

Statement on Expectations for Tenure Candidates

George W. Truett Theological Seminary

Baylor University

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1.0 Introduction

As a graduate professional school of Baylor University, the George W. Truett Theological Seminary subscribes to the university's mission statement "to educate men and women for worldwide leadership and service by integrating academic excellence and Christian commitment within a caring community." The Seminary seeks to extend that mission by equipping "God-called people for gospel ministry in and alongside Christ's Church by the power of the Holy Spirit."

As one of only fifteen theological schools in the United States embedded within a major research university,¹ the Seminary takes seriously its educative and scholarly commitments. Faculty members are expected to support and contribute to the Christian character and mission of the University through dedicated teaching, impactful scholarship, and faithful service to the church and community. These commitments are to be carried out in a spirit of collegiality.

2.0 Teaching

In his book *The Courage to Teach*, Parker Palmer contends that "good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher." The faculty members of the George W. Truett Theological Seminary appreciate and value this understanding of pedagogy, and strive to embody it in the work they do.

The effective teacher at the George W. Truett Theological Seminary will ensure that each student possesses a foundational knowledge in her or his academic discipline (e.g., biblical studies, theology, practical theology). Students will be able to discuss important movements, formative thinkers, and significant contributions as appropriate to each discipline. In addition, effective teachers will assist the student in developing the competency and capacity for integrating this knowledge within varied ministry contexts.

To assess the teaching of tenure-track candidates, elements (a), (b), and (c) from below will be utilized in the review of all candidates. Attention will be given to elements (d) and (e) as appropriate to the candidate's teaching load and expectation.

- (a) Student course evaluations. Each semester student course evaluations will be carried out for tenure-track faculty. Per the Tenure Procedures document (1.C.5), the dean or the dean's designee will provide a written

¹ Carnegie Foundation R1 and R2 institutions.

summary of the evaluations to the candidate and the seminary tenured faculty in advance of the tenure-track review process (years 2 and 4) and the tenure review process (year 6).

- (b) Faculty peer review. For procedures outlining the peer review process and its role in the review process, see Appendix A.
- (c) Course-related activities. Syllabus preparation, mentoring, pedagogical development opportunities, etc., will be reviewed.
- (d) Pedagogical innovation. This would include the creation of new classes and/or the creation of new learning spaces.
- (e) Non-course-related activities. Such activities would include external or all-campus grants or awards for teaching or serving on doctoral project/dissertation committee.

Any concerns related to teaching will be discussed at the candidate's annual review with the intent of cultivating her or his growth as an effective pedagogue.

3.0 Research Scholarship

The seminary expects professors on its faculty to be scholars who engage in research, publication, and scholarly discussion that merits the recognition of peers in the academy and that contributes to the life of the church and its praxis. Tenure-track faculty will be required to develop active research programs that reflect a sustained pattern of scholarship.

A book and three peer-reviewed articles are the minimum deemed necessary for tenure in this academic unit. That said, there is no absolute number that will guarantee tenure; each candidate's portfolio will be assessed in terms of quality and quantity. Occasions may arise where the candidate's scholarship may be more effectively disseminated in the form of scholarly articles rather than a monograph. In such instances, five peer-reviewed articles of critical substance can substitute for a published monograph, thus making the minimum requirement eight peer-reviewed articles. A candidate may opt to write a second book, and in such cases, the second book would count as five peer-reviewed articles.

Assessing Peer-Reviewed Scholarship

Publications will be considered peer-reviewed if an editor, editorial board, external reviewer or other professional entity is required to approve the publication. For peer-reviewed journals deemed significant by the seminary, see Appendix C.

Truett Seminary recognizes an invited article to a journal or a book (including a *Festschrift*) to be considered as a peer-reviewed article. These invitations signal the recognition of the scholar among her or his peers based on past scholarship and/or scholarly potential.

Tenure-track faculty should seek external funding as appropriate to the discipline. Applying for external funding is further evidence of the candidate's active research program. Grant applications submitted will be assessed under the following designations:

1. **Competence:** The submission of grant applications is valued highly, and whether the grant is funded or not, the submission of a grant application reflects scholarly competence and will count as one article.
2. **Achievement:** When external grants are awarded with the tenure candidate serving as a PI or Co-PI, they are deemed equivalent to one article in a peer-reviewed journal, given that grant applications undergo a blind, peer-reviewed process.
3. **Achievement with Distinction:** When an external grant is awarded with the candidate serving as a PI or Co-PI and it is classified as a "major" grant, this accomplishment is seen as an "Achievement with Distinction" and is equivalent to one article in a peer-reviewed journal.

Papers presented at academic and professional meetings are highly valued and are viewed as constituting a stage in the research process that should lead to publication. Similarly, lectures and presentations offered at other institutions and organizations are highly valued and serve as evidence of external recognition of a candidate's scholarship.

4.0 Service

4.1 Service to the Church and Community

Because the George W. Truett Theological is a professional school dedicated to the training of individuals for service in the church and because the faculty of the seminary are trained in areas that are relevant to the life of the church, service to the church and community is both recognized and valued.

All members of the seminary faculty are expected to be active members in a local congregation.

4.2 Service to the Seminary, the University and the Larger Academic Community

4.2.1 Service to the Seminary

Because the seminary believes in and strives for shared governance, all professors are expected to contribute to the work of the various seminary committees and to participate in seminary faculty meetings. In addition, faculty are expected to participate fully in the life of the seminary (e.g., chapel, covenant groups, lectures).

4.2.2 Service to the University

Seminary faculty members are expected to support the work of the University through service on university committees as assigned. (Tenure-track faculty are not required to serve on university committees during the first three years of the tenure-track process.) Beyond committee assignments, faculty members may find other ways to serve the university in fulfilling her mission.

4.2.3 Service to Ecclesial and Academic Communities

Faculty members may demonstrate service to their ecclesial communities through service to local, national, or international communities. In addition, they may demonstrate a commitment to the larger academic community by serving within their respective organizations in the guild.

5.0 Interpersonal Relationships

Tenure-track faculty members should display the highest sense of professionalism, integrity, and collegiality in their interaction with students, colleagues, and other members of the university community.

6.0 Review Processes

The review of tenure-track faculty will follow the University's Tenure Procedures as set forth by the Office of the Provost. For details related to Tenure-Track Reviews (Years 2 and 4), see Section I. For details related to the Tenure Review Process (Year 6), see Section II.

As part of the Tenure Review Process (Section II.B.1.e), three external reviewers are to provide a written evaluation of a tenure-track faculty member's work. The candidate may supply up to four names as potential reviewers and the Truett tenured faculty within that discipline may do the same (four names). From those recommendations, the Dean or Dean's designee will invite four individuals to serve as external reviewers with the intention of securing the required minimum of three. (If four reviews are received, all will be incorporated into the Tenure Review Process.)

Appendix A

Faculty Peer Review Procedures

1. Each fall, the dean or dean's designee will ask a tenured faculty member to evaluate the teaching effectiveness of each tenure-track faculty member.
2. Tenure-track faculty are to be notified at least two weeks in advance of the classroom observation.
3. The tenured faculty member shall complete the Faculty Peer Review Report (see Appendix B) and submit that document to the dean or dean's designee.
4. There will be an opportunity for the tenure-track faculty member to discuss the evaluation with the dean or dean's designee and the faculty evaluator. The document is to be included in the candidate's tenure portfolio.
5. Information from the peer review process, along with data from the student teaching evaluations, will be utilized in preparing a summary teaching evaluation in advance of the tenure-track reviews (years 2 and 4) and the tenure review (year 6). See Tenure Procedures I.C.5.

Appendix B

Faculty Peer Review Report George W. Truett Theological Seminary

Individual evaluated: _____

Date: _____

Number of students present: _____

Course: _____

Evaluator:

Purpose: The purpose of this report is:

- (1) to provide a database for more accurate and equitable decisions on tenure;
- (2) to improve faculty instruction in the classroom.

Instructions: Please consider each item carefully and assign the highest score (5) only for unusually effective performance.

Highest		Satisfactory		Lowest	N/A
5	4	3	2	1	X
_____	1.	Uses instructional methods encouraging relevant student participation in the learning process.			
_____	2.	Uses class time effectively.			
_____	3.	Demonstrates enthusiasm for the subject matter.			
_____	4.	Communicates clearly and effectively to the students.			
_____	5.	Demonstrates command of subject matter.			

- _____ 6. Explains important ideas simply and clearly.
- _____ 7. Holds the interest and attention of the students.
- _____ 8. Responds appropriately to student questions and comments.
- _____ 9. Encourages critical thinking and analysis.
- _____ 10. Creates a hospitable classroom space.

In what areas was the tenure-track faculty member particularly effective?

How would you assess the rapport between faculty member and student? Please provide at least one example of a faculty/student exchange.

Are there specific areas of concern based upon observations?

Are there specific suggestions as to how the observed class or classroom experience could be improved?

Appendix C

Peer-Reviewed Journals Deemed Significant

New Testament Journals

<i>Anglican Theological Review</i>	<i>Journal for the Study of the Pseudepigrapha</i>
<i>Australian Theological Review</i>	<i>Journal of Biblical Literature</i>
<i>Bible Translator</i>	<i>Journal of Early Christian Studies</i>
<i>Biblica</i>	<i>Journal of Jewish Studies</i>
<i>Biblical Interpretation</i>	<i>Journal of Semitic Studies</i>
<i>Biblical Research</i>	<i>Journal of the Evangelical Theological Society</i>
<i>Biblical Theology Bulletin</i>	<i>Journal of Theological Interpretation</i>
<i>Biblische Zeitschrift</i>	<i>Journal of Theological Studies</i>
<i>Bulletin for Biblical Research</i>	<i>Neotestamentica</i>
<i>Bulletin of the John Rylands University Library of Manchester</i>	<i>New Testament Studies</i>
<i>Catholic Biblical Quarterly</i>	<i>Novum Testamentum</i>
<i>Currents in Research: Biblical Studies</i>	<i>Perspectives in Religious Studies</i>
<i>Ephemerides Theologicae Lovanienses</i>	<i>Revue Biblique</i>
<i>Estudios Biblicos</i>	<i>Scottish Journal of Theology</i>
<i>Etudes Theologiques et Religieuses</i>	<i>Theological Studies</i>
<i>Expository Times</i>	<i>Theologische Literaturzeitung</i>
<i>Filologia Neotestamentaria</i>	<i>Theologische Rundschau</i>
<i>Harvard Theological Review</i>	<i>Theologische Zeitschrift</i>
<i>Heythrop Journal</i>	<i>Tyndale Bulletin</i>
<i>Horizons in Biblical Theology</i>	<i>Vigiliae Christianae</i>
<i>Interpretation</i>	<i>Vox Scripturae</i>
<i>Irish Biblical Studies</i>	<i>Zeitschrift für die Neutestamentliche Wissenschaft</i>
<i>Jewish Quarterly Review</i>	
<i>Journal for the Study of Judaism</i>	
<i>Journal for the Study of the New Testament</i>	
<i>Journal for the Study of Paul and His Letters</i>	

Old Testament Journals

Bible Translator
Bibel und Kirche
Biblica
Biblical Interpretation
Biblical Theology Bulletin
Biblische Notizen
Biblische Zeitschrift
Bulletin for Biblical Research
Catholic Biblical Quarterly
Currents in Research: Biblical Studies
Dead Sea Discoveries
Evangelical Quarterly
Evangelische Theologie
Ex Auditu
Expository Times
Harvard Theological Review
Hebrew Studies
Hebrew Union College Annual
Horizons in Biblical Theology
Interpretation
Israel Exploration Journal
Jahrbuch für Biblische Theologie
Jewish Bible Quarterly
Jewish Quarterly Review
Journal for the Study of the Old Testament

Journal of Biblical Literature
Journal of Cuneiform Studies
Journal of Near Eastern Studies
Journal of Northwest Semitic Languages
Journal of Semitic Studies
Journal of the American Oriental Society
Journal of the Ancient Near Eastern Society
Journal of Theological Studies
Kerygma und Dogma
Levant
Palestine Exploration Quarterly
Perspectives in Religious Studies
Revue Biblique
Semeia
Textus
Theologische Quartalschrift
Theologische Zeitschrift
Theology Today
Tyndale Bulletin
Ugarit-Forschungen
Vetus Testamentum
Zeitschrift für die Alttestamentliche Wissenschaft

Church History Journals

American Baptist Quarterly
American Historical Review
American Quarterly
Anglican Theological Review
Archiv für Reformationsgeschichte
Baptist History and Heritage
Baptist Quarterly
Catholic Historical Review
Church History
Church History and Religious Culture (formerly *Dutch Review of Church History*)
Ecumenical Review
Fides et Historia
Journal of American History
Journal of Church and State
Journal of Ecclesiastical History
Journal of Ecumenism
Journal of Religion
Journal of Religious History
Journal of the American Academy of Religion
Journal of the Sixteenth Century
Journal of the Sociology of Religion
Mennonite Quarterly Review
Methodist History
New England Quarterly
Perspectives
Reformation Review
Renaissance and Reformation/Renaissance et Reforme
Sixteenth Century Journal
Speculum
The Seventeenth Century
Theology Today
U.S. Catholic Historian

Theological Area Journals

Church History
Ephemerides Théologiques et Lovanienses
Evangelische Theologie
Faith and Philosophy
Greek, Roman, and Byzantine Studies
Harvard Theological Review
International Journal of Systematic Theology
International Katholische Zeitschrift
Interpretation
Journal for Peace and Justice Studies
Journal of Church and State
Journal of Early Christian Studies
Journal of Ecclesiastical History
Journal of Religion
Journal of Religious Ethics
Journal of the American Academy of Religion
Journal of the Society of Christian Ethics
Journal of Theological Studies
Kerygma und Dogma
Literature and Belief
Modern Theology
Neue Zeitschrift für systematische Theologie und Religionsphilosophie
Philosophy and Theology
Political Theology
Pro Ecclesia
Recherches de Science Religieuse
Revue des Sciences philosophiques et théologiques
Scottish Journal of Theology
Studies in Christian Ethics
Theological Studies
Theologische Quartalschrift
Theology Today
Vigiliae Christianae
Zeitschrift für Antikes Christentum
Zeitschrift für dialektische Theologie
Zeitschrift für Theologie und Kirche

Practical Theology Journals

Baptist History and Heritage Journal
British Journal of Religious Education
Choral Journal
Christian Higher Education
Christian Education Journal
International Bulletin of Mission Research
International Journal of Practical Theology
Journal for the Scientific Study of Religion
Journal of Adolescent Research
Journal of the American Academy of Religion
Journal of Beliefs and Values
Journal of Empirical Theology
Journal of the Evangelical Homiletics Society
Journal of Pastoral Care and Counseling
Journal of Pastoral Theology
Journal of Religion, Disability and Health
Journal of Religion and Spirituality in Social Work
Journal of Religious Leadership
Journal of Research on Christian Education
Journal of Spiritual Formation and Soul Care
Journal of Youth and Theology
Journal of Youth Ministry
Missionalia
Perspectives in Religious Studies
Reflective Practice: Formation & Supervision in Ministry
Religious Education
Review & Expositor
Review of Religious Research
Social Work and Christianity
Sociology of Religion
Studies in World Christianity
Teaching Theology and Religion
The Hymn
Theological Education
Word & World: Theology for Christian Ministry