

Graduate School of Theology
Expanded Criteria, Tenure & Promotion
Reaffirmed September 11, 2019

II.B. General Criteria for Tenure and Promotion

The tenure and promotion procedures and criteria for GST faculty members presume the standards expected for all ACU faculty.

Since the programs of the GST combine both *rigorous academic study* and *personal formation*, and have largely *professional training* as their aim, GST faculty may exhibit a range of practices contributing to the GST mission and benefitting ACU. While the university requirements for contributions in teaching, scholarship, service, and collegiality are expected of all GST faculty, it is also expected that *individual GST faculty will engage more heavily in some areas than others*, according to the expectations of their specific role in the GST. Particular acknowledgment is due to those faculty who have any of various *administrative appointments* that serve the school yet require specialized distributions of commitments and responsibilities, so that those individuals will not contribute in all areas to the same extent (e.g. due to lower teaching loads).

Faculty are expected to use their portfolios to draw attention to and provide explanation for the specific contours of their role and practices in the GST.

Teaching Effectiveness

No additions

Scholarship, Creativity and Their Equivalents

The GST recognizes that its faculty and mission presuppose a diverse range of scholarship. In particular, some faculty will contribute scholarship that is more *academic* in nature, while others will make more *professional* contributions to the enhancement of the study of their disciplines. The GST recognizes the range of scholarship suggested by Boyer's categories of discovery, teaching, integration, and application. In order for a contribution to be scholarship, rather than teaching or service, it must engage and contribute in a disciplined way to the broader realm of scholars or professional practitioners, through such means as publications and conference presentations; yet the arenas of these contributions will vary considerably according to one's discipline and role in the GST. As an institution whose primary tasks are graduate education, expert professional training, and the supervision of graduate research, the GST expects its faculty to distinguish themselves by steadily producing high-quality research. In addition to the criteria and examples provided in "Guidelines and Procedures," the GST adds the following examples:

- Conference presentations
- Peer-reviewed publications
- Scholarly or professional awards and peer recognitions
- Publications and presentations presenting research in various aspects of theological education, including pedagogy, student formation, and seminary life
- Conducting workshops and seminars related to the professor's discipline
- Products that enhance the practice of professional ministry
- Sharing of research that analyzes the application of knowledge from the discipline to real-world problems
- Editorial work on journals and books

Service

Recognizing that the church constitutes a major venue for service for its faculty, the GST acknowledges that opportunities for service and leadership vary according to one's discipline, context, and gender. In this area of service, some serve the church at large, others serve primarily in a congregational context, and still others supply vital spiritual leadership on the ACU campus. Also, gender may limit the avenues of service open to some faculty in the church. At the same time, the GST encourages not only service that flows directly out of one's professional training and academic identity, but also service that may have little or no direct connection to professional expertise or academic vocation, yet benefits university, church, and society. Such service embodies important aspects of the GST mission. In addition to the criteria and examples provided in "Guidelines and Procedures," the GST adds the following examples:

- Conducting continuing education programs, seminars, and workshops
- Serving in administrative roles and in other leadership capacities on campus
- Serving in various aspects of local congregational ministry
- Holding offices and leadership roles in professional societies
- Service organizations, civic service, service to the community, volunteering at local schools
- Serving as a resource person or consultant for ministry professionals or churches
- Recruiting, counseling, and mentoring students
- Supervising student research, serving on thesis committees
- Service that enhances the relationship between the GST, the church, and the community
- Leadership in activities that enrich community life in the GST
- Providing leadership and service for organizations that equip and support ministers, churches, and missionaries

- Publishing scholarly work for the benefit of the church
- Applying one's expertise in the popular forum, magazine articles, granting interviews, writing op-ed pieces, general consulting

Collegiality

In addition to the criteria and examples provided in the "Guidelines and Procedures," the GST adds the following examples:

- Collaboration in activities to enrich spiritual life in the GST
- Collaboration in activities that support community life in the GST and in the life of the university
- Collaboration with colleagues in committee work, student evaluations, student recruiting, faculty searches, strategic planning
- Mentoring other faculty
- Proactive efforts to share the burden of work in the GST, the college, and the university

II.C. Specific Criteria for Tenure

No additions

II.D. Specific Criteria for Promotion

No additions