or unfair.

Actions or decisions are grievable only if they involve an error in professional judgment or conduct, procedural irregularity, or a

misapplication or misinterpretation of Seminary policy, rules or regulations, or federal or state law.

The grievance process may not be used to challenge standing Seminary policies and procedures of general applicability.

Additionally, the grievance procedure may not be used to grieve:

- Allegations or claims based on purchases or contracts;
- Allegations or claims against administrators that are unrelated to their function or role at the Seminary; and
- Matters for which other procedures have been established by Seminary policy.

2. Who May Grieve. Administrators who are employed or contracted by St. Tikhon's Seminary at the time of the incident being grieved may use the grievance procedures outlined below. The person(s) filing the grievance must be the alleged victim(s) of unfair or unreasonable treatment. Grievances cannot be filed on behalf of another person.

3. Other Remedies. The existence or use of the grievance procedure outlined by this policy does not preclude or bar administrators from seeking resolution of issues or filing claims in other appropriate forums or jurisdictions, as may be defined by civil or ecclesiastical law (canon law).

4. Time Limits. Ordinarily, redress of grievance must be initiated promptly, but in any case no later than two months, or sixty (60) days, after becoming aware, or receiving notice, of an adverse action, decision, or occasion giving rise to the grievance, unless otherwise specified by existing Seminary policy. The individual with jurisdiction over the grievance may reasonably extend this time limit for good cause (i.e., an active effort at an informal resolution of the issue at hand), if the individual bringing the grievance makes a request for extension within the initial 60-day limit.

2.13.5 Grievance Process. The overriding consideration in dealing with grievances is fairness. This requires that all parties are aware of the evidence that is being considered, and are given an opportunity to be heard during the process. It also requires that individuals whose judgment is being questioned shall not sit in judgment of their own decisions or actions.

The grievance process is normally divided into three stages: informal inquiry, formal review, and appeal, with increasing formality at each successive stage of the process. At each stage in the process, parties to a grievance are entitled

to be accompanied by a friendly advocate, normally selected from among fellow administrators or members of the Faculty at the Seminary, for advice and support. Such an advocate, however, may not participate in any formal proceeding or act on behalf of the aggrieved in any capacity.

(Note: Individuals bringing a grievance should be aware that the process of procedural review and appeal established by this policy is not constituted or construed as legal proceedings, but is a mechanism to offer administrators a structured and fair opportunity to be heard by administrative officers of the Seminary. Representation by legal counsel is ordinarily not permitted, or may be permitted only with prior written consent by the President of the Seminary, in extraordinary circumstances. However, if legal counsel is to be present for the administrator, the Seminary reserves the right to have legal counsel present as well.)

1. Stage One: Informal Inquiry. Informal inquiry is initiated when the aggrieved administrator goes directly to the individual(s) whose decision or act is being questioned. Initial communication may be either in person (e.g., a conversation) or in writing (e.g., a letter asking for clarification or explanation of the decision or act being questioned). Informal communication is generally an effective mechanism for resolution of disputable issues, permitting an initial airing of differences in perception, together with an assessment or evaluation of conflicting points of view. The individual(s) approached by the aggrieved is normally expected to informally respond to the inquiry within ten (10) Seminary business days of the initial request with clarification or reason for the decision.
2. Stage Two: Formal Review. Administrators who are not satisfied with the outcome of an informal inquiry may, within ten (10) Seminary business days after receiving a response to their initial informal request for clarification, or for a reason for an allegedly unfair decision, may initiate a formal review by submitting a written request to the appropriate authority, indicating the grounds on which the request is being made, and detailing the results of efforts undertaken at the informal level.

If a formal grievance is to be made against a direct administrative supervisor, the written request for formal review should be directed to the Dean, who will initiate a formal review process according to guidelines presented below.

If a formal grievance is to be made against the Dean, the written request should be directed to the Rector, who will initiate a formal process according to the guidelines presented below.

If a formal grievance is to be made against the Rector, the written request should be directed to the President, who will take appropriate hierarchical action in accordance with the nature of the grievance.

If a formal grievance is to be made against an action of the Board or one of its respective committees, the aggrieved will follow processes established by the Board of Trustees for the appeal of Board decisions and actions.

In petitioning for formal review, the aggrieved must, in his/her written request, observe the following conditions:

- (a) State how the decision or action being grieved is arbitrary or unfair, or harmful to the grievant, and list the Seminary policies, procedures, or regulations, or state or federal laws, if any, that have been violated, if known;
- (b) Name the respondent person(s) against whom the grievance is being filed;
- (c) State how the respondent(s) are responsible for the action or decision;
- (d) Describe informal efforts that have been previously undertaken to bring the matter to an equitable resolution, and the results of such informal processes; and
- (e) State the requested remedy.

If, on the face of the written request, it becomes clear that the matter at hand cannot be grieved under this procedure; or that the person filing the grievance has no grievance rights; or the grievance has not been filed within the proper time limits, the Dean shall so indicate in a letter to the grievant. Otherwise, within ten (10) Seminary business days, the Dean or a designee shall provide to the administrator a formal written response indicating what action, if any, will be taken in response to his/her written request.

All documents and any recordings that are part of the Dean's review will be compiled into a record of the grievance. A detailed written record of such discussions shall be kept, on the basis of which the Dean (or designee) shall prepare a written decision and send it to the parties to the grievance, and to the Rector of the Seminary, who shall make a final determination regarding the grievance. A meeting is then held in which the Rector, Dean, and parties involved in the grievance will discuss the final decision made concerning the grievance.

If the matter is appealed beyond the Rector, the record shall be forwarded to the President of the Seminary.

In the case of a grievance against the Dean, the Rector shall undertake the formal review, and shall present findings and recommendations to the Executive Committee of the Board, who shall make a final determination regarding the grievance.

3. Stage Three: Appeal. Administrators who are not satisfied with the outcome of a formal review at the level of the Rector, may initiate an appeal to the President of the Seminary, which constitutes the third and final stage of the grievance process. Written notice of the appeal must be submitted to the President within ten (10) Seminary business days after receiving from the Rector a response to the written request for formal review. The written notice of appeal must:

- (a) Identify the parties to the grievance;
- (b) Provide a brief statement of the grounds for appeal, which should contain a list of alleged errors in the decision or decision-making process;
- (c) To the extent possible, state which federal or state law(s), Seminary policy(ies), procedures, or regulations have been violated by each of the alleged errors;
- (d) Indicate what remedy is requested;
- (e) Be signed by the appellant and dated; and
- (f) Include a copy of the decision being appealed.

Appeals received more than ten (10) days after the administrator's reception of the Rector's decision (or delivery of the decision was attempted) will not be allowed, and the decision made by the Rector shall be final.

Consideration of Merit. In considering the merit of an appeal, at his sole discretion, the President of the Seminary may:

- (a) Ask parties to the grievance to submit written statements of their positions for purposes of appeal, and render a decision based on review of the record of the case, together with any written appeal statements submitted by the parties at the President's request. In this case, no right to a hearing or oral presentation in appeal shall be presumed or granted; or
- (b) Constitute a three-member Ad Hoc Grievance Committee to hear the grievance and to submit recommendations to him. In such a

case, committee members shall include at least two administrators who are not part of the same office or immediate administrative unit as the respondent(s), had no personal involvement in earlier stages of the grievance procedure, and have no personal interest in the outcome of the proceeding.

If a committee is formed, within ten (10) Seminary business days after receiving from the President notice of its being constituted, the ad hoc committee will review any facts supporting or opposing the allegations by documents or personal testimony from all parties to the grievance, including the aggrieved student(s), respondent(s), and any witness(es). All parties shall be permitted to attend in person any hearings or proceedings of the committee, and be provided with the opportunity to rebut allegations against them. Aggrieved individuals shall also be permitted to bring with them a friendly advisor, who may be a member of the Administration or Faculty. The chosen advisor shall not ordinarily be allowed direct participation in the proceedings. The Chair of the committee shall be permitted to grant, for good cause, reasonable time extensions to all parties to the proceeding. Formal rules of evidence will not apply, and the committee may consider any evidence it believes to be relevant and reliable. Any hearings must be recorded so that all persons can be clearly heard.

Within sixty (60) calendar days after the conclusion of committee proceedings, the Chair shall issue a written report of the committee's findings. The report shall address and resolve all material factual issues in the dispute, note any procedural errors in the formal review, and issue a conclusion regarding the alleged misapplication or misinterpretation of Seminary policy, or state or federal law, and recommend remedies as appropriate. An official record of the proceedings, including copies of all correspondence with the parties, all evidence submitted to the committee (documentary evidence that the committee declined to consider must be so marked and segregated), the recording or transcript of the hearing, and anything else considered by the panel in reaching its recommendation shall be attached.

The report and official record shall be delivered to the President, with copies of the report to be sent to the parties. Dissenting members of the committee may file a minority report at the same time.

Within five (5) Seminary business days after receipt of the Committee Chair's written report, the President of the Seminary or his designee will notify the aggrieved administrator(s) in writing regarding the outcome of their appeal.

In all cases, the decision of the President of the Seminary shall be deemed final, and no further internal appeal shall be permitted.

- 2.13.6 Ex Parte Contacts.** *Ex parte* communication occurs when one party shares information with another party without including all parties to the grievance. Because *ex parte* contact or communication is always subjective and one-sided, once an administrator has requested a formal resolution of a grievance, no *ex parte* communication between parties to grievance procedures concerning the merits of a case should be permitted. Discussion of the grievance or evidence outside the grievance process is inappropriate and should be avoided. All communication should be in writing, and distributed simultaneously to all parties. The rule against *ex parte* contacts also applies to communication with everyone who is responsible for deciding appeals.
- 2.13.7 Confidentiality.** All persons involved in any aspect of grievance proceedings are expected to maintain strict confidentiality regarding such proceedings. State and federal law govern the privacy rights of Seminary employees. Disclosure of any information shall be on a “need to know” basis, and always should follow the Seminary’s policy on confidentiality. Any questions about disclosure of information should be directed to the President of the Seminary in writing.
- 2.13.8 Modification of Procedure.** In any particular case, the President of the Seminary may approve modification of the grievance procedures detailed in this *Handbook* if the modification is for good cause, and does not violate due process rights, policies of the Orthodox Church in America, or the policies, regulations, and procedures of St. Tikhon’s Seminary.
- 2.14 Resignation and Retirement of Administrators.** At times, individual administrators may find it necessary to sever their relationship with the Seminary through resignation or retirement.
- 2.14.1 Resignation.** Resignation is a voluntary action by which an administrator severs relationship with the Seminary. Because of the hardship that is often caused by untimely resignation, all administrators are requested to provide the earliest possible notice of intent to resign. Administrators are asked to give notice to the Dean no later than one month prior to their intended date not to return.
- If a resignation is for reasons of prolonged mental or physical illness, the Seminary in consultation with the individual, or his/her representative, may consider whether a leave of absence would be appropriate and beneficial for all parties concerned.
- 2.14.2 Retirement.** Retirement from active service at St. Tikhon's Seminary is the termination of duties and scheduled responsibilities for the employee who, because of age, infirmity, or other valid reasons, has honorably been relieved from duties after rendering extended and sufficient service to the Seminary.

Section Three: Faculty

3.0 Composition of the Faculty. The Seminary Faculty consists of persons who hold teaching, research, and service appointments in the Regular Faculty, the Associated Faculty, and the Temporary and Contract Faculty, and who share in the special ecclesiastical responsibility of formation of candidates for the Priesthood and other positions of service to the Church through their teaching, research, and service.

3.1 Mission of the Faculty. The Mission of the Faculty is to support the aims, objectives, and Mission of the Seminary, as well as the scope and content of the curriculum, through advancement of knowledge and practice in the core disciplines of professional theological education and pastoral care, and through identification and dissemination of teaching methodologies that improve teaching and learning in these disciplines.

In pursuing and fulfilling its mission, the Faculty:

- fosters the cognitive, intellectual, and scholarly growth of students within a spiritually nurturing and academically challenging learning and teaching environment that lifts up traditional Orthodox values, perspectives, and identity;
- prepares students for a lifetime of professional ministry through a dynamic and focused learning and teaching process that encourages students to learn deeply and broadly, develops habits of critical thinking, promotes inquisitiveness of mind and courage of heart, social concern and compassion, and a commitment to lifelong learning;
- offers students curricular opportunities to acquire ethical and responsible professional attitudes, behaviors, and methodologies, and balances excellence in teaching with commitment to traditional scholarly pursuits, research, and service to the community and the broader public;
- preserves and upholds, in the twin contexts of institutional ethos and Orthodox Tradition, the principle of responsible freedom of inquiry in the search for knowledge, pursuit of critical issues, and communication of findings of scholarly research; and
- assesses and evaluates student progress in the attainment of educational goals and objectives.

3.2 General Faculty Provisions. Members of the Seminary Faculty are called to share in the responsibility of academic formation of candidates to Holy Orders, and to contribute to their cognitive and scholarly growth not only in the classroom, but also by offering role modeling as a powerful force for formation and intellectual growth. Role modeling assists students in developing habits of theological reflection and

disciplined thinking about the larger issues of life and theology, and by helping to instill the values that define the Priestly Office. Members of the Faculty who themselves have been ordained to Holy Orders are in a position to offer such witness in a unique way, because they are the most immediate source of identification with the Priesthood.

3.2.1 Applicable Provisions. The following general provisions shall apply to the Faculty of St. Tikhon's Seminary:

1. Rector and Dean. There shall be a Rector and Dean of the Seminary. The Rector shall be appointed or removed by the Holy Synod of Bishops. The Dean shall be appointed by the Board of Trustees and removed by the same. The Rector shall preside as Chair at meetings of the Faculty Council solely, or may co-chair with the Dean at the Rector's discretion. In the absence of the Rector, the Dean of the Seminary shall preside as Chair at meetings of the Faculty Council. The Rector and Dean shall sign all diplomas, certificates, and other official papers on behalf of the Faculty. The Dean shall serve as the official means of communication between the Faculty and the Rector with regard to academic matters and faculty issues, and in processes connected to faculty grievances and complaints. There shall be a Secretary for the Council who shall be appointed by the Rector, with concurrence of the Faculty, and shall serve for such a time as determined by the Faculty.
2. Convening of the Faculty. The Faculty shall convene for regular and special meetings called by the Rector or Dean of the Seminary. The President or other designated officer(s) of the Board may convene the Faculty for ceremonial convocations such as commencement, inaugurations, dedications, etc. The Faculty shall adopt provisions governing the calling of meetings by its members. Committees of the Faculty shall be appointed by the Committee on Faculty Administration, or elected, as prescribed by the procedures adopted by the Faculty.
3. Academic Departments. Upon recommendation of the Rector, the Trustees may authorize the establishment of academic departments within the Faculty. The Chair of each department shall be appointed or removed by the Rector, upon the recommendation of the Dean with the advice of the Faculty. A Department Chair shall serve according to the policies and procedures established by the Seminary Administration and adopted by the Board of Trustees.
4. Responsibility. Subject to general policies adopted by the Trustees, the responsibility for determining the quality of the student body shall rest with the Faculty. The Faculty shall articulate the criteria for selection of applicants for admission, and shall establish a written admissions policy

that describes these criteria. The Faculty shall also monitor implementation of its admissions policy and amend it when necessary.

5. Articulating Policy. Subject to the general policies adopted by the Trustees, and in a manner consistent with general Seminary policies, the Faculty shall articulate academic policies pertaining to the instruction and retention of students; establish objectives and requirements for courses, curricula, degrees, and programs; and review program completion and graduation requirements.
6. Determining Membership. Subject to the general policies adopted by the Trustees, and in a manner consistent with general Seminary policies, the Faculty shall determine the qualifications for membership in the Faculty and set its own procedures for governance.

3.3 Academic Freedom. It is fundamental to the health of an academic institution, and ultimately to the health of the society at large, that individuals and groups exercise their God-given responsibility and freedom to search for the truth, and to speak the truth as it is discovered. In an academic community, the Faculty, Administration, and the student body bear mutual responsibility to exercise professional competence, and to extend to one another the trust and respect that foster the exercise of academic freedom. The Faculty lays claim to the freedom to express their minds humbly and courageously about those matters in which they enjoy competence.

At the same time, as Orthodox Christians, the members of the Faculty confess belief “in One, Holy, Catholic and Apostolic Church,” to which the Lord Jesus Christ commended the Gospel of His Kingdom, as well as the commission to preach it among all nations of the world throughout all ages. Insofar as the Mission of St. Tikhon’s Orthodox Theological Seminary is primarily to prepare men for ordained ministry in this Church, members of the Faculty recognize that their continued service is contingent upon their ability to freely make this confessional commitment.

The members of the Faculty are free to advance their own insights, developments, and speculation, and to advance theories that they believe to be true, or which in their opinion best fit the questions under discussion. But in proposing such theories and speculation, they must carefully distinguish between their own insights and understanding, on the one hand, and Orthodox Doctrine on the other, always taking care to respect the academic freedom of their students.

Subject, then, to its institutional identity and confessional commitments, it is the policy of St. Tikhon’s Seminary to maintain and encourage freedom of inquiry, discourse, teaching, research, and publication, and to protect any member of the Faculty against influences, from within or without the Seminary, that would restrict him/her in the exercise of these freedoms in his/her area of scholarly interest and expertise.

3.3.1 General Guiding Principles. The Seminary endorses the following principles pertaining to academic freedom:

1. The faculty member is entitled to freedom in research, and in the publication of results, subject to the adequate performance of his/her other academic duties, and to the institutional policies and procedures as set forth in the research policies of the Seminary. Independent research for pecuniary return should be based upon an understanding with the Seminary Administration.
2. The faculty member is entitled to freedom in the classroom in discussing his/her subject.
3. The faculty member is a member of a learned profession and of an educational institution. When speaking or writing as an individual, the faculty member should be free from institutional censorship or discipline, but should note that a special position in the community imposes special obligations. As a person of learning and a member of an educational institution, the faculty member should remember that the public may judge the profession and the institution by his/her statements, whether orally or in writing. Hence faculty members should at all times show respect for the opinions of others, and should indicate when he or she is not formally representing the institution.

3.3.2 Academic Freedom in an Orthodox Context. Faculty members at St. Tikhon's Seminary seek to utilize the following principles adapted from Father Thomas Hopko's work *Speaking the Truth in Love* as a guiding framework in understanding Academic Freedom in an Orthodox context. It is understood that faculty members will apply these principles in undertaking their own scholarship, in conducting their classes, in interacting with their students, as well as in directing student research activities connected with the Master of Divinity Program.

1. Christian theology teachers and students are men and women who grow and change in their knowledge of their particular subject and in their spiritual depth. The classical "eight vices" of the Christian ascetical tradition (gluttony, porneia, greed, anger, sadness, despondency, vanity, and pride) harm theology teachers and students in particular ways. They distort their intellectual vision, darken their minds, confuse their thoughts, and prevent them from seeing, understanding, and explaining things as they are and doing things as one ought. Thus, theology teachers and students are to be involved in ceaseless study and debate, as well as ceaseless prayer and spiritual striving, with necessary assistance and guidance in order to be freed from the passions and vices that come from being in a corrupted world.

2. Christian theology teachers and students relate their particular subject of study (when it is not scriptural study) to the Bible as the foundational term of reference and norm. This means that the person of Jesus Christ as presented in canonical Scripture is the foundation and content of all Christian teaching and learning.
3. Christian theology teachers and students are learned in all subjects of their theological course of studies and are able to relate their particular subject to all other subjects in the program. For this reason it is ideal that teachers in theological seminaries are graduates of such programs themselves.
4. Christian theology teachers and students are members of a team in a community of learning. This involves the disciplines of cooperation instead of competition, support instead of detraction, building up instead of tearing down, encouragement instead of ridicule, and relating instead of isolating.
5. Christian theology teachers and students work within a particular tradition and demonstrate consistency with that tradition. Given this basic intellectual and spiritual obligation, they also offer criticisms of their tradition – or certain new and different interpretations and understandings of it – when honesty constrains them to do so.
6. Christian theology teachers and students do not engage in ad hominem remarks or attacks but rather address the content of the issue in question. This principle applies whether they are critiquing the teachings of persons within their own or other traditions, orally or in writing, inside or outside of the classroom.
7. Christian theology teachers and students are duty-bound to offer reasonable, measured explanations when they disagree with a particular position or teaching.
8. Christian theology teachers and students work with the possibility that they, and their expression of educational and ecclesiastical traditions, may be wrong and in need of correction and change.
9. Christian theology teachers and students receive criticism gladly, calmly, and patiently. When proven to be wrong, they accept correction with grace and gratitude, and humbly and courageously change their thinking and teaching.
10. Christian theology teachers and students never dismiss a position with which they disagree by invoking buzzwords or epithets. Dismissively labeling a teaching coming from within the Orthodox Church as “modernist” or “fundamentalist” or “super-Orthodox” or “ecumenical”

(to note but a few of the more mentionable labels) adds nothing to the content of an argument. Well-intentioned teachers and students stick strictly to the content of the question, pointing out what they see to be false and wrong, and stating clearly and kindly what they think to be right and true.

11. Christian theology teachers and students exclusively reserve the words “heresy”, “heretic”, and “heretical” for those who represent false teachings as being Orthodox, claim that their doctrine is that of the Orthodox Church, and subsequently divide the ecclesial community. They never apply these words to people who are simply mistaken in their teachings, whether within the Orthodox Church or outside its canonical boundaries. They also do not apply these words to non-Orthodox Christians who have inherited their Christian faith in ecclesial communities already long separated from Orthodoxy, especially those making no claim to be members of the Orthodox Church or to be teaching its doctrine.
12. Christian theology teachers and students do not shame, embarrass, ridicule, scorn, or demean any person. Nor do they ridicule anyone’s thinking and teaching. Their only weapon in the battles of truth are reasonable arguments supported by solid evidence made from clear consciences, with gentleness and respect for everyone and everything (cf. I Peter 3:15).

3.4 Violation of Academic Freedom. If a member of the Seminary Faculty believes that his/her academic freedom has been violated, the faculty member has the right to initiate the Due Process Procedure described in Section 3.13 of this *Handbook*. The Due Process Procedure for issues of alleged violations of academic freedom will follow all the provisions provided in *Handbook* Section 3.13, with the exception that a Due Process Committee investigating an alleged complaint (see Section 3.13.2) will consist of the Dean (Chair), two members of the Regular Faculty, and one member of the Associated/Contractual Faculty.

3.5 Equal Opportunity Policy. In support of its educational mission and objectives, St. Tikhon’s Seminary is determined to provide the highest quality theological teaching, research, and public service that its financial resources will permit. For this reason, the Seminary seeks and recruits qualified and talented persons who can contribute their unique strengths and diversity of talents toward the fulfillment of Seminary goals and objectives.

Subject to its institutional identity and confessional commitments, the Seminary promotes opportunities for all qualified persons in accordance with the laws governing equal opportunity in employment. St. Tikhon’s is committed to ensuring that all educational programs and personnel actions including application, hiring, promotion, compensation, benefits, transfers, layoffs, training, tuition assistance, and social and recreational programs are administered without regard to race, color, sex

(except where sex is a *bona fide* occupational qualification), sexual orientation, national or ethnic origin, age (except where age is a *bona fide* occupational qualification), disability, or status as a disabled or Vietnam era veteran. The Seminary's policy is applicable to Faculty, applicants for Faculty positions, and applicants to educational programs and other activities. This policy is fundamental to the effective functioning of the Seminary as an institution of teaching, scholarship, and public service.

The Seminary has a written equal opportunity policy that is monitored by the Office of the Dean. Questions or concerns regarding this policy should be directed to the Office of the Dean, P.O. Box 130, South Canaan, PA 18459; Phone: 570.561.1818.

3.6 Professional Ethics. Guided by a deep conviction of the worth and dignity of the advancement of knowledge, faculty members recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end, they spend energy on developing and improving their scholarly competence. They accept the obligation of exercising critical self-discipline and judgment in using, extending, and transmitting knowledge.

3.6.1 Ethics in Teaching. As teachers, faculty members encourage the free pursuit of learning in their students, and seek to hold before them the best scholarly standards of their discipline. They demonstrate respect for students as individuals, and serve as their intellectual guides and counselors. They make every reasonable effort to foster honest academic conduct, and to ensure that the evaluation of students reflects their true merit. Faculty members respect the confidential nature of the relationship between professor and student. They avoid any exploitation of students for private advantage, and acknowledge significant assistance from them. Faculty members protect the academic freedom of students.

3.6.2 Collegial Ethics. As colleagues, faculty members have obligations that derive from their common membership in the community of scholars. These obligations include: respecting the free inquiry of associates; showing due respect for the opinions of others in the exchange of criticism and ideas; acknowledging academic debts; striving to be objective in the professional judgment of colleagues; and accepting a share in faculty responsibilities for the governance of the institution.

3.6.3 Ethics within the Institution. As members of an academic institution, faculty members seek above all to be effective teachers and scholars. Although they observe the stated regulations of the Seminary, they maintain the right to question and seek revision of Seminary policies, especially if such policies are perceived to violate principles of academic freedom. When considering the interruption or termination of their service, faculty members recognize the effects of this decision upon the program of the Seminary, and give due notice of their intentions.

3.6.4 Ethics towards the Broader Community. As members of society, faculty members have the rights and obligations of any citizens. They measure the urgency of these obligations in the light of their responsibilities to their subject, to students, to the profession, and to the Seminary. When speaking or acting as private persons, faculty members avoid creating the impression of speaking or acting for the Seminary. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry, and to further public understanding of academic freedom.

3.7 Faculty Status.

3.7.1 Regular Faculty. The Regular Faculty is composed of all faculty members having limited tenure and serving on a revolving three-year term appointment track, and faculty who hold probationary status upon receiving an initial appointment to the three-year revolving appointment track. Ranks in the Regular Faculty are Professor, Associate Professor, and Assistant Professor.

1. Professor. The title of Professor signifies that the holder is a mature scholar whose achievements have won outstanding approval both by scholars outside the Seminary and by his/her faculty colleagues, and whose presence on the Faculty enhances the academic prestige of the Seminary. Appointment to this rank is not merely recognition of length of service, but also of outstanding quality of service. Such an appointment is for an indefinite term.
2. Associate Professor. Appointment to the rank of Associate Professor is made to a person who has demonstrated the personal and intellectual qualities that with increased scholarly maturity and institutional service are expected to lead to appointment to a professorship. Appointment to the rank of Associate Professor may be for a fixed term or for an indefinite term.
3. Assistant Professor. Appointment as Assistant Professor is accorded to a person who has completed his/her final earned degree or other professional certification relevant to his/her discipline, and who has given evidence of superior potential for development in academic stature. As most persons in this rank are passing through an early period of their scholarly growth, an effort is made to design departmental and institutional policies in such a way as to provide them with a variety of educational experiences, including the opportunity to conduct original research, and to participate in various levels of instruction. Appointment to this rank provides a period during which an individual has an opportunity to confirm his/her own interest and motivation as being appropriate to the broad scope of Seminary and Faculty responsibilities, and also one in which senior faculty may assess the promise and the competence

of the faculty member's performance in both instruction and scholarly productivity. Appointment to the rank of Assistant Professor is always for a fixed term or for an indefinite term.

4. Ex Officio Members. The following administrative officers at St. Tikhon's Seminary are considered to be members of the Regular Faculty by virtue of their office (*ex officio*): Rector, the Dean of the Seminary, and the Head Librarian.

3.7.2 Associated Faculty. Members of the Associated Faculty are persons with scholarly credentials who are qualified in accordance with the academic criteria normally applied to Regular Faculty, who hold academic rank, and who play significant and varied roles in the teaching, research, and public service programs of the Seminary. Ranks in the Associated Faculty are those used in the Regular Faculty preceded by one of the descriptive modifiers "Adjunct" or "Visiting."

1. Adjunct Faculty. Members of the Adjunct Faculty are persons with scholarly credentials whose primary careers are outside the Seminary faculty, whether self-employed or with other institutions of higher education, parishes, or other organizations of the Church, business or non-profit organizations, or various governmental agencies. Such persons may be appointed to adjunct academic status in the Seminary while continuing their principal associations or careers elsewhere. Adjunct faculty are normally not entitled to sabbaticals or other compensated scholarly research leave or employment benefits, unless specifically authorized by the Board of Trustees and stated in writing in their letters of appointment, but they may receive employment benefits.

Appointment to the Adjunct Faculty may be used for academically qualified persons who are also employed by the Seminary for nonacademic or administrative duties. Persons may serve in the Adjunct Faculty without limit of time through successive reappointments.

The Seminary does not ensure continuity of appointment for any person in the Adjunct Faculty. Academic ranks in the Adjunct Faculty are Adjunct Professor, Adjunct Associate Professor, and Adjunct Assistant Professor. These titles are to be written in full whenever used on official documents, in listings of Seminary personnel, and in correspondence.

2. Visiting Faculty. Members of the Visiting Faculty are normally persons who are temporarily appointed by the Seminary while they have continuing academic appointments in other institutions of

higher education, or have continuing associations with business or non-profit organizations, or with various government agencies.

A visiting faculty member is a member of the Seminary Faculty while on leave from the institution, organization, or agency with which he/she is affiliated.

Appointment as a Visiting Professor is limited to three consecutive years, and normally such appointments are for one year or less. Academic ranks in the Visiting Faculty are Visiting Professor, Visiting Associate Professor, and Visiting Assistant Professor.

Except as stated above, members of the Associated Faculty are subject to all Seminary policies, including policies on Conflict of Interest.

3.7.3 Contract Faculty. Members of the Contract Faculty participate in the Seminary's teaching and research process, but are not normally eligible for appointment to the Regular or Associated Faculty. Contract Faculty may hold appointments as Lecturer and Senior Lecturer, Lecturer in Foreign Languages and Senior Lecturer in Foreign Languages, Lecturer in Pastoral Practice and Senior Lecturer in Pastoral Practice, Instructor, Research Associate, and Senior Fellow.

1. Appointment. Initial appointment to the Contract Faculty is for a one-year term or less. Contract Faculty are normally not entitled to sabbaticals or other compensated scholarly research leave or employment benefits, unless so authorized by the Board of Trustees and stated in writing in their letters of appointment. Because of the nature of their relationships with their diocesan bishops and/or monastic superiors, all members of the Brotherhood of St. Tikhon's Monastery and all parish clergy will typically hold teaching appointments as Contract Faculty, for one-year terms or less.

Contract Faculty may be appointed to full-time status and receive full or partial employment benefits, but are normally not entitled to sabbaticals or other compensated scholarly research leave, unless so authorized by the Board of Trustees and stated in writing in their letters of appointment.

2. Lecturer. The rank of Lecturer is flexible, denoting faculty whose appointments at the Seminary are temporary or part-time, scholars still in professional training, or persons who do not possess the normally expected scholarly credentials, but nevertheless provide valuable instructional services. Appointments to the rank of Lecturer may be on a part-time or full-time contract basis for one year or less, which may be renewed. Full-time service in the rank of Lecturer is

limited to three consecutive years, except when additional appointments are approved by the Rector.

3. Senior Lecturer. A limited number of Lecturers who have completed three years of full-time service in that rank, or six years of part-time service, may be appointed Senior Lecturers. Persons appointed to this rank will normally not possess the scholarly credentials expected of members of the Regular Faculty. Appointments shall be made for a period of one year or less, but successive appointments are allowed. No Senior Lecturers may be appointed from the ranks of the Regular Faculty.

A recommendation for an initial appointment as a Senior Lecturer must clearly demonstrate that:

- (a) The proposed candidate is performing an instructional service that is exceptionally difficult (or impossible) to obtain from members of the Regular Faculty;
- (b) The proposed candidate performs this service at a high level of competence, as judged by Faculty, peers, and students; and
- (c) The service provided by the proposed candidate is an essential part of the academic program offered by St. Tikhon's Seminary. The proposed candidate cannot be readily replaced by other persons of similar competence.

Appointments to the rank of Senior Lecturer shall be for a period of no more than three years, but successive appointments are allowed. Appointment and reappointment shall be supported by the Dean and be reviewed by the Committee on Faculty Administration.

Continued reappointments are expected; individuals reappointed must maintain their professional competence, and the need must continue to exist.

4. Lecturer in Foreign Languages and Senior Lecturer in Foreign Languages. Initial appointment as Lecturer in Foreign Languages is for a one-year term or less. If appointed for a one-year term, it is expected that the appointment will be extended an additional year on the basis of excellent performance, provided the need for the services continues to exist. The first professional review in this track will take place prior to the end of the second year of service, and if the appointment is continued, a second professional review will take place prior to the end of the fifth year of service. If the appointment is continued, all subsequent reviews will be conducted prior to the end of the second year of each three-year cycle, with either a

recommendation for termination after an additional year or recommendation for an additional three years.

In order to recognize and encourage outstanding performance in both language pedagogy and language research and scholarship, the Seminary will consider appointment of outstanding foreign language teachers to the rank of Senior Lecturer in Foreign Languages. Language teachers employed as Lecturers in Foreign Languages are eligible for appointment as Senior Lecturer at the end of their sixth year of service or subsequently.

No one who has previously been a member of the Regular Faculty may be appointed to the rank of Lecturer or Senior Lecturer in Foreign Languages.

5. Lecturer and Senior Lecturer in Pastoral Practice. The initial appointment as Lecturer in Pastoral Practice is for a term of one year or less. If appointed to a one-year term, at the end of the first year it is expected that the appointment will be extended for an additional year on the basis of performance, and the need for such services continuing to exist. The initial appointment and extension require the approval of the Rector upon the recommendation of the Dean.

The first professional review of the Lecturer in Pastoral Practice will take place prior to the end of the second year of service, at which time the decision may be made to make the third year a terminal year of appointment, or to recommend continuation. Again, performance and need are the critical factors.

The second professional review of the Lecturer in Pastoral Practice will take place prior to the end of the fifth year of service, at which time a decision may be made to make the sixth year a terminal one or to recommend continuation as Senior Lecturer in Pastoral Practice. At this and all subsequent reviews, continued reappointments are to be based on professional performance and the need for services. The fifth year review and all subsequent reviews are as stated for the original second year review.

The number of persons serving as Lecturer in Pastoral Practice may vary, depending on enrollments in professional pastoral education courses.

6. Instructor. This rank is used primarily for part-time supervisory personnel in Pastoral Field Education. In addition, this rank is occasionally used for full-time appointments of scholars still in professional training. In this case, appointments are limited to three consecutive years, except where additional appointments are

approved by the Rector or Dean of the Seminary. There is no limit to the length of part-time service in this rank.

7. Research Associate. Research Associates work in sponsored research programs, and must hold the appropriate terminal professional degree in their disciplines. Full time service in this position may not exceed three years, except with approval of the Dean of the Seminary.
8. Senior Fellow. A Senior Fellow of the Seminary is a distinguished scholar who holds an appointment outside the Regular Faculty at the Seminary for teaching or research, for a limited period of time.

- 3.7.4 Emeritus Status.** Emeritus status is conferred upon Professors and Associate Professors in the Regular Faculty at the time of their retirement, or upon termination of their responsibilities as faculty members for honorable and valid reasons (e.g., illness), after ten or more years of distinguished service to the Seminary.

Professors Emeriti and Associate Professors Emeriti are accorded the privileges of the Regular Faculty, and will have their names listed in this status in the Seminary *Bulletin* during the remainder of their lifetime. No compensation or fringe benefits accrue by virtue of this status, unless by mutual agreement between the Rector, the Dean, and the individual. In such cases, supplementary benefits, if any, will be stated in writing in a formal letter by the Rector.

- 3.7.5 Distinguished Service.** Upon conclusion of a minimum of twenty (20) years of distinguished full-time service to the Seminary, members of the Regular Faculty holding the ranks Professor or Associate Professor may be nominated for a Distinguished Service Award to be bestowed by the Board of Trustees.

1. Nomination. Nomination shall be made by the Rector upon the recommendation of the Faculty, and be supported by the Dean. The award will be granted by a positive action of the Board of Trustees, conveyed to the designee by a letter from the President, or by a certificate or diploma signed by the President, the Rector, and the Dean. The minutes of the Trustees shall be the official record of such action.
2. Title. Recipients of the Distinguished Service Award shall have use of the descriptive modifier "Distinguished" preceding their academic rank, e.g., "Distinguished Professor" or "Distinguished Associate Professor." These titles are to be written in full whenever used on documents, in listings of Seminary personnel, and in correspondence.

- 3.8 Appointments and Rank.** All appointments and promotions to the ranks of Professor, Associate Professor, or Assistant Professor, whether in the Regular

Faculty, or in comparable ranks in the Associated Faculty, are made upon recommendation of the Rector, Dean, and Faculty, and by positive action of the Trustees. The minutes of the Trustees are the official record of such actions.

3.8.1 Authority. No officer of the Seminary has authority to bind the Seminary to appointment or promotion in the ranks of Assistant Professor or above without the positive action of the Trustees. Power to appoint and reappoint to positions below the rank of Assistant Professor or a faculty member in probationary status shall be relegated to the Dean.

3.8.2 Objective of Appointment. In general, it should be noted that the governing objective of the Faculty appointment and promotion policy and procedures is the recruitment and retention of a distinguished Faculty. Accordingly, a high degree of excellence would ordinarily be expected in both teaching and research. While the relative weight given to teaching and research would vary from case to case, competence and significant achievements in research should be indicated for assignment to teaching responsibilities.

3.8.3 Determination of Competence. The initial determination of competence in research should be made by peers, who themselves are scholars in the same or closely related disciplines, subject to administrative review. In identifying good teaching, evaluation by current and former students, as well as through peer evaluation, is essential. In matters of appointment and promotion, some weight should also be given to unusual service in such activities as governance, curriculum development, service to the profession, editing of professional journals, or academic programs carried out in residence.

3.8.4 Appointment and Promotion. Appointment or promotion to the rank of Associate Professor or Professor is a major step in a faculty member's professional development. It is essential that a careful evaluation be made of all relevant aspects of the candidate's record. These aspects include:

1. Scholarly Record and Reputation. An analysis should be made of the candidate's previous scholarly achievements, with special attention to the record of publications. The overall quality as well as the quantity of the publications should be examined. If multiple-authored articles are prominent in the publication record, the precise role of the candidate in the work should be outlined. The nature and significance of the candidate's contributions to the discipline should be explored. The candidate should have a coherent plan for future scholarship. Where relevant, an analysis should be made of the ability of the candidate to secure external financial support for research.

2. Teaching. The dossier should contain both a chronology of the candidate's classroom teaching and the formal evaluations (or summary of evaluations) made of that teaching. An evaluation should be made of the candidate's ability to work effectively with the students and to teach in informal settings. An evaluation will also be made of the candidate's mentoring of theses and/or cumulative projects. A list of the candidate's students and their placements should be included.
3. Other Contributions. The candidate's performance in areas beyond teaching and scholarship should be discussed. These areas include service to the Seminary, as well as service to the candidate's profession. Major administrative assignments, either within or outside of the Seminary, should be noted.

3.8.5 Dossier for Appointment and/or Promotion. While it may seem prudent to permit some latitude in evaluating candidates for appointment or promotion to the ranks of associate professor or professor, a typical dossier in a case involving appointment or promotion at the rank of associate professor or above should address each point outlined in 3.8.4 above.

3.8.6 Essential Criterion for Appointment. The following standards are intended to serve as minimal guidelines for an initial appointment to the specified rank.

1. Assistant Professor. The essential criterion for initial appointment to the rank of Assistant Professor is the acquiring of a terminal degree (or terminal status) in one's disciplinary field, and proven academic competence in that field. Depending on the discipline, candidates must possess proven competency in the subject as evidenced by the possession of a research doctorate; another appropriate terminal professional degree (i.e., D.Min., Ed.D., etc.); the possession of a Licentiate and a Master's Degree in a related field; or a Master of Library Science (M.L.S.) degree with a second Master's degree in a related field. Candidates who have recently completed graduate professional training in a particular academic discipline, have their degree in hand, and are at the beginning stages of their academic career, or who have already taught at the level of Assistant Professor at another institution of higher education, may be appointed at the rank of Assistant Professor. Candidates for appointment to the Regular Faculty who do not have a research doctorate or another appropriate professional terminal degree in hand

should be initially appointed to the rank of “Instructor” in the Contract faculty, and upon attainment of the doctorate or an appropriate terminal professional degree, be promoted to Assistant Professor. Candidates for appointment to the rank of Assistant Professor should also give evidence of a capacity to satisfactorily fulfill the duties and responsibilities of a faculty member, and have some minimal teaching experience at the post-secondary or graduate level. Tenure in the rank of Assistant Professor should ordinarily be limited to six years, with promotion to the rank of Associate Professor occurring in the seventh year.

2. Associate Professor. Appointment or promotion to the rank of Associate Professor is made in the case of a person who through sustained teaching, research, and service at other institutions of higher education has demonstrated the personal and intellectual qualities that with increased maturity are expected to lead to appointment to a full professorship. Degree requirements for the rank of Associate Professor are the same as for those who are considered for Assistant Professor status.

Service requirements for the rank of Associate Professor are usually a minimum of seven years of ranked teaching in an approved and/or accredited seminary, college, or university, with at least three years at the rank of Assistant Professor at St. Tikhon's Seminary. In addition to the degree requirements specified in paragraph 3.8.6(1) above, requirements for the rank of Associate Professor include (a) evidence of sustained and noteworthy teaching; (b) evidence of noteworthy fulfillment of the duties and responsibilities of a faculty member and service on committees; and (c) evidence of developed scholarship in the subject discipline.

The rank of Associate Professor is one in which the faculty member may remain indefinitely.

3. Professor. Appointment or promotion to the rank of Professor is reserved for a mature scholar whose achievements have won outstanding approval both by scholars outside the Seminary and by his/her Faculty colleagues, and whose presence on the Faculty enhances the academic prestige of the Seminary. Appointment to this rank is not merely recognition of length of service or attainment of scholarly degrees, but a distinction reserved for those who make an outstanding contribution to their discipline, the institution,

and their profession, as evidenced by a record of outstanding teaching, research, and service to higher education.

In addition to the degree requirements specified in paragraph 3.8.6(1) above, the necessary requisites for the rank of Professor are (a) evidence of outstanding teaching; (b) evidence of distinguished Faculty leadership, as well as devoted service to the students and the Seminary; and (c) evidence of mature scholarship in the subject discipline. The service requirements for the rank of Professor are normally a minimum of ten years of ranked teaching in an approved and/or accredited seminary, college, or university, with a minimum of four years of full-time teaching at the rank of Associate Professor, at least two of them at St. Tikhon's Seminary.

Appointment to the rank of Professor is for an indefinite term.

3.8.7 Retention. Successful achievement of the Seminary's mission and objectives is determined in large part by the commitment, contributions, and academic leadership of its Faculty. The Seminary considers it essential, therefore, to enrich and enhance the environment in which Faculty work by providing a supportive and collegial working atmosphere in which Faculty achievement is recognized and appropriate rewards provided.

Probationary Faculty are offered teaching positions in the full expectation that the Faculty turnover rate will be minimal. To achieve that end, the Seminary maintains confidentiality of personnel records and due process; clarifies expectations, policies, and procedures of professional performance; improves the degree of communication in the Seminary; establishes Faculty autonomy as a basis for a stimulating learning and teaching atmosphere that promotes excellence in teaching and scholarship; supports innovative teaching techniques and methodologies; and establishes Seminary programs of financial and informational support for Faculty growth and development.

Retention of Faculty is generally based on the criteria of (a) professional performance; (b) professional growth; and (c) potential contribution to the Faculty and the Seminary in terms of present and future programs.

3.9 Personnel Record. An individual personnel file is kept for each Faculty member, which includes, but is not limited to, the following information:

- Information relating to the Faculty member's academic and professional accomplishments, submitted by the Faculty member, or placed in the file at his/her request;

- General personnel information.

This file is typically accessible only to the Rector, the Dean, administrative staff in the course of their official duties, and the individual faculty member. If, however, the faculty member gives authorization in writing, information from this file may be made available to others, in consultation with the Rector and the Dean.

3.10 Employment Orientation. It is the responsibility of the Dean to ascertain that each newly-hired faculty member has the opportunity to become familiar with the duties, responsibilities, and the personnel policies and fringe benefits set forth in this *Handbook*.

3.11 Faculty Rights and Obligations. Both to protect the individual faculty member's rights and to insure respect for the rights of other persons and of the Seminary, the following generally recognized rights and obligations of faculty members shall be adopted:

- The right and the obligation to be governed by clear and mutually binding terms of appointment;
- The right to an understanding of the conditions governing duration of appointment and chances for promotion; and
- The right to fair and objective processes in matters of reappointment or non-reappointment, promotion, increase in salary, etc.

3.12 Term Appointments and Limited Tenure. The Board of Trustees has the ultimate responsibility for the appointment and retention of all members of the Regular Faculty at the level of Professor, Associate Professor, and Assistant Professor (see Section 3.8.6), and for awarding or denying limited tenure to academic personnel under the jurisdiction of the Board. The precise terms and conditions of every appointment shall be stated in writing and be in the possession of both the Seminary and the employee before the appointment is finalized.

3.12.1 Limited Tenure. The purpose of limited tenure is to minimize Faculty turnover by protecting the individual faculty member against capricious dismissal or abuse, while preserving academic freedom and the integrity of the Seminary. Generally only those faculty members holding degrees recognized as appropriate terminal degrees (or terminal status) in their professional discipline will be considered for limited tenure in the form of multiple-term three-year appointments.

A faculty member who has been granted limited tenure in the form of a multiple-term three-year appointment, and who continues to perform his/her duties effectively, can normally expect continuation in his/her position. Revolving multiple-term appointments, however, are not an unconditional guarantee of lifetime employment.

3.12.2 Term Appointments. Term appointments are given to members of the Faculty as specified below. Such appointments are limited to a specific term of employment, and confer upon a faculty member no entitlement to continued employment after the term specified. All appointments will normally be made by April 15 of the academic year prior to the term appointment.

3.12.3 Probationary Period. Full-time academic personnel below the rank of associate professor or equivalent shall serve a probationary period not to exceed three years of continuous service.

The initial probationary appointment will be for a renewable term of one year. Faculty members whose employment begins before January 1 of a given academic year shall count that entire year toward the total number of probationary years. Those whose employment begins on or after January 1 of a given academic year shall not count that year toward the total number of probationary years. For the purpose of determining the total length of the probationary period, with the mutual consent of the individual, the Seminary, and the Board of Trustees, credit may be given for prior service at other institutions.

Assistant professors or equivalent shall be eligible for multiple-term three year appointments after serving the established probationary period. Previous years of service at the rank of instructor shall not normally be counted towards eligibility for revolving multiple-term three-year appointments.

Faculty members initially employed at the rank of associate professor or equivalent shall serve a probationary period of at least one year, but in no case more than three years.

Faculty members initially employed at the rank of professor or equivalent may upon appointment be granted limited tenure in the form of multiple-term three-year appointments; or, at the discretion of the Seminary, may be required to serve a probationary period not to exceed three years.

3.12.4 Evaluation of Eligibility for Limited Tenure. During the third year of continuous service, faculty members shall be evaluated for the purpose of determining eligibility for limited tenure in the form of revolving three-year appointments.

After three years of continuous full-time instructional service at St. Tikhon's Seminary, faculty members may be given a three-year term appointment. At the end of the first year of the appointment, and for each succeeding year, another year will be added to the term, so as to continue the term appointment for three years. If for reasons other than just cause, St. Tikhon's Seminary wishes to terminate the term appointment, at the end of the first year of that appointment, no additional years will be added to the term, until the term of said appointment shall have expired.

Eligibility for multiple term three-year appointments shall not extend to the instructor level. Faculty members at the instructor level shall continue on annual appointments.

Faculty members appointed to the rank of Professor or Associate Professor in the Regular or Adjunct Faculty may be granted a multiple-term appointment while being paid from a grant or contract for services such as consultant or visiting professor, for a term not to exceed the duration of the grant or contract.

3.12.5 Appointments from the Monastery Brotherhood. Members of the Brotherhood of St. Tikhon's Monastery receive a letter of appointment to the Seminary from the Monastery Superior for their initial year. In subsequent years, they normally receive a letter of appointment to the Seminary from the Dean by May 1, contingent upon the blessing of the Monastery Superior.

3.13 Due Process for Faculty. Gospel precepts and the nature of Christian community demand that matters of difference involving an alleged violation of rights or policy among faculty members, or between faculty members and administrators, be resolved through an informal reconciliation process. In the event that such differences cannot be settled through reconciliation, the alleged violation may be referred to a Due Process Committee, specially constituted to hear such disputes. The due process procedure is to be used for the resolution of grievances and complaints against particular actions or decisions of faculty members or administrators of St. Tikhon's Seminary that are perceived to be arbitrary, unreasonable, or unfair.

3.13.1 Definition. A grievance is an alleged violation, misapplication, or misinterpretation of Seminary policy; allegations of alleged bias or prejudice, or abuse of supervisory authority; or allegations of procedural error (i.e., the failure to follow established written policies and procedures) in the course of dealing with issues that arise in the course of Seminary life. Any other concern will be treated as a complaint.

Actions or decisions are grievable only if they involve an error in professional judgment or conduct, procedural irregularity, a misapplication or misinterpretation of Seminary policy, rules or regulations, or federal or state law, or a misapplication or misinterpretation of a standard of the Seminary's accrediting body.

3.13.2 Due Process Committee. The Due Process Committee shall consist of the Seminary Dean, who shall chair the Committee; a senior full-time faculty representative; and two other members (full time or contractual faculty members or administrative staff as appropriate) appointed by the Dean, and a member of the Trustees appointed by the Executive Committee of the Board. In the event an allegation directly involves the Dean, he shall recuse himself, and a committee Chair shall be appointed by the Rector.

All proceedings will be closed and confidential to protect the parties involved and the Seminary.

3.13.3 Initial Procedures. A faculty member or administrator who feels that there are grounds for a complaint or possible grievance should first discuss in an informal manner the complaint or grievance with the supervisor having the authority to resolve the alleged complaint or grievance. This informal resolution must be attempted within ten (10) days of the awareness of the concern. If this step is unsuccessful, the alleged complaint or grievance can be brought to the Dean. The Dean will seek to mediate and resolve, if possible, the complaint or grievance with the parties involved through an informal resolution process.

3.13.4 Formal Petition. Should the informal resolution procedure fail to resolve the grievance to the satisfaction of the faculty member or administrator, he/she may prepare and file a formal grievance petition with the Dean within thirty (30) days after the last informal step taken in attempting to resolve the grievance, and request a formal hearing. The formal grievance petition must be in writing and must state:

1. A clear and concise exposition of the facts concerning the alleged violation;
2. The specific provision of appointment or policy alleged to have been violated;
3. The manner in which attempts at informal reconciliation have been made; and
4. The remedy or resolution requested.

3.13.5 Constitution of the Committee. The Due Process Committee (described in 3.13.2 above) will be constituted, and will then investigate the petition to determine if the matter is in fact a grievance or a complaint. If the Committee determines that the matter is in fact a grievance, a formal grievance hearing will be scheduled (see Section 3.13.7 below).

3.13.6 Committee Disposition of a Complaint. Should the Due Process Committee find that the matter is not a grievance, but rather is a complaint, it will issue its finding and recommendations for a solution to the parties directly involved. The parties have ten (10) days to accept or reject the findings and work out a solution. Should the complainant not be satisfied, either with the findings of the Due Process Committee, or with the disposition of the complaint, the complainant may, within five (5) days, make a written appeal to the Rector, who will render a final, non-appealable decision within five (5) additional days.

3.13.7 Formal Grievance Hearing. If the matter has been determined by the Due Process Committee to be a grievance, the Committee shall hold a formal hearing concerning the grievance at hand.

The hearing will begin within fifteen (15) days of the request for a hearing. This hearing will be conducted in private and the parties will make no public statements about the case during the course of the hearing.

3.13.8 Reporting to the Rector. Within five (5) days of the hearing, the Chair of the Due Process Committee will present its advisory decision in writing to both parties and the Rector. Insofar as it consists of a recommendation for the disposition of the grievance, the decision may either be accepted by both parties, or rejected by either party. Within an additional five (5) days of receipt of the Due Process Committee's decision, each party to the grievance will communicate to the Rector in writing their rejection or acceptance of the decision.

Within a further fifteen (15) days from his receipt of the Committee's report regarding the findings of the grievance hearing, the Rector will communicate a final decision in writing to the parties involved and to the Chair of the Due Process Committee.

If the Due Process Committee considers a grievance brought against the Rector in his role as a member of the Faculty, Committee findings will conveyed within five (5) days of the hearing to the President of the Seminary for determinate action.

3.13.9 Final Review and Appeals. Following this written communication from the Rector in either a complaint or grievance, the Rector and Dean will meet with both parties to discuss the determination. If either party is still dissatisfied with the Rector's determination, a final appeal may be made to the Executive Committee of the Board of Trustees within ten (10) days of the meeting with the Rector and Dean. The Executive Committee shall determine their willingness to take up the appeal and review the findings of the Due Process Committee. The Executive Committee will have the option of (a) upholding the decision of the Rector, or (b) take up its own review and rendering a final decision in the matter.

3.13.10 Review of the Record by the Executive Committee of the Board of Trustees. Should the Rector be a direct party to a complaint or grievance, the Due Process Committee's findings shall be presented to the Executive Committee of the Board of Trustees for their review. The Executive Committee will present any recommendations to the President of the Seminary for episcopal action.

3.13.11 Special Provisions. Petitioners should be aware that procedural review and appeal established by this policy are not constituted or construed as legal proceedings, but are institutional mechanisms to offer members of the

Seminary community a structured and fair opportunity to be heard by fellow faculty members, the Dean, and the Rector of the Seminary.

1. External remedies. The existence or use of the grievance procedure outlined in this policy does not preclude or bar petitioners from seeking resolution of issues or filing claims in other appropriate external forums or jurisdictions, as may be defined by civil or ecclesiastical law (Canon Law). Should any party to the foregoing proceedings elect to pursue his/her rights and remedies through legal or agency action or in a court of competent jurisdiction, the Seminary reserves the right to discontinue internal proceedings, or to continue them to complete the record, as the case may warrant. Such a decision will be that of the Rector.

Due to the nature of the Seminary and its mission, external legal remedies may not be available to a faculty member, depending upon the nature of the grievance in question. In all such cases, the grievance procedure outlined in this handbook, supplemented with any other ecclesiastical remedies that may be available, will be the only forum in which the grievance may be heard.

2. Representation by Counsel. Representation by legal counsel shall not ordinarily be permitted, or may be permitted only with prior written assent by the Rector of the Seminary, in extraordinary circumstances. However, if legal counsel is to be present for any petitioner or respondent, the Seminary will reserve the right to have legal counsel present as well.

If a grievant does not have legal counsel, he/she may have an advisor of his/her own choice attend all phases of the proceedings, but this advisor will be a witness only and will not be permitted to speak or otherwise participate during any proceedings. This advisor may be selected from among the community at St. Tikhon's Seminary or Monastery, but may not be either (a) a current student of the Seminary, or (b) a witness to any of the actual or alleged events underlying the grievance.

3. Rules of Evidence. The Due Process Committee will not be bound by strict rules of legal evidence. Every possible effort will be made to obtain the most reliable evidence. Findings of fact, conclusions, and recommendations will be based solely on the hearing records and pertinent Seminary procedures as set forth in this *Handbook* and in common law. Decisions will take the form of findings of fact, conclusions, and a recommended disposition of the grievance. All parties to the grievance will have the right to call witnesses and present evidence. All parties will have the right to cross-examine witnesses. Where a witness has made a statement and cannot or will not appear, but the Committee determines that the interests of fairness require

admission of his/her statement, the Committee will identify the witness and disclose the statement, and, if possible, provide for interrogatories.

4. Cooperation by the Seminary. The Seminary will cooperate with the Due Process Committee, making available documentary and other evidence requested by the grievant to an extent not limited by law, either ecclesiastical or civil. The Committee will grant appropriate continuance to enable either party to investigate evidence, or for any other appropriate reason.
5. Burden of Proof. In all cases except dismissal or suspension, the burden of proof shall be on the one who brings forth the grievance. In the case of dismissal or suspension, the burden of proof that adequate cause exists for the action shall be on the Seminary, which proof shall be by clear and convincing evidence.
6. Record of Proceedings. The Committee shall make a recording (either tape or digital) of all hearing proceedings. A copy shall be confidentially kept by the Seminary and made available to the Committee, or to the grievant, if requested, at his/her expense.
7. Ex Parte Contacts. *Ex parte* communication occurs when one party shares information with another party without including all parties to the grievance. Because *ex parte* contact or communication is always subjective and one-sided, once a grievant has requested a formal resolution of a grievance, no *ex parte* communication between parties to the grievance procedures relative to the merits of a case should be permitted. Discussion of the grievance or evidence outside the grievance process is inappropriate and should be avoided. All communication should be in writing, and distributed simultaneously to all parties. The rule against *ex parte* contacts also applies to communication with everyone who is responsible for deciding appeals.
8. Confidentiality. All persons involved in any aspect of grievance proceedings are expected to maintain strict confidentiality regarding such proceedings. State and federal laws govern the privacy rights of students, faculty, administrators, and staff. Disclosure of any information shall be on a "need to know" basis, and always follow Seminary policy on confidentiality. Any questions about disclosure of information should be directed to the Rector or Dean in writing.

3.13.12 Modification of Procedures. In any particular case, the Rector of the Seminary may approve modification of grievance procedures detailed in this policy if the modification (a) is for good cause, and (b) does not violate due process rights, applicable policies of the Orthodox Church in America, or the policies, regulations, and procedures of St. Tikhon's Seminary.

3.13.13 Administrative Removal. It is the understanding of the Seminary Administration that regular disciplinary actions related to faculty members will be handled according to the due process procedure outlined above. In extraordinary situations, however, a faculty member who exhibits behavior that (1) poses a significant risk to the health or safety of self or others, (2) poses a significant risk of damage to property, or (3) provides considerable disruption to the normal educational processes of the Seminary may be administratively removed on an interim basis pending a formal investigation. An Administrative Removal may be implemented by the Rector of the Seminary in consultation with the Dean. In most cases, Administrative Removal will be immediate and shall be for a reasonable length of time. If the situation warrants, the Seminary will follow its internal post-incident policies in following up with parties involved in the events connected with the removal. There is no appeal to implementation of an Administrative Removal. Note that at any time prior to the implementation of an Administrative Removal, a faculty member may choose to withdraw voluntarily and take a leave of absence from the Seminary.

Decisions regarding Administrative Removal will be based on observations of the faculty member's conduct, actions, and statements, and not based on knowledge or belief that the faculty member has a disability. All decisions will include consideration of reasonable alternative arrangements. Any faculty member facing administrative removal will be given the opportunity to be heard on the decision by the Rector and Dean with the understanding that in exigent circumstances, this opportunity may be after the Removal has gone into effect. The Seminary will apply this policy in a nondiscriminatory manner.

When a faculty member is administratively removed, he/she shall be provided with the following in writing:

- (a) The reason(s) for this action;
- (b) Conditions which must be met prior to the faculty member's re-instatement (if appropriate). In appropriate cases, this will include recommendation that an individual receive professional counseling/intervention;
- (c) A delineation (if any) of investigative process related to circumstances leading to the action;
- (d) Information regarding the faculty member's presence on campus or use of Seminary services/facilities; and
- (e) Results of non-compliance with the conditions for re-instatement.

The written plan outlined above may be subject to amendment as determined by the Rector.

The Seminary Administration considers the following actions of Faculty members to be subject to immediate consideration of administrative withdrawal:

- (a) Instances of physical, sexual, or verbal assault;
- (b) Instances of destruction of personal or Seminary Property; and/or
- (c) Threat of injury to self, other persons, or property.

3.13.14 Statement on Sexual Misconduct. The Seminary adheres to the “Policies, Standards, and Procedures of the Orthodox Church in America on Sexual Misconduct,” issued by the Synod of Bishops of the Orthodox Church in America in Spring 2014. In that document, sexual misconduct is defined as a “range of behavior used to obtain sexual gratification against another or at the expense of another or in a situation where the perpetrator is in a position of authority – physical, psychological, emotional, or spiritual – over the victim. Sexual Misconduct includes sexual harassment, sexual assault, and any conduct of a sexual nature that is without consent, or has the effect of threatening, intimidating or using the person against whom such conduct is directed.” In conformity with these guidelines, the Seminary utilizes screening procedures of students, faculty members, other employees, and volunteers and periodically reviews procedures to reduce the risk of sexual misconduct. The Seminary also maintains ongoing development sessions for the entire Seminary community on the nature of sexual misconduct.

Allegations of sexual misconduct shall be investigated promptly. In cases of alleged sexual misconduct involving a student or a member of a student’s family, Seminary employees, or volunteers, the allegation shall be reported to the Dean. In cases of alleged sexual misconduct involving the Dean, allegations shall be reported to the Rector. The Seminary will report allegations in accordance with civil law, in conformity with the OCA guidelines, and will cooperate in accordance with civil and canon law in any investigation by civil or ecclesiastical authorities.

3.14 Appointment of Department Chairs. The following procedures will guide the selection and appointment of Department Chairs:

3.14.1 Appointment. Department Chairs are appointed by the Dean in consultation with the Committee on Faculty Administration; with the advice of Faculty both inside and outside the department; and with the approval of the Rector. If the Dean is to be considered for appointment to the position of Department Chair, the appointment is made by the Rector in consultation with the Department.

3.14.2 Appointment Procedure. Responsibility for initiating the appointment of a new Department Chair, and the charge to any nominating/search/selection body, including the criteria and the number of persons to be recommended, rests with the Dean.

The Dean should state from the outset whether there is available a position in the Regular Faculty to allow consideration of external candidates. The means

by which nominations are secured and reviewed should be regularized and clearly stated.

In all cases, the Dean should play an active role, either as a participant in the departmental review, or by requiring two or three names from which to choose.

3.14.3 Departmental Review. Change in Department Chairs is preceded by a review of the direction, quality, and plans of the department. Such a review may be initiated by the Dean, or members of the department, and should be planned cooperatively by all parties. Reviews with external evaluators should take place as a matter of course in departments at regular intervals, but preferably at such times as to be helpful to new departmental leadership.

3.14.4 Recommendation for Appointment. A recommendation for appointment as a Department Chair takes the form of a letter from the Dean to the Rector, including a current Curriculum Vitae of the nominee and other information about the selection process, including others considered, and setting forth the proposed period of appointment (most often five years, renewable, but may be less and occasionally more according to prevailing Seminary practice). The Rector gives the final approval and prepares the appointment letter.

3.15 Standards of Service. Appointment to the Regular Faculty of St. Tikhon's Seminary implies recognition of a teacher-scholar's professional achievements and promise. Seminary teaching allows for a flexible scheduling of time and an opportunity to pursue scholarly and research interests relatively free from distraction. It is the purpose of this policy to outline in a general way the minimum obligations of a faculty member toward the students and the Seminary. Unless otherwise authorized by the Seminary Administration, all members of the Regular Faculty of St. Tikhon's Seminary will be expected to abide by the principles stated in this policy.

3.15.1 Teaching and Related Activities. Except for official leaves of absence, release time provided by research grants or administrative appointments, special *ad hoc* arrangements that permit teaching to be concentrated in one term during a particular academic year, or other official exemptions, Faculty are expected to participate fully in the Seminary's teaching program during each regular term of the academic year. The Committee on Faculty Administration determines faculty workloads consistent with Seminary policy on Workload (see Section 3.17), and in consultation with faculty members and Department Chairs.

Teaching assignments are related to the areas of faculty specialization, and are distributed among the members of the Faculty generally without regard to rank or seniority. Teachers are expected to be flexible enough within their discipline to offer courses outside their particular specialty, and to teach at both graduate and remedial levels (if needed). Advanced courses are not seen as the exclusive domain of senior faculty, nor are junior faculty confined to teaching basic introductory courses. In addition to their formal course loads, faculty members

are also expected to bear their fair share of the responsibility for supervising student independent study and research.

3.15.2 Availability. Acceptance of a teaching appointment at the Seminary implies a willingness to accommodate oneself to a reasonable schedule of courses, faculty meetings, and committee assignments. Throughout the semester, faculty members are expected not only to have regularly scheduled office hours and be available for student advising and individual appointments and conferences, but also to be easily accessible to their colleagues. Only compelling personal or professional reasons should prevent faculty members from holding all classes at the scheduled times and places. Classes missed because of a teacher's absence should ordinarily be rescheduled. Final examinations are to be given only during the time periods officially announced by the Registrar, normally during the last week of formally scheduled classes.

3.15.3 Research. Appointments to the Regular Faculty are made on the assumption that scholarly research and publication will normally continue throughout the faculty member's active career. The Faculty workload policy generally reflects such assumptions, and presumes that a significant portion of the faculty member's time will be devoted to research.

3.15.4 Service. It is also presumed that a significant portion of the activities of faculty members will be devoted to professional service to the Seminary, to their profession, and to the larger community. Faculty status implies a commitment to tangible engagement in aspects of faculty decision-making affecting courses, curricula, degrees, programs, and other aspects of Seminary community life and activities, as well as service as committee members and administrators.

Taken in their entirety, all three activities – teaching, research, and service – should involve a total commitment of a faculty member's professional time and efforts. It is clear that at any particular time, faculty members might be called on to concentrate extraordinary emphasis, time, and/or effort to a particular professional activity, and thus to make adjustments to the overall balance of their workload, permitting, for example, a lighter teaching load to offset a heavy administrative load. At the same time, however, it should be understood that the three major areas of faculty activity are of equal and major significance in processes of faculty assessment and evaluation, and that all may be equally considered in determining salary levels and eligibility for promotion.

3.16 General Expectations for Faculty. In fulfilling their professional responsibilities to the Seminary, members of the Faculty are generally expected to:

- Accept, support, and promote the Seminary's mission, goals, and objectives;
- Foster the growth, development, and formation of students in all aspects of their lives, and participate in the regular evaluations of students in the Seminary;

- Maintain and foster a classroom environment conducive to scholarship and academic achievement, and cooperate in the enforcement of Seminary discipline;
- Maintain commitment to excellence in teaching through careful preparation, effective methodology, and enthusiasm for the subject taught;
- Be available to students through regular office hours, and participate in academic advisement and student counseling in academic matters;
- Adhere to administrative requirements in the preparation of course outlines and syllabi, punctuality for class, administration of examinations, and submission of grades;
- Participate in the work of the Faculty Council;
- Serve on Seminary and Faculty Committees as appointed by the Rector or Dean (as the case may be);
- Assist in the development of the Library by recommending books to be purchased that will support the academic program of the Seminary in general and their instructional field in particular;
- Engage in scholarly pursuits through research, publication, membership in professional societies, and attendance at conventions and meetings related to the subject(s) taught;
- Promote the recruitment of prospective students, and aid efforts focused on financial support and other development activities of the Seminary; and
- Devote efforts in service to the wider community through lectures, membership on boards, and other forms of community service.

3.17 Faculty Workload. The Faculty is the main entity by which the Seminary carries out its mission of preparing students for leadership in the Church and society, of pursuing theological inquiry and shaping theological understanding, of serving as a sustaining resource for religious leaders, and of fostering spiritual formation and ethical development. This work is the collective responsibility of the Faculty as a whole. Each member of the Faculty takes a share of this collective responsibility appropriate to the individual. The purpose of this policy is to provide a process and set of benchmarks for ensuring that the particular responsibilities of individual faculty members are defined with due attention to equity, congruity with individual gifts and needs, and the overall responsibility of the whole Faculty in light of the school's mission.

As a regular member of St. Tikhon's Faculty, a faculty member's primary responsibility is to the program of St. Tikhon's Seminary. This responsibility is the primary employment of a regular member of the Faculty. Regular members of the Faculty shall accept no additional responsibilities that infringe on their obligations to the Seminary. A faculty member's specific obligations shall include: teaching (including classroom teaching, academic advising, directed and independent studies,

and other individualized components of the curriculum); research and publication; regular and special administrative and committee responsibilities to which an individual is elected or appointed; participation in, and contributions to, ecclesial and professional communities beyond the Seminary; and participation in the life of the Seminary community.

3.17.1 Workload Standards. The following workload standards apply to all members of the Regular Faculty (i.e., those who possess the rank of Professor, Associate Professor, or Assistant Professor).

1. Teaching Standard. Ordinarily a member of the regular Faculty of St. Tikhon's Theological Seminary teaches four three-credit classroom courses per each academic year.

A faculty member may guide individual directed studies, independent studies, and M. Div. theses and projects. Normally, such occasions for tutorial instruction will not exceed three per long term (Fall and Spring semesters). Normally they will not exceed one per short term (June and August short terms, if held) when an instructor is not teaching a classroom course. In addition to these occasions for individualized instruction, a faculty member ordinarily will serve as major paper advisor for no more than two M.Div. theses/projects coming to completion in a single year, although more theses/projects may be in process. Within the constraints imposed by subject area needs, a faculty member would ordinarily serve as second reader for no more than two theses / major projects in a single year.

Within a single year's normal load of classroom courses and directed studies, it is expected that a faculty member's normal student load will range from 50 to 100. It is expected that actual student loads will vary from year to year, and that adjustments in workload to respond to significant departures from this norm may not always be possible within the academic year in question.

In reckoning a faculty member's classroom teaching load, team-taught courses will be counted in the following way. In the case of courses that are taught collaboratively by two or more instructors engaged in teaching for all the contact hours of the course, the load for each instructor is reckoned at the number of credits for the course, and the student load is divided on a *pro rata* basis. In the case of courses where the teaching load is divided among two or more instructors (e.g., one teaches for six weeks, the other for eight weeks), the load of each teacher is computed as the total credit hours of the course divided by the number of teachers.

In reckoning a faculty member's classroom teaching load, teaching two sections of the same course during the same term is regarded as

lightening the course load. In such cases, the faculty member will consult with the Dean about increasing or decreasing other aspects of his/her workload to maintain overall balance.

In the event a faculty member's course is cancelled, five directed studies beyond the normal load for that term will count as a replacement for the course. In cases where such an equivalent is lacking, the faculty member will consult with the Dean about increasing other areas of the member's contribution to the overall work of the Faculty, recognizing that it may not always be possible to find an appropriate solution within the same academic year.

Each faculty member will take a fair share of the Faculty's responsibility for providing academic and professional development to students in the Seminary's program. In consultation with the Faculty Administration Committee, the Dean will assign advisees on an equitable basis among the members of the Faculty.

All faculty members will participate in an equitable fashion in individual components of the curriculum that are a responsibility of the Faculty as a whole, rather than of a particular core area or field, e.g., integrative exams, special consultations on student progress, and assessment.

2. Research and Publication Standard. Ordinarily a regular member of the Faculty of St. Tikhon's Seminary shall be expected to engage in at least two productive research projects per academic year. A "productive research project" is defined as a project of new research, which finds expression in some concrete form of communication to a wider audience. Acceptable forms include: a new course in the Seminary offerings; an article or essay; a book chapter; a paper read at the meeting of an appropriate learned society; a public lecture or lecture series; a new multiple-session course, retreat, or workshop for a non-academic audience outside the Seminary; or editing a volume of essays.
3. Administrative and Committee Standard. Ordinarily a regular member of the Faculty of St. Tikhon's Seminary shall be expected to accept at least two significant commitments within the Faculty's administrative work. These include: service on standing committees of the Faculty, service as Faculty representative to various bodies, or service on *ad hoc* committees. It is also expected that the faculty member will accept a reasonable number of commitments of lesser scope.
4. Standard for Participation in the Life of the Seminary Community. Ordinarily a regular member of the Faculty shall be expected to be available in his/her office at least six hours per week during the academic year. He or she will also be expected to take an appropriate

pastoral interest in students. Unless unavoidable circumstances prevent it, it is also expected that the faculty member will attend most significant Seminary-wide events, e.g., Seminary lectures offered to the larger community; Founders' Day convocation or banquet; Annual Commencement; and the Memorial Day Pilgrimage and Graduation Banquet.

5. Standard for Service to the Church and Academy. Ordinarily a regular member of the Faculty of St. Tikhon's Seminary shall be expected to engage in significant programs of service to the Church during the course of an academic year on a regular basis. Such programs include, but are not limited to: a Seminary continuing education event, service on a committee or commission of a higher governing body, a multiple-session adult education class, sustained public leadership in a parish, or a public lecture series.

Ordinarily a regular member of the Faculty of St. Tikhon's Seminary is expected to attend at least one academic conference per year. Participation in leadership roles in appropriate professional societies is encouraged, and will be recognized in a faculty member's overall workload.

3.17.2 Negotiation of Balance among the Standards. If a faculty member wishes to set goals and commitments in a particular area for a given academic year that either are less than those defined by one of the five standards, or significantly exceed one of the standards, then a compensatory change of level in the goals and commitments in another area(s) is expected in order to maintain a balance in the overall workload. Such adjustments are to be worked out with the Dean during the faculty member's annual consultation about goals and commitments (see Section 3.20.2(2) below) for the coming academic year.

3.17.3 Seeking Redress. Each faculty member may seek redress on his/her own faculty load or that of any other faculty member by submission of a petition to the Committee on Faculty Administration at any time.

3.17.4 Normal Course Load. The normal course load shall be the equivalent of four full term courses per year. ("Equivalent" shall mean that the size of probable and actual course registrations, whether the course is required or elective, and whether the course is individually taught or team taught, shall be taken into consideration in the calculation of equitable course loads.)

3.18 Faculty Development. St. Tikhon's Seminary recognizes that continued professional growth and development of Faculty is necessary for the Seminary to continue to provide quality educational programs which include new developments and knowledge in the theological disciplines; reflect new instructional, research, or public service techniques and strategies; and meet the changing needs and expectations of students.

It is thus the policy of St. Tikhon's Seminary to support Faculty in developing and implementing individual plans for professional growth. St. Tikhon's expects its faculty to take the initiative in maintaining and continually reassessing skills and knowledge required for their assigned professional responsibilities. While all faculty members are responsible for their own continued professional development, the Seminary supports Faculty development programs to encourage professional growth in accordance with individual missions and goals.

3.18.1 Board Guidelines for Professional Development. The Board of Trustees has established the following guidelines for the professional development of Seminary Faculty:

1. Self-Assessment and Continued Learning. Self-assessment and continued learning to maintain professional competency in teaching assignments are the responsibility of an individual member of the faculty;
2. Assessing Performance. Assessing faculty performance and providing guidance for development are the responsibilities of the Seminary;
3. Professional Development Plan. An individual professional development plan is a shared responsibility between the faculty member and the Administration;
4. Institutional Support. Institutional support in developing and implementing Faculty professional development plans may include:
 - (a) *Allocating time for learning or research.* It is expected that employees will be granted appropriate amounts of compensated leave for assignment-based professional development, which may include sabbaticals or other compensated leave, or other professional learning opportunities approved in the individual professional development plan;
 - (b) *Travel reimbursement.* Travel reimbursement for professional development may be committed in faculty professional development plans. These commitments will be based on the relationship of the planned activity to faculty teaching assignments. Institutional priorities and benefits to the Seminary will guide the allocation of travel compensation for professional development; and
 - (c) *Other support.* Other support, to be considered on a case-by-case basis (e.g., access to libraries, computer systems, professional literature, etc., which may vary among individual faculty).

5. Work of Faculty Development Committee. The Faculty Development Committee will work with the Seminary Administration to develop and/or facilitate access to programs that support individual professional development plans. Institutional budgets will reflect the amount of funds allocated for Faculty development at the Seminary.

3.19 General Understanding of Faculty Discipline. It is the expectation of the Seminary that all members of the Faculty will adhere to the general principles and policies concerning faculty work set forth above in Sections 3.6; 3.15; 3.16; 3.17; and 3.18. A faculty member's failure to abide by these principles and/or to fulfil these commitments may lead to disciplinary action being taken by Departmental Chairs, the Dean, or the Rector of the Seminary.

3.20 Faculty Evaluation and Review. Seeking to adhere to the guidelines provided in Section 3.17.1 above, the Seminary will undertake a clear process of Faculty Evaluation and Review. Members of the Faculty shall be subject to performance evaluation and review on the basis of the standards for (a) teaching; (b) research and publication; (c) administrative and committee work; (d) participation in the life of the Seminary community; and (e) service to the Church and Academy, as defined by the Faculty workload policy (see Section 3.17 above).

The content of the entire review process is expected to be fully consistent with the commitment to freedom of inquiry and expression set forth in the Seminary Policy on Academic Freedom (see Section 3.3).

3.20.1 Annual Reporting and Peer Observation. The following procedures regarding Faculty evaluation shall be followed:

1. Annual Self-Reporting. Each faculty member shall report annually his/her responsibilities and services to the Dean by means of a self-report. The report shall include the following categories: courses, tutorials, advisee counseling, committees, research and writing, and off-campus professional service.
2. Statement of Goals and Objectives. Concurrent with faculty annual self-reporting, each member of the Faculty will prepare, in consultation with the Dean, a set of goals and commitments for the coming year in each of the areas of faculty responsibility.
3. Annual Peer Review of Teaching. In addition to annual self-reporting described above, each member of the Faculty will undergo one Faculty in-class Peer Observation over the course of an academic year. Members of the Regular Faculty will be observed by a peer member of the Regular Faculty and the Dean. Members of the Associated and Contract Faculty will be reviewed by the Chair of his/her Department, or a faculty member designated by the Department Chair. Class

observations of the Dean will be conducted by the Rector of the Seminary.

The peer reviewer shall pre-arrange the in-class visit with the faculty member, and shall utilize a standard evaluation form provided by the Office of the Dean. Following the visit, the reviewer shall provide a copy of the evaluation to the Office of the Dean, who will forward a copy to the faculty member. In the case of Associated/Contract Faculty members, Department Chair reviewers shall meet with the faculty member to discuss the findings of the evaluation. Each faculty member has the opportunity to respond in writing to the Peer Evaluation, which is to be forwarded to the Office of the Dean. All Peer Observation reports and responses shall be incorporated into the faculty member's personnel file.

4. Student Course Evaluations. In addition to Peer Observation, all faculty shall be evaluated by means of Student Course Evaluations for all classes taught at the Seminary. Student Course Evaluations will be conducted for all Seminary classes during the course of an academic year via a standard evaluation form provided by the Dean's Office. Completed evaluations will be collected by the Dean's Office each semester. The Office of the Dean will compile regular reports providing an analysis of the data collected. Aggregated data reports will be provided for each course, with a copy placed in the faculty member's personnel file. Each faculty member will receive a copy of the aggregated data for each class, and will be provided the opportunity to respond in writing (if he/she so chooses) to the perspectives provided by the students. All faculty responses will be placed in the faculty member's personnel file.

3.20.2 Dean's Review of Self-Reporting, Peer Evaluation, Course Evaluations, and Workload. The Dean is responsible for the annual review of faculty members. This review will take into account the substance of annual self-reports, in-class observations, and faculty workload. The Dean is also responsible for overseeing the combined goals and commitments of individual faculty members. The Dean's annual consultation with individual faculty members will take place in a way that is coordinated with the development of the coming year's schedule of course offerings, and the process of making appointments to committees.

1. Review of Reports and Peer Evaluations. Following the submission of Faculty Annual Self-Reports and Statements of Goals and Objectives, the Dean shall review both documents, and provide a written evaluation of each. A copy of the evaluation form to be used by the Dean for Annual Self-Reports will be provided to members of the Faculty upon notification concerning annual self-reporting. The Dean will also review all peer-review evaluations conducted during the

course of an academic year. Copies of all annual Dean Evaluations and Peer Observations will be placed in the faculty member's personnel file.

2. Consultation concerning Evaluations and Workload. The Dean will meet with members of the Faculty each Spring semester to discuss the evaluations of Self-Reports and Faculty Statements of Goals and Objectives. The Dean shall also discuss with each faculty member the findings of peer observations and student course evaluations. Finally, the Dean will discuss issues concerning faculty workload, using the faculty members' Annual Self-Report (see Section 3.20.1(1)) as a starting point. This is intended to provide an occasion for evaluating the fulfillment of the faculty member's goals and commitments for the year, as well as for assessing the balance within the faculty member's workload, and the appropriateness of his/her share of the responsibilities of the Faculty as a whole.

3.20.3 Comprehensive Evaluation. Every five years, each faculty member shall have an evaluation review of his/her performance and responsibilities by the Faculty Administration Committee. The evaluation for the five-year review shall include the following:

1. Retrospective Statement from Faculty Member. A retrospective statement from the faculty member of his/her professional accomplishments over the past five years, including a discussion of how the Seminary, colleagues, and others have been supportive in helping the faculty member realize such achievements or have failed to be supportive.
2. Prospective Statement from Faculty Member. A prospective statement from the faculty member on his/her professional goals for the next five years, including a discussion of how the goals will be accomplished and how the Seminary and colleagues can be most supportive.
3. Supporting Documentation from Faculty Member. Supporting documents that will help elucidate 1 and 2, above, including a Curriculum Vitae.
4. Review of Documents from Personnel File. A review of the Faculty Annual Self-Reports, Statements of Goals and Objectives, Dean Evaluations, Peer Observations, and Student Course Evaluations.

The Committee shall provide a written report of the five-year review, providing perspectives on the faculty member's attainment of the Standards provided above in Section 3.17, and shall make recommendations concerning Faculty retention, re-appointment, and/or promotion. The Committee shall provide a copy of its report to the faculty member, who shall have the right to respond to the Committee's report in writing. Faculty who believe that they have been

unfairly assessed by the Committee also have the right to engage in the Due Process Procedure provided in Section 3.13 of this *Handbook*.

3.20.4 Professional Development Plans. Through the evaluation processes described in Sections 3.20.1, 3.20.2, and 3.20.3, faculty members will have an opportunity to receive an assessment of performance and to consult on short-term and long-term goals for professional development. On the basis of these assessments, each faculty member, in consultation with the Department Chair and the Dean, will develop a personal professional development plan. This plan will describe his/her goals in reference to professional development, and if applicable, provide proposals for participating in professional development activities.

3.21 Grants and Research Support. The Seminary supports the involvement of faculty members in professional scholarly research, consulting, and service activities, both within and outside the Seminary, considering such activities to be of benefit to the Faculty, to the larger Seminary community, to the Church, and to the general public. At the same time, the Seminary reminds all concerned that the primary responsibility of all Faculty is to the Seminary, and that in applying for and undertaking scholarly inquiry and research, Faculty should undertake to prevent the emergence of any situation which will present a Conflict of Interest or commitment.

3.21.1 Acceptance of Grants. Acceptance by Faculty of grants and other research support from outside sources shall be contingent on and in accordance with the policy on Research Support from Outside Sources (see 3.21.2 below) and the Conflict of Interest Policy (see Section 5.1). This policy applies to all members of the Regular Faculty whose appointment at St. Tikhon's constitutes their primary employment.

3.21.2 Research Support from Outside Sources. St. Tikhon's Seminary acknowledges the principle of free and open scholarly inquiry and research, and also the need to protect this inquiry and research from undue external and internal influence. In outlining the policy for applying for and accepting research support from outside sources, the Seminary Administration generally stipulates that all research undertaken by St. Tikhon's faculty members will meet all appropriate legal, professional, and ethical standards, and reserves to the Faculty the judgment of the scholarly merit of any research proposal.

3.21.3 Approval of Research Support. Acceptance of support for research activity shall be only with the approval of the Dean or other officer designated by the Dean.

3.21.4 Disclosure. Both the source of funding and the content of the contract or proposal shall be completely disclosed to the Dean and, upon the request of the Dean, to the Faculty of the Seminary.

3.21.5 Freedom to Publish. No restrictions shall be placed on the right of faculty members undertaking research to publish freely the results of their

investigations. This shall include any restrictions on attendance at professional meetings where such papers are presented. While copies of material intended for publication may be submitted to sponsors for their information at the time they are submitted for publication, no right of editing may be assigned to a sponsor.

3.21.6 Subsequent Restrictions. In the event that any subsequent restriction on the right of publication occurs, the grant or contract shall be immediately terminated.

3.21.7 Restrictions on Research. No restrictions on other research activity of investigators shall be accepted as a condition of funding.

3.21.8 Intellectual Property Assignment. There shall be no automatic assignment of copyright, patent, or other intellectual property rights by faculty members to outside sponsors.

3.21.9 Liability. The Seminary will not be held liable for any loss sustained by a sponsor in the course of research affiliation with the Seminary. Furthermore, the sponsor must agree to defend and indemnify the Seminary in the event of any form of liability or claim arising from the sponsored research, except those arising from the Seminary's negligence or willful acts.

3.21.10 Use of Seminary Facilities. Except as provided by specific contracts, grants, or other arrangements approved by the Dean or other designated officer, the facilities, personnel, and equipment of the Seminary shall not be made available to interests outside the Seminary.

3.21.11 Outside Activities. Continuing activities of faculty members outside the Seminary for reimbursement shall be disclosed to the Dean prior to acceptance and must be approved by the Dean. It is understood that such activities shall not detract significantly from the faculty member's ability to execute her/his responsibilities within the Seminary.

3.21.12 Citation of Affiliation. It is the faculty member's responsibility to ensure that appropriate citation of her/his affiliation with St. Tikhon's Seminary is maintained in commitments outside the Seminary, with care taken to ensure that disclosure of his/her Seminary affiliation is appropriately maintained without implying that such other organizations have thereby either a formal or informal alliance with St. Tikhon's Seminary.

3.21.13 Conflict of Interest. Faculty members will take care, at all times, to avoid situations of Conflict of Interest (See Section 5.1). Examples of such situations include the purchase of equipment from companies in which the investigator has a commercial interest, or the use of privileged information gained in the conduct of funded research for personal gain.

3.21.14 Use of the Seminary's Name. The name of St. Tikhon's Seminary shall not be used for commercial purposes.

3.22 Sabbaticals and Research Leave. St. Tikhon's Seminary, recognizing the need for ongoing professional development, personal renewal and growth, as well as increased competence and productivity of the Seminary Faculty, supports the principle of sabbatical and other compensated research leaves, and encourages faculty members to acquire new educational experiences to enrich their teaching, and/or to secure uninterrupted time for research and writing.

Sabbatical leave is a privilege to be applied for in each case and is in no instance to be considered an earned perquisite. Such leaves may be granted on application for the purpose of the advancement of knowledge or professional improvement of mutual benefit to the Seminary and/or the individual. Following such leave, individuals are obligated to return to active service at the Seminary for a minimum of one year.

3.22.1 Sabbatical Types. Two types of sabbatical leave are available to members of the Seminary Faculty:

1. A faculty member may take a sabbatical leave for a full academic year at half salary; or
2. A faculty member may take a sabbatical leave for one semester of the academic year at full salary.

While the outcomes of a sabbatical will vary from person to person, there is a general expectation that the activities and outcomes achieved in a one-year sabbatical will be greater than those achieved in a one-semester sabbatical.

3.22.2 Sabbatical Guidelines. The following Sabbatical Leave Program guidelines, as adopted in 2003 and reviewed in 2013, describe program administration practices as currently implemented at St. Tikhon's Seminary.

1. Purpose. The purpose of the Faculty Sabbatical Program is to enable recipients to be engaged in intensive study in order to become more effective teachers and scholars, and to enhance their services to the Seminary. This privilege should be granted to faculty members on the merit of their past academic contributions.
2. Eligibility. A member of the Regular Faculty is eligible for a sabbatical award under the following terms:
 - (a) A faculty member must have completed six or more consecutive years of full-time instructional service, or its equivalent, at St. Tikhon's Seminary, and not have taken a sabbatical leave from St. Tikhon's during the previous six years of full-time service, or its equivalent;

- (b) Leaves of absence, regardless of source of funding (including personal resources), will be excluded in determining a faculty member's years of full-time service;
- (c) Preference shall be given to those making significant contributions to teaching, and who have not had a leave of absence, regardless of funding source, in the previous four years; and
- (d) A sabbatical will not be awarded to a faculty member denied reappointment to a permanent position for the year following the proposed sabbatical leave.

3.22.3 Sabbatical Conditions. The following conditions govern the Faculty Sabbatical Program:

1. A sabbatical leave will be granted for the purposes of enhancing teaching, course and curriculum development, or research related to the faculty member's field of expertise.
2. Sabbatical recipients are supported on the basis of: (a) the recommendations of the Faculty Development Committee, constituted of the Rector, the Dean, and a senior member of the faculty appointed by the Rector; (b) recommendations from the respective Departmental Chairs and departmental faculty members, if requested; and (c) the financial resources available to support sabbaticals in a given year.
3. The Faculty Development Committee uses the following questions to serve as the basis for evaluating sabbatical proposals:
 - (a) Have the sabbatical activities been described in detail?
 - (b) How will the sabbatical time be spent? What will the faculty member be doing? If the activities will be performed in collaboration with someone else, is it clear what this person's qualifications are? (The Board is aware that proposals for sabbaticals are written far in advance of the sabbatical itself. Nonetheless, as much detail as possible should be provided.)
 - (c) What is the overall quality of the sabbatical activities? If off-campus activities are proposed, are they planned for high-quality institutions (organizations)?
 - (d) How rigorous is any self-directed study that is planned by the applicant?
 - (e) To what degree do the faculty member's teaching and academic contributions while at the Seminary merit a sabbatical leave? Have any awards for teaching or research excellence been

- received? Has the faculty member done any professional writing, made presentations, or conducted notable research?
- (f) Is the environment of the sabbatical clearly defined? Why was a specific location or learning environment chosen? What other locations were considered but not chosen?
 - (g) Are the sabbatical activities clearly related to the faculty member's responsibilities in teaching or research? What courses has the faculty member taught or will he/she be teaching? How does the sabbatical relate to these courses? How will the quality of instruction and/or research be enhanced?
 - (h) Have the intended outcomes of the sabbatical leave been clearly defined? What will be learned? How will the faculty member's professional development be enhanced? Will new course proposals be developed?
 - (i) How should the sabbatical be evaluated? On what basis should the Faculty Development Committee assess the relative success of the sabbatical?
4. Sabbatical leave will not be granted to subsidize any form of work on advanced degrees not in a faculty member's primary field, or for work that is not directly related to the faculty member's teaching function at the Seminary. Time toward each new sabbatical begins immediately upon return to full-time service, regardless of the semester of return. Time on sabbatical leave counts toward promotion in rank unless the faculty member and St. Tikhon's Seminary agree in writing to waive this provision at the time the leave is granted.
 5. A faculty member may not use the sabbatical leave to accept other paid employment during the period of the leave, unless as stipulated as a condition of the leave.
 6. A faculty member must specify in his/her application for the sabbatical program all grants or other awards applied for or to be received during the leave.
 7. Acceptance of a sabbatical leave binds the faculty member to return and to remain in the service of the Seminary for at least one academic year. If the faculty member fails to return to the service of the Seminary, he or she shall reimburse the Seminary for any compensation (i.e., salary, plus the Seminary's share of fringe benefits) received during the sabbatical.
 8. Leaves are granted in the expectation that the recipient will resume his/her previous duties at the end of the sabbatical leave. Ordinarily the faculty member will return at the same rank and salary that he/ she had

when the leave began. This understanding, however, is subject to the qualification (which applies in the same degree to those in residence) that the Board of Trustees may sometimes find it necessary to change the compensation or duties of some or all staff members because of changes in enrollment, financial exigencies, or other circumstances beyond its control.

9. A faculty member must submit a final written report detailing his/her accomplishments during the leave within three months after the project completion date.
10. The report will be evaluated by the Faculty Development Committee against the project objectives included in the approved sabbatical proposal. Since the leave was originally granted on the basis of those objectives, it is expected that the project activities will be totally directed toward their accomplishment. In rare cases where a change in project objectives or activities is required, notice of such proposed changes must be reviewed by the Faculty Development Committee and approved by the Rector prior to the effective date of such changes. Failure to adhere to these guidelines will result in an unsatisfactory evaluation of the completed sabbatical project.
11. The report must include a section stating how the sabbatical experience contributed to the faculty member's professional development. The Faculty Development Committee will use its standard evaluation procedure and criteria described above in evaluating the final report.

3.22.4 Sabbatical Procedures. The following procedures will apply to sabbatical leaves:

1. Application for Sabbatical Leave. Before any commitments are made involving the individual or the Seminary, faculty members planning for sabbatical leave should first consult with the Dean to determine that their plans are feasible. The applicant should then file an application accompanied by a statement as to how the leave is to be used, giving justification, objectives, place, and other details of proposed activities during the leave period.
2. Written Application. Formal written applications for sabbatical leave describing the proposed activity, and specifying the personal, professional, and institutional benefits that will result, shall be received by September 15 by the Department Chair for sabbaticals planned for the following fiscal or academic year. The sabbatical narrative should not exceed 10-12 double-spaced pages in length. A complete vita must be included as an attachment to each copy of the proposal.

3. Application Submission. Applications should be passed through the Department Chair to the Dean. The recommendation of the Department Chair and the Dean shall be attached to all applications for leave. Faculty members of the Administration shall make their application directly to the Dean.
4. Review by the Faculty Development Committee and Board Approval. Following a preliminary review, the Dean will present all materials concerning the sabbatical to the Faculty Development Committee. The Committee will assess the proposal to determine that the nature and extent of the proposed activities and outcomes are appropriate for the stated purposes and length (one semester or two semesters) of the requested sabbatical, and will, in turn, through the Rector, submit it to the Board of Trustees with an appropriate recommendation.
5. Board Notification. Ordinarily the grantee will receive notification from the Board of Trustees that the leave is granted at least two months before the end of the semester previous to the one in which the sabbatical leave is to begin.

3.22.5 Departmental Accommodation. Trustee guidelines require a detailed listing or description of how the Seminary will accommodate the faculty member's absence. Departmental schedules shall minimize the disruption of programs and activities caused by sabbatical leaves. The Department Chair is expected to certify whether or not the work of the department can be carried on, if the leave is granted, as it would have been otherwise. It is not expected that sabbatical leaves will be granted if they must be taken at the expense of the students or of the regular departmental program. A letter from the Department Chair must describe how the faculty member's absence will affect course offerings and must be included as an attachment to each copy of the proposal. However, a letter from the Department Chair that speaks to the quality of the proposed activities is unnecessary and should not be submitted.

3.22.6 Compensation. Compensation for sabbatical leave shall be calculated as a portion of the monthly base salary for the months taken as sabbatical leave under the following schedule:

Two-semester sabbatical	50% monthly base salary
One-semester sabbatical	100% monthly base salary

3.22.7 Benefits. A faculty member on sabbatical leave is covered by all employee benefits, except for the accrual of annual and sick leave. Annual leave is not earned and sick leave is not allowed to a faculty member while on sabbatical leave. However, any annual leave and/or sick leave accrued by a faculty member up until the commencement of sabbatical leave will remain to the faculty member's credit until he/she returns to professional service at the Seminary.

3.22.8 Postponement of Sabbatical Leave. In case a leave, after being approved, is postponed for a period by the Administration, and then taken, the applicant's next sabbatical leave may be granted for the year in which it would have fallen if there had been no such postponement. Except in such instances, service in excess of six years is not cumulative.

3.22.9 Eligibility for Subsequent Leave. Sabbatical leave eligibility is for a period of one year (two semesters). Leave may be taken for the full period at half pay or for up to half the period at full pay. After each period of eligibility in which a sabbatical leave is taken, whether for all or a portion of the period, there must be at least six years of continuous full-time service before the next eligibility period.

The timing of eligibility periods is not affected by whether leave is taken for a full period at half pay or for up to half the period at full pay. An exception in regard to continuous service may be made upon recommendation of both the Rector and Dean, and with the approval of the Board of Trustees.

3.22.10 Other Employment or Outside Compensation. Sabbatical leave, whether at full or reduced pay, is considered full-time service, and therefore persons on sabbatical leave are not permitted to engage in paid employment elsewhere. If a faculty member is contemplating an arrangement in which he/she will receive compensation for services from the Seminary and from outside agencies, which will together exceed his/her regular Seminary salary, the faculty member is expected to take a leave without pay rather than a sabbatical leave. The Seminary shall not be obligated to pay more than that amount of sabbatical compensation which, when added to the outside source of compensation, will equal 110% of the faculty member's full regular salary for the period of the leave, after adjustment for a regional cost-of-living difference.

3.22.11 Travel and Incidental Expenses. The receipt of grant or fellowship funds to cover travel and other expenses incidental to the leave will not ordinarily interfere with the granting of a request for such a leave.

3.23 Separation Policies and Procedures. At times, St. Tikhon's Seminary or individual faculty members may find it necessary to sever their relationship. To protect the interests of both parties, the various types of separations are defined below, and the policies and procedures related to each category are set forth. The types of separation are: (a) Resignation; (b) Retirement; (c) Non-Reappointment; (d) Termination; and (e) Suspension or Dismissal for Cause.

3.23.1 Resignation. Resignation is a voluntary action by which a faculty member severs relationship with the Seminary. Because of the hardship that is often caused by untimely resignation, all faculty members are requested to provide the earliest possible notice of intent to resign. Faculty members are asked to

give notice to the Dean no later than December 15 of any intent not to return the following academic year.

If a resignation is for reasons of prolonged mental or physical illness, the Seminary in consultation with the individual, or his/her representative, may consider whether a leave of absence would be appropriate and beneficial for all parties concerned.

3.23.2 Retirement. Retirement from active service at St. Tikhon's Seminary is the termination of duties and scheduled responsibilities for the employee who, because of age, infirmity, or other valid reasons, has honorably been relieved from duties after rendering extended and sufficient service to the Seminary.

3.23.3 Non-reappointment. Non-reappointment refers to a decision by the Committee on Faculty Administration not to renew a regular faculty appointment at the conclusion of a stated term. The decision not to reappoint a member of the Regular Faculty is made at the sole discretion of the Seminary. In cases where a faculty member believes that non-reappointment has been discriminatory, arbitrary, or capricious, a grievance may be lodged in accordance with Due Process procedures outlined in Section 3.13 of this *Handbook*. The burden of proof shall be on the faculty member.

Upon recommendation of the Dean, and in consultation with the Committee on Faculty Administration following completion of the evaluation process described in Section 3.20, the Rector may act to give notice of non-reappointment.

Notice of non-reappointment must be given in writing by the following dates:

- If an initial appointment is not to be renewed, on or before April 1 of the first academic year of service;
- If a continuing appointment is not to be renewed, on or before January 15 of a succeeding year of service.

Because a notice of non-reappointment is not a dismissal for cause, it is not necessary for the Seminary to set forth its reasons in the initial notice of non-reappointment. Every faculty member, however, is entitled to know the reasons for non-reappointment, and upon written request, to have such reasons stated in writing. If the affected faculty member wishes to know the reasons for non-reappointment, a formal request should be made in writing to the Dean and be honored.

A non-reappointment decision is normally based upon a faculty member's inadequate fulfillment of service or workload standards (see Sections 3.15 and 3.17), and/or by evidence(s) of sub-standard teaching (e.g., peer evaluation, student course evaluation, Dean's Review, etc.). Non-reappointment decisions

may also be made because of unusual circumstances, such as, but not necessarily limited to, a financial exigency, major changes in academic programs or curriculum, overstaffing, or decline in student intakes and enrollments.

3.23.4 Termination. Termination is a severance action by which the Seminary terminates the service of a member of the Regular faculty before the expiration of their current appointment, without prejudice as to their appointment. Reasons for termination are:

1. Prolonged Mental or Physical Illness. Termination for medical reasons will be based upon clear and convincing evidence that a faculty member is or will be unable to perform his/her normal duties due to medical circumstances for a period of at least one year.

If the Seminary has reasonable grounds to believe that a faculty member has a mental or physical condition sufficiently serious as to fall within this section, it may request that the faculty member submit to a medical examination by a medical professional of the Seminary's choosing. If for any reason the faculty member fails or refuses to do so, then it will be presumed that the faculty member has a medical condition that warrants termination pursuant to this section.

2. Major Changes in the Academic Program or Curriculum. Termination of a ranked faculty member may occur as the result of a major change in the academic program. Decisions on such major changes shall be made by the Rector, upon recommendation by the Dean in consultation with the Committee on Faculty Administration. Notice of termination of ranked faculty members under this Section shall be given at least one year prior to termination, and termination shall take effect only at the end of an academic year.
3. Financial Exigency. Financial exigency is defined as a critical need on the part of the Seminary to reorder its financial priorities and monetary expenditures in order to remedy the situation created by an inability to balance expenditures with revenue to prevent a sustained loss of funds. Before any members of the faculty are terminated because of financial exigency, the Board of Trustees must officially declare that financial exigency exists. In considering how to deal with the financial situation, the retention of a viable academic program must be the primary goal.
4. Assistance. When financial exigency or major changes in the educational program necessitate the termination of regular faculty members, an institutional effort will be made to assist such faculty members to find employment elsewhere.

3.23.5 Suspension or Dismissal for Cause. Suspension or Dismissal for cause is an action by which the Seminary may suspend or terminate the appointment of a

faculty member for just cause. Any appointment is subject to action under this section. Just cause for suspension or dismissal must be directly and substantially related to the fitness of a faculty member to continue in his/her professional capacity as an instructor, and shall be determined in each instance by the Rector in accordance with the procedures outlined below.

1. Institution of Faculty Suspension/Dismissal Proceedings. Suspension/dismissal proceedings may be instituted on the basis of the following grounds:
 - (a) The persistent public teaching, advocacy, or publication of any matter by the faculty member that, in the sole judgment of the Rector or the President, is incompatible with the Orthodox faith;
 - (b) Any act or series of acts on the part of the faculty member reflecting professional incompetence;
 - (c) Any plea of guilty or no contest to, or conviction of, any crime that is either (a) related to the Seminary in any way, or (b) punishable, upon conviction, by imprisonment of one year or longer;
 - (d) The commission of any act of theft or misappropriation from the Seminary, from any of its students, or from any of its constituents;
 - (e) The material breach of any separate contract that may exist between the faculty member and the Seminary;
 - (f) The continued neglect of the faculty member's academic or other duties to the Seminary (if the faculty member has been previously given a prior oral or written warning of the deficiency);
 - (g) The faculty member's engaging in any sexual act or contact with any student of the Seminary (regardless of whether the act or contact is consensual); and/or
 - (h) Any other act or omission on the part of the faculty member which, from the standpoint of a reasonable person in the Seminary's position, would be sufficiently injurious to the Seminary's reputation and mission as to merit attention.
2. Suspension/Dismissal Procedures. In every instance, suspension/dismissal procedures will include the following steps:
 - (a) Written notice is given to the faculty member from the Dean that a recommendation for suspension or dismissal for cause shall be made to the Rector. This notice shall contain a written statement of the grounds upon which the recommendation is to be made, and a brief summary of information supporting such grounds;

- (b) A reasonable opportunity for the faculty member to meet with the Dean to present his/her defense and response to the dismissal recommendation before it is presented to the Rector;
- (c) A reasonable opportunity for the faculty member to meet with the Rector to present his/her defense or response before action is taken; and
- (d) A decision is made by the Rector concerning the matter, with a recommendation made to the Board of Trustees concerning dismissal.

In any case involving suspension or dismissal for cause, the burden of proof that just cause exists shall be on the Seminary, which proof shall be by clear and convincing evidence in the record. The decision of the Rector may constitute a basis for a grievance petition. Procedures and policies in such cases are outlined in the Due Process section of this *Handbook* (see Section 3.13 above). In all cases of suspension or dismissal, the Board of Trustees retains the privilege to determine what, if any, salary payments or fringe benefits are to be made during the time of suspension or beyond the date of dismissal.

The Seminary may summarily suspend a faculty member from his or her duties, and remove him or her from all Seminary facilities, functions, duties, and activities if, in the Seminary's reasonable judgment, both of the following are true: (i) the faculty member has engaged in any conduct described in section (1) above, and (ii) the faculty member's continued presence at the Seminary represents an immediate and irreparable threat to the Seminary's mission, students, or reputation (for further information see Section 3.13.13 on Administrative Removal).

3.24 Faculty Council. The Faculty Council considers matters generally pertaining to the Seminary's educational policies and instructional activities, and bears chief responsibility for the formulation, development, and review of academic policies, programs, and curriculum.

3.24.1 Composition. The Faculty Council is composed of the Rector *ex officio*, who shall convene and chair the Council; the Dean of the Seminary, *ex officio*; the Head Librarian, *ex officio*; Director of Student Affairs, *ex officio*; and all appointed members of the Seminary Faculty. The Rector may grant the Dean the authority to convene and chair the Faculty Council.

The Faculty Council extends an open invitation to a Trustee Liaison appointed by the Board to attend all meetings that take place in a given academic year. The Registrar, Bursar, and President of the Student Government may be invited, if necessary, to special consultations of the Faculty Council.

3.24.2 Regular Faculty Members, *Ex Officio*. By virtue of their respective offices, the Rector, the Dean, and the Head Librarian shall be members of the Regular Faculty, with full voting privileges.

3.24.3 Authority and Competence of the Faculty Council. The Faculty Council considers issues related to academic programs and standards, as well as academic planning and advisement procedures. The Council also makes recommendations to the Administration on:

1. Degree and non-degree programs, standards for admission, and program completion requirements;
2. Curricula and course offerings;
3. Implementation of policies relating to quality assessment, evaluation, and review of academic programs;
4. General academic standards and policies specifically pertaining to on-campus academic issues; and
5. Issues of faculty development, excellence and quality in teaching, academic research, and scholarly endeavor.

3.24.4 Rules of the Faculty Council. Subject to general institutional policies established by the Trustees, and in a manner consistent with Seminary educational policy, the Faculty Council determines the qualifications for membership in the Faculty, and sets its own rules and procedures for its governance.

3.24.5 Attendance at Meetings and Service on Committees. All members of the Regular, Associated, and Contract Faculty shall have the right of attendance at all regular and special meetings of the Faculty Council, and the right of appointment to service on all standing and *ad hoc* committees of the Faculty and the Seminary. While most issues coming before the Faculty are normally and typically resolved by consensus of the Faculty present at a meeting through informal voting, formal voting privileges are accorded to and are the prerogative of the members of the Regular and Associated Faculty.

3.24.6 Voting. At the discretion and direction of the Rector, issues of academic policy that require resolution through formal voting procedures of the Faculty will be resolved by formal vote of the members of the Regular and Associated Faculty. Broader Faculty issues in need of resolution by formal vote will be decided by simple majority vote of the members of the Regular and Associated and Contract Faculty present at a session of the Faculty Council at which such a vote is taken. The Rector will vote only to resolve a tie.

The Rector and/or Dean shall abstain from any vote in which the Faculty Council is making recommendations addressed to or require action from their respective offices.

3.24.7 Standing Committees of the Faculty Council. Members of the Faculty participate in the governance of St. Tikhon's Seminary through their actions in meetings of the Faculty Council and through service on standing committees of the Faculty, standing committees of the Seminary, and *ad hoc* committees. For purposes of committee membership, candidates are normally selected from the ranks of the Regular, Associated, and Contract Faculty. Consistent with Sections 3.15.2 and 3.17.1, committee service is expected of all members of the Regular Faculty, except those in their first year.

Committees of the Faculty Council do the bulk of research on policy issues and make careful recommendations for action. From time to time, committees shall report on their activities to the Faculty Council. No issue within the purview of a committee shall be the subject of action by the Council without having been first considered by the appropriate committee. The Council, however, may place questions on the agenda of any committee, and may specify reasonable deadlines for action or reporting on these questions.

1. Committee on Faculty Administration. The Committee on Faculty Administration considers all matters pertaining to the recruitment, appointment, retention, and development of the Seminary Faculty, and generally reviews and evaluates formational and educational policy.

The Committee is composed of the Rector, *ex officio*, who convenes and chairs the Committee; the Dean, *ex officio*; and five members of the Faculty (three regular faculty and two Associated /Contract Faculty) appointed by the Rector, upon the nomination of the Faculty; and one member of the Seminary Administration. These members serve on a two-year basis. The Rector, in consultation with the Dean, may appoint additional members to the Committee who would be able to contribute to the ongoing work of the Committee.

Meeting at least once a semester during the course of the academic year, the Committee examines and analyzes the overall quality of the educational process, considers recommendations for Faculty teaching and service assignments, and generally advises the Rector and Dean on all matters pertaining to the teaching and learning process.

- (a) Subcommittee on Faculty Development. The Faculty Development Committee works for the continued improvement of theological education at St. Tikhon's Seminary by facilitating and supporting the professional and correlative personal growth of the Faculty, which is essential to the continued strength and vitality of the institution.

The mission of the subcommittee is to promote in the Seminary a stimulating learning and teaching atmosphere that encourages excellence in teaching and scholarship; fosters the educational

and professional goals of individual faculty members; enables Faculty to make effective use of superior learning and teaching techniques, and research opportunities; and furthers the ongoing growth and improvement of a comprehensive Seminary program of financial and informational support through sabbaticals, grants, publications, workshops, conferences, and other activities.

The Committee is composed of the Rector, *ex officio*, who convenes and chairs the Committee; the Dean, *ex officio*; and faculty members appointed by the Rector from the membership of the Committee on Faculty Administration. The Rector, in consultation with the Dean, may appoint additional members to the subcommittee who would be able to contribute to the ongoing work of the Committee.

In fulfilling its mission, the Faculty Development Committee:

- i. Studies and assesses Faculty needs pertaining to general issues of Faculty development at St. Tikhon's Seminary, particularly as these issues relate to traditional faculty commitment to scholarship, research, and service to the community and the broader public, and makes appropriate recommendations to the Committee on Faculty Administration and the Faculty Council;
- ii. Develops strategies that promote individual, pedagogical, curricular, and institutional growth through adequate and sufficient resources and services;
- iii. Identifies models of excellence and innovation in teaching and scholarship;
- iv. Produces print and non-print communications materials relating to opportunities for Faculty development;
- v. Stimulates dialogue and cooperation among Faculty; and
- vi. Establishes and maintains ongoing consulting relationships among the members of the Faculty, and between members of the Faculty and the Seminary Administration.

2. Committee on Curriculum and Academic Development. Acting in collaboration with Departmental Chairs, and in consultation with the Seminary's Administration, the primary mission and responsibility of the Standing Committee on Curriculum and Academic Development is to review, evaluate, and make recommendations to the Faculty Council and the Committee on Seminary Administration for the revision of the Seminary's curriculum on an ongoing basis, based upon comprehensive, data-driven assessment processes.

The Committee is composed of the Rector, *ex officio*, who convenes and chairs the Committee; the Dean, *ex officio*; and members of the Faculty appointed by the Rector, for a period that runs concurrent with a member's term of faculty appointment. The Rector, in consultation with the Dean, may appoint additional members to the Committee who would be able to contribute to its ongoing work.

In pursuing and fulfilling its mission, the Committee on Curriculum and Academic Development:

- (a) Receives or initiates recommendations pertaining to every course and program offered for academic credit by the Seminary;
- (b) Evaluates all proposals for new courses and programs, as well as changes in existing courses and programs, before consideration and approval of such courses and programs by the Faculty Council;
- (c) Informs the Committee on Faculty Administration concerning course or program revisions under consideration;
- (d) Evaluates proposals for the establishment of new core areas, departments, and changes of name, changes in program affiliation, dissolution, division, or merger of existing core areas or departments;
- (e) Interprets descriptions of the specified core areas and courses designated in the Curriculum;
- (f) Publishes criteria adopted by the Faculty Council, and prepares and publishes guidelines to be followed by the faculty members and departments in developing and proposing courses for inclusion in the Curriculum;
- (g) Reviews on a regular three-year cycle the course outlines and syllabi of all courses currently offered in the core areas of theological study, and approves those that meet the objectives and satisfy the criteria that have been developed for each of these core areas by the Faculty Council;

- (h) Encourages effective integration of the material offered in the Curriculum and proposes mechanisms for achieving this objective;
- (i) Encourages the development of new courses for inclusion in the Curriculum and evaluates, classifies, and approves or rejects proposals for new courses. In performing this function, the Committee follows the criteria formulated by the Faculty Council for the various core areas;
- (j) Encourages interdepartmental planning and the development of interdisciplinary and team-taught courses in the core area components of the Curriculum;
- (k) Reviews and monitors exemption and substitution policies for required courses;
- (l) Publishes the results of all Committee decisions and substantive actions relating to the Curriculum;
- (m) Evaluates and makes recommendations pertaining to the staffing and scheduling of courses to the Dean and the Committee on Faculty Administration; and
- (n) Submits an annual written report on the status of the Curriculum to the Rector, Dean, and Faculty Council.

4. Committee on Priestly Formation and Field Education. (reserved).

3.25 Course Management. The purpose of the course management policy is to provide Faculty and students with a useful framework of reference and common understanding pertaining to objectives, structures, processes, and requirements of the course work of the Master of Divinity Program offered at St. Tikhon's Seminary. In general, the course management policy recognizes the importance of advanced study, research, and scholarship in the larger process of priestly formation, and reflects principles that are fundamental to teaching and learning at the graduate level. Specifically, the policy (a) outlines the types of information that both students and faculty members need in order to optimize the learning value of any given course, and (b) seeks to clarify for faculty members and students alike the principles and procedures adopted by the Seminary that bear upon the overall operation of academic courses.

3.25.1 Statement of General Principles. The course management policy can succeed only on a solid foundation of professional ethics and mutual respect between and among faculty members and students, a shared commitment to learning, and clarity of expectations. In general, the course management policy supports the following Seminary goals and objectives:

1. To encourage the growth of its students as individual persons within a spiritually nurturing and academically challenging learning and

teaching environment that affirms traditional Orthodox values, perspectives, and identity, while embracing a diversity of students and Faculty;

2. To prepare students for a lifetime of professional ministry through a dynamic and focused learning and teaching process that encourages students to learn deeply and broadly, develops habits of critical thinking, and promotes inquisitiveness of mind and courage of heart, openness to change and renewal, and a commitment to lifelong learning; and
3. To preserve and uphold, in the context of institutional purpose and confessional commitment, the principle of responsible freedom of inquiry in the search for knowledge, pursuit of critical issues, and communication of findings of scholarly research.

3.26 Academic Responsibilities of Faculty. It is expected that in managing all academic courses, Faculty will generally be familiar with and adhere to Seminary academic policy as outlined in this *Handbook* and the *Seminary Bulletin*. At the same time, it is clear that academic courses will vary in objectives, structure, format, and delivery, and that no course management policy can anticipate all possible variations in courses or circumstances affecting course delivery. In cases where a particular course must vary from approved course management policy, prior authorization should be obtained from the Department Chair and/or the Dean. Students will be informed in writing of such variance at the beginning of the course or, if appropriate circumstances arise during the course, at the earliest possible opportunity.

3.26.1 Course Scheduling. The Committee on Faculty Administration develops policy and provides oversight of course scheduling. The Office of the Dean notifies members of the Faculty of assigned teaching hours, while the Registrar assigns actual teaching schedules. It is the faculty member's obligation to fulfill the teaching schedule regularly, or to request any changes of days and hours deemed necessary.

3.26.2 Class Attendance. Because regular and reliable Faculty attendance is essential to the academic integrity of the Seminary, faculty members are expected to begin and end classes promptly, and to teach all scheduled class sessions. In case of a foreseeable absence, faculty members should arrange to reschedule the class whenever possible. In case of an emergency absence, faculty members should notify the Office of the Dean.

There are a few times during the academic year when the presence of all faculty members is crucial. These times of important decision-making for students and Faculty are:

1. The week of fall orientation and registration;
2. The first two weeks of classes in each semester;

3. The last week of classes in each semester; and
4. The week prior to the final Faculty meeting of the academic year (ordinarily the Tuesday before Memorial Day).

3.26.3 Absences. In the event that faculty members need to be absent for any time during these periods, it is necessary for them to make suitable arrangements for others to take on their duties, including appropriate substitutes for advising responsibilities. These arrangements should be approved formally by the Department Chair and Dean, and every effort should be made to inform students as to the faculty members who will be available to assume advising duties.

3.26.4 Independent Studies. All courses of independent study must be approved by the end of the fifth week of instruction. A formal learning agreement outlining the learning objectives and course requirements must be negotiated by the student, signed by the instructor and the Dean, and filed with the Registrar's Office before the deadline for course adds/drops without penalty.

3.26.5 Course Outlines and Syllabi. For each course assigned to a member of the Faculty, a syllabus of course requirements, based on the course outline previously approved by the Department and/or the Curriculum and Academic Development Committee, should be detailed in writing, filed with the Department Chair, and provided to each student registered in the course before the second week of instruction. Syllabi may be supplemented by more detailed topical or project information that is provided periodically through a course. Although syllabi will vary from course to course and from discipline to discipline, the elements listed below should be included as a minimum:

1. Course Information. As a minimum the instructor should include the course title, code number, number of credits, day(s) and time(s) when the class meets, the location of the class, and a brief description of the course that corresponds to the description contained in the *Seminary Bulletin*. The instructor may wish to personalize and embellish the catalogue description.
2. Personal Information. The instructor's name, office location, office hours, and contact information must be included. The instructor may wish to include such information as an e-mail address, home phone number with any restrictions on use (e.g., "No calls after 10 p.m."), and whether or not he/she is willing to meet with students outside of scheduled office hours.
3. Course Content and Goals (Teaching Objectives / Student Learning Outcomes). Teaching objectives and stated student learning outcomes are normally included as part of the approved course outline. Their purpose is to clarify for students what the instructor intends to

accomplish in the course, as well what he/she expects them to learn and be able to do by the end of the course. These objectives/outcomes will help enable students to understand how to approach the course. If there are prerequisites for this course, the instructor should state what they are.

4. Resource Materials Required. The instructor should include the complete citations for required textbooks, and for recommended books as well. If the instructor has duplicated materials available at a central campus location, he/she should indicate the location, or distribute such materials in a digital form. The instructor should list any additional equipment, materials, or supplies the students will need, and suggest where they might be purchased. The instructor should be clear about which books and/or materials are required and which are optional.
5. Course Methods and Expectations. Providing students with a clear understanding of their role in the classroom can prevent later problems and misunderstandings. The instructor will identify what approaches will be used in the course (e.g., lecture, discussion, seminar, group work, etc.) and why these approaches have been chosen. He/she will indicate policies concerning attendance, grading, class participation, course readings, and expectations concerning papers, presentations, and examinations.
6. Course Grading and Evaluation Criteria. Instructors should clearly indicate the methods of course grading and evaluation (e.g., examinations, reports, homework, class participation, journal, etc.). Whenever possible, criteria for evaluation should also be included, as well as the weighing of assignments in the determination of an overall grade.
7. Course calendar. The instructor should include the dates for assigned course topics, readings, projects, exams, etc. Any changes to the calendar should be made in writing. To maintain some flexibility, the instructor may wish to indicate that schedules are subject to change, while assuring students that they will receive appropriate notification of any changes. This is particularly relevant if the ordering of course topics deviates from the way the material is presented in course readings.
8. Recommended Statements. It is recommended that the instructor include the following statements in the syllabus: "It is Seminary policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors

early in the semester to discuss their individual needs for accommodations.”

8. Miscellaneous. Other items often included in a syllabus include:
 - (a) A statement regarding where students might obtain help if they are struggling with the course requirements (e.g., information about special tutoring, etc.);
 - (b) A section on expected student conduct. This is especially appropriate in classes where controversial issues are discussed, and may include certain ground rules concerning how students are expected to treat one another; and
 - (c) A statement regarding academic integrity. The Seminary policy statement on academic integrity can be found in the Seminary *Bulletin*. In classes where students will be writing papers, it is advisable to include a definition of plagiarism.

3.26.6 Changes to Announced Evaluation Schemes. During the semester, it is sometimes necessary or desirable for a faculty member to revise the plan of student evaluation contained in the course syllabus. In such a case, the faculty member will: (a) discuss the change with the class; (b) make such revisions as early as possible in the course; and (c) confirm the change both orally and in writing.

1. Change of Deadlines. When such a change involves only the extension of a deadline, a minimum notice of one week is normally required. In the case of other changes (e.g., in the number, mix, and/or weighting of methods of evaluation) students will be given as much notice as possible, normally at least three weeks, in order to adjust their course work plans;
2. Sudden Changes. Once students have begun work on a particular component of the evaluation scheme, changes will be made to that component only under extraordinary circumstances. When such changes must be made, students will, if at all possible, be given the opportunity to complete the evaluation(s) as initially set out and with the same course weight, if they so wish;
3. Accommodating Individual Students. When changes are made to the plan of student evaluation or to the nature of a particular assignment/test to accommodate the needs of an individual student or of a group within the class, the nature of the accommodation will be outlined in writing with a copy retained by the student(s) concerned and the faculty member; and
4. Emergencies. In the case of emergencies such as faculty illness, the Department Chair is responsible for restructuring the evaluation

scheme, if required, in such a way as to maintain course integrity while not creating undue disadvantage for students. Normal periods of notification may be waived in such circumstances.

3.26.7 Feedback on Student Performance in a Course. All student term work should be returned with reasonable promptness.

3.26.8 Grading. It is important to assure a fair, uniform practice in the assignment of grades and to protect their integrity once they have been recorded. Faculty members are expected to abide by the following regulations governing grade reporting:

1. Assignment of Grades. Every instructor is required to assign a grade for each student enrolled in a course. The semester grade is derived from a combination of evaluations that are delineated in the course syllabus, all of which reflect the student's total performance over the semester.
2. Reporting of Grades. Grades must be reported to the Registrar within the time limits established by that office. Once the final grade of a student is submitted to the Registrar, no change in the record is permitted without the written approval of the faculty member and the Dean. Faculty members are expected to submit all grades to the Registrar's Office prior to their departure at the end of a semester.
3. Outstanding Work and Incompletes. It is expected that all course work be completed within the time frame of the academic semester, in accordance with deadlines prescribed in the Academic Calendar. From time to time, for compelling reasons, the appointed course instructor may grant time extensions to individual students for work not completed within specified course deadlines. Such initial extensions of time shall be at the discretion of the instructor, but in no case shall they be for more than two weeks beyond the last day of instruction for the semester. If the extension goes beyond two weeks past the end of the semester, the student must work out the resolution of the incomplete with the faculty member through the submission of an Incomplete Grade Form, which can be obtained from the Office of the Dean or Registrar. If no extension has been granted, the instructor may refuse to accept late or incomplete assignments, and/or lower the student's grade for the course. A grade for an incomplete must be reported according to the grading policy outlined in the *Seminary Bulletin*.
4. Assignment of an "Incomplete". The assignment of an incomplete grade normally follows discussion between the faculty member and student concerning the work to be completed and relevant due dates. To confirm arrangements that are already mutually understood or to provide the necessary information where prior consultation has not

taken place, when an incomplete grade is assigned the faculty member(s) will complete a prescribed Incomplete Grade Form that specifies work to be completed and due dates. Copies of this completed form must be signed by both the instructor and student, and submitted to the Dean for final approval.

3.26.9 Course Viability. The Committee on Faculty Administration may, at its discretion, cancel any class where the number of enrollments in that class is considered to be insufficient, or schedule the class to be taught as a tutorial or independent study. The Committee on Faculty Administration, in consultation with the Dean, may, in accordance with minimum enrollments, decide not to have an enrollment into a course if applications for places are insufficient to achieve course viability.

Section Four: Seminary Committees

4.0 Introduction. The following presentation delineates the composition and functioning of Standing Committees of the Seminary.

4.1 Standing Committees of the Seminary. Constituted under the authority of the Board of Trustees, the Standing Committees of the Seminary facilitate a collegial consultative process in an ongoing review of the effectiveness of institutional, administrative, and educational policies, and make appropriate recommendations to the Seminary Administration on the effective implementation of such policies. Through shared institutional governance, student and Faculty representatives on the Standing Committees are encouraged to further the goals and objectives of the Seminary by influencing and helping to shape the policies that define the quality and style of our Seminary.

4.1.1 Seminary Administration Committee. The Seminary Administration Committee considers issues pertaining to the implementation, maintenance, and review of Seminary administrative, formational, and educational policies.

1. **Composition.** The Committee is composed of the Rector, *ex officio*, who convenes and chairs the Committee; the Dean, *ex officio*; four members of the Administration selected by the Rector upon recommendation of the Dean; and one member of the Faculty, nominated by the Faculty Council.
2. **Charge.** Meeting at least twice a semester during the course of the academic year, the Administrative Committee examines and analyzes overall standards and quality of Seminary life, and advises the Rector on matters relating to possible amendment and revision of policies, programs, and procedures.

4.1.2 Admissions Committee. The Admissions Committee considers applications from candidates for admission or re-admission to residential study at the Seminary, and monitors overall recruitment and admissions trends.

1. **Composition.** The Committee is composed of the Rector, *ex officio*; the Dean, *ex officio*, who shall convene and chair the Committee; the Registrar, *ex officio*; one member of the Faculty, nominated by the Faculty Council; and any other members, who may, from time to time, be appointed by the Rector.
2. **Charge.** The Admissions Committee meets as necessary to review the qualifications and credentials of the applicants in the light of general Seminary and academic program requirements, and issues admissions recommendations to the Rector.

4.1.3 Academic Affairs Committee. The Academic Affairs Committee considers issues of teaching and learning in the academic life of the Seminary community, and such other matters that pertain to Seminary academic programs, curriculum, and/or policies.

1. Composition. The Academic Affairs Committee is composed of the Dean, *ex officio*, who convenes and chairs the Committee; two members of the administration and two members of the Faculty appointed by the Dean; a student representative, appointed by the Dean; and such other members as also may be appointed by the Dean.
2. Charge. The Committee encourages discussion among the Seminary constituencies pertaining to academic life, providing feedback and assistance to the Seminary Administration in matters concerning the implementation of current academic policy, programs, and curriculum. The Committee seeks to discern ways of improving existing programs, and makes proposals to the Administration with regard to possible revisions of academic policy and/or curriculum. The Academic Affairs Committee meets at least once a semester in the course of the Academic Year.

4.1.4 Library Committee. The Library Committee serves as an internal Seminary forum to consider issues related to Library services, accessibility, and collection development, as well as to develop strategies for coping with pressures on the materials budget and with the growth of the electronic information environment.

1. Composition. The Library Committee is composed of the Head Librarian, who convenes and chairs the committee; the Dean, *ex officio*; Assistant Librarian(s), *ex officio*; one additional faculty member at large nominated by the Faculty Council; a student representative selected by the Head Librarian; and any other member(s) of the Seminary community as designated by the Head Librarian.
2. Charge. The Committee meets at least once a semester to review and discuss issues pertaining to its mandate, and generally seeks to ensure the balanced development of the collection. In the fulfillment of its responsibilities, the Committee:
 - (a) Revises and seeks approval of the subject collection development guidelines;
 - (b) Develops principles and methods to guide the evaluation of the Library's collections; and
 - (c) Establishes criteria for review of the collections for storage and preservation.

4.1.5 Committee on Student Life. The Committee on Student Life is an advisory body to the Seminary Administration, and a principal agency for providing appropriate representation of student opinion on co-curricular, non-academic matters.

1. Composition. The Committee is composed of the Dean, *ex-officio*, who convenes and chairs the Committee; the Director of Student Affairs, *ex officio*; the Officers of the Student Government, *ex officio*; and such other

members of the Seminary community who may be appointed by the Dean.

2. Charge. The Committee on Student Life plays an active role in assessing the needs of students, and works towards strengthening a sense of community within the Seminary. The Committee is the primary forum that addresses non-academic and co-curricular issues pertaining to the overall quality of student life at St. Tikhon's Seminary, and is a point of entry for student proposals concerning non-academic Seminary policies. Meeting at least once a semester in the course of the academic year, as appropriate, the Committee considers issues of student admissions, recruitment, and retention; academic advising and learning support; financial aid; residential life; vocational development; health, wellness, and medical care; extracurricular student activities; and the overall social, cultural, psychological, and physical well-being of Seminary students.

In fulfilling its mandate, the Committee:

- (a) Monitors the quality of student life at the Seminary in cooperation with the Student Government, the Faculty, and the Administration, receiving and evaluating feedback gathered in response to various student life initiatives;
- (b) Reviews the goals and objectives of Seminary agencies that affect the quality of student life, and makes recommendations in those areas;
- (c) Examines student services and support networks;
- (d) Improves communication and community relations among students, staff, and Faculty; and
- (e) Encourages further discussion among the Seminary constituencies, and as needed, seeks counsel from experts in areas under review.

Section Five: General Policies for Faculty and Administrators

5.0 Introduction. While many policies pertain to administrators and faculty members in particular, the following policies and procedures will apply collectively to administrators and faculty members, and will be applied in a uniform way.

5.1 Conflicts of Interest. Not unlike Seminary Officers and Trustees, members of the Faculty are called to serve the formational, educational, and public purposes to which the Seminary is dedicated. All such members of the Seminary community have a clear obligation to conduct the affairs of the Seminary in a manner consistent with those purposes, and to make all decisions based upon the desire to promote the best interests of the Seminary.

5.1.1 Expectation. This policy statement recognizes and affirms the tradition and expectation that community members will conduct their relationships with one another and the Seminary with candor and integrity. It confirms the Seminary policy that Faculty and other employees who accept full time appointments have a primary commitment to the Seminary, and that they will be sensitive to the possible adverse effects of their external activities. The Seminary recognizes, however, that the quality of teaching, research, and administration of Seminary programs may be enhanced when members participate in extramural activities, so long as their primary commitment to the Seminary is not adversely affected.

5.1.2 Appearance of Conflict. The possibility that a conflict of interest exists may be as important as the reality. These guidelines define general Seminary policy and procedures regarding conflicts of interest in relationship to sponsored projects involving research, education, and Seminary service. Their purpose is to protect the credibility and integrity of the Seminary's Faculty, Administration, and Staff, so that public trust and confidence in the Seminary's sponsored activities are ensured. The following policies and procedures will permit members of the Faculty, Administration, and Staff to identify, evaluate, correct, or remove real, apparent, and potential conflicts of interest and commitment.

5.1.3 Stewardship. Prudent stewardship of public funds includes protecting sponsored research from being compromised by the conflicting financial interests of any investigator responsible for the design, conduct, or reporting of sponsored research. The Seminary has a responsibility to manage, reduce, or eliminate any actual or potential conflicts of interest that may be presented by a financial interest of an investigator. Thus, the Seminary requires investigators to disclose any Significant Financial Interest that would reasonably appear to be directly and significantly affected by an actual or potential conflict of interest relating to a sponsored project.

5.1.4 Definitions.

1. Conflict of Interest. A potential “Conflict of Interest” occurs when there is a divergence between an individual’s private interests and his/her professional obligations to the Seminary such that an independent observer might reasonably question whether the individual's professional actions or decisions are determined by considerations of personal gain, financial or otherwise.
2. Investigator. “Investigator” means the principal investigator/project director, co-principal investigators, and any other person at the Seminary who is responsible for the design, conduct, or reporting of research, educational, or service activities funded, or proposed for funding, by an external sponsor. In this context, the term "Investigator" includes the investigator's spouse and dependent children.
3. Significant Financial Interest. “Significant Financial Interest” means anything of monetary value, including, but not limited to:
 - (a) Salary or other payments for services (e.g., consulting fees or honoraria);
 - (b) Equity interests (e.g., stocks, stock options, or other ownership interests); and
 - (c) Intellectual property rights (e.g., patents, copyrights, and royalties from such rights).

The term does not include:

- (d) Salary, royalties, or other remuneration from the Seminary;
- (e) Income from seminars, lectures, or teaching engagements sponsored by public or non-profit entities;
- (f) Income from service on advisory committees or review panels for public or non-profit entities;
- (g) An equity interest that when aggregated for the Investigator and the Investigator's spouse and dependent children, meets both of the following tests: does not exceed \$10,000 in value as determined through reference to public prices or other reasonable measures of fair market value, and does not constitute more than a five percent ownership interest in any single entity; or
- (h) Salary, royalties, or other payments that when aggregated for the Investigator and the Investigator's spouse and dependent children over the next twelve months, are not expected to exceed \$10,000.

The exclusions in items (a), (d), and (e) shall not apply if the compensation or transfer of an equity interest is conditioned upon a particular outcome in a sponsored research project.

5.1.5 Guidelines. The following guidelines shall apply in dealing with a potential Conflict of Interest.

1. Disclosure. Each Investigator is required to disclose the following Significant Financial Interests:
 - (a) Any Significant Financial Interest of the Investigator that would reasonably appear to be affected by the research or educational activities funded, or proposed for funding, by an external sponsor; or
 - (b) Any Significant Financial Interest of the Investigator in an entity whose financial interest would reasonably appear to be affected by the research or educational activities funded, or proposed for funding, by an external sponsor.

Regardless of the above minimum requirements, a faculty member, administrator, or staff member, in his/her own best interest, may choose to disclose any other financial or related interest that could present an actual conflict of interest or be perceived to present a conflict of interest. Disclosure is a key factor in protecting one's reputation and career from potentially embarrassing or harmful allegations of misconduct.

2. Forms. Each Investigator who has any Significant Financial Interest requiring disclosure shall complete a Financial Interests Disclosure Form and attach all required supporting documentation. The completed Disclosure Form must be submitted with the proposal and the Proposal Transmittal and Approval Form to the Office of the Dean. Copies of the Financial Interest Disclosure Form can be obtained from the Office of the Dean.
3. Review. As required by Federal regulations, all significant financial interests must be disclosed prior to the time a proposal is submitted. All financial disclosures must be reviewed and updated by investigators during the period of the award, either on an annual basis or as new, reportable, significant financial interests are obtained.
4. Referral to Rector. An actual or potential conflict of interest exists when the review by the Dean reasonably determines that a significant financial interest could directly affect the design, conduct, or reporting of the proposed sponsored project. If the initial determination is made by the Dean that a Significant Financial Interest exists that could affect the design, conduct, or reporting of federally funded activities, the Disclosure packet will be referred to the Rector. The Rector shall determine what conditions or restrictions, if any, should be imposed by the Seminary to manage actual or potential conflicts of interest arising from disclosed Significant Financial Interests.

5. Resolution Plan. Prior to consideration by the Rector, the investigator, in cooperation with the Dean, shall develop and present to the Rector a Conflict of Interest Resolution Plan that details proposed steps that will be taken to manage, reduce, or eliminate any actual or potential conflict of interest presented by a Significant Financial Interest. At a minimum, the resolution plan shall address such issues as:
 - (a) Public disclosure of Significant Financial Interests;
 - (b) Review of research protocol by independent reviewers; and
 - (c) Monitoring of research by independent reviewers.
6. Review of Plan. The Rector shall review the resolution plan and approve it and add conditions or restrictions which may include the following:
 - (a) Modification of the research plan;
 - (b) Disqualification from participation in all or a portion of the research funded;
 - (c) Divestiture of Significant Financial Interests; or
 - (d) Severance of relationships that create actual or potential conflicts of interest.
7. Rector Recommendations. If the Rector determines that imposing the above referenced conditions or restrictions would be inequitable, or that potential negative impacts that may arise from a Significant Financial Interest are outweighed by ecclesial or public interest, or public welfare, then the Rector may recommend that, to the extent permitted by federal regulations, the research go forward without imposing such conditions or restrictions.
8. Memorandum of Understanding. The approved resolution plan shall be incorporated into a Memorandum of Understanding, between St. Tikhon's Seminary and the faculty member, which details the conditions or restrictions imposed upon the Investigator in the conduct of the project, or in the relationship with the business enterprise or entity sponsoring research. The Memorandum of Understanding shall be signed by the investigator, the Rector, and the Dean of the Seminary. The Dean will certify that actual or potential conflicts of interest will be satisfactorily managed, reduced, or eliminated in accordance with these guidelines prior to expending any funds from the applicable federal award, or the conflict of interest will be disclosed to the sponsoring agency for action.

9. Records. Records of investigator financial disclosures and of actions taken to manage actual or potential conflicts of interest shall be retained by the Dean's Office until three (3) years after the termination or completion of the award to which they relate, or the resolution of any government action involving those records, whichever comes later.
10. Sanctions. Whenever an investigator has violated this policy or the terms of a Memorandum of Understanding, the Rector shall recommend sanctions, which may include disciplinary action ranging from a public letter of reprimand to dismissal and termination of employment. If the violation results in a collateral proceeding under Seminary policies regarding professional misconduct, then the Rector shall defer a decision on sanctions until the professional misconduct process is completed. The Rector's recommendations on sanctions shall be presented to the Dean, who shall enforce any disciplinary action.
11. Collaborative Projects. Collaborators from other institutions must provide a certification that their institutions are in compliance with Federal policies regarding investigator Significant Financial Interest disclosure, and that their portion of the project is in compliance with their institutional policies.

5.2 Internet Use: General Statement on Electronic Information and Data. Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy, and right to determine the form, manner, and terms of publication and distribution. Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

The present Seminary-wide policy for the appropriate use of all St. Tikhon's computing and network resources is set forth on the basis of the *EDUCOM Code* (see <http://net.educause.edu/ir/library/html/code.html>) to provide effective protection of individual users, equitable access, and proper management of these resources.

5.2.1 Access to Systems. Access to St. Tikhon's networks and computer systems is granted subject to Seminary policies and local, state, and federal laws. The general intent of these guidelines is to supplement, not replace, existing laws, regulations, agreements, and contracts that currently apply to these resources. Appropriate use should always be legal and ethical, reflect academic honesty and community standards, and show restraint in the consumption of shared resources. It should demonstrate respect for intellectual property; ownership of data; system security mechanisms; and individuals' rights to privacy, freedom

of speech, and freedom from intimidation, harassment, and unwarranted annoyance.

5.2.2 Unacceptable or Unethical Use. The Seminary is not responsible for unacceptable or unethical use of the information technology environment by individuals, including computer and computer networks or electronic communication systems.

5.2.3 Appropriate and Authorized Use. Appropriate use of information technology resources includes instruction; independent study; authorized research; independent research; and official work of the offices, units, recognized student and Seminary organizations, and agencies of the Seminary.

Authorized use of St. Tikhon's owned or operated computing and network resources is consistent with the education, research, and service mission of the Seminary, and consistent with this policy.

5.2.4 Authorized Users. Authorized users are Administration, Faculty, Staff, and students of the Seminary. In addition, a user must be specifically authorized to use a particular computing or network resource by the campus unit responsible for the oversight of the resource. Acceptable conduct in and use of this environment must conform with existing Seminary policies; guidelines and codes of conduct; St. Tikhon's Web, Email, Intellectual Property and Information Resource policies; Pennsylvania Department of Education policies and guidelines; the usage guidelines of other networks linked to St. Tikhon's networks or computer systems; and existing local, state, and federal laws.

5.2.5 Privacy of Systems. All computers and networks provided by the Seminary are the sole property of the Seminary, and are intended for use solely in a manner consistent with the Seminary's mission. There is no expectation of privacy with respect to any person's use of the Seminary's email systems or other computer systems and networks. The Seminary may monitor and inspect the contents of these systems, computers, and networks at any time, without providing advance notice to anyone.

5.2.6 Examples of Prohibited Use. Use of St. Tikhon's network and computer systems is conditioned upon compliance with this and other Seminary policies and all applicable laws. Though not exhaustive, the following list is provided to emphasize that these activities are not allowed on St. Tikhon's networks or computer systems: using facilities, accounts, access codes, privileges, or information for which you are not authorized; viewing, copying, altering, or destroying anyone's files without explicit permission from that individual; representing yourself electronically as another user; unlawfully harassing others; posting or mailing obscene materials; other activities that interfere with the normal academic or administrative use for which the system is intended; making, distributing, or using unauthorized copies of licensed software; unauthorized copying, reproducing, or redistributing others' text, photos,

sound, video graphics, designs or other information formats; obstructing others' work by consuming large amounts of system resources, such as disk space, CPU time, etc.; unauthorized testing of systems and/or resources, such as using program loops, introducing destructive software (e.g., "virus" software), or attempting system crashes; running or otherwise configuring software or hardware to intentionally allow access by unauthorized users; attempting to circumvent or subvert any system's security measures; advertising for commercial gain; distributing unsolicited advertising; disrupting services, damaging files or intentionally damaging or destroying equipment, software, or data belonging to St. Tikhon's or other users; using computing resources for unauthorized monitoring of electronic communications; destroying public records in violation of St. Tikhon's Retention of Records Policy; and/or violating any St. Tikhon's or Pennsylvania Department of Education policy or any local, state or federal law.

In cases of doubt, users bear the burden of responsibility to inquire concerning the permissibility of external network uses, prior to execution. Such questions should be directed to the Dean.

5.2.7 Reporting Violations. All users and units should report any discovered unauthorized access attempts or other improper usage of St. Tikhon's computers, networks, or other information processing equipment. If you observe, or have reported to you, a security or abuse problem, with any Seminary computer or network facilities, including violations of this policy, you should notify the Dean or other appropriate administrator.

5.2.8 Sanctions. Persons in violation of this policy are subject to the full range of sanctions, including the loss of computer or network access privileges without notification, disciplinary action, dismissal from the Seminary, and legal action. Some violations may constitute criminal offenses, as outlined in Pennsylvania statutes and other local, state, and federal laws; the Seminary will carry out its responsibility to report such violations to the appropriate authorities. Administrators have the authority to deny access, for unauthorized use, to St. Tikhon's computers and network systems under their oversight.

5.2.9 Access to Seminary Computers and Networks. St. Tikhon's Orthodox Theological Seminary information resource management policies govern all access to Seminary computers and networks. These policies are established and maintained under the immediate authority of the Dean.

1. Access to the Internet from Seminary computers and networks is restricted to specially authorized registered users for academic, research, learning, and administrative purposes. Public access to St. Tikhon's Seminary computers and networks may be available from the Internet or from within specially designated public facilities.

2. Any web page or other type of file on any computer which presents itself in any way as an official St. Tikhon's Orthodox Theological Seminary web page or official St. Tikhon's Orthodox Theological Seminary document must comply with information resource management policies and procedures. Specific responsibilities for the creation and maintenance of the contents of official St. Tikhon's Orthodox Theological Seminary web pages and official St. Tikhon's Orthodox Theological Seminary electronic documents are defined in information resource management policy and procedures. These responsibilities require the use of reasonable and appropriate means of protecting private information, proprietary information, and intellectual property.
3. Any registered user may create an unofficial web page or unofficial file on a computer which is owned and operated by St. Tikhon's Orthodox Theological Seminary or one of its affiliated units as long as it complies with Seminary information resource management policies and procedures. All such page contents must be for purposes as defined by the instruction, research, or service missions of the Seminary.
4. Individuals, units, or groups creating unofficial Seminary web pages and files are responsible for, and may be held accountable for, the contents. St. Tikhon's Orthodox Theological Seminary assumes no responsibility for the content of any unofficial web page or file. St. Tikhon's Orthodox Theological Seminary reserves the right to restrict the quantity and availability of computing and network resources for the purpose of creating, maintaining, and viewing unofficial web pages and files.
5. St. Tikhon's Orthodox Theological Seminary reserves the right to remove, without notice, any web page or file (official or unofficial) from any computer which is owned and operated by the Seminary or its affiliated units which does not comply with Seminary information resource policies and procedures.
6. Use of St. Tikhon's Orthodox Theological Seminary's names (St. Tikhon's Seminary, STOTS, STS), trademarks, official logos, or other intellectual property and creative works is governed by intellectual property and creative works policies. Unauthorized presentation of any web page or file as an official St. Tikhon's Seminary Web Page or official St. Tikhon's Seminary File or any unauthorized or illegal use of computers and networks is prohibited.

5.3 Intellectual Property. St. Tikhon's Seminary exists to foster theological education and research, and to promote the dissemination of knowledge. As an institution of higher education, it performs a valued educational service, part of which is to make advancements in knowledge and to contribute to the public good. In turn, it is

expected that through this service the Seminary will enjoy the public's trust. The Seminary encourages intellectual curiosity on the part of Faculty, students, administrators, and staff, and rewards the creation of intellectual property.

In this endeavor, members of the Faculty play a central role by virtue of their contributions to teaching, research, and public service. While the role of the Faculty can be significant in the development of intellectual property, others, such as students, research personnel, members of the Administration, staff, and visitors, are also able to conceive and develop intellectual property. The payment of tuition allows a student reasonable use of Seminary facilities. Inventions resulting from student efforts involving such use should rightfully belong to the student(s).

When intellectual property is created, it is important that its disclosure be made in a timely manner in order to protect its possible commercial value and to permit it to be made available to the public. To protect intellectual property rights, it is important that inventors be aware of the legal requirements for protecting those rights. The purpose of this document is to set forth the Seminary's general policies on intellectual property such as inventions, copyrights, trade and service marks, and tangible research.

5.3.1 Definitions

1. Copyright. A copyright is directed to forms of expression rather than utility subject matter, and generally protects writings, and artistic and informative items that appeal to a person's senses. Several classifications of works that are specified under the copyright statutes include, but are not limited to, literary works, dramatic works, musical works, including music and lyrics, computer programs, video recordings, and artistic expressions.
2. Invention. A creation of Intellectual Property that did not exist previously. Also, more specifically, the conception and reduction to practice of a useful, novel, and non-obvious product or process.
3. Inventor. An Inventor is one who makes a creative contribution to the inventive thought or to the final result of an Invention.
4. Literary Intellectual Property. Literary works of authorship protected by Copyright.
5. Royalties. Royalties are compensation for rights in intellectual property and are usually expressed as a percentage of revenue received by the licensee from sales of a product.
6. Tangible Property. Tangible Property is anything having a physical embodiment (e.g., software, devices, compositions of matter) whether or not patentable or copyrightable.

7. Trademark. A trade or service mark consists of a word, symbol, phrase, or design, or a combination of these, and exists for the exclusive use of the holder in identifying the source of a product or service. Marks are identified by the symbols ®, SM, or TM. Marks have no necessary relation to Invention or discovery. Unlike Patents and Copyrights, marks can exist for an indefinite time. Marks can be registered in the U.S. Patent and Trademark Office.

5.3.2 Intellectual Property Policy. For the purpose of applying these rules, all persons performing research or scholarship at the Seminary, utilizing resources or facilities at the Seminary, or deriving funds through the Seminary, are subject to the rules provided below.

Students who receive compensation from the Seminary because they are research assistants fall under faculty/administration/staff rules.

5.3.3 Ownership of Inventions.

1. Faculty/Administration/Staff Rules. The following rules shall apply to faculty members, administrators, and staff:
 - (a) For an invention made by faculty members, administrators, or staff members, on their own time, with their own facilities and resources, and in research/projects not within the stated objectives of their current sponsored research, or thesis or dissertation research, the invention is owned by the inventor(s). Royalties for such inventions are covered by Royalty Rule 2 (see Section 5.3.4 below);
 - (b) For an invention made by faculty members, administrators, or staff members while working on a sponsored project (research or educational), including off-campus projects, the invention is owned by the Seminary, subject to any other agreements. Royalties for such inventions are covered by Rule 1 (see Section 5.3.4 below);
 - (c) In cases not specifically covered by the above cases, for an invention made by a faculty member, administrator, or staff member without significant use of the Seminary resources, the invention is owned by the inventor(s). Royalties for such inventions are covered by Rule 2 (see Section 5.3.4 below); and
 - (d) For an invention made by a faculty members, administrator, or staff member with significant use of the Seminary resources, the invention is owned by the Seminary, subject to any other agreements. Royalties for such inventions are covered by Rule 1 (see Section 5.3.4 below).

5.3.4 Royalty Rules. The following rules shall be applied to royalties:

1. Rule 1. If the Seminary pursues the patent, then the Seminary will absorb the costs and will share royalties on a 50-50 basis with the inventor(s), after the costs of the patent are recovered, or will share royalties in accordance with specific Seminary institutional agreements.
2. Rule 2. The inventor(s) will pay all costs associated with patenting the invention, and will receive all benefits from the patent.

In the case that multiple inventors fall under different royalty rules, then all inventors will be subject to a single rule. In determining which rule applies, Rule 1 takes precedence over Rule 2.

5.3.5 Significant Use. Use of any Seminary facility in a way that leads to an appreciable expenditure of Seminary funds, that would not otherwise have occurred, constitutes significant use.

Use of office or classroom space, libraries, or general computer facilities does not constitute significant use of the Seminary resources. The use of specialized computer facilities or equipment is not significant if it involves brief periods of time or limited use (e.g., for exploratory tests); otherwise, the use is significant.

5.3.6 Disclosure of Inventions with Potential of Seminary Ownership. It is the obligation of inventors to disclose an invention to the Seminary if there is a possibility of Royalty Rule 1 or Rule 2 being applicable. When a disclosure of a potential invention is made to the Seminary, the Seminary will determine on a timely basis if the invention is worthy of the Seminary's support. If the Seminary finds that the invention is worthy of its support, the Seminary will promptly initiate a patent application at its expense, and work with the inventor(s) to pursue the development and commercialization of the invention.

If, at any time during the year following the date of disclosure, the Seminary chooses not to file a patent for an invention, the Seminary will, at the request of the inventor(s), subject to other agreements, promptly return ownership of the invention to the inventor(s). If the Seminary has not filed a patent application for an invention within one year from the date of disclosure, then the Seminary will, at the request of the inventor(s), subject to other agreements, return ownership to the inventor(s). Extensions to the one-year limit may be made by mutual agreement between the Seminary and the inventor(s).

5.3.7 Rights Sharing. For an invention made by a Seminary faculty member, administrator, or staff member under circumstances such that the inventor owns the invention, the inventor(s) and the Seminary may by mutual

agreement enter into an arrangement under which the costs, ownership, and rewards of the invention are shared by the inventor(s) and by the Seminary.

5.3.8 Ownership of Copyright. Ownership of copyright falls into two categories:

1. Seminary Ownership. Seminary Ownership applies to the following:
 - (a) Official output of faculty and Seminary committees for governance purposes are works for hire owned by the Seminary;
 - (b) Works produced at the specific request of the Seminary and for specific additional compensation from the Seminary are works for hire owned by the Seminary, subject to other agreements;
 - (c) Copyright to the Seminary logo, seal, and other related materials are owned by the Seminary; and
 - (d) Works for hire written by administrators and staff members as part of their job description are owned by the Seminary.

2. Authorial ownership. Authorial Ownership applies to the following:
 - (a) Course syllabi, course notes, homework solutions, textbooks and other instructional materials, and other course-related material are owned by the author(s), subject to other agreements;
 - (b) Participation in a course involving recording or transmission of likenesses (e.g., via video recording) authorizes use of that transmission or recording only during that offering of that course, subject to other mutual agreements. In cases in which a department or program wishes to continue to reproduce the material, after the author has ceased to teach the course, a specific release from the author must be obtained;
 - (c) Scholarly works, such as books, software, journal articles, conference proceedings, book chapters, review articles, etc., are owned by the author(s), subject to other agreements;
 - (d) Novels, librettos, music scores, plays, and other material of a popular nature are owned by the author(s), subject to other agreements; and
 - (e) Copyright to individual reports, documents, theses and dissertations are owned by the author(s), subject to other agreements. In the case of a jointly written document, copyright is held jointly by all authors, subject to other agreements.
 - (f) In cases when such a document was submitted to fulfill a degree requirement, students will grant to the Seminary a nonexclusive royalty-free license to distribute copies of the document, subject

to other agreements. In cases in which such a document contains other intellectual property, the author(s) and the Seminary may mutually agree not to disclose the document until intellectual property implicit in the document has been appropriately protected.

5.3.9 Other Rights. Other/ancillary rights resulting from a copyright remain with the copyright owner, subject to other agreements.

5.3.10 Aside to Copyright Rule. In cases in which the Seminary supplies to an author substantial additional resources (e.g., taping of lectures by hired staff, performance of musical works by hired musicians, or large scale computer resources for the generation of multidimensional color graphics) for the purpose of creating a copyrightable work, the provision of those resources should be preceded by a written agreement between the author(s) and the Seminary specifying ownership of rights to the material. There are few precedents for rights agreements on professionally prepared materials such as videotapes. Individual agreements on such rights must at this time be viewed as experimental and not as necessarily setting fixed precedents.

5.3.11 Decisions and Appeal Board. Within this policy, statements that the Seminary Administration will perform some action mean that the Rector, Dean, or other designated officer will perform that action.

When a disagreement arises between the Seminary and the inventor(s) concerning the interpretation of this policy, an Intellectual Property Appeal Board (the "Appeal Board") will be appointed by the Rector and convened to resolve the disagreement. Appeals shall state explicitly what is in dispute and be submitted in writing to the Rector. When a request for an appeal is received, an Appeal Board shall promptly be appointed.

The Appeal Board is composed of five persons appointed by the Seminary Administration, who have a variety of experience. In making the appointments, the Seminary Administration will seek to ensure that some of the appointees are familiar in detail with this policy and its past applications, and some of the appointees are familiar with the technical area of the intellectual property under consideration. No person with a special interest in the outcome of its decisions, including people who have participated in the decision that is under appeal, shall be appointed to the Appeal Board.

The Appeal Board shall promptly meet, elect a Chair, and hear the appeal. The Appeal Board shall receive written briefs from each party to the dispute, take oral presentations open to all parties and their counsels, and receive written emendations to the written briefs. The Appeal Board shall have the power to summon witnesses and documents necessary to reach its decisions. The Appeal Board shall consider all relevant facts, policies, and precedents, and then reach

a decision. The Appeal Board shall report its decision to the Rector in a written finding that includes the principal arguments leading to its conclusions.

INDEX

Academic Affairs Committee	96
Academic Dress	5
Academic Freedom	39
Academic Freedom in an Orthodox Context	40
Academic Freedom, Violation of	42
Administrative Authority	10
Administrative Officers	10
Administrative Removal of Administrators	27
Admissions Committee	96
Annual Reporting and Peer Observation, Faculty	70
Appointment and Promotion of Faculty	50
Appointments and Rank, Faculty	49
Board Committees	9
Board Meetings	10
Board of Trustees	7
Board Officers	9
Bursar, Office of	18
Chief Financial Officer, Office of	14
Committee on Student Life	97
Conflicts of Interest, Policies on	99
Course Evaluations, and Workload, Faculty	71
Course Management	89
Course Outlines and Syllabi	91
Course Scheduling	90
Course Viability	95
Dean, Office of	11
Dean's Review of Self-Reporting, Peer Evaluation	71
Department Chairs	62
Director of Mission Advancement, Office of	18
Director of Student Life, Office of	16
Disciplinary Actions and Procedures, Administration	23
Distinguished Service, Faculty	49
Due Process, Faculty	56
Equal Opportunity Policy	19, 42
Ethics in Teaching	43
Ethics towards the Broader Community	20, 44
Ethics within the Institution, Administration	20
Ethics, Broader Community	20
Ethics, Collegial Administrative	20
Ethics, Faculty Collegial	43
Ethics, Institutional Faculty	43

Ethics, Professional Administrative	19
Evaluation of Members of the Administration	23
Evaluation of Seminary Administrators	22
Evaluation of the Dean of the Seminary	23
Evaluation of the Rector	23
<i>Ex Officio</i> Regular Faculty Members	45
Executive Committee of the Board	9
Expectations, Administrative Duties	21
Expectations, Administrative Service	22
Expectations in Job Performance, Administration	21
Faculty Absences	91
Faculty Council	84
Faculty Council, Attendance at Meetings and Service on Committees	85
Faculty Council, Authority and Competence	85
Faculty Council, Rules	85
Faculty Council, Voting	85
Faculty Development	68
Faculty Discipline	58, 63, 64
Faculty Evaluation and Review	70
Faculty Status	44
Faculty, Academic Responsibilities	49
Faculty, Associated	45
Faculty, Composition	37
Faculty, Contractual	46
Faculty, Emeritus Status	49
Faculty, General Expectations	64
Faculty, Regular	44
Freedom to Publish	73
General Expectations for Administrators	20
General Expectations for Faculty	64
General Faculty Provisions	37
Grading	94
Grants and Research Support	73
Grievance Procedures for Academic Administrators	29
Grievance Process, Administrators	29
Head Librarian, Office of	15
Heraldic Seal	5
Identity and Mission	3
Independent Studies	91
Institutional Goals and Objectives	4
Intellectual Property, Policies on	106
Internet Use, Policies on	103
Library Committee	97

Limited Tenure	54
Limited Tenure, Evaluation.....	55
Mission, Administration	10
Mission, Faculty	37
Orientation, Faculty	54
Personnel Record	53
Philosophy of Purpose	3
Professional Development Plans, Faculty	73
Professional Ethics, Faculty	43
Rector, Office of.....	10
Registrar, Office of	17
Resignation and Retirement of Administrators.....	36
Rights and Obligations, Faculty.....	54
Sabbaticals and Research Leave.....	75
Seminary Administration	10
Seminary Administration Committee.....	96
Separation Policies and Procedures, Faculty	80
Sexual Misconduct, Statement on.....	62
Standards of Service, Faculty	63
Standing Committees of the Faculty Council	86
Standing Committees of the Seminary	96
Statutory Provision for the President and Rector.....	9
Term Appointments	54
Trustee Membership.....	8
Welcome	1
Workload, Faculty.....	65