

VANDERBILT DIVINITY SCHOOL

FACULTY HANDBOOK



DIVINITY SCHOOL

Spring
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CHAPTER I

THE ADMINISTRATION AND GOVERNANCE OF THE DIVINITY SCHOOL

Administration

1. Dean
2. Associate Dean for Academic Affairs
3. Associate Dean for Graduate Education and Research
4. Executive Director, Development and Alumni Relations
5. Assistant Dean for Academic Affairs/Registrar
6. Director of the Divinity Library
7. Director of Finance and Administration
8. Director of Admissions
9. Assistant Dean for Student Life

Program Directors

1. Director of the Kelly Miller Smith Institute on the Black Church
2. Director of Religion in the Arts and Contemporary Culture
3. Director of Cal Turner Program for Moral Leadership in the Professions
4. Director of Carpenter Program in Religion, Gender and Sexuality
5. Director of Field Education
6. Associate Director of Field Education
7. Director of the Theology and Practice Program

Also Appointed by the Dean

1. Chair of the Graduate Department of Religion

Committees of the Divinity School

Traditionally, committees include faculty members and students. The dean's office carries responsibility for the assignment of faculty members to committees and for designating the persons to serve as chairs; student members are assigned by the Student Cabinet.

The Faculty Committee on Personnel and Policy is the only elected committee in the school. It represents the faculty on matters of policy and advises the dean on other matters as requested. It may also advise the dean on other matters at its own initiative.

There are five voting members of the committee elected for two-year terms by the faculty. Persons elected must be full-time tenured or tenure-track professors whose primary appointment is in the Divinity School. Three of these, including the chair, must be tenured. The chair of the committee is elected by the faculty to a one-year term. (The committee chair also functions as Chair of the Faculty, consulting with the dean and representing the concerns of the faculty during the year.) Members of this committee may not be re-elected to continuous terms. The dean, associate dean, and chair of the graduate department of religion participate in deliberations of the committee as ex officio members with voice but without vote.

The Student Committee on Personnel and Policy represents the student body on matters of policy and advises the dean on those matters about which the dean seeks counsel. It may advise the dean on other matters at its own initiative or at the request of the dean. It is composed of five members selected by the Student Cabinet for a one-year term, one of whom is to be a member of the Student Cabinet.

Academic Programs Committee consists of the associate dean, registrar/assistant dean, and at least four faculty members (to include at least two tenured faculty), professional divinity librarian, and a member of the field education faculty.

Academic Planning Committee consists of the dean, the associate dean, chair of the faculty, chair of the graduate department of religion, associate dean for graduate education, registrar/assistant dean, administrative officer, assistant dean for student life, and director of the library.

Admissions Committee consists of the director of admissions, dean, associate dean for academic affairs, assistant dean for student life, and two faculty members.

Honor Council consists of five faculty members and seven student members (including the chair).

Worship Committee consists of the assistant dean for student life, two faculty members (including the chair) and at least two student members.

Faculty Participation in University Governance

Faculty members carry University governance responsibilities as well. The faculty elects two persons to serve on the Faculty Senate. The terms are three-year terms. At least one of the faculty elected must be tenured or tenure-track. One faculty member serves on the Promotion and Tenure Review Committee (PTRC) that reports to the Provost. Others serve on other committees of the University both standing and ad hoc. The dean serves on the Council of Deans which meets with the provost of the University.

The Context of Faculty Work in the University

The world of higher education has many traditional procedures and expectations which have been codified as questions and disputes arise. Several basic factors shape the usages of higher education:

1. From the beginnings of the university, it has been understood that faculties are responsible for admission of students, programs of study, evaluation of students, and granting of degrees. Faculties have also insisted on the rights of peer review, discipline, and appeal, with all the responsibilities accompanying those rights.
2. At the same time the university as a legal corporation has increasingly become differentiated from the faculty, especially in the raising of funds, the maintenance of facilities, and the administration of programs of research and instruction. Faculty members in one sense are employees of the university; in another sense they are the university, and all policies and procedures that affect the faculty and the programs of study continue to be reviewed by the faculty or its representatives in bodies like the Faculty Senate, and the terms of their employment are stated in documents like the *Faculty Manual*.
3. Because of the importance of education in society, the operations of the university are increasingly scrutinized by the public, regulated by law, adjudicated within the university through complaint and appeal procedures, and litigated in the courts. While faculty members have access to the courts as individuals or through organizations like the American Association of University Professors, they are also aided and protected by the legal counsel of their universities, for in carrying out their activities they are acting as agents of the university – but only, it must be added, when they are acting within the authority that accompanies their capacity as faculty members or administrators of programs.

Expectations for Divinity Faculty Members

1. Faculty members are expected to meet their classes as scheduled. If they know in advance that they will be unable to meet with a class, they are expected to make arrangements for instruction by another qualified person, or, if necessary, to cancel the session, giving reasonable notice. In the case of an emergency, they are expected to phone the school so that the students will be informed about the situation.

2. Faculty members are required to prepare a syllabus for each course stating the requirements for the course and the dates by which work is to be done (e.g., goals and assignments, papers, exams, projects, etc.) for the course, how each assignment assesses one or more of the course goals, required and recommended textbooks, and a statement reminding students of the applicability of the honor system to the course.). Faculty members are also expected to be available for consultation about ways to satisfy the requirements for the course and to counsel with the students about difficulties ranging from illness to difficulties with particular assignments or lack of appropriate preparation for the course. The Honor Code applies to all aspects of a course, and faculty members are expected to know both the provisions of the Honor Code and the procedures to follow if a violation is suspected. Grading of course work is to be completed before the announced deadline. Papers and examinations are to be returned to the student in a manner that protects the confidentiality of grades and other evaluative comments.

3. Faculty members are expected to cooperate in the planning of courses for each academic year, meeting with others in their programs of study. It is important that curricular needs be met by the faculty members in each field, working together. Students appreciate it when established scholars in a field teach the large required courses. Decisions about course offerings are finalized in September or January for the following semester but notification of changes in faculty course offerings are requested as early as possible. Because students and faculty need to be able to rely on the representations we make, no change should be made without giving sufficient notice. It is now the practice to project courses three years in advance and to publish this information in the catalog so that students will be able to plan their programs of study. Whenever it is feasible, courses should be offered on a two-year (or in some cases three-year) rotation.

4. All faculty members are expected to participate regularly in the teaching of core courses in the Divinity curriculum unless their area and the Academic Dean have approved another arrangement.

5. Faculty members are expected to cooperate in the scheduling of course times. The process is administered by the Associate Dean and the Registrar. This is always a difficult process, because a number of factors must be taken into consideration: avoiding conflicts between core courses and between courses in the same field; balance among introductory, intermediate, and advanced courses; and meeting the preferences of individual faculty members. At times it is impossible to satisfy individual preferences, and faculty members are expected to adapt to the needs of the school. Because students make use of the announced course schedule in planning their programs of study and registering for courses each semester, faculty members are expected (a) to notify the Registrar of preferred times and their consent to alternative times and (b) not to request a change in the schedule once it is published except for the most unforeseen and unavoidable reasons.

6. Faculty members are expected to advise students both academically and vocationally. This is especially important in a diverse school like Vanderbilt Divinity School, whose students come from a variety of backgrounds and have a variety of vocational goals. Each faculty member is assigned formal advisory responsibilities in the M.Div., M.T.S., and graduate programs. At the minimum, these involved awareness of the requirements for the pertinent curricula, counseling with the student at the time of registration, approving changes in course registrations, discussing

the student's vocational goals, counseling with the student concerning possible activities after receiving the degree, and dealing with the student's questions concerning alternatives to the particular degree program. But advisory responsibilities are not limited to this minimum. Any student may have the need at any time to discuss issues involving a particular course, or pressures experienced in a particular semester, or continuation in the degree program.

7. Because they are at the center of the programs of the Divinity School and the Graduate Department of Religion, faculty members are expected to be available to students for consultation about particular courses, general programs of study, and further opportunities for study at Vanderbilt or elsewhere. Availability to students includes (a) making appointments to consult with particular students, (b) posting office hours and being available for consultation, (c) being in the office through the day for several days of the week, and/or (d) being accessible by telephone or e-mail.

8. Faculty members associated with the Graduate Department of Religion have additional responsibilities as members of the Graduate Faculty. It is to be noted that the Dean of the Graduate School appoints faculty members to all Qualifying Committees and Dissertation Committees. Attendance at meetings to discuss examinations, approve dissertation proposals and conduct dissertation defenses is expected. The GDR administrative assistant makes every effort to find meeting times that are satisfactory to all committee members; lack of cooperation could mean that degree candidates will be unable to graduate. Special problems are created when faculty members exclude whole days from consideration; while efforts are made by the GDR administrative assistant to accommodate to their work schedules, faculty members should be available on any day of the week for committee meetings, including dissertation defenses.

9. Collegiality in instruction and governance is a traditional expectation in the world of higher education. Mention has already been made of the importance of working together in planning courses and advising students as they move through the various degree programs. Additional responsibilities are involved in graduate study, where faculty members have advisory, mentoring, and "apprentice" relationships with students, and recommendations by faculty members are crucial to their academic careers. It is essential that students not be caught in the midst of faculty rivalries or be under the control of a single faculty member, in the old-world tradition of the *Doktorvater*. Students are admitted to the department and to a specific area, not to tutelage under a particular faculty member, and financial aid is given by the department as a whole. It is important that all faculty members in the program be involved in advising and course work and be included on examination and dissertation committees. When grants are administered by a single faculty member, there still are responsibilities to the University and to the department or school. One of the widespread customs in programs that are "grant driven" is to share the benefits with other faculty members and their students, knowing that funding may vary from year to year.

10. Because of the importance of peer review and the role of the faculty in recommending appointments and promotions, faculty members are expected to participate, in every appropriate way, in searches for new appointments and in reviewing colleagues for renewal or promotion. Even if they are not on review committees, they are expected to read the materials that have been

compiled for evaluation. The University's procedures for promotion and tenure require that all recommendations be approved by a majority of all the faculty members qualified to vote, including those who are on leave. Persons on leave may be responsible from time to time for acquainting themselves with the relevant materials and casting a vote, especially in the case of faculty members in their own or related fields.

11. Because of the delicacy of peer review of those who may continue to be colleagues, and the need for thorough deliberation which may lead individuals to change their perceptions and judgments, faculty members are expected to maintain confidentiality about all aspects of the review process, including the content of inside and outside letters, the deliberative process, and all votes.

12. Faculty members who are not on sabbatical are required to be available for Divinity orientation events (normally beginning the Tuesday before classes begin in Divinity) and be physically present for assigned advising for incoming students. Faculty members, unless they have administrative responsibilities, are not responsible for advising matriculated students or reading students' work during the leave between May 15 and the beginning of the fall semester (normally August 16), or while on sabbatical. It is expected, however, that they will respond to inquiries about various details within reason. Students value the advice given by faculty members even during the summer or while they are on leave. A faculty member who is first or second reader of a dissertation can be expected to read drafts and otherwise give advice during leave periods.

13. Because faculty governance is essential to educational excellence, attendance at Divinity and Graduate Department of Religion meetings is expected. Notification and explanation of absence from faculty meetings should be sent directly to the Dean well in advance. Area faculties are also expected to meet regularly to assess, improve, and plan their current curricular offerings.

14. Students prize the presence of faculty at major transitions in their academic careers, faculty are therefore expected to be present at convocation and graduation each year unless they are on sabbatical. Notification and explanation of absence from these important community events should be sent directly to the Dean well in advance.

15. All faculty are expected to familiarize themselves with the on-line *Divinity School Catalog* (<http://www.vanderbilt.edu/catalogs/divinity/index.html>) and the "Living the Commitments" document (Appendix A).

CHAPTER II

THE FACULTY OF THE DIVINITY SCHOOL

Faculty Membership in the Divinity School

The faculty of the Divinity School includes all faculty members regularly offering instruction in the programs leading to the M.Div. and M.T.S. degrees. Voting members of the faculty include all those who hold the rank of senior lecturer, assistant professor, associate professor, and professor and whose assignment, whether teaching or administrative, is at least half-time. Administrative staff may be given voting privileges upon recommendation of the dean and approval by the faculty.

Faculty Membership in the Graduate Department of Religion

The faculty of the Graduate Department of Religion includes all faculty members regularly offering instruction in the programs leading to the M.A. and the Ph.D. degrees. The department meets regularly to conduct its business. It selects representatives to serve on committees or other deliberative bodies of the Graduate School.

Guidelines for Appointments, Renewals, Promotions, and Tenure

The *Faculty Manual* of Vanderbilt University sets forth standards of performance and procedures for faculty appointments, renewals, promotions, and the award of tenure by the University (chapters 1-3). In cases where there are policies or procedures described in this Handbook and the Manual that conflict, the *Faculty Manual* supersedes. The *VDS Faculty Handbook* supplements the University *Faculty Manual* by providing additional details regarding the procedures and criteria used by the Divinity School.

I. Titles and Terms of Appointment

Full-time faculty members in the Divinity School are classified as tenure/tenure track, non-tenure track research active faculty, and practice faculty. This section of the handbook indicates the titles and terms of appointment for each classification, together with those of part-time non-tenure-track appointments.

1. The titles instructor and assistant professor designate non-tenured positions in the tenure track, unless specified as non-tenure-track at the time of appointment (see #s 4 and 5 below). Service in these positions is counted as part of the probationary period leading to review for tenure. Instructors are appointed to a one-year term, renewable no more than twice. Assistant professors are appointed to an initial term of three years with the possibility of additional terms of two and then three years. Candidates who hold the Ph.D. degree or equivalent are usually appointed to the rank of assistant professor; those who are in process of completing the doctoral

degree normally are appointed to the rank of instructor.

2. The titles associate professor and professor each signify a tenured position unless otherwise specified at the time of appointment to that rank. Initial appointment to the position of associate professor without tenure is possible, but promotion to the rank of associate professor carries tenure except in unusual and carefully stipulated cases.

3. Ranked faculty who are not members of the practice of ministry faculty and who are not on the tenure track are expected to pursue an active program of research parallel to that of tenured and tenure-track faculty and usually serve concurrently as faculty in the Graduate Department of Religion. They are eligible for leave on the same basis as tenured and tenure-track faculty. Such faculty at the rank of assistant professor shall serve three-year renewable appointments and shall be evaluated for reappointment in the penultimate year of their terms. The criteria for evaluation shall be teaching effectiveness, the quality of research, and service to the institution comparable to tenured and tenure-track faculty. Such faculty at the rank of associate professor or professor shall serve three-year renewable appointments and shall be evaluated for reappointment in the penultimate year of their terms. The Dean shall appoint, in consultation with the chair of the Faculty Personnel and Policy Committee, a committee of the tenured faculty to conduct the review of the candidate. This committee shall normally include: (a) a member of the Faculty Personnel and Policy Committee, (b) a faculty member of the candidate's field or of a closely allied area, and (c) another member of the faculty. This committee shall give close study of the gathered material and make a written report of its findings to the tenured faculty. The report shall conclude with one of the following recommendations: (a) that the appointment not be continued and the contract be permitted to expire; or, (b) that the appointment be continued at the current level; or, (c) that the appointment be extended to the next level in rank. Professors may be promoted from the assistant to the associate level or from the associate level to the rank of professor by following the same process outlined for promotion to that rank specified for tenured associates moving to the rank of professor, except that the decision shall be referred to the Dean and Provost without going through the University's Promotion and Tenure Review Committee since the promotion will not involve tenure. Nothing in the foregoing policy shall be interpreted to restrict an assistant professor's right to request early consideration for promotion.

4. Titles of non-tenure-track positions are: lecturer, senior lecturer, [rank] professor. Appointments of non-tenure-track faculty members are made by the Dean on the advice of the Faculty Personnel and Policy Committee. Part-time, non-tenure-track appointments are reviewed annually by the Faculty Personnel and Policy Committee before offers of rehire are made.

5. Guidelines for appointment, review, and promotion of full-time practice faculty are specified in Section II.

II. Guidelines for Appointment, Review, and Promotion of Practice Faculty

Practice faculty (faculty who are appointed for their expertise in an area of the practice of

ministry and appointed with the designation of the practice of ministry in their titles) at the Divinity School, together with tenure-track faculty, are integral to the teaching mission and faculty leadership of the institution.

Strong practice faculty members are critical to advisory, supervisory, instructional, and administrative demands of the school's programs, particularly the Master of Divinity. The criteria for appointment, review, and promotion of practice faculty reflect the Divinity School's mission to provide excellent professional education in the context of a University-based theological school.

A. Appointment of Practice faculty

Titles for practice faculty include: Instructor of the Practice; Assistant Professor of the Practice; Associate Professor of the Practice; Professor of the Practice. Appointment terms are as follows: instructor of the practice, one year; assistant professor of the practice, three years; associate professor of the practice, professor of the practice, initially three years. Appointments are renewable depending upon successful review. Practice faculty will be voting members of the bodies of which they are members (the Divinity faculty, its committees, and committees of the University). Practice faculty members may be voting members of review and promotion committees for practice faculty at or below their rank in the School.

Upon appointment, as per the Vanderbilt University *Faculty Manual* (Part 2, Chapter 2), all faculty members are to receive written terms of appointment. The terms and conditions of the appointment, including extensions, modifications, and notices incumbent upon either the faculty member or School are stated in writing, and a copy is furnished to both parties. Because the expectations of practice faculty vary greatly from individual to individual, letters of appointment will clearly state the job load and expectations for the practice faculty member. Reviews for reappointment and/or promotion of practice faculty will include careful consideration of teaching, service, scholarship, administration, and continued expertise, where appropriate, and therefore the expectations for reappointment will be disclosed at the beginning of each term of service.

B. Review, Reappointment, and Promotion of Practice Faculty

As per the Vanderbilt University *Faculty Manual*, a successful candidate for reappointment and/or promotion will have received a positive recommendation from her or his department or school, as applicable; a positive recommendation from the candidate's Dean; and approval of the Provost. For faculty members who have appointments exceeding one year, written notices of renewal or non-renewal normally will be made thirteen months prior to the expiration of the appointment term, e.g., by June 1 of the penultimate year of an appointment coinciding with the academic year.

For reappointment and/or promotion of practice faculty, the Divinity School requires that the review include assessment of the candidate's teaching, service, scholarship, administration, and continued expertise as applicable. Practice faculty members are expected to be excellent teachers who provide intellectual leadership in the education and preparation of our students. Professors

of the practice are expected to engage in scholarly activities (as understood by their field of expertise) and intellectual leadership that promote the enhancement of practices of ministry, as appropriate to their expertise, job descriptions and responsibilities. Practice faculty members in administrative positions, or who engage in administrative duties, are expected to be highly effective in those activities. For faculty who are accountable to an external board, or other such group, for a portion of their administrative responsibilities, the Dean will request a letter from that external board attesting to the individual's administrative strengths and weaknesses based upon that body's own considered review. Practice faculty are also expected to demonstrate a high level of effectiveness in service at the university, regional, and national levels, as appropriate to their job descriptions.

It is important that professors of the practice be held to high standards that are consistent with their critical roles in the Divinity School. Excellence in teaching, scholarship, administrative duties, and service activities is expected. Given the differentiated job descriptions that exist among practice faculty, however, it is expected that review criteria will also be individualized to fit the job descriptions of individual faculty. Further, expectations for scholarship among practice faculty are not commensurate with expectations for scholarship for tenure-track, tenured, and research active faculty. Practice faculty must evidence scholarship and intellectual leadership related to practice, rather than traditional academic research, although practice faculty may elect to engage in such research.

The guiding principle is that the intellectual products of practice faculty, to be considered as part of review for promotion, must be accessible to a larger educational, ecclesial, and/or professional community and must have impact on the field of study or practice. Products of scholarship and related professional activity among practice faculty will vary, depending upon their job descriptions and areas of emphasis. These products might include, but are not limited to, such things as: presentations at local, state, and national conferences; authored or coauthored articles in professional or research journals and books (peer-reviewed or invited); publication or wide dissemination of materials, methods, or procedures relevant to their job descriptions.

Practice faculty whose appointments have been renewed are eligible for short-term professional development leaves, and under special circumstances research leaves, consistent with their duties at the school and the aims of the proposed leave. Such leaves are granted by the Dean in consultation with the Personnel and Policy Committee.

In all cases of review, faculty members who receive reappointment shall receive a detailed letter that provides formative feedback addressing their professional development. This letter shall include areas of strength to sustain, areas for improvement, and an evaluation of whether or not the practice faculty member is on track for promotion as well as guidelines for achievements necessary for promotion. A copy of each formative feedback letter must be included in the practice faculty member's file. It is, however, understood that these expectations represent guidelines and do not assure successful review or promotion. Moreover, nothing in the foregoing policy shall be interpreted to restrict an assistant professor's right to request early consideration for promotion.

1. Review Committees. The Dean shall appoint, in consultation with the chair of the Faculty Personnel and Policy Committee, a committee of faculty to conduct the review of the candidate. This committee shall include: (a) a tenured member of the Faculty Personnel and Policy Committee, (b) a member of the practice of ministry faculty, normally of senior status to the candidate, and (c) another tenured member of the faculty. This committee shall give close study of the gathered material and make a written report of its findings to the tenured faculty. The report shall conclude with one of the following recommendations: (a) that the appointment not be continued and the contract be permitted to expire, or (b) that the appointment be continued at the current rank, or (c) that--in the case of a full promotion review -the faculty member's rank be advanced as provided below.

2. Full reviews. For full reviews, practice faculty shall prepare a dossier that includes: a personal statement on the faculty member's teaching, scholarship, service (and administrative work as applicable), CV, copies of the products of scholarship. The school shall add to the review file the following elements: teaching evaluations and letters from internal and external evaluators (as appropriate and/or required). Full reviews are required as indicated in the following sections on review procedures for assistant, associate, and professor ranked practice faculty.

3. Expedited reviews. An expedited review can occur only at specific points, as described in the following sections on review procedures for assistant-, associate-, and professor-ranked practice faculty. An expedited review cannot be conducted when a practice faculty member is being reviewed for both reappointment and promotion; the expedited review is appropriate for reappointment only.

4. Review at the Assistant level. Newly appointed practice faculty at the rank of Assistant Professor or above shall be appointed for three-year terms, and shall undergo full review in a timely manner such that written notices of renewal or nonrenewal normally will be made thirteen months prior to the expiration of the appointment term. The first successful review and reappointment at the assistant level will result in a renewed three-year term appointment at the assistant level. Practice faculty who remain at the assistant level must complete a full review at least every other review for reappointment. A full review can be required at any review period by the Dean of the School. At the conclusion of each review two outcomes are possible: (a) that the appointment not be continued and the contract be permitted to expire, or (b) that the appointment be continued at the current level.

5. Review for promotion to the Associate level. Practice faculty who have completed a minimum of two terms (i.e., have been appointed for a total of 6 years; or who have a total of 6 years at the assistant level if years of experience at other institutions are negotiated at the time of appointment as included in the required 6 years) at the assistant level can, with agreement of the Dean, apply for both 6th year renewal and promotion to the associate level. Application for promotion to the associate level can occur in conjunction with a scheduled review, or independently of a scheduled review. Promotion to the associate level requires continued excellence in teaching, service, and administrative duties as applicable, and requires scholarship and products of intellectual leadership appropriate to the job description of an individual practice

faculty member of such high quality as to gain favorable recognition within that faculty member's professional peer group. Because professional standing needs to be established, normally six external letters of review shall be required. The external reviewers must be determined by the Dean and the Faculty Personnel and Policy Committee, in consultation with the practice faculty candidate. When candidates participate in co-authored products of scholarship, it is their responsibility to provide a means for distinguishing their contributions from those of their co-authors. Both the quantity and quality of the products of scholarship will be considered in determining whether the candidate is eligible for reappointment and/or promotion. Practice faculty whose review for promotion to the associate level is successful shall be reappointed at the associate level for a five-year term. In the case of a faculty member who is not promoted, two outcomes are possible: (a) that the appointment not be continued and the contract be permitted to expire, or (b) that the appointment be continued at the current level.

6. Review for promotion to the rank of Professor of the Practice. Practice faculty who have completed a minimum of one term at the associate level can, with agreement of the Dean of the School, apply for both renewal and promotion to the rank of professor of the practice (less than one full term at Vanderbilt may be sufficient if years of experience at other institutions are negotiated at the time of appointment as included in the required years of service). Promotion to the full level requires continued excellence in teaching, service, and administrative duties as applicable, and requires scholarship and products of scholarship appropriate to the faculty members' job description of such high quality as to gain favorable recognition within his or her discipline. It is critical that the Dean and tenured faculty of the school develop and communicate clear expectations for promotion to the practice faculty member. Because professional standing needs to be established, normally six external letters of review shall be required; the external reviewers must be determined by the Dean and the Faculty Personnel and Policy Committee, in consultation with the practice faculty candidate. When candidates participate in co-authored products of scholarship, it is their responsibility to provide a means for distinguishing their contributions from those of their co-authors. Both the quantity and quality of the products of scholarship will be considered in determining whether the candidate is eligible for reappointment and/or promotion. In the case of a faculty member who is not promoted, two outcomes are possible: (a) that the appointment not be continued and the contract be permitted to expire, or (b) that the appointment be continued at the current level.

7. Review at the Full level. Following the first five-year term, reappointed professor-level practice faculty shall receive a second five-year appointment. All subsequent reviews will be expedited reviews unless a full review is required at any review by the Dean.

8. Expedited reviews. An expedited review requires the same procedures and documentation of continued effectiveness as a full review without the use of external referees.

III. Criteria for Appointment and Promotion to Tenure

For the award of tenure, Vanderbilt University requires excellence in research and scholarship, a high level of effectiveness in teaching, and dedicated performance in the area of

service (*Faculty Manual*, Part II, Chap. 3, Sec. C). These criteria are elaborated with reference to the Divinity School as follows:

A. Scholarship and Research

Candidates are considered for tenure who have achieved distinction and who show promise of continuing to achieve excellence in their contribution to the scholarship and research appropriate to their field. The Divinity School expects achievement equivalent to that required for tenure in leading theological schools and graduate programs of religion at major research universities. The School solicits the assessment of outside scholars on the candidate's scholarship and current standing in the scholarly community as well as promise of future excellence, productivity, and career development. The assessments of outside reviewers provide assistance to the faculty's own judgment of scholarly quality and not a substitute for it.

Our profession's essential measure for excellence in scholarship is publication. A positive judgment on tenure is based on demonstrated significant scholarly contributions beyond the dissertation and the establishment of a notable trajectory of sustained research. Normally the principal criterion for tenure is the publication during the probationary period: one single-authored, full-length book, which may be the published dissertation; and a second book-length project, which may consist of a completed manuscript or a substantial series of articles contributing to a sustained scholarly project in the field at a high level. Overall, the Divinity School values book and article publication in academic presses and journals esteemed highly in the particular candidate's field[s]. Judgments about the venue of publication are necessarily field-specific. In any case, the scholarly corpus as a whole will be weighed for quality and contribution to the field. Sermons, opinion pieces, and occasional writings are significant achievements but count heavily toward service, not publication.

Engagement with the wider community of scholars is also an important criterion for tenure. Participation on, and organization of, panels at scholarly conferences, invited lectures at academic institutions, and holding office in an academic society are important indices of standing in the scholarly community, though these activities do not by themselves establish excellence in scholarship and would normally be assessed under the heading of service.

Candidates for the position of professor must, in addition to the criteria specified for associate professor, have achieved high stature in their discipline. The indicators of achievement in scholarship must be more substantially developed and recognized through engagement with national and international scholars. The Divinity School expects a level of quality and quantity of achievement in published research and scholarship equivalent to that required of professors in leading theological schools and graduate programs of religion at other major research universities. This would include the publication of at least one major single-authored book and three to five articles in refereed scholarly publications beyond those reviewed for tenure.

B. Teaching and Professional Education

Tenured faculty members must be highly effective, able, and imaginative teachers,

capable of eliciting interest in learning among students, of joining with them in critical inquiry, of guiding them in work on independent projects, and of responding appropriately to their own views and gifts. Their services as teachers are significantly manifested both in the classroom and in less formal association with students. Insofar as appropriate, faculty members are expected to integrate their scholarly interests and teaching activities to the enrichment of both.

Tenured faculty members should demonstrate concern with the principles of practice proper to contemporary ministry and teaching and with the relation of their field to such practice. They should be prepared to join in the rethinking of the standards and directions of professional education that Vanderbilt and other theological schools and graduate programs in religion must continuously undertake.

C. Service

Tenured faculty members should bear their fair share of responsibility in the community life, activities, and deliberations of the Divinity School. They are members of the University community for which they likewise have a responsibility. They are related, finally, to the wider communities of city and region, churches or ecclesiastical organizations, and professional or learned societies, and are expected to contribute actively to at least one of these. Exceptionally conscientious or talented service does not lower the standard of quality required in the areas of scholarship and teaching, but may be considered in an evaluation of the quantity and extent of the candidate's productivity in these areas.

IV. Policies and Procedures for Initial Appointments

A. General Criteria

In accord with its commitment to equal opportunity and affirmative action, the Divinity School seeks to achieve diversity with respect to racial or ethnic minorities and women in its faculty appointments and to increase their numbers on the faculty. (See appendices A, B, and C.)

B. Authorization of Academic Positions

1. The faculty shall assess regularly unmet needs in instruction. Any member of the faculty or the dean may propose the need for a faculty appointment. Such a proposal would be presented to the Personnel and Policy Committee for review. If it is supported there, the recommendation would then be taken to the faculty for approval.

2. In the event of the resignation, retirement, or death of a faculty member, the Personnel and Policy Committee shall review the school's instructional needs and make a recommendation to the faculty.

3. Before any request to the provost can be made for an appointment, approval of the Divinity School faculty and dean is required.

4. "Before a formal search to fill a faculty position may begin, authorization in writing must be obtained from the provost . . . and the dean of the school. . . . A position is not assumed to be authorized in a given department simply because a faculty member from that department has left the University. Authorizations for faculty positions are terminated (1) when vacated by retirement, resignation, or other reason; and (2) when not filled within the year in which they are budgeted. Positions may be carried over to a new budget year on specific authorization. All position authorizations, including renewals, must be determined in light of school-wide and University-wide priorities. Faculty appointments in the University are made to a school and, where appropriate, to a department (*Faculty Manual*, II, 2, B).

C. Making Initial Appointments

1. When authorization for an appointment has been made by the provost, a special search committee is appointed by the dean, the membership of which shall be approved by the Personnel and Policy Committee. The chair of the search committee shall give regular progress reports on the search to the dean and to the faculty.

The search committee shall include at least one faculty member of the Faculty Personnel and Policy Committee and at least one faculty member whose discipline is closely akin to that of the appointment to be made. Special consideration shall be given to the adequate representation of women and minorities on the committee. The dean serves as an *ex officio* member of the search committee. At least one Divinity and one GDR student shall serve on the search committee.

2. The committee shall conduct a national search through advertisements and through contacts with persons at other institutions. It shall be responsible for creating files on each candidate and for interviews for those being considered for the appointment. The files for non-tenured appointments shall contain a *curriculum vitae*, at least three letters of reference, copies of the candidate's publications or manuscripts, if any, and evidence of teaching ability when available. The files for tenured appointments shall meet the specifications for information assembled for internal candidates for tenure, although inevitably some of the information may not be readily available for external candidates.

3. Following a comprehensive investigation of the candidates available for consideration, the search committee shall schedule on-site interviews of those persons judged to meet the criteria for the appointment. The dean and the chair of the search committee shall be responsible for working through the details of the interviews. Usually a public presentation by the candidate shall be given. Care will be exercised that all members of the faculty have opportunity to meet and evaluate visiting candidates.

4. The search committee shall solicit evaluations of interviewed candidates from all Divinity faculty (and GDR faculty if the person appointed will offer courses open to GDR students). The search committee will also invite comments from the entire Divinity community.

5. When the search committee recommends appointment of a candidate, that recommendation is submitted to the full faculty, as defined above in the first paragraph of Chapter 2. The full faculty shall meet to discuss the committee's recommendation and to make its own recommendation to the appropriate body of tenured faculty for its approval or disapproval.

6. When the full faculty recommends appointment of a candidate, that recommendation is submitted to the appropriate faculty body for its approval or disapproval. Recommendations for an appointment at the instructor, assistant professor, or associate professor levels shall be referred to the tenured faculty for approval or disapproval and for decision on rank and tenure. Recommendations for appointments at the level of professor shall be referred to the tenured professors.

7. The chair of the graduate department of religion shall, in the case of a faculty appointment to an area involving that department, submit to the dean of the Divinity School (with a copy to the dean of the Graduate School) an evaluation of the potential contribution of candidates to the graduate program and a recommended course of action.

8. The recommendations of the search committee, the full faculty, and the appropriate tenured-faculty body shall be forwarded to the dean for action in accordance with the *Faculty Manual*.

V. Policies and Procedures for Renewal, Termination, and/or Promotion

A. Of Non-tenured Persons (tenure track):

The following policies and procedures apply to persons who came to the faculty beginning with the 1997/98 academic year and following.

Policies:

1. Faculty members holding the rank of instructor, if retained, will be promoted to the rank of assistant professor after no more than three years of service or at the beginning of the academic year following the completion of the Ph.D. degree or its equivalent.

2. Appointment to the rank of assistant professor shall be for an initial term of three years, with the possibility of additional appointments of two and then three years if the record supports such additional appointments. Persons initially appointed to this rank who have served elsewhere at the rank of instructor or assistant professor shall be appointed for terms of service that take account of their prior service but only to the extent that the previous service offered opportunities for professional growth and achievement comparable to those enjoyed by tenure-track appointees at Vanderbilt. At the time of appointment to a tenure-track position at Vanderbilt, the candidate and the dean must agree on the number of prior years to count toward tenure.

3. The maximum number of years of probationary service in the tenure-track is seven; followed by an eighth terminal year if an adverse decision on tenure is reached in the seventh year. The limit may be extended under certain conditions as specified in the University's *Faculty Manual* (II, 3, B-4 and 5).

Procedures:

1. The Divinity School shall conduct reviews of tenure-track assistant professors during the second semester of their second year. If granted an additional two-year appointment in that rank, they shall be reviewed again in the fourth cumulative year to determine if an additional three-year appointment shall be granted in that rank. For the first review of candidates, the following information shall be collected:

Materials submitted by the candidate:

- a. A current *curriculum vitae*.
- b. A statement summarizing past research and plans for future research.
- c. Copies of all scholarly publications and any unpublished scholarly items the candidate may wish to provide.
- d. A statement on teaching and service. This should indicate the candidate's approach to and understanding of teaching. The candidate may attach course syllabi and a description of courses proposed to be offered. The statement should summarize the candidate's service to the school, the University, and the wider community.
- e. Student course evaluations.

Materials to be gathered by the dean's office:

- a. Where appropriate a report and evaluation by the GDR chair of the candidate's contribution to graduate studies. This shall include a list of the dissertations in which the candidate was involved.
- b. Copies of reports from the dean to the candidate of their annual meetings giving information on the candidate's strengths and areas designated as of concern.
- c. Other materials the dean thinks may be helpful to the committee.

The items enumerated become the candidate's file.

2. At an early date, but no later than three months before the candidate is formally reviewed, the dean and the chair of the Faculty Personnel and Policy Committee shall meet with the candidate to review the provisions of the *Faculty Handbook* and the *Faculty Manual* regarding the materials to be gathered and the process of review. At this meeting, the date shall be set by which the materials shall be gathered and available for review.

3. The dean shall appoint, in consultation with the chair of the Faculty Personnel and Policy Committee, a committee of the tenured faculty to conduct the review of the candidate. This committee shall include: (a) a member of the Faculty Personnel and Policy Committee, (b) a faculty member of the candidate's field or of a closely allied area, and (c) another member of the faculty. This committee shall give close study of the gathered material and make a written report of its findings to the tenured faculty. The report shall conclude with one of the following recommendations: (a) that the appointment not be continued and the contract be permitted to expire, or (b) that the appointment be continued at the assistant professor level.

4. At a called meeting of the tenured faculty the dean shall preside with voice but without vote. A member of the faculty shall act as assistant for the day. A simple majority of all the tenured members of the faculty (not just those present and voting) is required to establish concurrence or non-concurrence with the recommendation brought by the committee. Written absentee ballots will be accepted and counted in this tally. The minutes of the meeting shall reflect the full range of views expressed at the meeting, the names of all present and absent when the vote was taken, and the vote tally.

5. The assistant of the faculty for the day shall produce a report that summarizes the proceedings and the conclusion reached. The report shall be available to the tenured faculty who attended the meeting. Any member present for the discussion who believes that the summary does not fairly reflect the deliberations and who is unable to persuade the assistant to revise the summary to his or her satisfaction may submit a letter to the dean expressing one's concerns. (Note: The letter must be concerned with the accuracy of the summary; it is not to deal with the merits of the case.) The letter must be submitted no later than the second working day following distribution of the final text. The summary, and any letters expressing unhappiness with the summary, will become part of the candidate's file. The dean shall forward the file and his or her recommendation on the candidate to the provost.

6. **Ex parte private communications.** An *ex parte* letter is defined as any unofficial message offered by one person, usually a faculty member, to a dean or other administrative official about a candidate for appointment, renewal, tenure, or promotion that is communicated privately without the knowledge of other persons, such as faculty of the school, and which seeks to influence decisions about the candidate's appointment, renewal, tenure, or promotion. *Ex parte* messages will not be considered by the dean in reaching a decision and will not be included in tenure and promotion files sent to the University's Promotion and Tenure Review Committee (PTRC) and the provost's office. Letters received from outside the School which have been solicited by the School will not be included in the candidate's file.

For the **second review of candidates** the following information shall be collected:

Material to be gathered for the review:

- a. Those submitted for the first review (see above).
- b. Two outside letters from scholars in the candidate's field. One of those will be from a list of three recommended by the candidate. The other shall be one selected by the Faculty Personnel and Policy Committee.

Process for the review: same as for the first review.

In the **third and final review of assistant professors**, University guidelines largely determine the policies and procedures which the Divinity School will follow. They are set forth herewith.

1. **Deadlines.** All promotion files must be submitted to the University's Promotion and Tenure Review Committee (PTRC) no later than February 1.
2. **The File.** Each file sent to the PTRC shall include the following:
 - a. **Letters.** Each candidate for review shall submit the names of at least six senior scholars external to the University in the candidate's field of study who might be contacted for an evaluation of the candidate's scholarship. Not all of these need be contacted, but letters from at least three must be in the file submitted to the PTRC for review. The candidate should know that the opinions of external reviewers who have little personal or professional connection with the candidate are given special attention in the PTRC's deliberations. The names of all those proposed by the candidate shall become part of the file.

The file shall also contain at least three letters selected by the dean in consultation with the chair of the Faculty Personnel and Policy Committee. These should be leading scholars in the field with minimum connection to the candidate. Efforts should be made to obtain reviewers from the top programs in the candidate's field. The dean must approve those being proposed prior to their being contacted. The file shall include evidence of the dean's approval.

The file shall also include: (1) a sample letter sent to potential reviewers, (2) a list of all reviewers from whom the department requested evaluations, (3) biographical information about the reviewers, (4) correspondence with actual or potential reviewers and reports/summaries of telephone conversations between tenured faculty and any reviewers, (5) a statement indicating the amount paid to the reviewers, if applicable.

- b. *Curriculum vitae.* The file shall also include the candidate's *curriculum vitae*. It must be dated and all scholarly work presented in clearly labeled categories, such

as (a) books, (b) book chapters, (c) articles in journals, (d) conference proceedings, (e) book reviews, (f) working papers, (g) invited presentations, and (h) research grants received. The full citation (including beginning and ending page numbers) to published works must be provided. In describing co-authored works, the description “with” is not acceptable. Instead, the exact published order of authorship must be indicated, and the candidate’s contribution to each co-authored work must be indicated.

The file shall contain copies of the *curriculum vitae* that served as the basis of the candidate’s second-year and fourth-year reviews and the counseling information that resulted from these reviews.

- c. **Publications and On-going Research.** The file shall contain copies of the candidate’s published materials and any other manuscripts-in-progress that the candidate thinks might be helpful in the review process.
- d. **Group Teaching or Research.** An analysis of the candidate’s contribution to any group teaching and/or research in the school. Such an analysis must be presented in such manner that the candidate’s contribution can be distinguished from the contributions of other leaders of the group.
- e. **Course Evaluations.** Numerical course ratings, together with averages and other descriptive statistics for all courses the candidate has taught. The file shall also include one copy of the written comments by students on standard evaluation forms.
- f. **Candidate’s Statement.** The candidate shall submit a statement of scholarly accomplishments and any plans for research, teaching, and service.
- g. **Review Committee’s Recommendation.** The file shall include the written report prepared by the review committee that was presented to the tenured faculty showing the evaluation of the candidate’s research, teaching, and service accomplishments and prospects for the future.
- h. **Minutes of the Faculty.** The file must include minutes of the meeting of the tenured faculty that received the review committee’s recommendation.
- i. **Evidence of special arrangements.** The file shall include any evidence/agreements made between the dean and the candidate that would differ from that normally expected of candidates in the field of study as they move toward promotion and tenure. Such agreements must have the approval of the Provost before they become effective.
- j. **Other Materials.** The file should include any other materials relevant to the candidate’s promotion and tenure that are not mentioned above.

In addition to the items noted above, the following will be gathered for consideration but will not become part of the candidate's file:

- a. Where appropriate a report by the chair of the Graduate Department of religion, with a copy to the dean of the Graduate School, of the candidate's contribution to graduate studies, including the number of dissertations supervised, service as director of studies in his or her field or as academic guide to students, and assessment of the quality of scholarship.
- b. A report and evaluation by the dean of the participation of the candidate in and contribution to the work of the School and the University.

Expectations Governing the Years of Service of Tenure-Track Faculty

During the years leading to reviews, tenure-track faculty is expected to make steady progress toward fulfilling the University's requirements for promotion and tenure. Clear indications of progress at each renewal period are expected. The evidence needed becomes more weighted with continued time in rank.

To assist in this process, assistant professors will have annual conversations with the dean about their progress. The dean and the persons under review may agree upon other means to enhance their years of service at Vanderbilt so that a positive review at each stage can be anticipated.

B. Of Tenured Persons

Policies:

1. For appointment or promotion to the rank of **associate professor**, judgments shall be based on performance, teaching, and other intellectual and academic service. Excellence in all of these is desired. The following are required: excellence in research, scholarship, or creative expression; a high level of effectiveness in teaching; satisfactory performance in service to the University and/or to professional and learned societies.

For appointment or promotion to the rank of **professor**, the Divinity School expects the level and quality of achievement in research, scholarship, and creative expression to be equivalent to that required of professors at major American theological schools and universities. The candidate must have attained national or international recognition among leading scholars in one's discipline for sustained and excellent research, must have taught courses at a consistently high level of effectiveness, and must have demonstrated a well-developed and recognized record of service both to the University and his or her discipline.

2. Review for promotion from associate professor to professor is initiated at the request of the associate professor, normally no earlier than the beginning of the fifth year of tenure at the

rank of associate professor; thereafter the request may be made at any time. Using the criteria stated in Section II, the review is conducted by a review committee composed of three Divinity School professors selected by the dean and the chair of the Faculty Personnel and Policy Committee. The committee shall be composed of a professor of the Faculty Personnel and Policy Committee, a professor of the candidate's field or of a closely allied area, and another professor in the School. The committee, after completing its review, shall produce a written report of its findings and will recommend (a) the candidate's continuance in present rank, or (b) promotion to the rank of professor.

3. At any time, a tenured Associate Professor may request from the Dean by writing to become a candidate for promotion to Full Professor. The Dean will follow approved procedure in evaluating the dossier of the candidate.

4. Within 5 to 7 years from achieving the rank of a Tenured Associated Professor, a colleague's readiness for promotion to Full Professor will be evaluated. The Dean will form a committee of Full Professors that will advise the colleague whether or not to request candidacy for such a promotion. A decision not to request candidacy will be reviewed in the same way every three years subsequently, until promotion or retirement is achieved.

5. All tenured professors are expected to vote in cases of appointments or promotions to the rank of professor. Professors who cannot be present when the vote is taken may vote by written absentee ballot. A simple majority of all professors (not just those present and voting) is required for concurrence or non-concurrence in the recommendation. A secret ballot will be taken if any voter requests it. A record of the vote and of the names of the eligible voters present at, and absent from, the meeting will be forwarded to the dean. Strict confidentiality is required.

Procedures:

The procedures for promotion to professor are the same as those for awarding tenure and associate professor rank, and only tenured professors will vote on recommendations received from the Review Committee.

C. Appeals

Decisions of appropriate faculty bodies on tenure and/or promotion cases are reported to the dean for consideration. In the event of a negative decision by the faculty, the candidate may appeal (within ten days of receipt of notification) to the dean, who may either accept the negative decision, thereby ending the matter, or return it to the appropriate faculty body for reconsideration. On reconsideration only those faculty participating in the original vote shall be eligible to vote on the matter up for reconsideration. If the original negative decision is reaffirmed by faculty vote, the dean, if he or she reaches a contrary view, may send a positive recommendation to PTRC. If the dean does not concur in a positive decision by the appropriate faculty body, the latter group, by a two-thirds affirmative vote of those casting ballots in the original decision, may register their views with PTRC. In such cases the complete file of the candidate will be sent to PTRC for review.

VI. Distinguished Professorships and Named Professorships

Recommendations for appointments to distinguished professorships and other named professorships are made by the dean with the advice of the Faculty Personnel and Policy Committee. Candidates must be scholars of exceptional national and international stature. Appointments shall be to terms of seven years with the possibility of reappointment for two additional terms. Thus, a distinguished or named professor may hold the title for up to twenty-one years, provided the dean and the provost conclude that the individual continues to work at the level of academic distinction that merited the initial appointment.

VII. Administrative Officers

1. Administrative officers may or may not possess academic rank. Those who do possess academic rank (including instructor but not lecturer) will be appointed and promoted on the basis of the policies outlined above.

2. Usually, promotion beyond the rank of assistant professor for administrative officers devoting less than half time to teaching and scholarship will be without tenure.

CHAPTER III

FACULTY BENEFITS

The following Divinity School policies and procedures on faculty benefits are supplemental to those found in the University *Faculty Manual*.

1. Leave of Absence

Leave of absence from Divinity School duties is most often granted for special research, study, and writing for publication. Leave may also be granted for travel, health, rest or recreation, or special assignment elsewhere in connection with one's work. A leave is not an automatic right, but a privilege granted with the approval of the dean. The Divinity School seeks to provide academic leaves to tenured and tenure-track faculty under the following terms:

- a. Usually, faculty members will be eligible for a semester leave with full salary and benefits after six semesters of full-time teaching. Faculty members may elect to have two consecutive semesters of leave with half salary and full benefits after twelve semesters of fulltime teaching.
- b. The Divinity School encourages faculty members to apply for grant support for leaves with the approval of the dean. Accordingly, a faculty member may apply for a two-semester leave at half salary and full benefits after six semesters of full-time teaching if the second semester of the leave is supported by a significant grant(s) awarded on the basis of a meritorious proposal. Proposals for sabbatical leave submitted under this provision must have prior approval of the dean before application is made for grants from any source.
- c. Applications for leave must be submitted to the Personnel and Policy Committee a full calendar year prior to the beginning of the sabbatical semester and should be coordinated with area colleagues and curricular needs. Applications should include a description of the research in which faculty members will engage, the presentation or publication they hope to produce, and information on the most recent leave and the scholarly contributions that resulted from it.
- d. At the conclusion of the leave, faculty members will be expected to provide a written report of their activities to the dean. Such reports will be forwarded to the P&P committee and retained in faculty personnel files.
- e. On occasion, leaves may be connected with academic "retooling" and may not involve prospects of publication or any significant public presentations. In such a case, a proposal for leave shall be submitted to the Personnel and Policy Committee along with a supporting letter from the dean.

- f. There are practical limits to the number of faculty members who may be on leave in a given semester, and no more than one faculty member in a given area of the curriculum should be on leave in any single semester. It is always understood that leaves are possible only after the curricular needs of the school have been covered. Any special arrangements for leaves should be discussed with the associate dean and the dean prior to making application for the leave.

2. Professional Travel

Each year a designated sum of money is available for faculty travel to conferences and professional meetings. The dean will announce at the beginning of an academic year the amount that can be used by each person.

3. Offices, Equipment, Supplies

Each full-time faculty member of the School is assigned a private office in the Divinity Quadrangle, furnished with desk, chairs, file cabinet, bookshelves, computer, printer, computer table and telephone. Additional equipment may be furnished by the faculty member.

Offices are assigned to tenured faculty members according to length of service at Vanderbilt, with the most senior person in terms of rank given preference in the event that there are two or more persons of equal service. For purposes of this policy, offices are of three sizes: small (nos. 206-221), medium (nos. 222, 223, 228, 235, 240), large (nos. 230, 232, 233, 234, 238, 239).

Office Supplies normally used in the course of professional activities are provided, including stationery, paper clips, pencils, etc. These supplies are kept in the office of the faculty assistant and may be secured as needed.

Postage is paid by the School on all Divinity School and professional business mailings. Faculty members are expected to pay postage on personal correspondence.

Long Distance Calls: University telephones are on a direct dial system. Long-distance calls should be made at the School's expense only for what is manifestly Divinity School business or urgent professional business. Faculty reimburses the School for any personal long distance charges.

4. Support Staff Services

Services include:

- copy/scan material [Requests during peak periods – beginning and end of the semester – may meet with delays, so plan accordingly.]
- assign copy codes and manage the copy machines/scanners and printer in the mail room
- maintain adequate supplies in the mail room

- assist with the preparation of manuscripts
- assist faculty members with travel reports and reimbursement requests
- assist in the preparation of materials for reviews , e.g., (tenure/promotion/ contract renewal)
- mail items (according to school policy)
- serve as a secure station for students to pick up/turn in items (e.g., exams, papers)
- maintain stock of supplies for faculty
- receive book orders from the faculty each semester and forward said orders to the Barnes and Noble Bookstore representative
- send and receive professional faxes
- supervise student workers (as assigned by Dean's office)
- set up group meetings and reserve rooms for meetings
- type professional lists and envelopes as requested

This position cannot:

- o keep schedules for individual faculty members
 - o answer phone calls / take messages for individual faculty members
 - o make personal appointments
 - o run errands
 - o perform housekeeping
- Other duties as assigned by the supervisor or associate dean.

5. Duplication of Materials

Instruction. The school provides, at no cost to the student, copies of syllabi, bibliographies, and examinations. Lecture outlines, summaries, diagrams, and other brief instructional materials will also be provided at no cost to the student if the instructor deems them essential. However, the cost of curricular reading material (e.g., copies of journal articles or chapters in books) must be paid by students or the instructor.

Memoranda and Other Documents. Memoranda and other documents relating to programs and governance of the School and University may be duplicated as needed, as may documents relating to work done by faculty for academic professional organizations. In both cases charges should be made to special budgets when such are available.

Scholarship and Research. Each faculty member is allowed up to 800 pages per academic year (July 1-June 30) of duplicated material related to scholarship and research. This could include the copying of manuscripts submitted for publication or review, the copying of out-of print or inaccessible materials needed for research, and preparing duplicate copies of applications for research funding. The school business officer is charged with monitoring compliance with this policy. This policy on duplicating applies to all full-time members of the faculty. The statement above under instruction applies to part-time faculty as well.

Copier Duplicating Codes. Full-time faculty who do their own duplicating on the Divinity School's copier will need to obtain a "copy code" from the Dean's Office by which charges can be made for the duplicating previously discussed.

CHAPTER IV

RESPONSIBILITIES

1. Faculty Annual Statements or Reports

Statements. Increasingly, faculty members of the University are involved in off-campus remunerative activities. Several years ago this led the University to adopt a policy regulating such activity (see the *Faculty Manual*, chapter on "Conflicts of Interest"). Part of the policy states that the maximum expenditure of time on outside remunerative activity should not exceed forty days during the academic year (see *Faculty Manual*, p. 50). Further, each dean is expected annually to secure statements from faculty members indicating that they have not exceeded this limit. Consequently, Divinity School faculty members shall, no later than September 1 of each year, provide a statement to the dean's office indicating that their outside remunerative activity for the preceding year (July 1 - June 30) is within the University guidelines. Those writing annual reports to the dean shall include this statement at the end of their reports (see #1 below).

Reports. Each full-time faculty member is expected to submit an annual report to the dean covering the preceding academic year (July 1 - June 30). Matters to be discussed in the report are:

1. Classes taught, with enrollments, including any reading courses offered.
2. Other services to the Divinity School (such as committee work, etc.).
3. Services to the University.
4. Publications during the academic year.
5. Writings completed and accepted for publication but not listed under #4 above.
6. Writings and/or projects in process or in immediate prospect. Include discussion of how these relate to the faculty member's overall plan for scholarly research, if any.
7. Service to the church/community.
8. Service to the academy.
9. Specific needs for professional support and growth.
10. Other comments or observations that the faculty member may wish to include.
11. Statement on outside remunerative activities.

2. Annual Conversation with the dean

Annually, each faculty member will be invited by the dean to a conversation about matters of mutual concern. This conversation is intended to be supportive of the work of the faculty member.

3. Academic Load

The normal teaching load each semester is two regular courses (normally for three hours credit each). Those courses which enroll less than four students will be canceled unless there is an over-riding reason requiring that they be offered. If there is a cancellation, the instructor will negotiate with the dean for another assignment to compensate for the reduced teaching load. Adjustments may be made by the dean for persons carrying unusually heavy administrative or committee responsibilities.

4. Advisory System

Each incoming student is assigned a faculty adviser. Every effort is made to distribute advisory responsibility equally among the faculty. The adviser will assist students in planning their courses of study and serve as a guide as they reach decisions involving future academic plans and vocational objectives.

5. Committee Responsibilities

Faculty members are expected to share in the policy making and operation of the School through participation in its committees. Assignments to committees that are not elected by the faculty are made by the dean. Additional assignments to *ad hoc* committees may be made as necessary. Every attempt is made to distribute committee responsibilities equitably.

6. Absence from Classes

Faculty members are encouraged to participate in the life of their religious bodies, in the religious leadership of the community, and to take active part in the work of their scholarly and professional societies. Such participation should not involve absence from teaching responsibilities more than the equivalent of one week of instruction each semester. In cases exceeding such absences from class, the dean's office must be notified in advance.

7. Faculty Meetings

Stated meetings of the faculty are normally held monthly in Tillett Faculty Lounge or Private Dining Room. Necessary absences should be cleared with the dean. Special meetings of the faculty may be called by the dean or by the Faculty Personnel and Policy Committee.

8. Non-University Duties of Faculty Members

From time to time, faculty members may be asked to serve as interim ministers of churches or to take on other remunerative assignments. Faculty members must clear any long term commitments of this sort with the dean and secure approval in advance. Vanderbilt University's policy is that the maximum expenditure of time on outside remunerative activities each year is forty days, including holidays. (See p. 67 of the University *Faculty Manual*.)

9. Reading of Senior Projects

Each M.Div. student in one's senior year must write a senior project. Each project must be read by two full-time members of the faculty. One of these shall be the faculty members who give leadership to the senior seminar. Second readers will be assigned by the associate dean with the concern being to distribute this responsibility throughout the faculty. All faculty members are expected to carry this part of the faculty work.

10. Grading

The School's policy on grading will be found in the current issue of the School's bulletin.

11. Academic Credit

Any Divinity School educational program for which academic credit is awarded requires approval by the Divinity School faculty.

CHAPTER V

OTHER INFORMATION

1. Class Schedule

The assignment of meeting times for all classes is made by the office of the associate dean. Faculty members are invited to indicate their preferences in these matters but are expected to accept the assignments made in the light of the total requirements of the curriculum. For courses receiving three semester hours of credit, there are three standard weekly formats: three times weekly for 50 minutes each, twice for 75 minutes, and once for 110 minutes. Seminars normally meet each week for two hours, but extended time is available.

The associate dean's office is also responsible for the assignment of classrooms. If the faculty member wishes to be assigned a different room for class instruction from that previously assigned, this change must be cleared through the associate dean's office.

2. Office Hours

The administrative offices and switchboard are open from 8:30 a.m. to 4:30 p.m., Monday through Friday. In order to encourage students to consult the faculty on academic and other issues, faculty members are asked to post on their doors when they will be available in their offices and observe adequate and regular hours.

3. Syllabi

Syllabi must be submitted by the start of classes each semester. Copies of syllabi for all courses are kept in the Dean's office.

4. Textbook Lists

Each semester a list of texts required and recommended for the following semester is compiled by the faculty assistant and submitted to Barnes and Noble at Vanderbilt University. Faculty members are expected to comply promptly with requests for this information. In accordance with federal regulations, faculty members must also post their textbook information in the Your Enrollment System (YES) before registration. Similar information concerning books desired on reserve is to be supplied to the Divinity School librarian.

5. Documents Reflecting the School's Commitments

An important statement on the "Purpose" and "Commitments" of the Divinity School is found in the Divinity School bulletin. See the section titled "Theological Education in a University Setting." The school's longstanding commitments have also been elaborated in companion documents throughout the years. From 2010-2011, students, staff and faculty built on

the legacy of those documents to craft a statement discussing how the school currently attempts to live into these commitments. Passed by the faculty in May 2011, “Living the Commitments: The Vanderbilt Divinity School’s Ethical Statements” discusses the core convictions and virtues of the community and subsequent guides to ethical action within the Divinity School as it relates to poverty and economic injustice, racism and ethnocentrism, religious diversity, sexism, and sexual and gender identity. See [Appendix A](#). Additionally, a document on inclusive language (“Toward a More Inclusive Language for Vanderbilt Divinity School and the Graduate Department of Religion”) has been used since 1979 (revised most recently in 2012); it represents the School’s leadership and commitment on this issue and serves as an introduction and guide to members of the community. It is distributed to faculty, staff, and all entering students. See [Appendix B](#). Faculty are expected to read and take seriously these commitments.

6. Confidentiality of Student Records

Vanderbilt University is subject to the provisions of the federal law known as the Family Educational Rights and Privacy Act (the Buckley Amendment), affording students rights of access to education records and imposing obligations on the University in the release and disclosure of those records to third parties. Only the following is deemed "directory information" and available to any person without consent of the student unless the student gives notice otherwise: the student's name, address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information. All other information is deemed confidential and may not be released without written permission of the student.

Covered by this rule of confidentiality are (1) papers in the student's admission file, (2) grades on examinations, term papers, etc., and (3) papers prepared by the student to fulfill course assignments, etc. Thus the faculty member must take steps to protect the student's rights of confidentiality. Grades must not be posted, and papers prepared by a student, if not returned directly to him or her by the instructor, must be returned to the student’s email ending in “vanderbilt.edu” or in a sealed envelope in the administrative suite to be picked up by only the student him or herself. Faculty who wish to leave graded assignments for pick-up are asked to put the paper in a sealed envelope with the student’s name and the semester and year of the course and give it to the Assistant to the Deans or the Dean’s office receptionist. A student will sign for her/his paper at the front desk. Papers not picked up by students will be shredded at the end of the following semester.

If the faculty member utilizes the services of a teaching assistant, one is responsible to insure that the teaching assistant is aware of these policies and has completed the FERPA tutorial.

Faculty and administrative staff who have a legitimate interest in confidential material on a student as a result of their professional responsibilities will be permitted to examine the records of that student. **When in doubt, do not act without first consulting the dean or associate dean.** The online FERPA tutorial as provided by the University is a requirement of employment.

7. Facsimile Services

The Divinity School has two fax machines: administrative suite (room 113), 343-9957; and the GDR office suite (room 202), 343-5449.

Sending Faxes. Take the document, the destination fax number, and your VNET number to the appropriate office for faxing. There is no charge for a local fax; charges for long-distance faxes will appear on the monthly telephone bill. Faculty and staff are expected to handle charges for fax calls in the same manner as other long distance phone calls. If any calls are covered under a grant, make arrangements for your grant to reimburse the School.

Receiving Faxes. There will be no charge for faxes received, but faculty and staff are encouraged to keep personal faxes to a minimum.

8. Library Support for Instruction

The Divinity Library provides instructional support for courses taught in the Divinity School and Graduate Department of Religion. Print reserves and electronic reserves are both available. Library staff are available to serve as course builders in OAK for a limited number of courses each semester. Library staff are also available to develop course or subject specific LibGuides and other resources upon request.

9. Faculty Lounge

The Tillett Faculty Lounge, named in honor of Wilbur Fisk Tillett, dean of the Biblical department (later the School of Religion) from 1886 to 1919, is available for a variety of school functions. Use of the room for committee meetings should be cleared with the assistant to the deans to avoid conflict. Only faculty members may reserve the room for meetings and events. When not in use, the lounge is available to faculty members for reading or relaxation.

10. University Travel

Travel on University business must be cleared by submitting a travel form to the dean's office in advance; this includes an expense report form which is completed after the trip has been made.

All advanced purchases for travel should be charged to the departmental credit card. The assistant to the deans will assist the deans and Field Education faculty. The faculty assistant will assist all other faculty.

Airline reservations should be made through Frosch at <http://www.vanderbilt.edu/travel/>. The agency will provide assistance when trips have to be cancelled or rearranged. Domestic bookings can be made online. International bookings must be made over the phone. Frosch has the department's credit card on file and a list of faculty authorized to make charges to it. Frosch can be used to make personal reservations for a fee of \$20.

Hotel conference rates are not available through the Frosch site. To get a conference rate, make the reservation via the conference link, then ask the hotel to fax or email a credit card authorization form to the faculty assistant (615.343.5449) or assistant to the deans (615.343.9957).

11. Divinity School Calendar

The master calendar for the Divinity School is kept by the assistant to the deans. Before meetings of any sort are scheduled, persons should check with him or her to see what conflicts, if any, might occur. Once meeting times have been established, they should be recorded on the master calendar.

Regularly scheduled events include: Monday Forums (10:10 a.m. in DIV 122), Wednesday Worship (10:10 a.m. in All Faith Chapel), and Friday Coffee Hour (10:10 a.m. in the Reading Room). No Divinity classes are to be scheduled during these times.

12. Scheduling Use of Rooms

The use of any classroom must be scheduled in advance through the Dean's office.

13. Communication

A number of means are used to acquaint the Divinity School community with information on current events. *The Spire*, our on-line alumni/ae magazine, is published monthly from September to June to inform the School's constituency of matters of common interest and coming events. *The Hustler* is a twice-weekly student-edited newspaper of the general Vanderbilt community. *MyVU* is published monthly by the University's Office of Public Information and provides news of interest to the University community.

14. Library Support of Faculty Research

The Divinity Library not only has a fine book and periodical collection but a competent staff eager to support teaching and research needs. Faculty is encouraged to become acquainted with the staff and to learn of their policies and procedures. The university library has an active Faculty Delivery Service, in addition to an excellent InterLibrary Loan department. Books from any library in campus can be requested electronically and delivered to your office. Articles can also be provided electronically or by fax, from periodicals within the libraries collections, as well as through ILL.

15. Student Workers

Some research assistance is available from Graduate Department of Religion students who are obligated by their fellowships to provide assistance to faculty in their areas. Faculty should coordinate their requests for such research assistance to the associate dean for graduate

education with the other members of their area.

All other allocations of student assistants (graduate, professional, and undergraduate) for program support or research assistance must be approved in advance by the Dean's office. The school requires that all student workers complete the "Free Application for Federal Student Aid" (FAFSA) and qualify for Federal Work Study. No faculty member should promise any student a position without prior approval for that particular assignment and student.

Work Study students are all centrally hired and their positions are allocated by the Dean's office. Faculty who are on medical or family leave, or out of residence are not assigned research assistants or student workers. A faculty member who agrees to supervise Work Study students agrees to: 1) verify and certify actual hours worked by those students; and 2) assign only appropriate Vanderbilt-related business to those students in their work assignments.

APPENDICES

Appendix A	Living the Commitments
Appendix B	Toward a More Inclusive Language
Appendix C	New Faculty Checklist
Appendix D	Constitution of the Vanderbilt Divinity School Honor Council
Appendix E	Divinity School Computer/IT Policy

Living the Commitments The Vanderbilt Divinity School's Ethical Statements

The Commitments of the Divinity School are written to indicate the kind of just and hospitable world the faculty and students seek to promote through education, proclamation, and service. These convictions do not emerge from a single religious community; rather, they emerge from several religious and humanistic traditions. The Commitments constitute an invitation to students and faculty to engage in an ongoing conversation about faith and human relations, in the world and in the Divinity School itself.

The Commitments of an institution that seeks justice, inclusion, and respect for diverse kinds of human beings must be lived if they are not to stand in judgment of the people who affirm them. In order to effect these Commitments, therefore, students and faculty alike are asked to practice the following convictions and virtues:

Generosity—to give freely, based upon the trust that the value of education and wisdom is not diminished through sharing.

Hospitality—to welcome all at the table of learning, making a special effort to enlarge that table for people unlike ourselves and for those who are excluded from other tables.

Humility—to accept that others may know more about a given situation, to realize that one may know more through others, and to accept that no one is right about everything.

Imagination—to envision a world that is better than the one we have and to engage in learning so as to make that new world more manageable to others.

Patience—to pursue understanding with hope, even in the face of misunderstanding and disappointment.

Reflexivity—to cultivate awareness of one's individual and intuitional history, so as to overcome inherited practices.

Respect—to dignify the selfhood and tradition represented by each other member of the community, irrespective of the historical, theological, and embodied differences that person may represent to oneself.

From time to time it is appropriate for various parts of the Divinity School community, and for all parts of the larger community, to examine the practices and aims of the School with respect to its stated purposes and commitments. At every such juncture, it is vital to remember that Commitments become real not by their invocation or revision, but by the manner in which they are lived. The policy statements that follow are the result of careful deliberation between students and faculty and are provided as guides to ethical action within the Divinity School community as its members seek to live the commitments. They belong to a long-standing tradition of the school, some portions having been initiated in the 1960's and other portions having been added more recently. Like all human institutions, the Divinity School remains imperfect; yet it hopes that these Commitments will motivate students and faculty toward a mutual fulfillment of their premises.

Poverty and Economic Justice

In 1875, Bishop McTyeire proclaimed Vanderbilt's Biblical Department, the predecessor of today's Divinity School, to be a "School of the Prophets." Striving to embody the spirit of that proclamation, the Divinity School has historically engaged issues of poverty and economic (in)justice. The various faith traditions represented at the School recognize the multidimensional reality of poverty and uphold commitments to foster human flourishing and care for those who are in need.

To this end, the Divinity School is committed to designing curricular programs—in both academic research and field education—that critically interrogate the institutionalization of economic injustice, the persistence of poverty, and the intersection of class oppression with other structures of marginalization such as gender, race, sexuality and ability. It will train future ministers, teachers, activists, and other graduates to engage thoughtfully and pastorally in cross-class congregations, classrooms, and anti-poverty organizations. It will develop new programs, institutes, and scholarships that make admission and access to the resources of the Divinity School available to economically poor students and members of the Nashville community. It will cultivate the value of the experiential knowledge of the poor by giving particular attention to student, faculty, and outside community voices of poverty.

The Divinity School will also support a work environment, in its premises particularly and at the University generally, that offers wages and benefits that ensure that no employees—including those who maintain the grounds, service the

building, and serve food in the cafeterias—are kept in poverty by their employment. And it will continue to include among the faculty cohort those whose scholarship and teaching brings a focus to issues of poverty, class, and economic justice, and it will encourage student organizations whose focus is on issues of poverty, class, and economic justice.

Racism and Ethnocentrism

As generally understood, racism designates forms of prejudice, bias, discrimination, violence and terror directed at persons or groups, based on differences in traits, characteristics, manners, customs, or other cultural markers such as language, dress or skin color. Ethnocentrism involves evaluating other cultures and ethnic groups in light of one's own cultural or ethnic standards, and it promotes putative superiority over these other groups, leading to manifestations of chauvinism and racism that are directed against distinct populations perceived as inferior, often within the same geographical region.

The history of the United States has been especially marked by racism and ethnocentrism. This condition has resulted in prejudice, discrimination, and violence—physical, psychological, and institutional—against persons of (among others) African, Asian, Native America, Latino, Muslim, and Jewish descent. Racism and ethnocentrism not only manifest themselves in individual attitudes or personal prejudice, but they also operate through systemic social structures, permeating the life-worlds of groups, communities, nations and societies. At the same time, racism and ethnocentrism often manifest and reinforce themselves through demeaning language or characterization as well as through notions of American exceptionalism. These problems call for us to remain vigilant and to resist their influence in the classroom, community and society.

Combating racism and ethnocentrism is an ongoing task. Personal or group intervention alone will not cure these prejudices. Sensitivity is not enough to remove the injury and injustice that racism and ethnocentrism introduce into our conversations, classrooms, social spaces, and writings. Nor do a diverse faculty, staff, and student body ensure that racism and ethnocentrism will not persist. To combat such prejudice, Vanderbilt Divinity School is resolved to continue to diversify at all levels of its administration, faculty, staff and student body, to improve financial aid to racially and ethnically underrepresented groups, to promote a safe environment and respect for all, and to stimulate the creation of courses and public presentations that enhance racial and ethnic understanding.

Religious Diversity

Vanderbilt Divinity School commits to a program of theological education that is open to and takes account of the religious pluralism in our world. It seeks to familiarize students with the diverse manifestations of faith throughout the world and to acquaint them with the language of interfaith encounter. It recognizes that in the past failure to respect diversity of religions—both doctrine and practices—has been a source of conflict. It affirms that a multiplicity of religious traditions enriches our community. When founded in 1875, the Divinity School primarily prepared candidates for the Christian ministry. While the majority of its students and faculty still stem from the Christian tradition, the School now seeks to embrace a wide spectrum of religious faiths, both in Christian denominations and in other religious traditions. Its students prepare for a variety of leadership positions, both inside and outside formal religious institutions.

The Divinity School is one of a handful of university-based interdenominational institutions. It believes that preparation for religious leadership today happens best in a religiously plural pedagogic environment. It therefore expects to appoint scholars from diverse branches of Christian and other religious traditions. It commits to create core courses as well as electives that will introduce different traditions, that explain how misrepresentations and misconceptions about the other develop, and that expound on how distortions might be prevented. It pledges to seek resources to sustain study in a global context.

To fulfill its goals of religious diversity, the School must not be parochial, either in its curriculum or in its student and faculty composition. It must resist and confront caricatures of the faiths, practices, and traits of others. The Divinity School will continue to support student investment in their own particular traditions, will seek to stimulate recruitment of a diverse body of students and faculty, and will sponsor named lectureships (e.g. Cole Lectures, Antoinette Brown Lectures, Harrod Lectures) that sustain the spectrum of religious expression.

Sexism

Sexism is an interlocking system of advantage based on gender. Sexism is an act, an attitude, an opinion, or a feeling that has prejudicial effect. In a patriarchal society or institution, sexism is manifested through male privilege. Male privilege refers to many implicit and explicit ways by which one sex receives concrete benefits of access to resources and rewards that are denied the other sex. This privilege has allowed one sex to institutionalize norms and values to the detriment of another. Despite efforts to protect the equal rights of women, institutionalized sexism remains both prevalent and systemic, embedded in every institution in society.

Women as a marginalized group, represent diverse particularities that include (but are not limited to) race, class, sexual orientation, religious background, and physical ability. Women are significant participants in religions; in America, they have constituted the majority of most denominations. However, women's religious lives have often been relegated to spheres separate from the "normative" activities. Further, until the development of women's studies in 1970s and 1980s, little critical analysis of religious sexism existed, and most of the history of women in religion remained largely hidden. Increasingly, scholars and others attentive to the concerns of women have recovered and are documenting women's leadership of, participation in, and contributions to religious life. Moreover, educators and researchers are continuing to critically engage how religions speak about women and whether they provide options to them.

The Vanderbilt Divinity School commits continuously and explicitly to include gender as an analyzed category and to mitigate sexism in the Divinity School's curricula. It will deliberately seek to fill faculty and administrative vacancies with women of underrepresented racial, ethnic, theological and religious backgrounds and sexual identities. All faculty members, especially those who teach courses in the core curriculum, are committed to work toward course outlines in which both the experiences of, and the scholarship by, women—especially those of other underrepresented identities—are integrated. They will encourage students to create a positive classroom and cultural climate in which women's self-confidence as scholars and professionals can be nurtured and strengthened. This includes consistent attention to the use of inclusive language, especially in relation

to the Divine. Faculty, students, and administration will strive to reinforce these values in extra-curricular events and programs.

Sexual and Gender Identity

Controversies in religious communities over sexual and gender identity continue worldwide. Religiously based homophobia is often mobilized for political purposes. It threatens family and community unity and contributes significantly to the high suicide rates among gay and lesbian teens. While homosexuality is the primary lightning rod, the controversy is broadening as public awareness of the variety of sexual and/or gender identities expands. The now common acronym LGBTQI includes not only gays, lesbians, and bisexuals, but transgendered, transsexual, and intersexed persons, as well as those who identify as “queer.” These vectors of identity are also inseparable from others, including race, ethnicity, class, nationality, and religion. Discrimination and misunderstanding, therefore, take many forms. The sheer variety of these terms indicates an ever-shifting and growing understanding of the complexity of the relationship among identity, embodiment, self-expression, and cultural expectations. This, we cannot assume that our interpretation of how people look or act is a reliable window into their self-understanding.

The Divinity School’s commitment to social justice on these issues is grounded in an affirmation of the goodness of a diverse human community as God’s creative intention. Given the autonomy of religious communities, the School’s primary contribution to the resolution of conflict around sexual and gender identity will occur through the education of our students. The School embodies this commitment in the Carpenter Program in Gender, Sexuality, and Religion, the Carpenter Scholarships, GABLE (the Office of Gay, Lesbian, Bisexual, and Transgender Concerns), and in our course requirements. Many of our faculty, alumnae/I and current students (both divinity and graduate) are engaged in scholarship and activism in these areas.

We recognize, however, that fully realizing this commitment to the eradication of unjust treatment of people on the basis of (actual or perceived) gender and/or sexual identity is a work in progress. To that end, the Divinity

School's faculty and administration commit to assess regularly the curriculum's success in teaching students about LGBTQI issues in ways that are both intellectually sound and practically relevant, to signal concretely our welcoming intent (for example, providing safe space on campus for those who are transitioning from one gender to another), and to review constantly official policies and procedures for unintended discriminatory effects, making changes as needed.



DIVINITY SCHOOL

**Toward A More Inclusive Language
For
Vanderbilt Divinity School
And the
Graduate Department of Religion**

In 1979 a committee of the faculty and students of Vanderbilt Divinity School and the Graduate Department of Religion, called by the dean and supported by a resolution of the faculty at large, drafted a document on inclusive language that was revised in 1987. The argument for inclusive language rested on several convictions:

- a. Language shapes and reflects the world we experience
- b. Language should affirm diversity among groups of people
- c. Language should respect and never demean the full personhood of each individual
- d. Responsibility for the values conveyed through language and for the usage of appropriate language is not just an individual matter, but of concern for the entire VDS/GDR community, as this institution seeks to be just and faithful

The original document focused on sexism in language and served both as an introduction for those new to the issue and as a resource for those struggling to find alternatives for exclusive terms. Today sexism is not the only problem that must be addressed, and the need for an introduction and a step-by-step resource for alternative language is not as necessary as it was three decades ago. Today racist, heterosexist, homophobic, and other forms of language that denigrate persons and groups require comparable attention and reformation. Changing inadequate and destructive language is only the surface of broader ideological and structural transformations necessary to achieve genuine respect for diversity.

Nonetheless, the approach for correcting sexist language summarized briefly below may offer an elementary model for the kind of careful attention required to change negative, hostile, demeaning, exclusive language in other areas. The establishment of appropriate language must attend to at least the following four areas:

1. Human references

Ministers and teachers should pay attention to the bias behind pronouns, nouns, idioms, and axioms used unwittingly from the religious tradition to refer to the name, titles, and roles people occupy in life. Gendered nouns, (e.g., mankind, brotherhood) can be replaced easily by inclusive nouns, (e.g., humankind, community, household).

2. God references

Masculine titles, pronouns, and imagery for God have served as a cornerstone for patriarchy. However, religious tradition in scripture and history offers a richness of expression. In addition, a few biblical references for God imply no gender at all (e.g., friend, creator, redeemer, sustainer). Exploration of fresh language for God requires a serious effort to comprehend our personal experiences and understandings of God and a respect for the diversity of the practices of different worshiping communities.

3. Bible translation

New Bible translations such as the Inclusive Language Lectionary or the New Revised Standard Version have attempted to address the problems of exclusive language in a variety of ways with varying degrees of success. Beyond the work of revision committees, all persons who read scripture share the responsibility of translation. Some masculine expressions do appear in the original Hebrew or Greek texts and cannot be replaced easily without misconstruing the text. Other references reflect historical situations of an ancient patriarchal society and present greater difficulty in appropriate translation. Translations that respect human diversity and divine mystery rest on several assumptions: (a) patriarchalism should not be an essential part of religious faith; (b) translation is an ongoing process, and the authority of the text does not rest on the actual words of the text; (c) many regard some texts as revelatory and some texts as counter-revelatory; and (d) careful attention and due responsibility are necessary to avoid oppressive and destructive use of particular texts.

4. Liturgy

On the one hand, using inclusive language in new liturgies seems relatively simple. Yet, on the other hand, creeds, confessions, the Lord's Prayer, sermons, and hymns often possess an almost sacred status. Fortunately, new hymns and new hymnals have appeared over the past two decades. Some ministers now attempt to use a wider diversity of examples and gender references in sermons and prayers. Change in the other areas of creeds and confessions has progressed more slowly.

Changing religious and liturgical language touches on deeper matters related to theological understandings of key religious doctrines, traditions, and practices. Extensive research and publication related to questions of inclusivity have occurred not only in the area of language and worship, but also in several areas of religious studies. In addition to reflection on gender and language, scholarship on race, sexuality, and class has expanded. While knowledge and awareness have increased, there is still more work to do. Efforts to challenge sexist language must be extended to the other arenas of racist and heterosexist language. Ongoing community attention to the use of language in the VDS/GDR remains a critical shared concern.

Revised Spring 2012

New Faculty Checklist

As a new Faculty Member, the following checklist has been designed to guide you through the employment process and help you complete the necessary tasks and paperwork when joining our school.

___ Complete Employment Forms

On or before the first day of work, please complete and return the following forms to the administrative officer for the Divinity School.

- New Employee Information Form
- W-4 (for the current year)

The Employment Eligibility Verification/I-9 Form is required by HR. Instructions for completing it are found at: <http://hr.vanderbilt.edu/i9/>

___ Apply for VUNet ID and Password

Your VUNetID and ePassword will be your login credentials (user name and password) for the majority of systems at Vanderbilt. You will be able to claim your account at: <http://www.vanderbilt.edu/accessvu/new/> You automatically get a VUmail address when you activate your VUNet ID. Your address will have the form firstname.mi.lastname@vanderbilt.edu. It will be your permanent email address the entire time you are at Vanderbilt. It's a good idea to add up to two alternate VUmail addresses—for example, if you want to drop the middle initial or use a nickname. You will have to follow the policies for selecting those addresses.

___ Complete the FERPA Tutorial and Quiz

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. All faculty must take a FERPA quiz. Please go to the following page on the University Registrar's website for more information and for instructions on accessing the FERPA tutorial and quiz in OAK: <http://registrar.vanderbilt.edu/academic-records/privacy-statement/>

___ Attend New Faculty Benefits Orientation

Please refer to the following website, <http://hr.vanderbilt.edu/benefits/faculty.php> to request to attend one of the sessions for new faculty benefits orientation. Seating is limited. *Your Benefits Enrollment Form is due within 30 days of your appointment date. If you miss your enrollment deadline, your benefits elections will be the default coverage.*

___ Obtain a Vanderbilt University Faculty Identification Card

This card is also known as the Commodore Card. This will also serve as your library card. Faculty members should take a Photo ID and a copy of appointment letter to the Commodore Card Office which is located at 184 Sarratt Student Center. The first Commodore Card is free of charge for faculty. Replacement cards cost \$20.00. ID cards are available for faculty spouse or same-sex domestic partner and dependents. Your family member(s) must present a Photo ID, and the faculty member must accompany the family member(s) and present a valid Commodore Card. The Commodore Card Office produces and distributes cards Monday through Friday, 8:30 a.m. until 4:00 p.m.

_____Obtain Parking Permit

In the interest of the security of Vanderbilt students, faculty, and staff, and to manage limited parking resources effectively, the University requires that all vehicles operated on campus by members of the University community be registered with the Office of Traffic and Parking. Registration is required for automobiles; sport utility vehicles (SUV's), trucks, vans, golf carts, mopeds, and motorcycles, etc. Bicycles should be registered with the VPD. The registration policy applies to all students, whether they reside off campus, in a University residence hall, or in a fraternity or sorority house; to all faculty members; to all staff members; to vendors doing business on University premises; and to construction workers.

Information and online registration is found at: http://www.vanderbilt.edu/traffic_parking/ You will be asked to enter your VUNet ID and password. Please have available the license plate number, state where registered, make, model, year and color of the vehicle(s) to be registered before you log in.

There are many alternative transportation options encouraged at Vanderbilt.

- Vanpool/carpool
- MTA/VU Ride to Work Program
- RTA Express Buses
- Music City Star
- Occasional Campus Parking Hang Tag
- Emergency Ride Home Program
- Zipcar
- WeCar
- Vandy Vans
- Bicycles

For more information visit the Traffic and Parking website and select “Alternative Transportation”.

_____Have Your Faculty Headshot Taken

The appointment should be scheduled with a photographer via the following link: <http://www.mc.vanderbilt.edu/npa/phototracker/> This is a service provided by the Creative Services Office.

_____Provide Information for Website

Send your c.v. AND a brief bio to Michelle Bukowski, social media coordinator, along with notification that your studio headshot has been taken.

_____Attend “Teaching at Vanderbilt: An Orientation for New Faculty” at the Center for Teaching

You may register at the CFT website: <http://cft.vanderbilt.edu/docs/faculty-programs/>

_____Attend the Fall Faculty Assembly

This is usually held on the first Thursday of the semester from 4:00-5:00 p.m. in the Student Life Center. A reception will follow. Divinity School faculty members will meet in the Administrative Suite (113 Divinity) at approximately 3:30 p.m. and walk to the annual event.

_____ Pick Up Your Keys

You will be issued 3 keys by the administrative officer: the key to your office; the key to classrooms, lounges & mailroom; and a key to the exterior doors. Replacement keys are \$5.00 each.

_____ Visit Vanderbilt's Webpage for Faculty and Staff

From here (<http://www.vanderbilt.edu/faculty-staff/>) you can manage your benefits, enroll in direct deposit, find information on discounts for VU employees, etc. You will also find links to Online Access to Knowledge (OAK), a web-based courseware application on which instructors can post course-related information for students and conduct courses in a secure online environment, and Your Enrollment Service (YES), a web-based application for class rolls, schedules, catalogs, and grading.

_____ Bookmark the Vanderbilt Divinity/GDR Web Portal

<http://divinity.vanderbilt.edu/portal/index.php> contains helpful links to various electronic resources at Vanderbilt and elsewhere. Consider using it as your homepage.

_____ Make Note of Your Mailing Address

Name
Vanderbilt Divinity School
411 21st Avenue South
Nashville, TN 37240

_____ Make Note of How Phone Calls are Made from Campus Extensions

To another campus extension, including fax machines - Dial the last 5 digits of the number. There are three possible prefixes for Vanderbilt numbers: 936-XXXX, 343-XXXX, and 322-XXXX. If you are dialing from a campus extension or fax, the number will be a 6, 3, or 2 followed by the last four digits of the phone number.

_____ Make Note of How to Send a Facsimile

1. Place the pages face down in the top slot on the machine.
2. Press Hook/Hold button so you can hear the dial tone.
3. Dial the number.
4. Press Start button.



CONSTITUTION
OF THE
VANDERBILT DIVINITY SCHOOL
HONOR COUNCIL

The Honor System*

The Vanderbilt Honor System was instituted in 1875 with the first final examinations administered by the University. A student's personal integrity then, as now, was presumed to be sufficient assurance that in academic matters one did one's own work without unauthorized help from any other source.

The Honor System presumes that all work submitted as part of academic requirements is the product of the student submitting it unless credit is given with proper footnoting and bibliographic techniques or as prescribed by the course instructor.

Cheating, plagiarizing, or otherwise falsifying results of study is prohibited. The System applies not only to examinations, but to all work handed in, such as papers, reports, solutions to problems, tapes, films, and computer programs, unless specified by the instructor.

Students are responsible for obtaining from their professors an explanation of the freedom they may exercise in collaboration with other students or in use of outside sources, including the student's own work prepared and submitted for another course. In the event that a student does not obtain a clear definition of the application of the Honor Code from a professor in any class, the student must assume that the Honor Council will follow the strictest interpretation of the Honor Code with respect to that class.

When a student makes use of concepts or words from an outside source, whether in the form of a direct quotation or of paraphrase, credit must be given to the original source for each idea by footnote or other technique acceptable to the instructor. Failure to make such an acknowledgement constitutes plagiarism. A comprehensive explanation of plagiarism is given below under the heading "The Honor Code Applied to Preparation of Papers."

Faculty members do not routinely monitor tests and examinations to apprehend violators. Instructors who remain in examination rooms are there primarily to give assistance.

Honor Code

Violations of the Honor Code are cause for disciplinary actions imposed by the Honor Council. The following are included as violations:

- * Cheating on an exercise, test, problem, or examination submitted by a student to meet course requirements. Cheating includes the use of unauthorized aids (such as crib sheets, discarded computer programs, the aid of another instructor on a take-home exam, etc.); copying from another student's work; soliciting, giving, and/or receiving unauthorized aid orally or in writing; or similar action contrary to the principles of academic honesty.
- * Plagiarism on an assigned paper, theme, report, or other material submitted to meet course requirements. Plagiarism is defined as incorporating into one's own work the work of another without properly indicating that source. A full description of plagiarism is given below.
- * Failure to report a known or suspected violation of the Code in the manner prescribed.
- * Any action designed to deceive a member of the faculty or a fellow student regarding principles contained in the Honor Code, such as securing an answer to a problem for one course from a faculty member in another course when such assistance has not been authorized.
- * Use of texts or papers prepared by commercial or noncommercial agents and submitted as a student's own work.
- * Submission of work prepared for another course without specific prior authorization of the instructors in both courses.
- * Falsification of results of study and research.

The Honor Code Applied to Preparation of Papers

- * Papers are to express the original thoughts of the student. If a topic for a paper has been discussed fully among students prior to an assignment, then the students should consult the instructor about writing on that particular topic.
- * Failure to indicate the source of ideas, expressions, phrases, or sentences constitutes plagiarism.
- * A student may not submit papers substantially the same in content for credit in more than one course, without specific and prior permission of all instructors concerned.

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Students often have trouble distinguishing between privileged information and common knowledge. An idea may be considered common knowledge if it is encountered at least three times in separate sources during one's research into a particular subject. (Reprints on one source do not constitute separate sources.)

Students should realize that an act of plagiarism may include some degree of premeditation or may be the result of carelessness or ignorance of acceptable forms for citation; the act is plagiarism in any case and is a violation of the Honor Code. Students, therefore, must be conscious of their responsibilities as scholars under the Honor System, to learn to discern what is included in plagiarism as well as in other breaches of the Honor Code, and must know and practice the specifications for citations in scholarly work. The following examples illustrate the kinds of problems that can arise.

A student turned in a paper with the following paragraph:

The characters in Othello are both allegorical and realistic at once. Characters like Iago and Desdemona are recognizable both as persons and at the same time devils, demigods and forces in nature. It is Shakespeare's achievement as an artist that he is capable of creating visions of life as people live it at the same time that he is able to understand life in terms of social and cosmic symbols. In this paper I will discuss the allegorical elements in the play, the skeleton of ideas and actions with which the characters give meaning to the play.

The instructor gave the paper to the Honor Council, citing this paragraph as evidence of plagiarism. The instructor presented the following paragraph from Alvin Kernan's "Introduction to The Tragedy of Othello" by William Shakespeare, edited by Alvin Kernan. Copyright c 1963 by Alvin Kernan.

Here is the essence of Shakespeare's art, an ability to create immediate, full and total life as men actually live and experience it; and yet at the same time to arrange this reality so that it gives substance to and derives shape from a formal vision of all life that comprehends and reaches back from man and nature through society and history to cosmic powers that operate through all time and space. His plays are both allegorical and realistic at once; his characters both recognizable men and at the same time devils, demigods and forces in nature. I have discussed only the more allegorical elements in Othello, the skeleton of ideas and formal patterns within which the characters must necessarily be understood. But it is equally true that the exact qualities of the abstract moral value and ideas, their full reality, exist only in the characters.

The instructor delineated four examples of plagiarism:

(1) A change in wording:

STUDENT: The characters in Othello are both allegorical and realistic at once. Characters like-Iago and Desdemona are recognizable both as persons and at the same time, demigods, devils and forces in nature.

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KERNAN: His plays are both allegorical and realistic at once; his characters both recognizable as men and at the same time devils, demigods and forces in nature.

The instructor explained that this is plagiarism because the ideas presented in both cases are the same, with the student adding only a few of his own words to alter Kernan's original phrasing.

(2) Use of a catchy word or phrase:

STUDENT: In this paper I will discuss the allegorical elements of the play, the skeleton of ideas and actions with which the characters give meaning to the play.

KERNAN: I have discussed only the more allegorical elements in the play, the skeleton of ideas and formal patterns within which the characters must necessarily be understood.

The instructor stated that this sentence constitutes plagiarism because the student used the catchy phrase "the skeleton of ideas." Again, the student retains Kernan's phrase and his ideas, changing only some of the wording.

(3) Undocumented paraphrasing:

STUDENT: It is Shakespeare's achievement as an artist that he is capable of creating visions of life as people live it at the same time that he is able to understand life in terms of social and cosmic symbols.

KERNAN: Here is the essence of Shakespeare's art, an ability to create immediate, full and total life as men actually live and experience it; and yet at the same time to arrange this reality so that it gives substance to and derives shape from a formal vision of all life that comprehends and reaches back from man and nature through society and history to cosmic powers that operate through all time and space.

This, the instructor said, was paraphrasing, and unless acknowledged, it is also an act of plagiarism. Students must clearly indicate each use of paraphrasing with a footnote or a reference technique suitable to the instructor.

(4) **Word-for-word copying:**

STUDENT: . . . are both allegorical and realistic at once . . . recognizable . . . devils, demigods and forces in nature . . . the allegorical elements in the play, the skeleton of ideas . . .

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KERNAN: . . . are both allegorical and realistic at once . . . recognizable . . . devils, demigods and forces in nature . . . the allegorical elements . . . the skeleton of ideas

The instructor noted that had the student put Kernan's words in quotation marks and properly footnoted them, there would have been no offense.

Plagiarism extends to preparation materials as well. For example, should the student forget to note on research cards the source of material and then fail to footnote the source when the paper or report is prepared, the student is still committing a plagiaristic act. Not knowing how or when to footnote is not considered a sufficient excuse.

Students are expected to follow the general rules of footnoting for each discipline. One footnote is not sufficient if additional material from the same source is included in a work. Footnotes should express the extent of ideas or expressions of others that are used. All direct quotes must be in quotation marks or in block quote format. Simply providing a footnote without using quotation marks or block quote format is a violation. For further information about footnoting, refer to A Manual for Writers by Kate L. Turabian or the MLA Style Sheet.

A general rule is: when in doubt, always footnote.

Responsibility of the Individual Student

Without the support and cooperation of the entire student body, the Honor System will not work. Students must insist on the absolute integrity of themselves and their fellow students. It is the obligation of every student who suspects an honor violation to take action in one of the following ways, determining the choice of action by the flagrancy and/or certainty of the violation.

If a student has reason to suspect that a breach of the Honor Code has been committed, he or she must:

1. Issue a personal warning to the suspect, or
2. Report the incident to the Honor Council for action by the president:
 - a. An official warning will be issued by the Council to the suspect.
 - b. A hearing will be held by the Council, or

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3. Inform the instructor in the course of the suspicions and identify, if possible, the person(s) suspected.

Article I: Jurisdiction

Section I: All students taking a course or courses in the Divinity School, including M.Div., M.T.S., and special students, shall be under the jurisdiction of the Divinity School Honor Council. Students whose major registration is in another school of the University shall be under its jurisdiction with respect to suspected violations of the Honor Code at the Divinity School.

Article II: Membership

Section I: The Divinity School Honor Council shall consist of seven students enrolled in the Divinity School; and five faculty members. Members shall be appointed within one month of the opening of school in the fall and shall serve until their successors are chosen.

Section II: A hearing board of the Divinity School Honor Council shall consist of the chairperson, a clerk, and five voting members selected by the chairperson from the membership of the Council. The voting membership shall consist of three students and two faculty members. The chairperson shall preside over the hearing. Both the chairperson and the clerk shall be without vote. A quorum shall consist of the total voting membership.

Section III: Any member of the Divinity School Honor Council who fails to conduct himself/herself in a manner befitting his/her office may be removed.

Article III: Chairperson

Section I: Immediately after the members of the Divinity School Honor Council have been appointed, they shall meet and select one of their number to be designated chairperson.

Section II: The duties of the chairperson shall be as follows:

1. to set the time for and to preside at hearings and other meetings of the Divinity School Honor Council;
2. in the event that the chairperson cannot be present for a hearing, to appoint another member of the Council to serve as chairperson for that hearing;
3. to appoint the five-member hearing board from the membership of the Honor Council for a hearing;

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4. to appoint an additional person from the Council as a clerk for each hearing board who shall record the entire proceedings of the hearing;
5. to report for each hearing board the findings of all hearings to the Dean or his/her authorized representative;
6. to see to it that all students and faculty members of the Divinity School are informed of functions of the Honor Council System and their responsibilities under it.

Article IV: Hearings

Section I: Hearings must be called by the chairperson of the Divinity School Honor Council at the written request of any student or faculty member.

Section II: Hearings shall take place at the earliest convenience of all parties concerned, but usually not more than thirty days after the chairperson of the Honor Council receives a formal request for a hearing.

Section III: All members of the Honor Council sitting to hear a charge will certify to the chairperson prior to the opening of the hearing that he/she is a disinterested party without conflict of interest. A member may be disqualified upon motion by another member of the board or by the accused. Such a motion must be sustained by a simple majority vote of the voting membership of the hearing board.

Section IV: All hearings shall be closed, and their proceedings held in confidence, unless the accused requests an open meeting.

Section V: A tape recording shall be made of the proceedings. It shall be available to the Appellate Review Board upon their request. It shall be available to others upon written permission of the person charged with the offense. The tape shall be deposited with the Dean for safekeeping.

Section VI: A brief summary of the charge, the verdict and the punishment, if any, shall be reported to the Dean or his authorized representative by the chairperson of the hearing board. This information may not be released to non-university persons except upon written permission of the accused.

Section VII: Determination of guilt shall be by unanimous vote of a hearing board of the Divinity School Honor Council.

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Article V: Procedure of Hearings

Section I: It shall be the duty of the chairperson of the Divinity School Honor Council to notify the accused in writing of the nature of the charges, including the substance of the evidence and the consequences of a finding of guilt, placed against him/her and the name of his/her accuser. A copy of this Constitution shall accompany the charges mailed to the student.

Section II: The accused shall be entitled to an adviser (one without legal training) if he/she desires one. The adviser may not address the board.

Section III: The accused and the accuser shall be present at the time of the hearing. Each shall present his/her case, using, if he/she so desires, witnesses, who may be questioned by the members of the Honor Council. The accused and the accuser shall be present during all of the testimony; witnesses shall be present only during the time of their own testimony.

Section IV: If the accused refuses to appear before the Honor Council, he/she shall be tried in absentia. If the accuser refuses to appear at the hearing, the charges shall be dropped.

Section V: After all testimony has been taken from both the accuser and the accused, the witnesses, the hearing board shall deliberate in private until a verdict has been reached. A unanimous vote shall be necessary for a finding of guilty. The accused and the accuser shall be informed in writing of the decision within twenty-four hours by the chairperson of the hearing board.

Article VI: Penalties

Section I: Where guilt has been established, penalties shall be decided upon a vote of four fifths of the members of the hearing board.

Section II: Penalties may range from reprimand to permanent expulsion from the Divinity School.

Article VII: Appeals

Section I: Appeals by the accused of the decision of a hearing board shall be directed to the Dean of the Divinity School for forwarding to the Appellate Review Board.

Section II: Appeals shall be presented in written form, explaining the basis of the appeal, to the Dean of the Divinity School or his/her authorized representative within seven days of the time the decision is handed down by the hearing board.

Section III: The Appellate Review Board of Vanderbilt University shall be the final appellate body for cases arising in the Divinity School Honor Council.

Article VIII: Amendments

Section I: This Constitution may be amended at any meeting of the Student Government by a two thirds majority vote of the members present, and by a two thirds vote of the faculty meeting in regular session.

*From the Vanderbilt University Student Handbook 1993/94. Pp. 21-25.

[Revised 9/93]

Section II: When an individual is found responsible for an Honor Code violation, a sealed envelope containing a letter detailing the infraction and the punishment will be written by the chair of the Honor Council and deposited for keeping in the Dean=s office.

Section III: Should an Honor Code violation hearing find an accused individual guilty of an infraction, the hearing board will then be granted access to any sealed letter(s) concerning the individual in question in order to determine an appropriate penalty.

Section IV: The Dean or her/his appointed representative will be responsible for retrieving said letters, but shall not open them.

[Approved by Student Senate 5 February 2001]

[Revised and distributed 9/01]

**APPENDIX II
HONOR CODE DIVINITY FACULTY PROTOCOL**

Faculty members have an important role in the Honor System and can help make it an integral part of the academic life of the University in the following ways.

1. At the start of the semester's work in a course, a statement demonstrating the faculty member's support of the Honor System is most beneficial. In this statement, the faculty member should explain what constitutes a violation of the Honor Code in the course, including the limits on collaboration with other students and the use of outside sources. If such matters are stated explicitly, misunderstanding about assignments may be reduced.
2. Although the primary responsibility for academic honesty is in the hands of each student, the faculty member is expected to make every effort to provide a classroom atmosphere that is conducive to effective operation of the Honor System. For example, during a test, it is quite in the spirit of the System to seat students in a manner that minimizes the possibility of a student's accidentally seeing another's paper. Likewise, faculty members might avoid giving identical examinations to different sections of a course, thus decreasing the opportunities for passing information either intentionally or unintentionally.

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In spite of these precautions, violations may occur. A faculty member should neither punish nor excuse Honor Code violations. If a faculty member has reason to believe that the Honor Code has been breached, he or she is obligated to take action in one of the following ways:

1. Issue a personal warning to the student(s) suspected of academic dishonesty that, unless the action which led to the suspicion ceases, the incident will be reported to the Honor Council,

OR

2. Report the incident to the appropriate Honor Council.

The flagrancy of the violation determines which course of action the faculty member is expected to follow. The option of warning the student personally is open to the faculty member only in the event of a minor suspicion or if evidence is not available. If suspicion is strong or if evidence is available, the faculty member is obligated to report the incident to the appropriate Honor Council. It should be understood, however, that the faculty member need not have evidence in hand before notifying the Council—just suspicion well founded. The Council will investigate all cases.

To report a violation, the faculty member should notify the Associate Dean for Academic Affairs and provide whatever evidence is available, including a narrative account of the incident. Upon notice from the Associate Dean, the chairperson of the Council will call on the faculty member, the accused, and make arrangements for a hearing.

The faculty member shall not consult or discuss the matter with the accused either before or after the Council has been notified. Further, faculty members should be aware that the Council is a disciplinary body only and not an educational organ. Should a student be found guilty of violating the Honor Code, punishments range from failure of the assignment, to failure of the course, to suspension, and to expulsion from the Divinity School. Vanderbilt students recognize the Honor Council as the judicial branch of the Honor System. It handles all matters pertaining to a case, including the notification of the accused student.

[Approved by SGA April 2005]

[Approved by Faculty May 2005]

[Distributed to VDS community August 2005]

Divinity School Computer/IT Policy

* * * Forthcoming * * *