

Lexington Seminar Final Report

Wartburg Theological Seminary
Dubuque, Iowa

December 2007

The faculty and administration of Wartburg Theological Seminary are extremely grateful for the invitation to participate in the 2005-2007 cohort of theological schools in the Lexington Seminar. The facilitation of the process by the administrative staff and consultants of the Lexington Seminar provided strong affirmation of our efforts in theological education. The mutual learning from the representatives of the other schools, under the capable direction of the staff, enhanced the teaching and learning enterprise of Wartburg immensely. We submit this final report with deep gratitude for the invitation to participate and the benefits we received through the well-designed process.

Institutional Snapshot:

Wartburg Theological Seminary is a graduate professional institution, founded in 1854, preparing women and men for service in the church as ordained, diaconal, and lay ministers. It is a free standing denominational seminary closely related to the Evangelical Lutheran Church in America (ELCA), one of eight seminaries serving this church body. At the present Wartburg Seminary has a student body of about 200 students and a full-time faculty of 17 professors.

Wartburg has a rich historical heritage and clear missional purpose. It offers the following degree programs as means for fulfilling its mission: Master of Divinity; Master of Arts; Master of Arts in Diaconal Ministry; Master of Arts in Theology, Development, and Evangelism; and Master of Sacred Theology. Wartburg also fulfills its mission by the work of three Centers—the Center for Theology and Land, Center for Youth Ministries, and Center for Global Theologies—and a Continuing Education program. Wartburg, in cooperation with the Lutheran School of Theology at Chicago, also offers the Master of Divinity degree through the Lutheran Seminary Program in the Southwest, an extension site in Austin, Texas which focuses on ministry in Hispanic contexts.

I. Issue and Context

Upon invitation and acceptance into the Lexington Seminar, the Wartburg faculty initially developed a case for presentation. This case focused on the general issue of “How to deal early and appropriately with students who, for various reasons, require special attention, raise anxieties about their suitability for ministry, or present unusual challenges to the faculty and/or seminary life” (see Appendix One). As reported to us, this topic was one of the few in the history of the seminar that highlighted learning issues presented by particular types of students. The discussion of this case with colleagues from the other schools led the Wartburg representatives to deeper reflection on the relationship of the teaching and learning process at Wartburg to our foundational description of curriculum outcomes, the Twelve Pastoral Practices (see Appendix

Two). A key question emerged: How can we as a faculty more incorporate and own the curriculum outcomes that have been developed as a guide for our common work?

The focus on the importance of claiming the Twelve Pastoral Practices in the work of teaching and learning work by the Wartburg faculty led to the proposal that we take up the project of revising the Faculty Handbook, employing the Twelve Pastoral Practices as an important resource for the revision. The Faculty Handbook had been in need of revision for several years. In anticipation of our next visit for reaccreditation in February 2008 and because the scale of this project seemed to be proportionate to the Lexington Seminar guidelines, the Wartburg faculty accepted the revising of the Faculty Handbook as its project.

The revision of the Faculty Handbook is very significant in the life of a faculty. It expresses both the vision and the structure for how we conduct our common work. As we learned in the process, different aspects of the handbook are neuralgic points for different members of the faculty. At this particular juncture in the life of the seminary, the revision of the Faculty Handbook was especially important insofar as six members of the faculty are relatively new and the shape of the handbook has special poignancy for how these faculty members are to understand their work in the coming years. At the same time, those nearing the end of a full time teaching career also have particular interest in the arrangements for good retirement. All members of the faculty have strong interest in matters such as hiring decisions, evaluation, promotion, work load, and compensation.

II. Project Design

The Wartburg faculty has a tradition of holding an annual retreat at the end of each academic year toward the end of May. This tradition provided the basis for designing our particular project. The faculty decision was to hold an extended faculty retreat at location sufficiently distant from Dubuque to allow for focused work with fewer distractions from the daily routine. After exploring several options (Arizona was too expensive; northern Wisconsin too cold at the end of May), the choice was made for the faculty retreat to be held at the Pallottine Renewal Center near St. Louis, Missouri. This facility was reasonably priced, had beautiful grounds, provided meals and single room accommodations, offered a swimming pool, and was near to a variety of attractions in the St. Louis area. We booked the retreat center for five nights, arriving on Sunday, May 20, 2007 and departing on Friday, May 25. Transportation was arranged with three members of the faculty serving as drivers.

Sixteen persons participated in the retreat, including the President and Spiritual Director. Two faculty persons did not participate due to sabbaticals and another two did not participate due to changed faculty status and retirement, respectively. We did, however, have the three newest members of the faculty in attendance, including two who had not yet officially begun their appointments.

Careful attention was given to balancing the “work” of the retreat with opportunities for relaxation and fun. As we have done regularly at our annual retreat, the Spiritual Director for Wartburg was invited as worship leader. The Spiritual Director designed daily worship around the Twelve Pastoral Practices, selecting biblical texts to deepen faculty reflection on the meaning

of these practices for our own lives and common work. Worship took place morning and evening of each day, with the celebration of the Eucharist concluding the week on Friday. The schedule was designed to allow for plenary discussion of the handbook, five work groups consisting of three members of the faculty each, and significant time for community building and group activities. Laptop computers and a projector had been brought along to facilitate the work.

Opening plenary sessions were held on Sunday evening and Monday morning to define common understandings and the parameters of work group activity. Work group sessions, focusing on particular chapters of the handbook, were held on Monday afternoon, Tuesday morning, Wednesday morning, and Thursday morning. Concluding plenary sessions were held on Thursday evening and Friday morning to collate, discuss, and come to consensus on revisions. It was in the concluding plenary sessions that the most candid and lively discussion ensued about the vision and structure of faculty work. This schedule left Tuesday and Wednesday afternoons open for excursions to Grants Farm and the St. Louis Zoo, shopping, or golfing. Thursday afternoon the entire faculty went to the St. Louis Cardinals baseball game, sightseeing at the Arch, and out to dinner. Monday, Tuesday, and Wednesday evenings were held open for informal community building.

One of the most successful parts of the retreat was the schedule. The flow from worship to work sessions to recreation time was much appreciated. We managed to leave significant time for relaxation in the spirit of a retreat. At the same time, during the plenary and work group discussions, the faculty worked very intensely. In concluding our time on retreat Friday morning, it became clear that there were a number of unfinished issues that needed further attention. A committee of four faculty members volunteered for the task of editing the revised document into a common format. This editing committee completed its work in early September. On September 26, 2007 the faculty convened in a business session to agree on the final contents of the handbook revision. The revised Faculty Handbook was adopted by the Board of Directors in November 2007 (see Appendix Three). The handbook stands ready as a document for the reaccreditation visit in February 2008.

III. Resources Used in Developing and Implementing the Project

As already described, the Spiritual Director of the seminary participated and contributed immensely to the success of the retreat as worship leader. In addition, two professional external opinions were procured, examining the Wartburg Faculty Handbook and making suggestions for us to consider as we undertook the revision. Both of the consultants had themselves served as academic deans, the first as a previous academic dean at Wartburg Seminary and the other a respected academic dean from another well-known school. The commentaries on the old Faculty Handbook were extensive and provided a solid point of reference for our own work.

The other primary resources consulted by faculty in the revision process were the Wartburg Theological Seminary Mission Statement and the Twelve Pastoral Practices.

IV. Project Results

This was an extremely timely and valuable project for the Wartburg faculty to undertake. The old Faculty Handbook had become outdated, having been last adopted in 1990. With the upcoming reaccreditation site visit, a new Faculty Handbook was an important document. The two opinions from outside consultants added needed perspective to the revision process. The Mission Statement and Twelve Pastoral Practices provided the current definitions of the seminary's purpose and a description of what we hope to accomplish with our students in the educational and formation process. Because these documents are used in assessment, it is important that they provide orientation to the work of the faculty as a whole as it comes to expression in the Faculty Handbook.

Three particular outcomes are noteworthy. First, we successfully completed the handbook revision through the process previously described. Second, the project assisted in the process of incorporating six new faculty members into our common work. Third, the particular discussions about handbook matters surfaced issues that will require continued attention in our faculty work. A few comments on the second and third outcomes deserve elaboration.

Regarding the incorporation of new faculty members into our common work, participating in handbook revision allowed them to enter into the dynamics of faculty interaction, give voice to their own concerns, and claim their respective places in the faculty ecology. There was perhaps more risk in this process than is initially apparent. The stakes are seemingly high for faculty members regarding several decisions made in the revision process. Vested interests could be defended or challenged. New perspectives could be adopted or thwarted. Because we consider ourselves a very collegial faculty, this collegiality was tested by strong differences of opinion, to which the new faculty members were exposed. Overall, the experience served a very positive function in the transition of new faculty members as a part of the whole.

Particular questions and issues that provoked discussion and debate included the following:

- How do we define faculty status? This was initiated by the introduction of three new classes of faculty in recent years: Senior Distinguished faculty, Affiliative faculty, and Term-specific faculty. How do these new categories relate to the existing faculty which consisted of tenured and tenure-eligible faculty members?
- By what procedures will we determine appointment, tenure, and rank? Of particular interest was the interplay between the administration's role and faculty role in appointment processes.
- By what process will we undertake faculty evaluations? The revision process allowed the faculty to adopt handbook language that brings conformity with existing practice.
- How do we describe the various possibilities leading to the cessation of faculty status? This is especially poignant at Wartburg where the effects of retrenchment in the early 1980s continue to be relevant.
- How should the work of the faculty be organized? Again existing practice was brought to expression in the handbook revision.
- What are the responsibilities of faculty members? A lively discussion ensued especially over the topic of teaching load and work load. The issue of online teaching in relationship to faculty work load was a particular stress point.

- What are the benefits due faculty members? It was important to accurately name and affirm the benefits that accrue to members of the Wartburg faculty.

Merely by listing the particular questions that emerged for discussion, one can imagine how existentially powerful these matters are to individual faculty members. How a faculty agrees to order its common life has implications for each individual. A handbook contributes to the process of holding one another accountable.

We learned from this project both where the points of division exist within our faculty and that we are able to navigate our differences in a collegial way. The project gave a greater sense of ownership of our common work to faculty members, particularly to the newer members. The common understandings of what it means to be a member of the Wartburg faculty undergirds everything we do in the teaching and learning process. The school as a whole is improved by the adoption of a common set of faculty commitments. The policies adopted should help to negotiate particular challenging issues in the years to come. In retrospect, this was a very successful project and there are only a few things that might have been altered to accomplish a better outcome. For one, the Twelve Pastoral Practices might have become even more prominent in the particular sections of the handbook, although to do so would be to hasten the time when it is again outdated. In general, the issues that continue to challenge us are the very issues about which we surfaced disagreement in the revision process, especially issues concerning the respective responsibility of administration and faculty and issues involving the shared faculty work load.

V. Sharing the Wisdom

This project has taught us the importance of common convictions and shared understandings of the various policies and procedures governing faculty work. It has uncovered particular fault lines within the faculty that probably exist to some degree among faculty members in every school. It has taught us the value of collaborative work, respect for honest differences, and the importance of taking the time for community building. It has taught us that we are capable of accomplishing significant work in a communal process. It has instructed us about the challenges of theological education in our time when resources are diminishing and the demands made on seminary faculties are escalating.

A sense of joy and satisfaction emerged among the Wartburg faculty on the September afternoon when the Faculty Handbook revision was adopted. For the Board of Directors to affirm this work at its November 2007 meeting added to the joy and satisfaction. A celebratory dinner to culminate the Lexington Seminar project will be held in May 2008 for faculty members and spouses as part of the next annual retreat. Appendix Four details the expenditures for the Lexington Seminar grant.

Respectfully submitted by Craig L. Nesson, Academic Dean and Project Director

Appendix One

LEXINGTON SEMINAR NARRATIVE

Final Draft

General Issue: How to deal early and appropriately with students who, for various reasons, require special attention, raise anxieties about their suitability for ministry, or present unusual challenges to the faculty and/or seminary life.

Students:

Carpocrates (Behavioral Problem)

Jonah (Emotional Problem)

Boso (Intellectual Slowness)

Heloise (Learning Disability)

Abelard (Physical Disability)

Quintilla (Anti-Intellectual)

Faculty:

Quark (President)

Thomasio (Dean)

Hildegard (New Testament & Greek)

Eusebius (History)

Macrina (Theology)

Marcella (Old Testament & Hebrew)

Boethius (Education)

Setting: Faculty Meeting

Dean Thomasio: Next on the agenda is our discussion of current students and any problems or difficulties encountered so far.

Hildegard: Jonah is so fragile. You may recall that he had to withdraw from Summer Greek because of the stress it placed on him. He broke down the third day, saying that he couldn't learn the cases. I worked with him individually every day, but by the second week it was clear that he was in such a high state of anxiety that he couldn't learn. Well, this semester I've been tutoring him, and he seems to be handling the Greek better, but now he is slipping in his New Testament course. What experience have the rest of you had with him?

Macrina (who is also on Jonah's synodical committee): Jonah also surprised us at his candidacy entrance interview. He became speechless with anxiety, unable to answer questions. We've never experienced such emotional vulnerability and were afraid of what refusal might do to him. Because of this we finally granted him entrance to the candidacy process.

Eusebius: If he's too fragile to survive an entrance interview, he probably shouldn't have been admitted, at least not until he's stronger and healthier emotionally. He is likely to continue to have problems here in seminary. Unfortunately, when Candidacy Committees refuse to make these difficult decisions, then we end up having to make them, and it is that much harder on the student because it wasn't done early in the process. In the long run, admitting unstable students is not doing them or us any favors.

Boethius (Jonah's advisor): He just needs more time. He's seeing a doctor who is working on new medication for him—that will give him the energy he needs to succeed and help with the anxiety. And I've advised him to take the work more slowly, not try to finish in the usual length of time. That means fewer courses and more time to catch up.

Eusebius: He will need it. New Testament isn't the only course he couldn't complete. He received a shockingly low score on his first history exam; he is taking an extension, but it looks as if he still won't be able to complete the course. I'm not at all confident about him making it through this first year. I think his problems are more than physical.

Thomasio: We also need to be concerned about Heloise. She has diagnosed learning disabilities and will need special attention. However she is quite bright and should do well under the right conditions.

Macrina: What sort of special attention does she need? Is it a matter of requiring certain test conditions? Or inability to learn certain kinds of material? Will she need different assignments from the rest of the class? Most of us don't have any training in how to adjust our teaching to LD students. Luckily some students know exactly what they need and are able to articulate

it, but others are early in the process of finding out about their disability and don't know what will work.

Thomasio: How is Abelard doing? We haven't much experience with physically disabled students—are any of you aware of problems? I know that it is difficult for him to open the outside doors because of their size and mass.

Hildegard: How about installing those handicapped automatic door openers that many public buildings now have?

Boethius: It might also help if we started posting notices and sign-up sheets lower where those in wheelchairs can see and reach them. I suspect there are many small things we could do to make this place more handicap-accessible and friendly.

Marcella: I had a disturbing encounter with Carpocrates this week. I was trying to help him with his major Hebrew paper. He couldn't understand the assignment and was becoming more and more frustrated. Finally he responded to a suggestion of mine with an obscenity. I fear that this is just the tip of the iceberg—he has a serious anger problem. There have been other indications of this in class and students talk about Carpocrates' difficulty in keeping his anger in check.

Eusebius (Carpocrates' advisor): This isn't the only time or the only problem. Another of my advisees is deeply troubled by Carpocrates and came to me the other day: Apparently Carpocrates is spreading a lot of hate in the dorm, speaking out against you, Marcella, against other professors (including me, against her synod, and against the seminary. He is spreading disaffection and trying to get other students to join him in grumbling and complaining. He's creating a hostile environment in the dorm and sowing dissent where it wouldn't be arising on its own.

President Quark: This is a case where it is necessary to be firm with the student: his behavior has candidacy considerations. You need to talk to him, and his synod should be informed.

Eusebius: He won't be happy. In fact, I fear that he could become quite vengeful. What should we do to protect ourselves legally should he try to make a court case out of this?

Marcella (Boso's advisor): We have different kind of problem with Boso. He did so poorly at his approval interview that the faculty team recommends postponement. The approval essay he wrote was incoherent—he clearly did not understand the questions and his interview confirmed this. Unfortunately he seems clueless about his own lack of ability and really doesn't see that anything is wrong.

Macrina: This isn't a new issue—Boso's name has come up in our discussions every year, but somehow he keeps sliding through. How is it that

we get into this position with one or two students year after year? We need to have some way of identifying and weeding out students whom we know won't make it. It's not fair to those students, it's not fair to their instructors and classmates, and ultimately it is the church that suffers when unqualified students are allowed to graduate and be ordained.

Boethius: Is there evidence that Boso will improve enough with another semester's work to be approved in the Spring? Are we simply delaying the inevitable and, if so, wouldn't it be more appropriate to deny now rather than postpone?

Marcella: The larger question is how can we identify and deal with student problems (and problem students) before they escalate to this level.

Eusebius: Something else that might help is if as a faculty are more consistent with each other in how we deal with students. Sometimes we are the ones who are reluctant to make the tough call and fail a student. Or pressure comes from student or advisor to bend the normal rules in order to keep a student off of probation or allow them to withdraw from a course instead of failing it. It is hard to determine which situations are matter of law or gospel.

Hildegard: I am concerned about Quintilla. She struggles with her classes, but I don't think the problem is lack of ability; instead she seems resistant to learning. She has a rigid, almost fundamentalist, approach to Scripture and refuses to learn differently.

Quark: Is it refusal or a lack of understanding or fear of interpreting the Bible in a non-literalist way? We need to distinguish between students who are anti-intellectual and refuse to learn anything new, and those students who are cautious but open to new approaches if they see the benefit, especially for ministry and mission. We need to find a way for them to feel safe here, to create a climate where they feel free speak out without fear of being jumped upon for not fitting in with the liberal majority.

Macrina: We spend a lot of time discussing struggling students, but another student came to me asking if there couldn't be more advanced courses. Our brighter students are not being challenged enough.

Thomasio: That's true. One of the juniors came to me wishing that there were more academic opportunities. She's finding that she already covered much of the first-year course material in college. Is there a way to adjust courses for the gifted or advanced students?

Hildegard: And how do we recognize them in advance that first year? College transcripts are not always good predictors of how students will do in seminary. Is there some way that these bright students who already know the material can let the instructor know or ask for more advanced work? If we

could encourage them to take the initiative, yet without that opening the door to any student who is bored and wants an “out.”

Macrina: In theology our syllabus offers a wide variety of reading and research opportunities. That way we try to catch both those students who have never encountered theological studies before and those more advanced. Of course, it also can create extra work for the faculty.

Thomasio: So, a number of different issues have been raised here. Some are more readily amenable to solution than others: perhaps a workshop on learning disabilities, more accommodation for physically handicapped students, syllabi with a greater range of options and learning opportunities for advanced (and maybe also, then, for slower) students.

Quark: Our real problems seem to focus on students with deeper troubles—emotional or psychological distress, attitude problems, insufficient gray matter. This is probably where we need to start our work.

Disclaimer: While the issues raised in the above narrative all arise from actual experience, the students named are composite characters and do not represent actual students at Wartburg Seminary.

Appendix Two

Embodying Wartburg Seminary's Mission Statement

Wartburg Theological Seminary's Mission Statement guides and directs our life as a seminary, including the implementation of a theological curriculum. By "curriculum" we include both the courses offered in the classroom through the degree programs and the entire program of formation, including worship and community life.

The Wartburg faculty has adopted these Twelve Pastoral Practices as a further elaboration of its Mission Statement which articulates intended curriculum outcomes, a description of what we hope to see in Wartburg graduates based on our mission. These practices are intended to be inclusive of candidates for all rosters. By "pastoral" we intend to encompass the ministry practiced not only by the ordained but also by diaconal ministers, deaconesses, and associates in ministry. By "practices" we do not mean mere actions that are performed. Rather, these pastoral practices are understood to be incarnated and embodied in being as well as doing. They intend coherence between one's disposition and one's practice of ministry. Ministers thus formed are able to give reason why they act in a particular way. Effective formation has instilled a fundamental attitude out of which one then does.

The purpose of our setting forth these criteria is for the Wartburg faculty to invite reflection on the effectiveness of our curriculum. We seek excellence in our educational programs and invite you into conversation about these pastoral practices as a way of assessing and revising our curriculum.

The central question is: *To what degree has the educational and formational process of the Wartburg Seminary curriculum accomplished its mission objectives?*

Wartburg Mission Statement: Twelve Pastoral Practices

"Wartburg Theological Seminary..."

[Three overarching practices]

- *Practice of Being Rooted in the Gospel:* Articulates the Gospel in a way that is heard as Gospel. Is publicly Lutheran and Gospel-centered.
- *Practice of Missio Dei in Word and Sacrament:* Is grounded in Word and Sacrament as the means by which God creates faith in Christ and a community (*koinonia*) for God's mission (*martyria* and *diakonia*) in the world. The ordained exercise faithful worship preparation, evangelical preaching, and sacramental leadership. The consecrated serve as a strategic bridge between church and world. Associates in ministry serve faithfully in their areas of call in relationship to the worshipping community. All the baptized are sent by the Spirit to employ their gifts in God's mission for the life of the world.

- *Practice of Biblical and Theological Wisdom:* Interprets reality theologically and biblically as a habit. Has a core set of theological concepts that are interpreted with flexibility in different contexts.

“...serves the mission of the Evangelical Lutheran Church in America by being a worship-centered community of critical theological reflection where learning leads to mission and mission informs learning.”

- *Practice of Ecclesial Partnership:* Displays a healthy sense of connectedness with the whole church. Fosters partnership with the ELCA and ecumenical openness.
- *Practice of Complex Analysis:* Demonstrates capacity to carefully examine complex social, economic, scientific, and religious issues without oversimplification. Sees relationships from a systems perspective, remaining spiritually centered in the face of ambiguity.
- *Practice of Curiosity:* Is fundamentally curious, employing creativity in the use of language. Is open to grow beyond current perspectives and willing to pursue learning with intellectual depth.

“Within this community, Wartburg educates women and men to serve the church’s mission as ordained and lay leaders.”

- *Practice of Pastoral Concern:* Loves God’s people with the compassion of Christ, demonstrating a generous spirit in relating to others, teaching and modeling stewardship. Maintains a clear sense of pastoral identity and desire for excellence in pastoral ministry.
- *Practice of Personal Faith and Integrity:* Lives as person of faith, grounded in a life of prayer and study. Is self-aware in seeing the larger picture, proclaiming hope, leading courageously, and setting healthy boundaries.
- *Practice of Collegiality:* Leads in a way that is responsive to the situation and promotes team building. Creates collegial groups within and beyond the church for promoting many forms of ministry.

“This mission is to proclaim and interpret the gospel of Jesus Christ to a world created for communion with God and in need of personal and social healing.”

- *Practice of Evangelical Listening and Speaking the Faith to Others:* Listens in a way that leads people to deeper faith questions. Engages in thoughtful witness to the Christian message, especially to youth and those outside the faith.
- *Practice of Immersion in the Context:* Shows awareness of the context through listening to, dialogue with and involvement in the local community. Has ability to interpret texts and contexts with insight.
- *Practice of Sensitivity to Cross-Cultural and Global Dimensions:* Is sensitive to multicultural issues and religious pluralism in the context of globalization. Understands the inclusive character of the Christian Gospel.

Appendix Three

FACULTY HANDBOOK

Wartburg Theological Seminary

Dubuque, Iowa

Approved by the Wartburg Theological Seminary Board of Directors
May 1988

Revised by the Faculty September 26, 2007

Approved by the Wartburg Theological Seminary Board of Directors
November 2007

Chapter One

MISSION, FREEDOM, AND RESPONSIBILITY

Preface

This handbook reflects the missional commitments of this seminary. It describes the missional, educational, ethical and legal obligations of the seminary to faculty and of faculty to the seminary. As a “living document,” this faculty handbook is subject to periodic changes. It is incumbent upon faculty to ensure that it is current, and that faculty are cognizant of its contents and implications.

1.1 Mission

Wartburg Theological Seminary serves the mission of the Evangelical Lutheran Church in America (ELCA) by being a worship-centered community of critical theological reflection where learning leads to mission and mission informs learning. Within this community, Wartburg educates women and men to serve the church’s mission as ordained and lay leaders. This mission is to proclaim and interpret the gospel of Jesus Christ to a world created for communion with God and in need of personal and social healing.¹

In this mission, Wartburg Seminary provides curricula of theological education designed to prepare men and women for service in the Lutheran church and wider ecumenical community as ordained pastors or as theologically trained lay people, and to provide a faculty, physical facilities, and electronic delivery media appropriate to this mission. Wartburg Seminary also serves the church as a center for lifelong learning for individuals, congregations, institutions and agencies.

1.2 Confessional Commitment

The faith and life of Wartburg Theological Seminary shall be in harmony with the confessional commitments of the Evangelical Lutheran Church in America.² Given the ecumenical convictions of the ELCA, Wartburg Seminary’s faith and life will honor the confessional commitments of Wartburg’s faculty who represent partner churches and the wider ecumenical community.

1.3 Curricular Goals: Pastoral Practices

Wartburg Seminary’s mission statement guides and directs our life as a seminary, including the implementation of the theological curriculum. ‘Curriculum’ encompasses both the courses offered in the classroom through the degree programs and the entire program of formation, including worship and community life. To this end, the twelve pastoral practices are the faculty’s elaboration

¹ *Wartburg Theological Seminary: Mission Statement, 1997*. The whole statement is exhibited in Appendix 1.

² *Constitutions, Bylaws, and Continuing Resolutions: Evangelical Lutheran Church in America*, Chapter 2: ‘Confession of Faith,’ (1987), p. 19. See appendix 2.

of the mission statement, and they articulate intended curricular outcomes, a description of what the faculty hope to see in Wartburg graduates based on the seminary's mission.³ The central question to which faculty in their individual roles and as a whole are asked to attend is the question of the degree to which the educational and formational process of the curriculum has accomplished its mission objectives.

1.4 Academic Freedom, Responsibility, and Professional Ethics

Wartburg Seminary affirms the ATS statement on academic freedom (1.4.1) and professional ethics (1.4.2) as a general guide for our life together. We are cognizant that the following expectations regarding faculty rights and professional conduct are to be interpreted in ways specific to our context.

1.4.1 Academic Freedom⁴

1.4.1.1 The Roots of Academic Freedom

Freedom has been affirmed, developed, and safeguarded by many persons and groups concerned with justice, with due process, and with commitment to free inquiry. In many lands, the protection of the rights of citizens and groups is provided for in the constitutions, in legal precedents, and practices, and in the charters and bylaws of educational and other institutions.

There also are vital religious roots of freedom. Israel's prophets insisted upon speaking the truth of God despite the opposition of those in authority. The early Christians insisted that they were required to obey God rather than human beings. Freedom, as viewed by Jews and Christians, is as much a gift of God as is life itself.

While we recognize that there are various theological approaches to freedom, we share with other theological schools a common concern for realizing the highest possible standards of freedom in all institutions of education. As a theological school with a strong confessional tradition, we recognize that the grounds for our understanding of academic freedom need to be stated clearly and adhered to.

The following are fundamental to a Christian view of academic freedom:

1. The Christian faith directs all thought and life toward God, the source of truth, the judge of all human thoughts, and the ultimate end of all theological inquiry.

³ *Wartburg Theological Seminary, Twelve Pastoral Practices*, exhibited in Appendix 3.

⁴ The Association of Theological Schools in the United States and Canada (ATS), *Bulletin* (Pittsburgh, PA: The Association of Theological Schools in the United States and Canada, 2006), 41-43. The following with slight modifications to adapt it to our situation, is quoted from a policy statement on academic freedom adopted by ATS in 1976 .

2. The freedom of the person of faith always involves a commensurate responsibility toward God and neighbor. It is never the freedom merely to be left alone or to ignore basic obligations.
3. Freedom has specific import in the context of a religious commitment and confession of faith. Theological schools may acknowledge specific confessional adherence as laid down in the charters and constitutions of the schools. A concept of freedom appropriate to theological schools will respect this confessional loyalty, both in the institutions and among their individual members. At the same time, no confessional standard obviates the requirement for responsible liberty of conscience in the Christian community or the practice of the highest ideals of academic freedom.
4. While freedom must ultimately be realized through the spirit and the loyalties of men and women, it must take form and be protected through concrete standards of institutional practice. Every statement of such standards moves somewhat in the sphere of law and regulation. The effectiveness of such stated principles depends finally upon the dedication within the theological school to a genuine concern for liberty of mind and spirit in theological teaching.

1.4.1.2 Principles of Academic Freedom: Freedom of Teaching and Research

1. Central to the vocation of the theological school and to its faculty members and students is the inquiry for truth. This inquiry is both a communal and an individual vocation.
2. In pursuit of the inquiry for truth, a theological school which has a confessional or doctrinal standard may expect that its faculty subscribe to that standard; and the requirement for such subscription should be mutually understood at the time of their affiliation with the institution. The question of a faculty member's adherence to the standard may be opened according to specified procedures.
3. Any challenge to the confessional or doctrinal regularity of a faculty member should be subject to open hearing before the faculty member's colleagues and before the governing board of the school after consultation with students.
4. When controversy arises within a religious body concerning the understanding of its confessional or doctrinal standards, the governing body of the school which subscribes to such standards should provide its faculty members with all appropriate procedural safeguards for the protection of their academic freedom.
5. Faculty members should be free to teach, carry on research, and publish, subject to adequate performance of their academic duties as agreed upon with the school.
6. Teachers should have freedom in the classroom to discuss the subjects in which they have competence and may claim to be specialists without harassment or limitations.

7. Teachers should be free to express and act upon their conscientious convictions as individual citizens, although they should realize that there is the tacit representation of their institution in whatever is said.
8. Faculty members should take care lest they violate each other's academic freedom by covert interference with their colleague's work or through bypassing the orderly processes of full faculty discussion of curriculum, appointments, and other basic matters.

1.4.2 Professional Ethics for Teachers⁵

Even though theological teachers are known for their profession and teaching of religious faith, they are susceptible to the temptations common to all people and especially to those which are prominent in the academic setting. A high degree of moral integrity is expected of them in consonance with their faith. By their actions and words they should demonstrate that the work of teaching or administering in a theological school is an authentic form of ministry, a true vocation to the service of God. In addition to the general expectation of moral character and virtue in a person who is called to teach in a seminary, there is still a manifest need for the definition of standards of excellence and rectitude with regard to this work.

The following propositions are proposed as an attempt to set forth such a definition. They are applicable in the main to full-time teachers on theological faculties. They presuppose the norms already accepted in the document on Academic Freedom and Tenure issued by the ATS in 1960.

1.4.2.1 To One's Academic Specialty in Respect to the Intellectual Search for Truth and Testing of It

1. Distinguishing knowledge which can be universally demonstrated from convictions which come by faith and opinions which cannot be proven.
2. Maintaining intellectual honesty and encouraging it by personal example.
3. Refining of professional competence and skill throughout one's lifetime by keeping abreast of current thought and using all appropriate teaching methods, as well as wisely using weekends, summers, and sabbatical leaves.
4. Seeking supervision and expert counsel without losing one's own independence.
5. Not thinking of one's own specialty more highly than one ought to think: that is, regarding it, like all other parts of the theological curriculum, as indispensable but not all inclusive, and not presuming to pose as an expert in all fields.

⁵ The Association of Theological Schools in the United States and Canada, *Bulletin* (Pittsburgh, PA: The Association of Theological Schools in the United States and Canada, 2006), 68-71. The following with slight modifications to adapt it to our situation, is quoted from a policy statement on professional ethics adopted by ATS in 1966 and amended in 1972 .

6. Maintaining a proper balance of working time between research and class preparation, insofar as these may not always be identical.

1.4.2.2 To One's Students

1. Giving adequate amount of time, attention, and energy to students.
2. Respecting the students' integrity and individuality as persons and helping them face personal problems.
3. Respecting the students' religious faith and vocation, whether or not these agree with those of the professor.
4. Being concerned for the nurture and maturation of the student's motivation as a minister.
5. Remaining impartial towards one's students, avoiding both favoritism and hostility toward particular students, and avoiding preoccupation with "problem students" at the expense of others.
6. Avoiding extreme forms of permissiveness and authoritarianism in teaching and personal relations with students.
7. Reading and evaluating papers, theses, and examinations with care and constructive criticism.
8. Sharing decisions concerning the total academic and/or professional destiny of students with appropriate faculty colleagues and committees.
9. Protecting professional confidences and information that should remain the sole possession of the administration and faculty.

1.4.2.3 To One's Academic Institution as a Community of Colleagues

1. Accepting a fair share of teaching assignments in accord with agreed curricular policies.
2. Assuming a proper share—neither too little nor too much—of committee and administrative work.
3. Restraining personal ambition for advancement, promotion, or preferment at the expense of a colleague's position; and also showing due concern for the personal interests of colleagues.

4. Respecting the academic specialties and viewpoints of colleagues while maintaining the right to disagree; refraining from disrespectful discussion of them in classrooms or elsewhere in the presence of students.
5. Showing due regard for those in administrative positions and for their procedures and policies; expressing legitimate disagreements in an honest and open manner without encouraging factionalism; willingly accepting supervision and helpful criticism.
6. Abiding by all terms of a contract or agreement with the institution, as well as by faculty rules.
7. Avoiding the misuse of the right of resignation by not indulging in threats thereof without real decision and consequent action; and by the same token, if an administrator, not threatening punitive or retaliatory action against faculty members.
8. Deporting oneself in relation to persons outside the institution so as to bring credit, rather than disrepute, to the seminary; and not presuming to represent the mind of one's colleagues nor to involve them in controversies without prior consultation with them.

1.4.2.4 To the Kingdom of God and One's Community of Faith

1. Maintaining the priority of one's ministry as a teacher in accord with the specifications of one's own position; observing faithfully the regulations of one's denomination regarding ordination.
2. Being supportive of one's own religious community and others, and refraining from falling into either cynicism or apathy towards them when expressing just criticism of their mistakes and failures.
3. With respect to outside engagements and responsibilities, holding the factor of personal financial need in balance with that of one's duties to his/her institution, it being understood that the institution has a duty to the teacher to provide such adequate compensation that full time service may justly be expected.
4. Doing ecclesiastical work in such a way as to contribute to effective academic work and not to militate against it.

1.4.2.5 To One's Social and Civic Community

1. Recognizing and (where possible) fulfilling one's responsibilities as a citizen in a democratic society.
2. Relating where appropriate the values and insights of one's study, knowledge, and special talents to the well being of society.

1.4.2.6 To One's Self as a Person

1. So to integrate the intellectual and functional elements of one's profession as to foster growth toward the wholeness of life in service to God.
2. Not allowing preoccupation with academic routine to hinder one's care for physical and mental fitness and social maturity.
3. Fulfilling to the best of one's ability the responsibilities of family life.

1.4.3 Personal and Familial Relationships

1.4.3.1 Faculty/Student Relationships

Wartburg Seminary affirms the ELCA's expectations of professional conduct for its rostered leaders and candidates for rostered leadership.⁶ Further, the seminary receives this guidance as required behavior for all faculty and as guidance for all of Wartburg Seminary's life together. Included in such guidance is the expectation that rostered leaders and candidates for rostered leadership will not cultivate personal romantic relationships within their own leadership settings. The reality of a significant power differential between faculty and students further underscores the inappropriateness of boundary-crossing conduct. Any romantic relationship between faculty and students is therefore precluded.

If a relationship develops, nevertheless, and is characterized by wholesomeness, the power differential in the relationship must be mitigated either by the faculty person's resignation from the seminary or the student's voluntary withdrawal from the seminary.

Inappropriate sexual relationships with students are precluded for all faculty and will constitute grounds for immediate dismissal.

1.4.3.2 Faculty/Faculty and Faculty/Staff Relationships

Similar issues of power differentials may present themselves when faculty develop romantic relationships with other faculty or staff. Furthermore, such relationships can lead to situations wherein the work and collaborative character of a person's immediate work setting is compromised. Should such relationships develop, the parties involved must promptly inform their immediate supervisors and the president. The parties must also acknowledge the possible complications their relationship could present to their work settings, as well as the possibility of more severe complications should the relationship conclude negatively. A change of employment could therefore be among possible consequences. In all circumstances, interest in the seminary's integrity is a priority criterion in the discernment of whether or how to address such relationships.

1.4.4 Sexual Harassment Policy

⁶ See ELCA document *Vision and Expectations* (October 1990).

Wartburg Seminary strongly supports the right of its faculty, staff, and students to work in an environment free of sexual harassment.

Sexual harassment includes any unwelcome sexual advance, request for sexual favors, or other verbal or physical conduct of a sexual nature by a male or female when:

1. submission to such conduct is made either explicitly or implicitly a factor in evaluation;
2. submission to or rejection of such conduct by an individual is used as the basis for decisions affecting such individual; or
3. such conduct has the purpose or effect of unreasonably interfering with performance or creating an intimidating, hostile, or offensive working environment.

Any allegations of sexual harassment shall be reported to the President, who will promptly and thoroughly investigate the complaint. Allegations substantiated may be sufficient cause for termination.

1.4.5 Drug Free Workplace Policy

The welfare and success of Wartburg Seminary depends on the physical and psychological health of all its faculty and staff. The abuse of drugs and alcohol poses a threat to all studying and working in this place. Commonly abused or improperly used drugs and substances include, among others, alcohol, pain killers, sedatives, stimulants and tranquilizers as well as marijuana, cocaine, heroin, and other illegal drugs. It is the responsibility of Wartburg Seminary to maintain a safe, healthful and efficient working environment.

The Drug-Free Workplace Act of 1988 mandates that all institutions that receive federal student aid funds must maintain a drug-free workplace. Therefore, Wartburg Seminary adopts the following policies:

1. The unlawful manufacture, distribution, dispensing, possession, use or sale of unauthorized or illegal drugs on Wartburg's premises by a faculty member is prohibited and will constitute grounds for possible termination.
2. Any faculty member under the influence of drugs or alcohol that impairs judgment, performance or behavior while on Wartburg's premises will be subject to discipline, including possible termination.
3. Each faculty member, as a condition of employment, will agree to abide by the terms of this statement. Further, it is agreed that the President will be notified of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.

4. As required by the Drug-Free Workplace Act, Wartburg Seminary agrees to notify the government within ten days after receiving notice of such a conviction. Further, Wartburg agrees to take appropriate disciplinary action within 30 days.

Wartburg Seminary seeks to retain valuable people and maintain productivity by identifying personal problems at early stages and motivating individuals to seek help with these problems.

Self referral: If a faculty person is experiencing drug-related problems or one's job performance is affected by such problems of other family members, the seminary can suggest confidential, off-site counseling services for such help.

Referral by the President: The President may refer faculty to a drug abuse program when she or he believes some personal problem may affect an individual's performance and behavior. Any disciplinary action or termination resulting from the problem could be suspended pending the outcome of the referral to a drug abuse agency.

Attendance in a program is not a substitute for actual correction of any unacceptable performance. The faculty person involved remains responsible for making the required improvement, whether or not the faculty person participates in a program.

The President will request a report from the drug abuse agency about a faculty person's participation only in the case of a referral. This report will be limited to a confirmation that the faculty person has participated in the program. With the faculty person's consent, the report may also indicate whether satisfactory progress has been made.

Confidentiality: Except for the reports just mentioned, all contacts with the drug abuse agency will be treated in strict confidence. All records kept by the agency shall be kept for the exclusive use of that agency.

Chapter Two

CHURCH RELATIONSHIPS

2.1 Historical Background and Missional Vision

The roots of Wartburg Seminary go back to the missionary efforts of Wilhelm Loehe in Neuendettelsau, Bavaria. Pastors sent out from his seminary founded an educational institution in Saginaw, Michigan, in 1852. The following year the school moved with George Grossmann to Dubuque, and in 1854, with the formation of the Iowa Synod, the school became a theological seminary. Four years later, adverse economic conditions forced a move to St. Sebald in Clayton County, Iowa, where the name Wartburg was first chosen. In 1875 expansion made it necessary for the seminary to move to Mendota, Illinois, where it remained until 1889, when it was returned to Dubuque. The present buildings were originally dedicated in 1916. Wartburg Seminary has sought to retain its link with its missionary heritage, and its Papua New Guinea Museum is a tangible expression of its identification with the missionary movement that went out from Neuendettelsau.

Several seminaries have merged with Wartburg over the years. In the Fall of 1932, following the merger of the Buffalo, Iowa, and Ohio Synods to form the old American Lutheran Church, Luther Seminary of the Joint Synod of Ohio, located in St. Paul, Minnesota, was united with Wartburg Seminary. After the Joint Synod of Ohio withdrew from the Synodical Conference in 1881, it founded Luther Seminary in Afton, Minnesota, in 1884. It began operation in 1885. In 1893 Luther Seminary was relocated in the Phalen Park section of St. Paul. Luther Seminary had a practical orientation and produced many pastors for frontier congregations in the Midwest and Canada.

In 1956 Trinity Theological Seminary moved from Blair, Nebraska, to Wartburg's campus in Dubuque. It officially merged with Wartburg Seminary with the formation of The American Lutheran Church in 1960. In 1884, the Danish Lutheran Church Association in America was formed, with its center in Blair, Nebraska. It had a strong orientation to the inner mission movement in Danish Lutheranism. It established Trinity Seminary in 1884. It was originally located in the home of A.M. Anderson until its building was completed in 1886.

Another Danish group formed the Danish Evangelical Lutheran Church in North America in 1894. It had a high school with a theological department at Elk Horn, Iowa. This group merged with the "Blair Synod" to form the United Evangelical Lutheran Church in 1896, and its seminary merged with Trinity Seminary at Blair.

In 1983 Christ Seminary Seminex dispersed its faculty and other resources among three seminaries. As one of those three seminaries, Wartburg received one faculty member, the

librarian, the Seminex Library, and a few students for its Hispanic Ministry Program (now LSPS) in Austin, Texas.

Beginning in the decade of the 1970s, and building on its heritage of global mission and historical connection to Papua New Guinea, Wartburg invited students from churches in Tanzania and Namibia, primarily, as an expression of the seminary's pioneering commitment to globalization. This commitment was furthered by subsequent faculty immersions in global contexts and new global and multi-cultural January-term opportunities for the student body, now required in the curriculum, and by the offer of a Master of Arts in Theology, Development, and Evangelism (MATDE), beginning 1997, and the establishing of the Center for Global Theologies (CGT), in 2001. These established and emerging programs evidence the seminary's institutional commitment to global church relationships, now of both a Lutheran and wider ecumenical character in this 21st century.

2.2 Ownership and Governance

Wartburg Theological Seminary is an independent and autonomous seminary in close collaboration with the Evangelical Lutheran Church in America, and works with and for the ELCA through its primary liaison of the Vocation and Education Unit of the ELCA. The seminary is incorporated under the laws of the State of Iowa. The ELCA describes its relationship to its seminaries as follows:⁷

8.31. Seminaries. This church shall sponsor, support, and provide for oversight of seminaries for the preparation of persons for the ordained and other ministries and for continuing study on the part of ordained ministers and laypersons.

8.31.01. Each seminary shall be a seminary of this church, shall be incorporated, and shall be governed by its board of directors consistent with policies established by the Church Council. Amendments to the governing documents of each seminary and each seminary cluster shall be submitted, upon recommendation of the appropriate unit of the churchwide organization, to the Church Council for approval.

8.31.02. The board of directors of each seminary shall be nominated and elected to terms as specified in the governing documents of the respective seminaries, and shall consist of 20-30 members, as follows:

- a. At least one-fifth nominated, in consultation with the seminaries, by the appropriate churchwide unit and elected by the Church Council;
- b. Two members elected by the bishops of the supporting synods from among their number; and
- c. The remaining members elected by the supporting synods, in consultation with the seminaries, with the number to be elected by each synod set forth in the governing documents of the seminary.

⁷*Constitutions, Bylaws, and Continuing Resolutions: Evangelical Lutheran Church in America.*

Elections shall be so arranged that the terms of all directors of any given seminary elected in any year shall commence simultaneously.

8.31.03. In accordance with the governing documents of each seminary, the board of directors shall elect the president of the seminary in consultation with the presiding bishop of this church and the appropriate unit of the churchwide organization as designated by the Church Council, elect and retain faculty and administrative officers, and approve educational policies and programs for persons preparing for public ministry. The board shall exercise all other normal governance functions, including the granting of degrees, holding title to and managing all seminary property and assets, receiving gifts and bequests, establishing salaries for faculty and administrative officers, providing for the financial resources and fiscal contracts required to operate the seminary, and shall have authority to recruit students throughout this church.

8.31.04. The seminaries shall receive churchwide and synodical financial support. The amount of such support shall be determined through a consultation process involving seminaries, synods, and the appropriate unit of the churchwide organization as designated by the Church Council.

8.31.05. To implement financial support by this church, synods shall be assigned to specific seminaries in such manner as to attain equitable distribution of synods. Normally, all synods in a given region will be assigned to one seminary. Churchwide funds shall be distributed according to a formula developed by the appropriate churchwide unit and approved by the Church Council.

8.31.06. Seminaries shall provide for their remaining financial requirements through tuition, fees, endowment income, and fund-raising programs. Fund-raising in the congregations of supporting synods, however, shall be conducted only upon approval of the synods.

2.2.1 The Board of Directors

Responsibility for operating Wartburg Seminary is vested in its board of directors. That board is encouraged to govern the seminary in a manner that is consistent with the policies suggested by the Vocation and Education unit. The composition of seminary boards is spelled out in the following provision *Constitutions, Bylaws, and Continuing Resolutions: Evangelical Lutheran Church in America* 8.31.02):

The board of directors of each seminary shall be nominated and elected to terms as specified in the governing documents of the respective seminaries, and shall consist of 20-30 members, as follows:

- a. At least one-fifth nominated, in consultation with the seminaries, by the appropriate churchwide unit and elected by the Church Council;
- b. Two members elected by the bishops of the supporting synods from among their number; and

- c. The remaining members elected by the supporting synods, in consultation with the seminaries, with the number to be elected by each synod set forth in the governing documents of the seminary.

Elections shall be so arranged that the terms of all directors of any given seminary elected in any year shall commence simultaneously.

Further (8.31.03) the duties of seminary boards of directors are defined as follows:

In accordance with the governing documents of each seminary, the board of directors shall elect the president of the seminary in consultation with the presiding bishop of this church and the appropriate unit of the churchwide organization as designated by the Church Council, elect and retain faculty and administrative officers, and approve educational policies and programs for persons preparing for public ministry. The board shall exercise all other normal governance functions, including the granting of degrees, holding title to and managing all seminary property and assets, receiving gifts and bequests, establishing salaries for faculty and administrative officers, providing for the financial resources and fiscal contracts required to operate the seminary, and shall have authority to recruit students throughout this church.

2.2.2 The Wartburg Theological Seminary Foundation

The primary function of the trustees of the Wartburg Theological Seminary Foundation is to oversee and conduct fundraising efforts so as to ensure the vitality of Wartburg Seminary's life and mission. The trustees also advise the Wartburg Seminary Board of Directors and engage in strategic planning. The trustees do not exercise a legislative function. Faculty will collaborate with the Foundation in individually appropriate ways so to advance the seminary's financial health.

2.2.3 Vocation and Education Unit

The Evangelical Lutheran Church in America has given the Vocation and Education unit the assignment of coordinating theological education within the broader ecology of ELCA higher education (see appendix 4).

2.3 Academic Relationships

1. Wartburg Theological Seminary is a member of the Association of Theological Schools in the United States and Canada and the Higher Learning Commission and is accredited by both the ATS and the HLC.
2. Wartburg has a cooperative arrangement with the University of Dubuque Theological Seminary in Dubuque. That cooperation presently centers on common calendar, cross-registration, some shared classes, and a cooperative library collection policy.

3. Wartburg is also a partner with Trinity Lutheran Seminary, Columbus, Ohio, and the Lutheran School of Theology at Chicago in the Covenant Cluster. The Cluster serves as a means of developing a common strategy and specific programs to serve the missional leadership needs of the ELCA, with special attention to those needs in the synods of Regions 4, 5, and 6.
4. An evolving Lutheran Seminary Program in the Southwest is jointly sponsored by Wartburg and the Lutheran School of Theology at Chicago, in close collaboration with the Texas synods of the ELCA.
5. Wartburg Seminary also holds membership in a variety of professional and civic organizations.

Chapter Three

APPOINTMENT, TENURE, AND RANK

3.1 Faculty Status

The faculty of Wartburg Seminary is composed of people elected or appointed according to the procedures of the ELCA and this seminary. It consists of people in the following categories:

1. The president
2. Tenured and tenure-eligible faculty, full- or part-time.
3. Term-specific faculty, full- or part-time. Term-specific positions may be renewable (no term limits) or non-renewable. “Term specific” positions are by definition neither tenured nor tenure-eligible.
4. Senior Distinguished Faculty. Based on distinguished service to the seminary, the president, with faculty approval, may invite a tenured or a term-specific faculty member to become a Senior Distinguished Professor as a complement to retirement. The status of Senior Distinguished Faculty is not automatically conferred. Senior Distinguished Professors continue to serve the seminary normally under an initial negotiated five-year term contract. After the five years, the position may be renewed on a yearly basis. They continue to teach as agreed upon by the division and academic dean. They may serve on committees and/or have advisees by mutual consent with additional remuneration. Advancing the seminary’s mission through the sharing of accumulated wisdom is expected. The priorities of teaching, publication, and other forms of service shall be negotiated with the president.

The above faculty positions—president, tenured, tenure-eligible, term-specific, and senior distinguished faculty—together constitute the “core” faculty.

5. Emeritus faculty. Upon retirement a faculty member who has attained the rank of associate professor or professor may be designated as professor emeritus and may teach the equivalency of one course per semester at the invitation of the academic dean in consultation with the division.
6. Instructor, part-time. Instructors are appointed to teach courses specifically needed by the seminary on an on-going basis (e.g., music, language, writing).

7. Affiliated faculty, part-time. Affiliated faculty serve in a primary venue other than Wartburg Seminary. They are invited to teach and contribute in other professional ways to the mission of Wartburg Seminary and to strengthen its relationships with other institutions.
8. Adjunct faculty, full- or part-time: Adjuncts teach by invitation for short-term needs (e.g., fill-in for sabbaticals).
9. Visiting Professor. These are faculty at another institution who visit & teach at Wartburg for a set term or year (e.g., international faculty).

There are also Wartburg staff who teach or assist in courses as invited according to need, but whose primary positions and responsibilities remain as members of the staff. Such teaching duties should not conflict with primary staff responsibilities. Invitation shall be offered by the president and the academic dean in consultation with the division and/or faculty involved with that course. (See Staff Handbook)

3.1.1 Installation

Faculty will be installed by the seminary president at a public service when they arrive. When faculty are elected to tenure they will be installed again at an appropriate public service. They will present an inaugural lecture at that time or shortly thereafter.

3.1.2 Speaking and Voting Privileges

Faculty meetings are of two types and open as follows:

1. General faculty meetings shall be open to all members of the core faculty. President(s) of the student body attend faculty meetings with voice but no vote. Senior administrative staff and staff with committee portfolios that bear faculty interest may attend as time permits. They shall have voice but no vote. All others who teach shall have voice at meetings to which they are invited, but no vote.
2. Meetings in executive session shall be open to core faculty and to others by special invitation only. Those who receive such an invitation shall have voice but no vote.

Core faculty shall have voice and vote in all faculty matters, except in issues of election to tenure, in which case only tenured faculty may vote.

3.2 Election and Appointment to the Faculty

Members join the Wartburg faculty through one of the following procedures:

1. Election to tenure-eligible faculty status.

2. Election to term-specific faculty status, renewable or limited, without tenure eligibility.
3. Temporary appointments without tenure eligibility.
4. Emergency appointments without tenure eligibility, for a maximum one year term.

Normally a person appointed to a temporary position will not be considered for a tenure-eligible position while teaching at Wartburg Seminary.

The terms and conditions of every appointment to the faculty will be stated in writing by the president, with a copy of the appointment supplied to the faculty member and the academic dean. If the terms and conditions of the appointment are subsequently extended or modified, if a term or condition has received a special understanding in the course of time, or if it has become incumbent upon either party to provide services not explicitly included in the original appointment, such new understandings will be confirmed in writing.

3.2.1 Basic Convictions Informing Faculty Development

1. **Primary Commitment.** All theological education undertaken by Wartburg Seminary exists for the sake of the ELCA, its congregations, institutions, agencies, and ministries, as well as for the wider ecumenical community. The status and service of seminary faculty persons are to be viewed within the context of this primary commitment.
2. **Reflect the Diversity.** In view of its foundational unity through the gospel of God's justifying grace in Christ, theological education at Wartburg Seminary will also reflect the legitimate diversity possible within the Lutheran confessional tradition. Our seminary faculty can be expected to exhibit both this unity and this diversity.
3. **Concern for Lutheran Unity.** Theological education at Wartburg Seminary seeks to give appropriate expression to the concern for Lutheran unity through cooperation with persons and institutions representing other Lutheran churches.
4. **Expresses Ecumenical Commitment.** Wartburg Seminary expresses the ecumenical commitment of the ELCA through cooperative programs with seminaries of other denominations, through representation in Wartburg's own faculty of other denominations, and by the use of faculty persons drawn from other religious traditions.

3.2.2 Guidelines

Wartburg Seminary affirms the following guidelines with respect to the selection of faculty members:

1. **Mission.** All faculty members shall affirm and promote the Wartburg Mission Statement, embodied, for example, in the Twelve Pastoral Practices. (Appendices 1 & 3)

2. **Inclusiveness.** In its searches for new faculty members, Wartburg Seminary shall strive to enrich the inclusive character of its faculty in race/ethnicity, culture, and gender. In its searches for new faculty members, Wartburg Seminary shall strive to enrich the inclusive character of its faculty in terms of the variety of rostered and lay ministries of the ELCA and of the diversity of Christian faith traditions. A minimum of sixty percent of the core faculty shall be ordained Lutherans (see 3.1).
3. **Church Participation.** Lutheran faculty are expected to hold membership in an ELCA congregation. Faculty from other denominations should be active in a congregation of their own denomination. Ordained faculty are normally required to have had three years parish pastoral experience. Other faculty are normally expected to have had significant church involvement and leadership appropriate to their calling.

3.2.3 Procedures for Appointments and Tenure

3.2.3.1 Procedures for Appointment with Tenure Eligibility and for Term-Specific Positions

1. A person elected to a part-time faculty position with tenure eligibility may be tenured as a part-time member of the faculty. Tenure or term-specificity as a part-time faculty member does not grant the right to be employed for a larger portion of time or to teach full time. A part-time tenured or term-specific faculty member can become a full-time faculty member only if the needs of the seminary and that person's situation warrant a change, at which time a new search process, perhaps specific to the incumbent, will be conducted. At the same time the needs of the seminary shall not abridge the rights of a tenured or term-specific part-time faculty member. A maximum of two persons may be tenured as part-time faculty members.
2. Normally positions with tenure eligibility or term-specificity shall be announced through available channels in the ELCA and in professional journals by the president. All those who inquire or who are nominated shall be invited to submit their dossiers to the president. Such persons should have the appropriate academic qualifications and scholarly achievement as stipulated in the position description. Efforts shall be made to assure a broad-based search. (See 3.2.2) In the rare exception when the faculty and Board endorse a narrower search process, such an exception will be clearly authorized by the faculty and Board, and so minuted. (See 3.2.3.4.3)
3. The search committee shall consist of four faculty members, one of whom shall be the academic dean, two students, and one member of the Board of Directors. The search committee will be chaired by the chairperson of the division involved. Normally each division shall be represented on the search committee; at least one other division must be represented on the search committee. One student shall be nominated by the student government and one by the faculty on recommendation of the division involved. The president is an ex officio member of the committee with voice but not vote. Voting will be by secret ballot.

4. The search committee shall decide from the list of candidates whom to interview. Interviews shall normally include a public lecture and opportunity for discussion with the search committee, members of the division involved, faculty, and students. After the interviews the search committee shall make its ranked recommendations of from one to three persons to the faculty with rationale. The faculty shall be informed of all the interviews held, criteria used, evaluations conducted, procedures followed, and the committee vote.
5. The faculty vote on the search committee's recommendation(s) and present their vote to the president. The president shall report the faculty vote with the rationale for the recommendation to the Board of Directors. The rationale shall include the dossier(s) of the individual(s), the criteria used, the names of the persons interviewed, the procedures followed, the committee and the faculty votes. If the president does not agree with the faculty decision, the president shall submit a separate recommendation to the Board.
6. The Academic Affairs Committee of the Board of Directors normally shall interview the candidate(s) recommended by the faculty and the president. The Academic Affairs Committee may invite members of the Search Committee to be present at this interview and to join their deliberations. The Academic Affairs Committee shall then vote and will normally recommend one candidate to the Board with rationale, including the vote. The whole Board of Directors shall vote on that recommendation. The president of the seminary shall make the appointment. The president will then communicate the appointment to the candidate and public.

3.2.3.2 Procedures for Other Teaching Appointments

Persons to fill positions of instructor, affiliated, adjunct, or visiting faculty shall normally be appointed by the seminary president in consultation with the academic dean and the appropriate division and in conversation with the entire faculty.

3.2.3.3 Procedures for Emergency Appointments without Tenure Eligibility

Emergency appointments may be made, for a maximum of a one-year term, by the seminary president in consultation with the academic dean and the division in which the appointee is to teach

3.2.3.4 Procedures for Reappointment for Tenure-Eligible and Term-Specific Faculty

1. Faculty members who hold a term-specific appointment that is subject to renewal normally shall be evaluated during the third semester prior to the end of the term by a major review process (see chapter 4). The review committee's report to the president and the faculty shall include an assessment of strengths and weaknesses and a recommendation as to whether an additional term appointment should be made (see 4.1.4.1).
2. Faculty members who hold tenure-eligible appointments normally shall be evaluated during the fourth semester of their initial three year appointment by a major review process. Normally the length of time a person can serve without tenure shall not exceed six years. The committee's report shall include an assessment of strengths and weaknesses and a recommendation as to reappointment to a second three-year term leading to tenure review.
3. With regard to both tenure-eligible and term-specific faculty, the recommendation of the review committee shall be brought first to the faculty policies committee for review and possible editing, and then to the whole faculty for action.
4. With regard to both tenure-eligible and term-specific faculty, if the review committee recommends reappointment and the president and faculty concur, the president shall forward the recommendation, together with the president's independent evaluation, through the Academic Affairs Committee to the Board of Directors, who shall make the final decision.
5. If the decision of the Board of Directors is affirmative, the president shall inform the appropriate division, the faculty, and the individual involved.
6. If the decision of the Board of Directors is negative, the president shall inform the appropriate division, the faculty, and the individual involved of the decision and the reasons for it. The president shall also give the individual involved a notice of non-reappointment one year before the expiration of his/her term, together with a statement of the reasons for the decision.
7. If the president does not concur with the recommendation of the faculty for reappointment, the president shall share his/her recommendation with the faculty and the individual involved. The president shall then forward his/her recommendation along with the faculty recommendation to the Board of Directors for action.
8. The seminary will normally notify faculty members of the terms and conditions of their reappointments two months prior to the end of the term.

3.2.3.5 Tenure Eligibility

1. Purpose of Tenure for Seminary Faculty. The value of tenure at this seminary is to safeguard academic freedom and responsibility within the context of a confessional church. Thus, the academic practice of tenure is incorporated within the ecclesiastical tradition of the call. Tenure also means assurance of continuous employment (though not necessarily in the same position) by the seminary, unless the service of the faculty person is terminated according to procedures developed by the faculty of the seminary and approved by its Board of Directors. It is further understood that all tenured faculty will be evaluated on a regular basis according to criteria and procedures adopted by the faculty and Board of Directors.
2. A tenure-eligible faculty member elected through the process described in paragraph 3.2.3.1 is normally eligible to be considered for tenure, unless a different understanding is communicated in the letter of call.
3. In view of the importance of conducting wide-ranging searches to help discover the best candidates for a position, the seminary will normally conduct a full-scale search for a tenure-eligible person. (See 3.2.3.1.2) While tenure eligibility is normally determined at the time of the initial appointment, a faculty member who holds a non-tenure-eligible appointment can be a candidate for a tenure-eligible position. No preference will be given that person in the search process. Exceptions can be made by the Board of Directors on recommendation of the faculty only where it serves to enrich the inclusive and ecumenical character of the faculty, or where particular needs of the seminary warrant an exception. The earliest such a person might be tenured would be the end of the third year in the tenure-eligible position.
4. A term-specific position can become a tenure-eligible position at the action of the faculty, the president, and the Board of Directors.

3.2.3.6 Procedures for Granting Tenure

1. After the candidate appointed to a position with tenure eligibility normally has taught three to five years, the candidate may be considered for tenure during his/her fourth to sixth year. Service at other educational and church institutions may be considered in deciding when to begin the process. A person holding such a position may be nominated for tenure by the Faculty Policies Committee in consultation with the division involved. In each case, the nomination shall involve a major review.
2. The review committee's recommendation to the faculty shall include the rationale for the recommendation. If it is positive, it shall include an assessment of strengths and weaknesses.
3. After review, the tenured members of the faculty shall vote by secret ballot and make their recommendation, with rationale, to the seminary president. If the president and the

tenured faculty concur in the recommendation, the president shall submit to the Board of Directors the name of the person being recommended for tenure, with the rationale for the recommendation, including the faculty vote count.

4. If the president does not concur with the recommendation of the faculty for tenure, the president shall give reasons for this decision to the faculty and the individual involved. The president shall then forward his/her recommendation along with the faculty recommendation to the Board of Directors for action.
5. The Academic Affairs Committee of the Board of Directors normally shall interview the candidate recommended and forward its recommendation to the Board for final action.
6. If the decision is favorable, tenure shall be effective beginning July 1.
7. If the decision is negative, the seminary president shall provide the individual involved with a notice of non-reappointment together with a statement of the reasons for the decision, and the appointment process shall begin again.
8. On rare occasions, upon recommendation of the tenured faculty and the seminary president, the Board of Directors may grant tenure immediately to a new appointee. Extended and distinguished service by the appointee in other theological institutions may indicate that such action is warranted.

3.2.3.7 Appeals

1. Any individual who feels that he/she has been treated unfairly in matters of appointment, reappointment, or tenure may appeal the decision for reconsideration to the faculty as a whole. The appeal with a rationale for reconsidering the decision will be presented to the faculty in writing through the academic dean's office within 30 days after the decision being appealed. The Board of Directors will be represented by one member of the Academic Affairs Committee at the faculty meeting called to consider the appeal.
2. If the appeal is not sustained by the faculty as a whole, the appeal will be dropped. If it is sustained, the president will bring the faculty's recommendation with its rationale to the Board of Directors at its next meeting. Time will be provided to the directors to discuss the issue with the faculty as a whole before they make their decision. The decision by the Board of Directors to sustain or not to sustain a faculty appeal is final.

Chapter Four

EVALUATION AND PROMOTION

4.1 Faculty Evaluation

Wartburg Theological Seminary values faculty development embodied in scholarship, teaching, collegiality, and public theology (see 4.2.2). To serve this development, the academic dean will evaluate all faculty members on a periodic basis by means of annual reports (see 4.1.1), course evaluations (see 4.1.2), minor reviews (see 4.1.3), and major reviews (see 4.1.4). The primary purpose of evaluation is assessment and improvement, although it also provides one part of the information used in major reviews for promotion and tenure decisions.

4.1.1 The Annual Report

At the end of the academic year, each faculty member (including emeriti professors and senior distinguished faculty) shall file an annual report, using a form supplied by the academic dean, detailing or assessing his/her activities for the year.⁸ Items in the report will include reflections on courses taught and plans for their future development, service to the church at large, publications, current research projects, and other pertinent information. Normally the academic dean will discuss the report with the faculty member and place it in the faculty member's file.

4.1.2 Course Evaluation

The academic dean is responsible for providing an instrument for evaluating courses. The form is subject to faculty approval, and the current form being used shall be included as an exhibit in an appendix to the Faculty Handbook.⁹

All faculty members are encouraged to conduct course evaluations on a regular basis to assist in improving the effectiveness of their courses.

Courses taught by part-time faculty members, emeriti professors, and senior distinguished faculty will be evaluated by the academic dean at their own request.

Courses taught by term-specific faculty members shall be evaluated by the academic dean each semester in the first year and annually thereafter.

⁸ See Appendix 4.

⁹ See Appendix 5.

Courses taught by tenure-eligible faculty members who have not yet been granted tenure shall be evaluated by the academic dean each semester.

4.1.3 Minor Review

In the second year after every sabbatical, the academic dean should conduct a minor review. This review may consist of a number of options to be negotiated between the academic dean and the faculty member. These options may include course evaluations, peer review of syllabi, peer course observation and evaluation, and consultation on scholarly projects, or other creative means of furthering the faculty member's development. The academic dean will discuss this review with the faculty member. As appropriate, a summary will be placed in the faculty member's file.

4.1.4 Major Review

4.1.4.1 Process

Prior to reappointment, tenure decisions, and promotion, a committee shall conduct a major review. The committee shall be chaired by the academic dean (the assistant to the dean may serve as the recorder for the committee) and consist of one faculty member from each division, two students (one appointed by the student government, the other appointed by the division of the person under review, keeping in mind gender balance), an external member (nominated by the person under review), and the president *ex officio*. The faculty member undergoing review shall prepare a self-evaluation based on the tenure and promotion criteria and an updated *curriculum vita*. The academic dean shall provide information based on course evaluations. After reviewing this information, the faculty member's self-evaluation, and evaluative data from the divisions, students, and any relevant external constituencies, the committee shall meet with the faculty member under review and prepare its recommendation to the Faculty Policies Committee; the Faculty Policies Committee shall send its recommendation to the faculty and the president for their independent action; the faculty and the president shall forward their independent actions to the Academic Affairs Committee of the Board of Directors for Board action. Upon Board approval, the recommendation language of the major review committee, as may be amended by the faculty, shall be placed in the faculty member's file. The major review could play a role in considering how to use the next sabbatical most effectively.

4.1.4.2 Review of the Dean

The president shall conduct the major review of the academic dean every five years. The president shall appoint a review committee consisting of one long-term faculty member, one recently appointed faculty member, two students, and one staff member. The president shall appoint the chair of the committee and shall serve on the committee *ex officio*. The president shall inform the dean of the review procedure. The dean shall submit an updated *curriculum vita* and a written self-evaluation. The committee members shall invite input from within their constituencies as well as other constituencies of the seminary (for example, all members of the faculty, students, Wartburg graduates, staff, Board members, other ELCA seminary deans,

ELCA churchwide and synod staff). The committee shall inform the dean of the findings of the interviews maintaining the anonymity of the interviewees. The committee shall prepare a written report summarizing the interviews and present it and a recommendation to the faculty for action. The president shall present the committee's report and the faculty's recommendation, together with the president's own independent report and recommendation, to the Board's Academic Affairs Committee for Board action.

4.2 Promotion

4.2.1 Faculty Rank

The ranks of the tenure-eligible and term-specific faculty are Assistant Professor, Associate Professor, and Professor.

Normally a person called to a tenure-eligible or term-specific position initially will be appointed to the rank of assistant professor, although previous experience may make an appointment at a higher rank appropriate. Consideration for tenure or, in regard to term-specific positions, reappointment shall follow a major review (see 4.1.4.1). The decision on tenure for an assistant professor normally will be accompanied by promotion to associate professor. At the time when promotion to associate professor is being considered, the seminary looks for contributions under all four criteria (see 4.2.2), but especially in teaching (criterion 2) and collegiality (criterion 3).

Faculty members promoted to associate professor normally will remain in that rank for a minimum of six years before being considered for promotion to professor. If a faculty member already holds the rank of associate professor prior to being tenured, normally the earliest that person would be eligible to be considered for promotion to professor is three years after being tenured. However, promotion to the rank of professor is not to be regarded as automatic. At the time when promotion to professor is being considered, the seminary looks for substantial contributions under all four criteria, but especially in scholarly production (criterion 1) and distinguished service not only in the academic program of the seminary but also within the larger context of the seminary's mission (criterion 4).

4.2.2 Criteria in Considering Tenure and Promotion

Candidates should demonstrate a deep commitment to the mission of Wartburg Seminary, its curriculum goals (embodied, for example, in "The Twelve Pastoral Practices"), and its current strategic plan.

1. Academic Qualifications

- a. Candidates for promotion normally should possess an academic doctorate or be far enough along the path toward a doctorate that its completion is reasonably assured. In exceptional cases, considerable experience and a high degree of competence in the field may be recognized as equivalent to an academic doctorate.

- b. Candidates should give evidence of continued academic and professional development, reflected in participation in professional societies and publications in their field.
- 2. Teaching Qualifications
 - a. Candidates should possess both breadth and depth of knowledge of their subject area.
 - b. Candidates should bring enthusiasm to teaching, should fully understand the teaching/learning processes, and should demonstrate effectiveness in teaching.
 - c. Candidates should contribute to faculty discussions of the practice of teaching.
 - d. Candidates should engage in dialogue and relate well with students.
 - e. Candidates should bring their expertise to the core offerings of the curriculum and help provide balance to course offerings in their area.
 - f. Candidates should demonstrate a genuine concern for students, use a variety of teaching and learning methods, and show a desire to be of help in the students' personal and professional development.
- 3. Collegiality
 - a. Candidates should work well with faculty colleague.
 - b. Candidates should take their appropriate share of the faculty work load.
 - c. Candidates should make a helpful contribution to the ongoing theological dialogue among colleagues.
 - d. Candidates should contribute their distinctive gifts to the whole Wartburg community and share them in a spirit of collegiality.
- 4. Service to the Church and Other Publics Beyond Wartburg
 - a. Candidates should demonstrate a deep commitment to the cause of theological education within the Church.
 - b. Candidates should be engaged with the church, from the local congregation to the ecumenical and global church, and the larger public sphere.
 - c. Candidates should be engaged in public theology, bringing theology into conversation with local, national, and global issues.

4.2.3 Procedures for Promotion

Promotion from associate professor to professor of a person already holding tenure (for the nomination process, see 4.2.1) shall be decided by the Board of Directors upon recommendation of the faculty and the president following a major review (see 4.1.4.1).

Normally the earliest a person is eligible to be considered for promotion to professor is six years after being promoted to associate professor at Wartburg Seminary, or three years after being elected to tenure if that person already held the rank of associate professor.

The academic dean, any tenured faculty member, division, or the president may nominate to the Faculty Policies Committee (FPC) an associate professor for promotion to professor. The FPC may move the nomination to the faculty or return the nomination to the nominator who is free to present the nomination directly to the faculty. Promotion to the rank of professor shall follow a major review (see 4.1.4.1).

Once the evaluation has been completed by the review committee, the Faculty Policies Committee shall forward a recommendation to the faculty on the question of promotion. Normally the chair of the review committee will be present at this meeting of the Faculty Policies Committee (with voice but not vote, if the chair of the review committee is not a member of the Faculty Policies Committee).

The president shall transmit the recommendation of the faculty and the president's own recommendation to the Board of Directors for action.

Upon favorable board action, all promotions will take effect on July 1.

Chapter Five

CESSATION OF FACULTY STATUS

5.1 Seminary Policy

Faculty status may cease by:

1. Voluntary resignation.
2. Retirement in accordance with the regulations of the seminary.
3. Retrenchment for reason of financial exigency, according to the regulations developed by the faculty and president and adopted by the board of directors.
4. Consolidation of seminaries bringing to an end the formal life of the institution. In such cases, the regulations developed for situations involving retrenchment apply.
5. Dismissal (see 5.8).

5.2 Voluntary Resignation

Normally a tenured or term-specific member of the faculty should give written notice of resignation no later than six months prior to its taking effect, and the resignation should not take effect until the end of a semester. If in consultation with the president and academic dean a later date is agreed upon, it should allow at least 60 days before departure.

5.3 Retirement

1. For all members of the faculty, the effective date for retirement shall be June 30.
2. Faculty members may avail themselves of the provisions for retirement as provided by the pension plan of the ELCA or other pension plan under which they are enrolled at the seminary.

5.4 Professor Emeritus Status

A retired faculty member who at the time of retirement has attained the rank of associate professor or professor may be designated as professor emeritus. The following provisions shall apply:

1. If facilities and resources permit, a professor emeritus may be given a properly equipped office at the seminary and shall be allowed library, post office, e-mail, and other privileges similar to those given to other professors.
2. A professor emeritus may attend faculty meetings, with voice but no vote, and other functions at the seminary.
3. A professor emeritus, upon the agreement of the academic dean and the president, may offer one elective course each term and shall be compensated for that work in accordance with the approved scale for part-time teaching. In consultation with the division, the academic dean may invite a professor emeritus to teach a required course.
4. A professor emeritus may be asked to represent the seminary at meetings, serve on committees, teach, and do tutorial and other work at the seminary. Such requests may be refused and refusal shall not in any way affect status or privileges at the seminary.

5.5 Termination at the End of a Term Appointment

1. A term-specific call expires automatically at the end of its duration. However, the seminary has the option to offer another term.
2. If the seminary does not intend to offer another term, the faculty member shall be notified in writing by the president of the seminary according to the following schedule:
 - a. one year appointment at least three months in advance of its termination
 - b. two-year appointment - not later than December 15 of the second academic year of service if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination
 - c. more than two years appointment - at least twelve months before the expiration of an appointment after two or more years of service at Wartburg.
3. If the faculty member requests it, the reasons for not offering another term shall be provided by the president in writing.

5.6 Retrenchment for Reason of Financial Exigency

Retrenchment for reasons of financial exigency may lead to the dismissal of both administrative and teaching personnel. Such a dismissal based on factors beyond the affected individual's direct control is to be distinguished clearly from dismissal "for cause." In case of possible retrenchment, the following guidelines will be observed:

1. Fundamental to the determination of the need for retrenchment is a careful and credible analysis of the nature and dimension of the financial exigency of the seminary. If for reasons of financial exigency the Board of Directors deems retrenchment in faculty necessary, the president, or if necessary the chairperson of the board, shall convene a meeting of a special committee made up of representatives from the administration, faculty, students, and board, elected by their respective constituencies, to examine the reasons for the retrenchment as advanced by the board, and to advise it on possible procedures or strategies, including termination.
2. At the earliest possible time, full and detailed information regarding the nature and extent of the financial exigency should be made available to all persons and groups potentially affected by the crisis. The faculty shall be informed and consulted at every stage of the process.
3. An outside panel of disinterested qualified persons should be invited (1) to confirm the reality of the financial exigency, and (2) to render a judgment regarding the fairness of tentative proposals for retrenchment before such proposals are made public. This panel shall be appointed by the Board of Directors in consultation with the Vocation and Education Unit of the Evangelical Lutheran Church in America.
4. The Board of Directors shall receive the recommendations of the special committee appointed to address the issues of retrenchment together with the faculty's response and/or alternative proposals and the recommendations from the outside panel. If necessary these proposals may include recommendations about which faculty members shall be dismissed. The final decision in all cases and on all questions shall be made by the Board of Directors.
5. In arriving at decisions regarding retrenchment the following should be matters of major attention:
 - a. The faculty and administrative staff of the school will explore all possible means of dealing with the financial crisis short of terminating employment of persons whose services are needed and whose qualifications are adequate.
 - b. If terminations become necessary, the Board of Directors should make decisions that preserve the quality of education achieved through race/ethnicity, gender, and cultural diversity of faculty and staff.
 - c. If terminations become necessary, the decisions should be made with a view to minimizing the damage to the integrity and balance of the academic program.
 - d. The seminary and those responsible for its operation should do everything in their power to discover alternative forms and places of service for those who lose their positions due to retrenchment.

6. The processes used in reduction of faculty and staff and the announcement of those reductions with termination of contract, should be carried on in a spirit that results in the least damage of the sense of worth of those whose employment is terminated.
7. If a faculty member who is terminated is on a temporary appointment or on a term appointment, the appointment will be terminated at the end of the academic year. In any case, the person will be given a minimum of three months notice during the first year of service and six months notice thereafter.
8. If the faculty member who is terminated has tenure or has served for over 18 months in a position that is eligible for tenure, the person terminated shall be given one year severance pay.
9. When a faculty member chooses to resign his/her call to help meet the financial exigency, he/she shall receive full salary for one terminal year. During that terminal year, he/she shall be released from all committee responsibilities and from the obligation to teach. If the faculty member desires to teach during that year, the teaching load will be negotiated with the academic dean.
10. If a faculty appointment is terminated because of a financial exigency, the released faculty member's post will not be filled by a replacement within a period of two years, unless the released faculty member has been offered reappointment and has declined.

5.7 Dismissal and Due Process

Adequate cause for dismissal shall be related to the fitness of the faculty member in his/her professional role as a theological professor. In matters pertaining to dismissal, procedures shall be rigorously observed so that no individuals are denied due process. Each individual involved shall be given one year's notice of cessation of faculty status by the president, together with a statement of the reasons for the decision.

Dismissal, or the threat thereof, shall not be used to restrain faculty members in the exercise of academic freedom or other rights of American citizenship. When grievances arise between faculty members or between faculty members and administration, such matters should be dealt with in light of the spirit of Matthew 18:15ff., first between individuals and only then among the community, and never in the spirit of a political power struggle.

Bases for dismissal are as follows:

- a. Neglect of academic duty, incompetence, or ineffective administrative service.

- b. An inability to perform teaching and administrative duties as a result of physical or mental incapacity that goes beyond accommodation in congruence with the American Disabilities Act.
 - c. Teaching incompatible with the preparation of candidates for ministry in the ELCA.
 - d. Teaching incompatible with the faculty member's vows of installation and other normative standards.
 - e. Conduct incompatible with the ethics standards of the faculty. Faculty members who are rostered in the ELCA are also subject to the disciplinary bases listed in the ELCA Bylaws and other standards, and may utilize ELCA provisions for appeal (see chapter 2).
1. Charges that could lead to dismissal may be brought against a faculty member only by:
 - a. The board of directors of the seminary according to the constitutional provisions of the ELCA and the seminary.
 - b. The seminary president, according to the constitutional provisions of the ELCA and the seminary.
 - c. No fewer than five members of the faculty.
 2. In situations where harm to the individual or others is likely, the president shall immediately release the faculty person from all teaching and administrative responsibilities and put that person on leave with pay until the case is resolved. That person shall discontinue contact with students, staff, and affected parties until the matter is settled.
 3. The charges are to be submitted in writing to the president or by the president to the Board of Directors, and the president or chairperson of the Board of Directors shall in all cases attempt to clarify, mediate, and resolve the issues.
 4. If such efforts fail, the faculty shall elect a committee of three tenured faculty members who shall investigate the charges. The following procedures shall prevail:
 - a. The faculty member or members involved, in addition to the president, shall be informed in writing of the charges and shall have the opportunity to present a written defense, face the accusers, and be heard in defense by the committee hearing the case.
 - b. Both the person or persons submitting the charges and the faculty member or members charged, as well as the president, shall be permitted to select an advisor who may act as counsel and to produce witnesses and relevant documents. There shall be a stenographic record of the hearing and testimony and of the conclusions of the committee, a copy of which shall be provided the accused, the accusers, and the

- president. The president shall then provide one copy of the transcript and of all documents to each tenured member of the faculty. The members of the faculty shall meet in executive session and shall transmit their findings and recommendations to the president and to the faculty member or members whose appointment is in question.
- c. In cases involving charges of neglect of academic duty, physical or mental incapacity, incompetence, or ineffective administrative service, if the faculty votes to drop the charges, the president shall inform the accused and the Board of Directors of the action taken. The president shall initiate a process for healing and reconciliation for the entire faculty using appropriate external resources.
 - d. If the faculty sustains the charges of neglect of academic duty, physical or mental incapacity, incompetence, or ineffective administrative service, the president shall inform the accused and transmit the faculty's action together with his or her own recommendation to the Board of Directors for their action. The president shall initiate a process for healing and reconciliation for the entire faculty using appropriate external resources.
 - e. In cases involving charges of teaching incompatible with the faculty member's vows of installation and other normative standards, or conduct incompatible with the character of the ministerial vocation, once the faculty makes its recommendation, the president shall inform the accused and transmit the faculty's action together with his or her own recommendation to the Board of Directors for their action.
 - f. In all cases, a decision shall be made by the Board of Directors within six months of the beginning of the procedures. If the president and the Board of Directors concur in cases involving neglect of academic duty, physical or mental incapacity, incompetence, or inefficient administrative service, their action to retain or dismiss the accused from the faculty is final.
 - g. If the faculty person is rostered and/or ordained in any denomination, the president of the seminary and the chairperson of the Board of Directors will inform the accused and transmit the recommendation to the respective adjudicatory in cases involving charges of teaching incompatible with the faculty member's vows of installation or conduct incompatible with the character of the ministerial office.
 - h. Permission shall be granted the accused to continue working until the proceedings are complete, unless immediate harm to the individual involved or other persons is threatened by that continuance.

Chapter Six

FACULTY ORGANIZATION

6.1 Officers and Meetings

The faculty shall organize and shall normally meet as committees, as divisions, and as a faculty. The faculty as a whole shall act on all matters specifically delegated to the faculties of the seminaries by the Evangelical Lutheran Church in America.

6.1.1 Officers

The president of the seminary shall be the chair of the faculty.

The academic dean, normally a member of the faculty, shall be recommended by the faculty to the board of directors for a term of five years with an unlimited number of renewals possible. The president shall forward his or her own recommendation to the board. Each renewal or appointment of the academic dean shall follow a review (see 4.1.4.2). In the absence of the president the academic dean shall serve as chair of the faculty.

The academic dean shall appoint a secretary for a term of three years, with an unlimited number of renewals possible. If it seems essential to conduct a business meeting of the faculty in the absence of both the president and the academic dean, the secretary shall act as chair.

6.1.2 Meetings

To do the work delegated to the faculty, it shall meet regularly during the academic year at times decided by the faculty. Special faculty meetings may be called by the president at his/her initiative or when requested in writing by one-fourth of the faculty. Notice of a special meeting shall be given in writing at least 24 hours prior to the meeting. The faculty may also meet in executive session, consisting of core faculty members.

A majority of the faculty constitutes a quorum. All issues before the faculty as a whole shall be decided by a majority vote, or as differently specified in *Robert's Rules of Order*.

The president, assisted by the academic dean, shall prepare the proposed agenda of a business meeting and shall distribute copies to all faculty members before the meeting. The agenda shall include items that faculty members may have suggested for action by the faculty. When the faculty convenes, it has the right to adopt, change, or add to the proposed agenda.

The secretary shall record all actions and decisions of the faculty and shall distribute copies of the minutes to all members as soon after the meeting as feasible. He/she is responsible for filing a permanent record of these minutes with the president's office. To assist the secretary in recording faculty action, the president's administrative assistant shall serve as recording secretary.

The student body president(s) shall be invited to sit with the faculty at its regular sessions with voice but not vote. Other members of the seminary community, or special visitors within the community, who are not members of the faculty, upon recommendation of the president and approval of the faculty, may be invited to attend faculty meetings in whole or in part with voice but not vote (see section 3.1.2. on Speaking and Voting Privileges).

6.2 Divisional Organization

Central to the ethos of this seminary is a deep conviction that all of the activities of ministry in the church are inherently integrative as witnessed in the pastoral practices:

- being rooted in the Gospel
- *missio dei* in Word and Sacrament
- biblical and theological wisdom.

Narrowly conceived, these practices could be associated with individual divisions. These three overarching pastoral practices, however, resist such interpretations, providing for an integrative approach to the task of teaching, theological reflection, and pastoral formation.

For the purpose of order and efficiency, the faculty organizes itself into three teaching divisions: the Division of Biblical Studies, the Division of History and Theology, and the Division of Ministry. Although these divisions serve an administrative purpose, their distinction is less fixed than these delineations might otherwise suggest.

6.2.1 Divisional Chairs

Each division shall elect its own chair from among the faculty of that division for one-year terms. The terms begin July 1. Normally the chair will rotate through the division, but when there are particular reasons for doing so, a person may be elected to a second term.

Duties of the chair include the following:

1. Preside at the meetings of the division.
2. Serve as a faculty member on the Faculty Policies Committee.
3. Provide the registrar with divisional course listings and with any specific information on divisional requirements needed at registration time.

4. Provide the academic dean and registrar with an official copy of course listings and other divisional matters for the catalog and proof-read such copy before final printing.
5. Work with the academic dean to arrive at an equitable distribution of faculty load and allocation of supplementary teaching resources.

6.2.2 Divisions

The divisions shall work in coordination with the academic dean and the Educational and Curricular Policies Committee. The responsibilities of the divisions include the following:

1. Divisions will normally meet once a month during the academic year for professional and collaborative work. Minutes of these meetings shall be sent to the president, the academic dean, and the other divisional chairs.
2. One of the chief responsibilities of the divisions shall be to develop and review course projections for the coming term and for the following academic year. The time schedule for these projections will be provided by the registrar. In so far as is possible, tentative plans should be made for two years in advance, taking into account sabbatical plans and teaching needs.
3. Each division should monitor the teaching loads of faculty members within the division, assuring that they conform to the guidelines provided in the Faculty Handbook and by the academic dean. A teaching load schedule for the following academic year should be given to the academic dean by April 30 each year.
4. Additional faculty resources (see section 3.2.3. on Procedures for Appointments and Tenure):
 - a. If an analysis of teaching loads and course projections indicates the need for additional part-time or full-time faculty, those requests should be initiated by the divisions working in cooperation with the president and academic dean.
 - b. If the president or academic dean should have suggestions for new faculty, full-time or part-time, the divisions are to be consulted before any decisions are made.
5. The divisions are to work with the academic dean and the Educational and Curricular Policies Committee in reviewing and evaluating the present curriculum. They should be aware of gaps that may lead to curricular change, and they should take particular responsibility for examining the distribution of options and electives to ensure that the offerings are sufficient to meet student needs.

6.3 Faculty Committees

Much of the administrative work of the faculty is done through standing committees, task forces, and other administrative assignments.

Standing Committees include:

- Faculty Policies Committee, addressing faculty matters; chaired by the president; by academic dean in president's absence
- Educational and Curricular Policies Committee, focusing on academic issues
- Globalization, overseeing the cross-cultural immersions requirements and offerings
- Community Life, attending to student and community matters.

Task Forces meet on an as needed basis and include:

- Admissions, reviewing selected admission files based on established criteria
- Internship, interviewing and suggesting site placements
- Continuing Education, developing programs for constituencies throughout the church.

There also may be faculty representation on other community and administrative committees. Other administrative assignments may be made as needed.

It is desirable, to the extent possible, to reserve faculty time on committees for setting policy, as distinguished from the administration of policy. Contemplated changes in present practice are to be considered policy matters and are to be referred to the appropriate committee.

It is desirable to transfer secondary policy issues from the faculty as a whole to the appropriate committees. Identification of such issues shall be approved by the faculty as a whole, and decisions should be reported to the full faculty.

The following policies pertain to faculty committees:

1. The faculty has the right and duty to establish, use, and, at times, terminate such committees or temporary task forces as seems desirable to conduct its business or to plan matters within its jurisdiction.
2. The members of faculty committees shall be appointed by the academic dean. The chairperson of the committee or its convener shall be designated as part of the appointment.
3. Students serve as voting members of all committees except where the committee task makes such membership inappropriate. Students are elected to committee membership by student vote.

4. The academic dean is responsible to develop and administer a system for equitably balancing committee and administrative responsibilities of the faculty so that the workload is as evenly distributed as possible, and that opportunities for administrative responsibilities are equitably offered.
5. The term of service for members of standing committees is July 1 to June 30.
6. An official list of the membership of such committees shall be drawn up by the academic dean and distributed to all members of the faculty.
7. Each committee shall choose its own secretary.
8. All committees and task forces shall promptly report their progress to the faculty and eventually submit their recommendations for approval by the faculty.
9. Committees shall have the right to delegate specific tasks to sub-committees or task forces as deemed necessary.
10. Committees may enlist the services of outside resource persons, such as pastors, alumni/ae, or specialists, provided they have first secured permission from the administration if expenses are involved.

6.4 Responsibilities of the Faculty as an Organ of Administration

The faculty is responsible for making and enforcing policies governing the academic administration of the seminary. The following is a list of some of the tasks that must be performed by the faculty if the educational program of the Seminary is to operate smoothly:

1. The faculty recommends to the Board of Directors the requirements for admission to the seminary programs, and it admits students according to the adopted policies.
2. It adopts academic aims and policies.
3. It adopts the basic curricula leading to the degrees the seminary offers.
4. It recommends to the Board of Directors the requirements for graduation from those programs of study.
5. It approves the individual courses of instruction offered by the seminary for credit.
6. The faculty is responsible for the spiritual and pastoral formation of students.
7. It determines and maintains academic standards and grading policies.

8. Working with the candidacy committees, it formulates and carries out procedures for evaluating students preparing for ministry in the Evangelical Lutheran Church in America, in the light of standards set by the seminary and by the ELCA's Vocation and Education Unit.
9. It approves individual students for assignments to internship and fieldwork, and it approves the internship assignments.
10. It recommends candidates for degrees to the Board of Directors.
11. It evaluates and offers recommendations to the appropriate candidacy committees with regard to students seeking the approval of those committees for rostered ministry.
12. It may suspend or dismiss students for cause.
13. The faculty adopts the annual academic calendar.
14. It reports matters of importance to the Board of Directors for information and, where necessary, for approval.
15. It requests and receives reports from its committees and from the administrative officials who carry out specific aspects of the educational programs that have been placed in their charge.
16. It participates in the process of selecting and appointing new faculty personnel and of arranging for lectureships.
17. ELCA rostered members of the faculty will:
 - be rostered leaders in synods of Regions 4 and 5 of the ELCA
 - attend their respective synod assemblies

Chapter Seven

FACULTY RESPONSIBILITIES

Faculty are to serve the Gospel through their teaching, research, administration, and service to the wider Church and world.

The worship-centered, primarily residential, collegial, and collaborative ethos of Wartburg Theological Seminary shapes the responsibilities of its faculty. Vital to the responsibilities of the faculty is a holistic approach to the faculty centrally committed to collegiality and collaboration, unity and diversity, and a holistic understanding of each faculty member encompassing mind, body, and spirit.

7.1 Professional Responsibilities within Wartburg's Life Together

Bound in Christian love and concern for Christ's Church, Wartburg's faculty will:

1. Participate in the worship and social life of the seminary community
2. Improve themselves by giving on-going attention to their teaching plans and methods and their professional competence by study, research, and thought
3. Guide students on academic, personal, and/or spiritual matters as appropriate.
4. Maintain pastoral concern for students and their families while observing appropriate relational boundaries
5. Perform committee and administrative assignments faithfully and responsibly
6. Be concerned about the views of colleagues and consider carefully how their own approach to teaching integrates with the general work of the seminary
7. Share in the life of a local congregation and the local community, in both religious and civic matters and causes, as Christian neighbors and concerned citizens
8. Conduct themselves as positive ambassadors of Wartburg Seminary with, though not limited to, the pastors and people of the ELCA and its ecumenical partners, the alumni/ae of the seminary, and prospective students.
9. Cooperate loyally, and when necessary, critically with the administration of the seminary and the authorities of the ELCA

10. Pray and work for the good of Wartburg, its contribution to the ministry of the gospel, and the welfare of the ELCA, the wider Church, and the world
11. Exemplify the Christian faith, be loyal to their confessional tradition, and demonstrate an ecumenical openness to other churches and other religious traditions in one's life, conduct, and public profession.

7.2 Specific Responsibilities of Each Faculty Member

7.2.1 Time Management

The basic policy is that during a calendar year faculty members should spend approximately 40% of their time in work directly related to classes, 30% of their time on office hours, chapel and coffee, and administrative responsibilities, and 30% of their time on reading and research for their own growth. At the same time they should not neglect responsibilities to themselves and their family. Time dedicated to service to the wider Church and world should not come at the expense of their responsibilities to Wartburg, to themselves and/or their family. Apart from their one month vacation (see below), their time during the summer should be more heavily invested in reading and research for their own growth.

An example based on a 50-hour week during the semester might break down as follows:

- a. Class Related Work — 20 hours
 - Class: 7-8 hours
 - Preparation, grading, etc.: 12-13 hours
- b. Administration, etc. — 20 hours
 - Office hours: 5 hours
 - Chapel and Coffee: 5 hours
 - Administrative duties: 10 hours
- c. Reading, Research, Writing — 10 hours

For faculty with significant administrative duties central to their position description, the percentages as delineated above are to function as a guide for the proportion of their time allotted to teaching responsibilities.

7.2.2 Teaching Load

The basic teaching load is a total of 7 hours each semester and 14-17 hours per academic year. Each full-time faculty member is expected to be involved in a January Interim course (above and beyond independent studies) every other year. The maximum teaching load for an entire academic year should not exceed 17 hours. This maximum may include online teaching.

Exceptions may be made only with the permission of the academic dean. Adjustments shall be made to a faculty member's teaching load to account for administrative duties according to position description.

Summer Greek, TEEM courses, Youth and Family Ministry Certification Schools, online teaching, and other programs central to the mission of Wartburg Theological Seminary and for which a faculty member is additionally remunerated do not count toward this total.

Calculation of Course Load:

1. 1 hour per 1 credit hour.
2. Extra sections:
 - a. 1/2 hour per 1 hour of extra sections covering the same material. For example, if a 3 hour course has 2 hours of lecture and 1 hour of discussion that meets in 4 sections, each of which covers the same material, the lectures would be 2 hours, the first discussion group would count as 1 hour, and each additional discussion group would count 1/2 hour, making a total of 4 1/2 hours.
 - b. 1 hour per 1 hour of extra sections covering different material. For example, if a 3 hour course has one hour of lecture and a 2 hours section with four sections per course, the total hours for the course would be 9 hours.
3. Add 1 hour if the total student load in a term is 40-70; 2 hours if the total student load is 70-100. In team taught courses count 1/2 the total number of students.
4. Fully team taught courses count as full courses; if a course is divided, appropriate adjustments should be made.

7.2.3 Absence from Campus

During the academic year members of the faculty are not to absent themselves unreasonably from the campus to the detriment of their responsibilities to students and the seminary. The following guidelines govern absences:

1. Faculty should not be absent from Wartburg for more than 7 weekdays during a semester, unless demanded by position description.
2. Any given course should not miss more than 1 hour per credit hour per semester during the term due to the professor's absence.
3. Anything more than that requires permission from the academic dean.

For the sake of both personal and institutional health and well-being, faculty are encouraged to limit outside professional commitments (for example, speaking engagements). A guideline for this is that fewer than 1/3 of the weekends in a given semester are dedicated to outside professional commitments. For faculty whose position description requires weekend commitments (for example, those with significant administrative duties central to their position description) appropriate compensatory time should be taken.

7.2.4 Summers and Vacations

The summer months of faculty members engaged for the academic year are less encumbered in the sense that the terms of employment normally do not require faculty members to teach for the seminary during the summer or require them to be available on campus. Faculty members are responsible for fully utilizing their one month of vacation during the summer months and should exercise reasonable judgment in making other summer commitments to allow ample time for reading, research, writing, and course preparation. Nevertheless, there is a clear understanding that the seminary is profited only if the faculty members use the summer months for personal professional improvement in such ways as formal or informal continued study, research, preparation of new courses and updating the old, and productive writing for publication.

7.2.5 Advisement & Student Evaluation

Faculty members are expected to build and maintain relationships with their advisees and to offer appropriate guidance for their advisees as they meet the expectations of the seminary curriculum and grow in the development their own gifts and interests for ministry. For the collegiality of the faculty as a whole, faculty members are expected (1) to maintain appropriate boundaries with students, directing students to their advisors with concerns or complaints, and (2) to alert a student's advisor when an advisee is struggling in course work or with personal issues. In circumstances necessitating the involvement of the academic dean (academic concerns) or the president (personal disciplinary matters), the dean or the president and the student's advisor shall be in consultation.

Since the seminary faculty is responsible for making recommendations to synodical committees about the fitness of students for rostering in the ELCA, faculty members are responsible for getting to know their students, and especially their advisees, as persons preparing for ministry. Faculty members are responsible for guiding and evaluating their advisees and students as whole persons who are preparing for service in the ministry of the church and for providing students with appropriate ongoing feedback.

7.2.6 Students with Disabilities

Along with their rights with regard to teaching students with disabilities, faculty have the responsibility to:

- Provide identified students full and equal access to participate in Wartburg programs and activities.

- Cooperate with students and the designated seminary staff in providing authorized accommodations in a fair and timely manner, as long as the accommodations do not alter the fundamental nature of the course or program. Faculty will also include the following statement about accommodations in all syllabi:
 “It is Seminary policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have documented disability conditions that may affect their ability to participate in course activities or to meet course requirements. Students are responsible for informing their instructor of any documented disability by the end of the first week of class or upon subsequent diagnosis. Documentation on disability conditions is to be kept on file with the Dean of Students office.”
- Contact the student and/or designated seminary staff with any questions or problems regarding requested accommodations.
- Respect the confidential nature of a student’s disability.

The Americans with Disabilities Act (ADA) forbids faculty from questioning whether a documented disability exists or requesting to examine a student’s disability documentation if the student does not grant him/her the permission to do so.

The records kept for students include the documentation of the disability, a copy of pertinent application materials, and notes kept by the designated seminary staff person. These records will be kept separate from official academic records. Students receiving Mandated Services have application materials and documentation of their disability on file.

7.2.7 Office Hours

A faculty member should normally schedule 5 hours per week for office hours.

7.2.8 External Service & Outside Employment

Faculty are encouraged to render such services as their time and gifts make possible beyond their immediate obligations of seminary work, in filling pulpits, speaking to lay and clergy gatherings, serving on church boards and committees when appointed or elected to such groups, contributing to the ministry of the ELCA and wider Church by writing books and articles, and being involved in the local community and larger world.

No full-time faculty member shall be regularly employed in any work outside the seminary without the consent of the president. It is understood that the work of a full-time faculty member is a full-time task if their responsibilities are discharged adequately.

Chapter Eight

FACULTY BENEFITS

8.1 Professional Privileges and Rights

All faculty members shall have the right to expect from the Church, the administration and board of directors, and the seminary community the following courtesies:

1. They shall receive respect for their scholarly attainments, recognition of their individuality, kindness toward their human failings, and support in their demanding duties.
2. They shall receive consideration for their teaching program so that their schedule is not unduly burdened and so that they are provided with the best possible support for their work.
3. They shall have access to administrative officers and the courtesy of hearings, whether on matters relating to the welfare and improvement of the seminary or of their own person and family.
4. They shall be accorded academic freedom providing their ultimate convictions are presented within the framework of Christian faith and the Lutheran Confessions, or, if they are from the wider ecumenical community, of their denominational tradition, and do not violate the rule of charity or trespass on common courtesy.
5. They shall have all reviews of the merit and quality of their teaching judged in accord with well understood rules, and they shall receive due notice of any serious charge in regard to their seminary appointments.
6. They shall receive the prayers of their colleagues and of the seminary community and they shall have the support of other faculty members in all their work.

8.2 Salaries

The salary scale of the Seminary faculty is established by the Board of Directors. Within that framework these principles shall guide the establishment of faculty salaries:

1. In return for assuming a fair share of teaching assignments, committee and administrative work, faculty members normally are paid on a twelve-month basis for nine months of

teaching and two summer months of teaching preparation, research, writing, necessary committee work, or other faculty responsibilities.

2. Salaries are approved annually by the Board of Directors on recommendation of the president, who presents said recommendation, having consulted with the academic dean, the chief finance officer, and the administration and finance committee of the Board of Directors.
3. Salaries are to be announced individually to each faculty member annually by the president.
4. Devotion to and competence in the teacher's task are fundamental qualifications for all teachers and shall be reflected in the computation of salaries, as well as faculty rank. While salaries are primarily dependent upon faculty rank, other factors, however, may also be used in determining individual salaries, such as:
 - a. Seniority or length of service
 - b. Earned degrees.
5. In determining length of service, the normal rule shall be the length of service at this seminary, but length of service at other schools and in other ministries may also be recognized.
6. If general salary increases are scheduled or voted, a person on sabbatical shall qualify for the increase immediately, i.e., prior to returning to the classroom.
7. A person on extended medical leave shall qualify immediately for any scheduled or voted salary increase.
8. Faculty members appointed to administrative positions shall receive compensation to be determined by the Board of Directors on the recommendation of the president. A faculty member's teaching load may be adjusted to accommodate the administrative responsibility.
9. Faculty members shall receive additional compensation from the seminary for such activities as teaching in the summer school or in the summer languages, participation in continuing education programs, or other assigned teaching duties beyond the normal teaching load. The pay scale for such services shall be determined by the president in consultation with the academic dean and the faculty, and it shall be approved by the Board of Directors.
10. People who teach part time shall be paid on the basis of a pay scale determined by the President in consultation with the academic dean and the faculty upon approval of this pay scale by the Board of Directors.

8.3 ELCA Pension and Other Benefits Program

Faculty members who belong to the ELCA, except those whose service to the seminary is clearly temporary or who serve less than half-time, shall be enrolled in the ELCA Pension and Other Benefits Plan. Through that Plan the faculty member will be covered in four areas: the Regular Pension Plan, the Medical and Dental Benefits Plan, the Disability Benefits Plan, and the Survivor Benefits Plan. Per the Plan's definitions, the seminary shall pay its required share of the full cost of participation. Faculty members may also be enrolled in the Optional Pension Plan at their own expense. A Flex Spending Health Plan is also available for those who wish to participate.

Persons holding joint appointment from this seminary and a non-ELCA seminary shall be sponsored in the plan used by one of the seminaries sharing in that appointment.

Faculty members from the wider ecumenical community may arrange with the seminary for it to support their own denominational Pension/Health plans, or such faculty may choose to participate in the ELCA options.

8.4 Disability Accommodations

Wartburg Seminary is committed to complying with the applicable provisions of the Americans with Disabilities Act of 1990 (ADA). It is the seminary's policy not to discriminate on the basis of disability against any qualified employee or applicant with regard to any terms or conditions of employment because of such individual's disability or perceived disability, so long as the employee can perform the essential functions of the job. Consistent with this policy of nondiscrimination, the seminary will *provide reasonable accommodations* to a qualified individual with a documented disability, as defined by the ADA, who has made the seminary aware of his or her disability, provided that such accommodation *does not constitute an undue hardship* on the seminary, and further provided that such accommodation *serves the primary teaching purposes* of the seminary. Documentation of a disability will include a medical doctor's signed statement.

In addition, the ADA and Wartburg Theological Seminary prohibit discrimination against individuals who are associated with persons with disabilities. It is a violation of this policy and the ADA to retaliate or harass a person who files charges or participates in proceedings under this policy.

Further definitions, scope, purpose, and processes for application for disability accommodations are in Appendix 6.

8.5 Perquisites

Faculty members may accept compensation from other individuals or groups for teaching, preaching, writing, speaking, and similar services. Wartburg Seminary provides current minimum guidelines for such extra-seminary honoraria. Faculty members may also serve in visiting, adjunct or affiliated teaching positions with other institutions, though such services must not present a conflict of interest to the individual faculty person or to Wartburg Seminary. Other than possible conditions of conflict of interest, faculty members need not report such work or compensation to the administration. Nevertheless, in all circumstances, it is expected that faculty will not let such activities interfere with their regular obligations to the seminary.

8.6 Tax-Sheltered Annuities

Faculty members have the privilege of asking the seminary to withhold a specified portion of their salary for a tax-sheltered annuity. The portion withheld will be paid to whatever agency the faculty member may designate.

8.7 Housing Allowance

Ordained faculty members may have a justifiable percentage of their total salary (excluding pension and other fringe benefits) designated as a housing allowance, with the understanding that each faculty member must comply with IRS regulations. The percentage of salary to be designated for housing shall be determined by the individual faculty member. The amount to be designated shall be communicated annually to the business office.

8.8 Moving Expenses

The seminary pays normal moving expenses of a core faculty member when the first appointment to the faculty involves moving to the seminary from elsewhere, subject to prior approval of an estimate by the administration.

8.9 Accommodations for Office and Research

The seminary endeavors to provide such assistance in promoting a faculty member's professional activity as its resources permit. It provides office space and furniture on the campus, computer, telephone, internet, mail service, secretarial help, tools for research, and the services of a student assistant.

8.10 Professional Enrichment

The following provisions apply to all core faculty members who are employed at least 1/2 time.

8.10.1 Membership in Professional Societies

The annual dues for membership in one or more professional societies, with or without journal, will be paid by the seminary for faculty members up to \$250 annually.

8.10.2 Attendance at Professional Meetings

Faculty are encouraged to attend professional meetings and are entitled to receive financial aid for transportation, registration, lodging, and meals up to a figure set each year by the Board of Directors.

If in a given year a faculty member underspends the figure set by the budget committee, the difference may be used as a supplemental allotment during the following year. Alternatively, faculty may receive the amount in one lump sum to steward on their own. In such a case the current year's allocation has to be used first before any available reserves are applied. If the reasonable cost of the annual meeting of the society to which a faculty member belongs in North America exceeds the established figure, the cost of that one meeting may be paid in full, subject to approval by the administration. This financial support is not normally available while a person is on leave of absence.

In general, when a faculty member has been requested by the administration or elected by the faculty to represent the seminary at an official function or meeting, the seminary pays the travel costs and necessary expenses of the individual so chosen. Expenses for other meetings at which a faculty member represents the seminary need to be approved on a case by case basis by the president.

8.10.3 Sabbatical Leaves

8.10.3.1 Eligibility

A sabbatical leave of one full year with full pay is granted to faculty members with tenure and may be granted to faculty members with renewable term appointments every seventh year for the purpose of study, research, and reflection aimed at enhancing their ability to carry out the task of preparing men and women for ministry in the church.

Where circumstances make it advantageous for both the faculty member and the seminary, the sabbatical may be split into two six month segments. The second segment will normally be in the seventh year, while the timing of the first segment may be adjusted to meet the needs of both the seminary and the individual involved. In no case shall the first segment be earlier than the fourth year.

Sabbatical leaves for persons without tenure may be granted at the discretion of the Board of Directors on the recommendation of the Faculty Policies Committee and the president.

The seminary will consider requests from members of the administration with faculty status for a sabbatical leave when such a leave is deemed to serve the best interests of the administrator and the seminary.

8.10.3.2 Procedures

1. Sabbatical leaves are not granted automatically. A sabbatical will be granted to eligible individuals only upon approval of a written proposal by the Board of Directors.
2. A projected sabbatical schedule extending at least three years in advance shall be reported by the academic dean to the faculty and Board of Directors annually, following consultation with the president and the divisions of the seminary.
3. Adjustments with regard to the sabbatical year may be made, subject to the needs of the individual, the division, and the seminary. Except for compelling reasons, sabbaticals should be taken on the normal schedule.
4. The sabbatical proposal is to be initiated by the eligible individual in consultation with the applicant's division and the academic dean.
5. The application is brought by the academic dean to the Faculty Policies Committee, the faculty, and the Academic Affairs Committee of the Board of Directors for review. If it is approved, it shall be presented to the Board of Directors at its meeting a year prior to the school year in which the sabbatical occurs. The board gives final approval to all sabbatical requests.
6. At the conclusion of the sabbatical, the faculty member is to provide the academic dean and the Board of Directors with a written report that evaluates the sabbatical in terms of the goals stated in the application. This evaluation is to be approved by the board on the recommendation of the Academic Affairs Committee.

8.10.3.3 General Policies

1. Full time service at any rank shall be counted toward fulfilling the required time of service prior to a sabbatical, applied to those who have time accumulated since their last sabbatical or to those who have not had a sabbatical.
2. Years of service in theological education at other institutions prior to appointment may count toward the calculation of the years of service. However, no sabbatical shall be granted before a full three-year residence at the seminary has been completed.
3. Leaves of absence shall not count toward calculation of the years of service.
4. Because the nature of theological education requires continued, fresh interaction among the church, seminary, and individual faculty member, professors and administrators are

encouraged to apply for leave which will bring the individual into situations of alternative accountable ministry, especially in international contexts where Wartburg enjoys primary partnerships, within the church. Such leave proposals may be considered as one form of sabbatical leave, or may be considered under the provisions governing leaves of absence.

5. A member of the faculty on sabbatical leave retains the right to speak and vote if in attendance at faculty meetings. In circumstances agreed by the faculty, a postal or electronic vote may be employed.
6. The acceptance of a sabbatical leave obligates the faculty member to continue his/her duties with the seminary for at least one full year after the expiration of that leave. In case the faculty member does not do so, he/she shall reimburse the seminary for all salary and other benefits provided by the seminary during the period of absence. This provision may be waived if the sabbatical has been delayed for a year or more because of seminary need.

8.11 Leaves of Absence

1. Leaves of absence may be granted in special circumstances upon written request to the president and Board of Directors, in consultation with the academic dean. Such leaves normally shall not be extended beyond a two-year period. In special circumstances, when it best serves the needs of the seminary and the person involved, a second leave may be granted after a review of the situation. Such a review should be completed and action taken no less than six months before the end of the initial leave of absence.
2. In no case shall the granting of a leave result in loss of faculty rank or salary status. Salary normally is not paid by the seminary during the leave period.
3. Leaves of absence shall not count toward calculation of the sabbatical year, although leave for medical reasons for up to six months in duration shall not affect an individual's sabbatical schedule.
4. A member of the faculty on leave of absence may attend faculty meetings and exercise the right of voice and vote. In circumstances agreed by the faculty, a postal or electronic vote may be employed.

8.12 Medical Leave and Death Benefits

Faculty requesting medical leave will need to provide a statement from a recognized medical authority in support of the request.

When necessary, faculty members may be granted a leave of absence for medical reasons, including maternity leave and all other provisions noted in the Family Medical Leave Act (FMLA). For members of the faculty on leave with disability or going into such leave, who

participate in the ELCA Pension and other Benefits Plan, time off with full salary shall be allowed for an aggregate of two months during any twelve-month period. Thereafter, a participant shall receive benefits from the Plan. Faculty entering a disability leave who are on other plans will be accommodated according to those plans. Any limits on the number of years of this benefit in the case of any individual are to be determined by the Board of Directors.

In the event of a death of a faculty member, the salary for the month in which death occurs plus an additional one month's salary will be paid to the spouse or, there being none, to the surviving dependents or, if there are no surviving dependents, to the faculty member's estate.

Family Medical Leave Act

Up to 12 weeks of unpaid, job-protected leave may be given to eligible faculty for: a) birth or adoption of a child; b) to care for a seriously ill family member; or c) for the employee's own serious illness. (At the faculty member's request of the president's option, certain kinds of paid leave may be substituted for unpaid leave.) Tenure eligible or tenured faculty who have served at least one year are eligible. Normally faculty members must provide 30 days advance notice. A faculty member may be required to provide a medical certificate. During the leave, health coverage under the plan to which the faculty member belongs will be maintained.

The provisions of this paragraph required by law will not abrogate any more generous benefits available under previous paragraphs.

Appendix Four

Final Lexington Seminar Financial Report

Revenue

Lexington Funding - Faculty Development		<u>\$ 15,000.00</u>
---	--	---------------------

Expenses:

Pallottine Renewal Center - Facility Charge	\$ 8,300.00	
	\$	
Honorariums	540.00	
	\$	
Travel Expenses to & from, parking	916.54	
	\$	
Conversion Van Rental - Bird Chevrolet	377.78	
Meals & Misc. Expenses	\$ 1,500.92	
	\$	
Team Building Exercise	789.67	
Administrative Expense	<u>\$ 1,500.00</u>	<u>\$ 13,924.91</u>
Concluding celebratory event - May 2008		\$ 1,075.09