



New College Franklin
Faculty Handbook
2020-2021

FACULTY HANDBOOK
New College Franklin

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PURPOSE OF THE HANDBOOK

This handbook is designed to provide the faculty and administrative officers of New College Franklin the principles on which the college is founded and by which it operates. This handbook includes the policies and procedures that govern faculty employment and privileges, as well as responsibilities that faculty assume by teaching at New College Franklin.

The policies and procedures discussed here are consistent with the New College Franklin's mission and with the commitment of every member of the New College Franklin academic community. This handbook is designed to serve the faculty in cultivating knowledgeable and wise servants of God. Faculty and administrative officers are expected to remain in this commitment by working together to accomplish New College Franklin's mission in a context of mutual support and responsibility.

This Faculty Handbook is not merely advisory. The board, administrators, and faculty are expected to know, understand, and adhere to the policies and procedures contained in this handbook.

Foundational Standards

THEOLOGICAL PERSPECTIVE

New College Franklin exists to glorify our Triune God and enjoy communion with Him forever. We believe that God has spoken supremely in our Lord Jesus Christ and in Holy Scripture teaching us to trust in the sovereign, eternal, just, and merciful decrees of the Father, the atoning life, death, and resurrection of Jesus, and the work of the Holy Spirit as our ongoing Counselor, Guide, Equipper and Friend. These fundamental Trinitarian truths define us first and foremost as mere Christians.

Moreover, we are orthodox Christians. We are grateful heirs of the historic Christian Church and of the pioneers and patriarchs of faith who gave us the creeds and the early Church councils: The Apostles Creed, The Nicene Creed and the Definition of Chalcedon. Thus, we continue to be linked with that historic line of faithfulness as it has continued, uninterrupted, across the centuries.

In following this historic line of faithfulness New College Franklin holds to confessions of faith, such as the Westminster Confession of Faith, the Heidelberg Catechism, the Belgic Confession, and the Canons of Dort. We believe that these confessions best articulate orthodox Christian doctrine revealed in the Holy Scriptures. New College Franklin stands in this rich confessional Protestant tradition manifested through a living faith. Because sound theology is inseparable from holiness, we believe that the fruits of the Spirit, and service in word and deed are essential marks of true theology. Indeed, these outward workings of faith are more than the result of our theological perspective, they are essential to our theological perspective. As our motto, Wisdom, Discipleship, Mission, proclaims, godliness exists in word and deed. Beloved, let us love one another, for love is from God, and whoever loves has been born of God and knows God. (1 John 4:7)

All faculty, part-time and full-time, and the Board of Trustees must pledge in writing their commitment to uphold the statement of faith below. Students are not required to pledge their assent to these doctrines.

STATEMENT OF FAITH

Trinity

We believe in one, true and living God, infinite in being and holy perfection, immutable, eternal, and incomprehensible. In Him is all life, glory, and goodness for He alone is in Himself all-sufficient. In the unity of the Godhead there are three persons, of one substance, power, and eternity: God the Father, God the Son, and God the Holy Spirit.

Incarnation

Christ, the Son of God, is of one substance and equal with the Father. He was conceived by the Holy Ghost of the Virgin Mary and took on flesh yet without sin, being in two whole, perfect and distinct natures, one person, fully God and fully man.

Holy Scripture

We hold Scripture as our highest authority. We believe that God's inerrant, infallible, and inspired Word, the Bible—including the Old and New Testaments—is altogether sufficient as our guide for life, practice, and godliness.. As a people we are committed to read it, study it, sing it, pray it, teach it, preach it, obey it, and practice it.

Creation

Not of any necessity, but of His own pleasure, in the beginning God created the heavens and the earth. All things were created out of nothing in the span of six days, all very good. We believe that science and theology are compatible disciplines that both must operate under the authority of the Holy Scriptures.

Fall

Adam, our federal head, fell from original righteousness by disobeying God, and sin entered the whole world. In choosing rebellion and lawless separation from God, our first parents became dead in sin, and their original sin is passed on to all mankind.

Salvation

Our loving and merciful Father has called a numberless elect out of spiritual death in Adam into eternal salvation and life in Christ. Those whom He effectually called are united to Christ's death, burial and resurrection by no work of their own but by God's free gift.

Covenant

God's elect, united in Christ, are His children, and He is a gracious, loving Father. God's children, moved by the proclamation of the gospel, are gathered together as the visible and invisible catholic Church.

Eschatology

"As Christ bore God's love to the world, so Christ's Church bears the gospel unto the farthest corners of the world. God works through the Church to preach and to embody the gospel, and we long for the day that "the earth will be filled with the knowledge and glory of the Lord as the waters cover the sea." Habakkuk 2:14

VISION AND PHILOSOPHY OF EDUCATION

Blessed is the one who finds wisdom, and the one who gets understanding, for the grain from her is better than grain from silver and her profit better than gold. She is more precious than jewels, and nothing you desire can compare with her.

—Proverbs 3:13-15

We believe in word-centered education that involves reading and processing ideas verbally for the purpose of integration into life practice. We read and talk about ideas to gain wisdom for life. Empty philosophy is self-centered and ultimately useless. The Apostle John tells us, "By this we know love, that he laid down his life for us, and we ought to lay down our lives for the brothers. But if anyone has the world's goods and sees his brother in need, yet closes his heart against him, how does God's love abide in him? Little children, let us not love in word or talk but in deed and in truth." (I John 3:18) Jesus shows us He loves us by His actions. We are called to imitate Christ in our deeds, not just our words. However, we have to know what constitutes right action, which is where reading and talking find their appropriate roles. We read great works of literature, history, and philosophy, and discuss the ideas in these works, evaluating all claims to wisdom and truth with the purifying fire of the Word of God.

We believe that discussion-based instruction and its interaction enables professors to carefully guide a student in their thinking and this has greater affect and longevity than lecture-based methodology. The interaction inherent

in discussion-based instruction provides an ideal environment for those more mature in the faith and the liberal arts to guide students along the path to knowledge and wisdom. Wisdom is difficult, and only those who desire her will have the necessary persistence and focus to obtain her. The Gospels are filled with the phrases, “Jesus asked his disciples,” “Jesus answered his disciples,” and “Jesus told his disciples.” Jesus’ disciples received the blessing of conversation. Conversation brings the ideas from the page into the mind and heart, and translates information into knowledge. Conversation fosters community and discipleship by tailoring conversation for the specific intellectual and spiritual growth of particular hearts and minds.

True intellectual growth is only possible with corresponding spiritual growth, for wisdom comes from the fear of the Lord and as a gift of grace. Grace is a key principle that shapes our attitude toward education. Out of His grace, God has blessed us with a holy fear of Him, which is the beginning of wisdom. This understanding fundamentally redefines intellectual pursuits. The writer of Proverbs exhorts us to get wisdom and get understanding (Proverbs 4:7). This means that intellectual growth is an act of obedience, but an act of obedience we are only able to fulfill because we have been given the gift of the fear of the Lord. The principle of grace, therefore, instills Christian education with an attitude of humility and reverence.

Education is a communal activity in which we learn from one another, spur one another on to love and good deeds, and provide accountability. New College Franklin is a community of learners, growing together, serving, and providing accountability. The fellows, students, administration, and staff are all learners. As we grow in grace and try to learn, we come to understand more fully that wisdom and service are inextricable. As Jesus said, “Do you understand what I have done to you? You call me Teacher and Lord, and you are right, for so I am. If I then, your Lord and Teacher, have washed your feet, you also ought to wash one another’s feet. For I have given you an example, that you also should do just as I have done to you. Truly, truly, I say to you, a servant is not greater than his master, nor is a messenger greater than the one who sent him. If you know these things, blessed are you if you do them.” (John 13:12-17) As learners in a community, we have a responsibility to regard each other as brothers and sisters, warning those who are idle in doing good. Whenever we fail to hold a brother or sister accountable, we treat that one as an enemy. (II Thessalonians 3:13-15)

A student becomes like his master; therefore, the sharing of life together in discipleship and mentoring is an essential component in learning. Fellows and students at New College Franklin walk together in a discipleship and mentoring relationship. College is one of the most exciting, tumultuous, and dynamic times in a person’s life. This allows great opportunity for growth in wisdom. Mentoring and discipleship provide a measure of protection by means of dialogue and accountability. This model also recognizes the basic truth that the teacher shapes the student. Remembering Jesus’ rhetorical question, “can a blind man lead a blind man?” reminds us how important it is to choose our teachers carefully.

Life is body, mind, and spirit, and education must engage more than the mind and more than the classroom. The college, a community of learners, is part of a larger community. The church and the families that comprise the church provide opportunities for growth, service, and accountability. Just as a liberal arts education is training for all of life, all of life is part of a liberal arts education. Community engagement is part of the definition of “pure and undefiled religion in the sight of our God,” which is to “visit orphans and widows in their distress, and to keep oneself unstained by the world.” (James 1:27) It is also important for students to get out a bit. The relationships forged in college are some of the most enduring, and these bonds are strengthened by time spent together in extra-curricular activities. An essential part of developing a sense of wonder about God’s creation is to be out in it. Hiking, collegial games, and our own peculiar sports deepen that sense of collegial community and transform the hills of Middle Tennessee and the stars in the night sky into a grand classroom.

Wisdom seeks to provide knowledge and understanding to the various passions and gifts that God has given for the purpose of greater clarity and service. An essential part of Christian education is repentance. We must repent of the idea that we exist to serve ourselves. We exist to worship, and service is central to worship. Paul tells the church in Rome to “present your bodies as a living sacrifice, holy and acceptable to God, which is your spiritual

worship. Do not be conformed to this world, but be transformed by the renewal of your mind...” (Romans 12:1,2) He goes on to remind everyone among them “not to think of himself more highly than he ought to...” for, “having gifts that differ according to the grace given to us, let us use them.” Our gifts are not for our own benefit, but to benefit those around us. The only way we can know the source and right use of our gifts is by the renewal of our minds.

We have much to learn through the tried and true ways embodied in the great minds of the past; therefore, we unapologetically study ancient texts for present application. C.S. Lewis warned us of the dangers of intellectual provincialism. In his Introduction to Athanasius’s *On the Incarnation*, Lewis says that our characteristic blindness of the present is only made worse “if we read only modern books... The only palliative is to keep the clean sea breeze of the centuries blowing through our minds, and this can be done only by reading old books. Not, of course, that there is any magic about the past. People were no cleverer then than they are now; they made as many mistakes as we. But not the same mistakes.” We are not trying to revive the past, but to learn from it.

We believe that true wisdom causes us to respond to the wonder of God’s creation and providence with gratitude and awe. Ultimately, all our endeavors should seek to glorify God and to enjoy Him forever. The educated man who is puffed up with knowledge has not been led out of darkness. As a student grows in knowledge, understanding, and wisdom, he gains a clearer view of who he is, who God is, and what the world is. This vision reorients the student’s attitudes and results in humble thankfulness and reverent awe.

COLLEGIALITY AND THE SURNAME TRADITION

A distinctive of New College Franklin is the seminar pedagogy. This discussion-based classroom style is hardly new as the term “Socratic dialogue” indicates. However, intentional and orderly dialogue between students and fellows in class is rare in the modern world of American higher education that follows lecture based pedagogy. New College Franklin seeks general knowledge, which is common and available to all men, that comes from pursuing the liberal arts. Moreover, we believe that this general knowledge is best sought by reading original sources, the great books that have helped forge and maintain western culture, in a community of scholars. Socratic dialogue and focused discussion on these works is essential to unpack the meanings and implications of these books. In other words, we believe it is nearly as important with whom you read as what you read.

This emphasis on dialogue and discussion is central to the learning process has led the college to adopt the tradition of using surnames amongst the fellows and students as well as among the students within college classes and events. Initially, some may find addressing students by surname overly formal, but we have found that adopting this form within classes cultivates a seminar culture that is conducive to collegiate learning. By adding a symbolic mark of courtesy in our speech, the surname tradition encourages respect and civility within the culture of the college.

Leading in Community

FACULTY/ADMINISTRATION DRESS CODE

We encourage members to remember that appearance and behavior reflect on our Lord Jesus Christ as much as on ourselves (1 Cor. 10:31). To maintain an atmosphere conducive to higher education, New College Franklin expects faculty to dress appropriately for all classes and official functions. Faculty dress must be neat, clean and modest, not casual or outlandish, and suited to the professional environment of a classical college in this contemporary setting. This is most closely approximated by the definitions of business professional, although business casual is acceptable.

FACULTY CODE OF ETHICS

Members of the college community are called to live by a common Code of Ethics that highlights important aspects of the Christian life and our commitment to God and to one another.

We believe that the Christian life by faith through grace involves the whole man and hence every aspect of New College. Therefore, our Code of Ethics is holistic. We believe that academics are not separate from faithfully living in community, faithfully worshipping, and faithfully seeking the Lord God. In other words, the way to wisdom and knowledge is not outside of personal holiness and life in the Church. Furthermore, we believe that our highest standard for life is Christ himself. Following him is our ethic, and no list of extra Biblical rules and regulations will replace the work of the Holy Spirit in our lives making us disciples of Christ Jesus. Our hope is that all members of the New College community, faculty and students alike, will follow Christ avoiding legalism.

Personal Holiness

Personal holiness begins by acknowledging the Creator, seeking to honor the Lord in all that we think, say, and do (Deut. 26:17). As God's beloved chosen ones and holy children, we should put on kindness, humility, meekness, patience, and, above all, love, seeking the peace of Christ (Col. 3:12-15). Christians are called submit to the authority of God's grace and His commands (2 Tim. 3:16-17) so that through grace we cultivate the fruits of the Spirit in our lives: love, joy, peace, patience, gentleness, faithfulness, meekness and self-control (Eph. 5:8-21).

New College expects all members of its community will submit to all the appropriate ecclesiastical authorities (Titus 2:1-15) and will regularly attend a local Church, making worship, discipleship, and spiritual growth central to their lives (Gal. 2:20). Our hope is that New College will be a community of faithful ambassadors of Christ and His Church locally and abroad as well as in every sphere of life (Matt. 28:19-20).

Faculty should endeavor to honor and respect the time, work, and feelings of each other as well as faculty and staff (Rom. 12:9-18) and seek to model honesty, integrity, kindness, and modesty in all relationships (Phil. 2:3-7). New College should be a community of peace (Eph. 4:1-6). In areas of Christian liberty, we encourage faculty to apply Biblical wisdom (Gal. 5:13-14; 1 Pet. 2:13-16). Moreover, faculty should walk by the Spirit not gratifying

the flesh through sins such as sexual immorality, impurity, hatred, anger, rivalries, drunkenness, etc. (Gal. 5:16-24).

ACADEMIC INTEGRITY

New College faculty are expected to serve the college community pursuing their calling with diligence and integrity (Eph. 5:8-17), willingly seeking to learn and complete whatever is true, honorable and just (Phil. 4:8-9). Faculty are expected to be truthful and honest in all areas of the professional life. Dishonesty, alteration of documents, plagiarism, misrepresentation or misappropriation of any sort, intentional or otherwise may be grounds for disciplinary action by the Dean's Cabinet. These offenses may be grounds for dismissal from New College.

COPYRIGHT AND INTELLECTUAL PROPERTY

Early in the development of our country, our founders realized the need to protect original works of authorship. The first copyright laws were enacted in 1790. Those laws have been modified and updated as technology and imagination has enlarged the types of work that need protection. As such, copyright now covers many types of intellectual property. Fortunately, there has been recognition of the need for educators to use some copyrighted matter.

Copyright law is found in the laws of the United States starting at 17 U.S.C. Section 101. Section 102 of this law defines "works of authorship" as: 1) literary works; 2) musical works, including accompanying words; 3) dramatic works, including any accompanying music; 4) pantomimes and choreographic works; 5) pictorial, graphic, and sculptural works; 6) motion pictures and other audiovisual works; 7) sound recordings; and 8) architectural works.

In general, copyright protection exists from the time of its creation until 70 years after the author's death. As with many things, there are exceptions to this time. If there is any doubt, further investigation into the particular work should be made.

If a work is entitled to copyright protection, the law has provided the ability for educators to use portions of that work for purposes such as criticism, comment, news reporting, teaching, scholarship, or research (17 U.S.C. section 107). This portion of the law is referred to as "fair use". The law also contains certain factors to consider in determining in any particular case what a fair use of material is. Those factors are: 1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes; 2) the nature of the copyrighted work; 3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and 4) the effect of the use upon the potential market for or value of the copyrighted work (17 U.S.C. section 107). The courts are not limited to these factors in determining fair use.

New College Franklin upholds the principles embodied in the copyright laws. As an educational institution, it seeks to preserve intellectual property and honor the work of many talented individuals. To conform to these beliefs, faculty need to consider the following:

1. Is the work entitled to copyright protection? If the answer is "no", it can be used in any form. If the answer is "yes", then the following questions must be considered.
2. Is the purpose for using the work an educational purpose? (We would assume that in the classroom setting, the answer would be "yes").
3. What is the nature of the work? With some works, portions of the work can easily be separated. With others this is not practical. For instance, how could you use only a portion of a painting?
4. How much of the work is to be used? Relatively small portions of a work are usually acceptable.

5. Will use of the work effect its marketability? Will use of the work result in less sales of the work? If the use will result in reduced sales, then it is most likely not a fair use.

These questions must be analyzed as a whole. Finding that one of the factors is positive does not mean that fair use applies.

Some examples:

1. A photocopy of a short poem or essay for class room use would seem to be a fair use.
2. A photocopy of a paragraph from a novel to exhibit the writing style of an author would also seem to be a fair use.
3. However, a photocopy of an entire chapter of a novel may push the envelope.
4. Copying a poem that is 300 years old would be permissible because the copyright has expired.
5. Handing out photocopies of an article from this morning's newspaper to discuss in class would be fair use. (It would probably be advisable to collect the copies and destroy.) Using that same article in the same fashion the next semester may be a violation. (Not close in time to the actual publication.)

If there is any question about the ability of a work to qualify as a fair use, it is recommended that the faculty member consult the head of his/her department or an officer of the College. If there is any doubt, either do not use the work or obtain permission for its use.

Congress has provided certain relief from claims for damages resulting from non-authorized use of copyrighted works by nonprofit educational institutions. New College Franklin believes that it should not rely on this relief; rather, it wants to support the authors and their right to copyright protection

SEXUAL HARASSMENT/MISCONDUCT POLICY

New College Franklin, Inc. prohibits sexual harassment of its students and employees (i.e., faculty and staff) and applicants for employment by any student, employee, non-employee or applicant. Such conduct may result in disciplinary action up to and including expulsion or dismissal. This policy covers all students and employees. The college will not tolerate, condone, or allow sexual harassment, whether engaged in by students, fellows, staff, or faculty, supervisors, administrators, associates, or other non-employees who conduct business with the college.

All faculty are expected to conduct their life in accordance with New College Franklin's statement of faith and code of conduct. Toleration of sexual harassment within the New College Franklin community shall not be permitted by the guidelines set forth for this Christian education community.

Faculty should consciously endeavor to honor and respect every members of the college community as their brothers and sisters in Christ, who are created and given value by their creator (Gen. 1:26-27; Rom. 12:9-18) and for whom Jesus died on their behalf for their salvation (Mk. 10:45). Faculty shall commit to follow model honesty, integrity, kindness, and modesty in all relationships (Phil. 2:3-7). Sexual harassment is any behavior that includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when:

- submission to, or rejection of, such conduct is used as the basis for grades, promotions or other academic records and/or employment decisions;
- the conduct unreasonably interferes with an individual's study or job performance or creates an intimidating, hostile or offensive work and study environment.

New College Franklin employees are entitled to work in an environment free from sexual harassment and a hostile or offensive working environment. We recognize sexual harassment as unlawful discrimination, just as conduct that belittles or demeans any individual on the basis of race, color, national and ethnic origin in the administration of the College's educational policies, admissions policies or any other school-administered programs.

No manager or supervisor shall threaten or imply that a student or employee's refusal to submit to sexual advances will adversely affect that person's grades, employment, compensation, advancement, assigned duties, or any other term or condition of student status, employment, or career development. Sexual joking, lewd pictures and any conduct that tends to make employees of one gender "sex objects" are prohibited.

Students and employees who have complaints of sexual harassment should (and are encouraged to) report such complaints to the Dean of the College. If the Dean of the College is the cause of the offending conduct, the student or employee may report this matter directly to the Dean of the Chapel or the Academic Dean. All complaints will be promptly and thoroughly investigated. Confidentiality of reports and investigations of sexual harassment will be maintained to the greatest extent possible. Any student, faculty member, administrator, or employee of the College who, after appropriate investigation, is found to have engaged in sexual harassment of another student or employee will be subject to disciplinary action, up to and including discharge.

If any party directly involved in a sexual harassment investigation is dissatisfied with the outcome or resolution, that individual has the right to appeal the decision. The dissatisfied party should submit his or her written comments to the Chairman and Secretary of the Board of Trustees of New College Franklin.

New College Franklin will not in any way retaliate against any individual who makes a report of sexual harassment nor permit any student or employee to do so. Retaliation is a serious violation of this sexual harassment policy and should be reported immediately. Any person found to have retaliated against another individual for reporting sexual harassment will be subject to appropriate disciplinary action, up to and including termination.

While Sexual Harassment violates the ethics of NCF, it should also be noted that it violates federal law (Title VII of the 1964 Civil Rights Act, as amended). This law not only prohibits sexual harassment, it also deems certain employers responsible for preventing and stopping sexual harassment that occurs on the job.

Title VII applies to private and most public employers, labor organizations, employment agencies, and joint employer-union apprenticeship programs with 15 or more employees.

Title VII makes employers liable to prevent and stop sexual harassment of **employees**. Under Title VII, covered employers must: (1) take reasonable care to prevent sexual harassment; (2) take reasonable care to promptly correct sexual harassment that has occurred.

FACULTY CORRECTION & DISCIPLINE PROCEDURE

New College Franklin holds the members of the faculty to high ethical and professional standards. The Board of Trustees and the Dean of the College must address failure to meet these standards in order to maintain fellowship among faculty, administrators, and students as well as the integrity of the college. The Dean of the College is responsible for assuring that the college's standards for conduct are observed. When questionable activity by a faculty member is brought to the attention of the Dean of the College, the Dean of the College will meet with the faculty member in a timely manner to counsel the faculty member regarding the activity in question. The goal of counsel is to disciple members of the faculty in the Biblical standards applicable to the context and to build them up in faith and practice. Any decision to discipline a member of the faculty should be the result of a careful inquiry which provides the faculty member appropriate procedural protections. The following procedures are intended to provide such protections and ensure a fully informed and fair decision.

Procedure

1. Any allegation of misconduct should be communicated immediately in writing to the President/Dean of the College.

2. Upon receiving a report of misconduct, the Dean will conduct an investigation to determine the merit of the allegation(s). The Dean may appoint one or more persons, or an *ad hoc* committee to conduct the investigation and make a recommendation to the Dean. The Dean will meet with the individual bringing the allegation to gain a fuller understanding of the allegation(s). The Dean must initiate the investigation within 30 calendar days of the receipt of the report of misconduct.
3. The faculty member under investigation will be given written notice of the allegations and the circumstances (time, place, others present, etc.) in which the alleged actions occurred. All information regarding the investigation will be kept confidential in order to protect the reputation of all parties involved. The individual(s) bringing the allegation(s) may request that his or her identity be withheld during this stage of the inquiry, but his or her identity must be disclosed to the faculty member under investigation should the Dean decide that disciplinary action is necessary.
4. The faculty member under investigation will submit a written response to the Dean of the College regarding the allegations. In addition to the official written response, the faculty member may also respond in person.
5. If the investigation finds insufficient grounds to pursue disciplinary action, the Dean will dismiss the allegations and notify the individual bringing the allegations and the faculty member under investigation. The Dean will maintain records of all investigations.
 - a. If false allegations were made maliciously, the individual bringing the allegations will be subject to disciplinary action.
 - b. If false allegations were made in good faith, the individual bringing the allegations will not be subject to disciplinary action. The Dean will view any false allegations made in good faith as having the good of the college and all parties involved at heart.
6. If the investigation finds sufficient grounds to pursue disciplinary action, the Dean will notify the accused in writing, including a summary of the investigation.
7. The means of discipline at the disposal of the Board of Trustees and the Dean of the College include, but are not limited to, the following:
 - a. Reprimand and counsel
 - b. Written reprimand
 - c. Period of disciplinary probationary with specified conditions
 - d. Suspension without pay
 - e. Reduction in salary
 - f. Dismissal with cause
8. Grounds for dismissal with cause include, but are not limited to, the following:
 - a. Incompetent performance of professional responsibilities
 - b. Neglect of duty
 - c. Personal misconduct or immorality
9. The Dean of the College will maintain all records of disciplinary actions taken and copies will be placed in the personnel files of the faculty members receiving discipline.
10. Repeated breaches of the code of conduct and professional and ethical standards will result in increased severity of disciplinary action. The Dean will make every effort to administer disciplinary actions in proportion to the nature of the offense.
11. The Dean and all his agents will make every effort to investigate reports of misconduct and to administer discipline in a timely manner (a goal of 60 calendar days from the receipt of the report of misconduct) and with the utmost regard for confidentiality in order to protect the reputation of all parties involved.

ADMINISTRATIVE LEAVE POLICY

If a serious and significant allegation of criminal action or inappropriate behavior (including sexual harassment) is made against an employee of New College Franklin, the President or Chair of the Board may place the employee on Administrative Leave with pay. This policy does not imply the guilt or innocence of the employee but separates the employee from the institution for a time of investigation by the President, Board, potential Third-Party person(s)/organizations, and legal authorities, as appropriate.

Administrative Leave begins immediately upon notification and may last up to 30 days (with exceptions provided below) during which the employee will be paid but may not return to campus or contact any individuals involved in the allegation. Only the President or Chair of the Board can initiate Administrative Leave; however, a designate may inform the employee in person of the decision if neither the President or Chair are immediately and personally available.

If, after appropriate investigation, the employee is cleared of wrong-doing, the President (or Chair of the Board) may terminate Administrative Leave and reinstate the employee, giving both written and in-person notification.

If, in the course of the investigation, sufficient evidence requires the termination of the employee, the President (or designate) will make written and in-person notification, and Administrative Leave (and salary) will be terminated.

If, at the end of 30 days, insufficient evidence exists to either clear the employee or terminate him/her, the Board must meet and determine if additional Administrative Leave time is appropriate. The Board will set the terms within the following three options:

1. Additional Administrative Leave (with pay, with specified timeframe);
2. Additional Administrative Leave (unpaid, with specified timeframe); or,
3. Termination.

TERMINATION THRESHOLD FOR ACCUSATIONS OF CRIMINAL OR SEXUAL MISCONDUCT

The legal standard for conviction in a criminal case is “beyond a reasonable doubt,” however, in civil trials, the threshold for guilt can be as accessible as “the preponderance of the evidence.” Termination for these behaviors does not necessarily imply evidence was strong enough for a criminal conviction, but it does suggest that significant evidence presented leads to the likelihood that the criminal behavior/sexual misconduct occurred.

It is under this standard, “the preponderance of the evidence,” that decisions of termination will be decided by the President and Board of Trustees. All employees of NCF must act in a way that is above reproach so as to positively represent the Lord and this college.

FACULTY GRIEVANCE POLICY AND PROCEDURE

If a faculty member is dissatisfied with aspect of their employment and believes that an employment policy or practice has been administered incorrectly, NCF expects that they will first follow the Biblical principle of addressing in love and humility the one who has wronged them directly (Matthew 18) in an effort to strive for peace with everyone (Hebrews 12:14). If this action does not resolve the issue, the faculty may pursue the internal grievance policy.

The grievance policy provides three steps towards seeking resolution.

- (1) The faculty may submit his/her grievance in writing to the Dean of the College. In this statement, the faculty member should include what resolution of the grievance that they seek.
- (2) If resolution is still not satisfied, the faculty should submit the written grievance to the Dean's Cabinet.
- (3) Finally, if this situation is still not resolved the Chairman of the Board with two board members (with sole authority) will receive grievance and make final decision on the matter.

All information necessary to proper resolution of the matter must be disclosed. Anyone involved in the grievance process is expected to follow procedures that are sensitive to the interest of the persons involved as well as the interest of the college.

Faculty Policies

FACULTY RIGHTS/RESPONSIBILITIES

All fellows at New College Franklin must share the vision and doctrinal commitments of the College as noted in the *Statement of Faith* and published in the college catalog and other official publications of the college.

New College Franklin's classical Christian approaches knowledge as an integrated whole, which is gained largely through the traditional liberal arts. Second, New College Franklin's teaching philosophy views the faculty as lead students, modeling the learning process as experienced generalists, not specialists. This definition of teaching is modeled in the seminar pedagogy of New College Franklin in place of lectures.

Fellows at New College Franklin have the duty and responsibility to implement and enforce all Board approved academic policies and procedures. They should also mentor and disciple students as junior members of the college. Faculty are responsible for maintaining the Student Code of Ethics by holding students accountable and recommending disciplinary action for students based on violations of the Code of Ethics, subject to the discretion of the Academic Dean or the Dean's Cabinet. Faculty are also responsible for evaluating and grading students faithfully according to the College's standards and policies as published in the catalog.

Full-time faculty may perform other duties as requested by the Academic Dean or the Dean's Cabinet, including serving on accreditation committees and other academic endeavors. Full-time faculty are expected also to participate in ongoing programs of personal and professional development and training.

All faculty are encouraged to participate in the college community events sponsored by New College Franklin, and the community services, which would include prayer services, convocation, and commencement. All faculty are encouraged to present collegium lectures during year.

FACULTY ORGANIZATION

The faculty organization exists to promote the cohesiveness of the faculty, encourage open dialogue within the components of the curriculum, identify areas of improvement within the curriculum or academic experience, and develop additional techniques of instruction and discussion. The faculty organization shall have a President and Secretary, elected by the faculty. The President shall call and establish meetings and agendas; the Secretary shall maintain minutes of all Organization meetings.

FACULTY GENERAL RESPONSIBILITIES

1. The Faculty member agrees to maintain an exemplary Christian life and to follow the guidelines in this Faculty Handbook, the Academic Programs Manual, and fulfill all responsibilities designated in the Job Description.
2. As a member of the Faculty of New College Franklin, the Faculty member is encouraged to present *Collegium* and Arts & Letters lectures.
3. The Faculty member is required to regularly update course information using the online college management system (hereafter *Populi*).

4. The Faculty member is required to record final course grades in *Populi within one week of the end of each semester.*
3. Course Learning Outcomes for each course are available in the Academic Handbook and must be used in the development of courses. The Faculty member is required to provide a completed syllabus for each course to be taught for approval by the Dean of Academics no less than one month before the start of term and post the approved syllabus in Populi no later than one week prior to start of the academic term.
4. The Dean of Academics will provide each Faculty member with any previous course syllabi and the Academic Handbook to provide requirements and guidelines in the development of the syllabus. If the Faculty member wishes to submit any substitutions or additions to course objectives or major course textbooks, these must be submitted for approval, with a rationale for the change(s), to the Dean of Academics no later than four weeks before the start of the academic year. The Faculty member is required to post the approved book list in Populi one week prior the start of the academic term.
5. The Faculty member is required to return graded student work in a timely manner. The Faculty member is required to communicate to students the expected turn-around time for graded assignments. The Faculty member is encouraged to return graded work *within one week of receipt of student work*, and no later than *two weeks after receipt of student work*. Student work received during the last two weeks of the academic term may be returned during the first week of the ensuing term. The Faculty member is not required to return student work received during the last two weeks of the semester.
6. The Faculty member is expected to maintain at least two office hours per week and be available for students as appropriate. Faculty are expected to respond to students' email within 48 hours of contact.
7. The Faculty member is required to respond to correspondence in a timely manner, to attend the majority of regularly scheduled faculty meetings, and is expected to make all reasonable efforts to attend official college functions.
8. Failure to fulfill the responsibilities detailed in this contract and detailed in the Faculty Handbook will result in disciplinary action.
9. The New College Franklin Board of Trustees or the Faculty member may terminate this agreement at their sole discretion by providing at *least four weeks written notice.*

FACULTY JOB DESCRIPTIONS

1. Ensure institutional commitment to the Mission and Vision of the College;
2. Model Christ-likeness in all aspects of personal and institutional life;
3. Teach through modeling the learning process, with proper preparation and personal interest;
4. Meet the standards of classroom etiquette and policy as described throughout the Faculty Handbook, Academic Catalog, and Code of Ethics;
5. Create, submit for approval, and implement a comprehensive and appropriate syllabus for each course, based on approved Student Learning Outcomes and the Course Description;
6. Uphold all faculty guidelines regarding classroom time, student workload requirements, syllabus modification requirements, etc.;
7. Provide appropriate and timely feedback to students, including returning assignments to students within two weeks, and regularly updating Populi with grades and attendance;

8. Notify the Head of Program and/or Dean of Academics when students indicate or demonstrate they are at risk (academically, spiritually, etc.);
9. Review and incorporate assessment analysis in teaching, course design, etc.;
10. Attend and participate in faculty meetings, collegiums, prospective weekend, special events, etc.
11. Assist the Head of Program and Dean of Academics in the process of assessment and strategic planning within the division of academics and faculty;
12. In matters of conflict and discipline, demonstrate love and discipleship consistent with scripture to promote reconciliation and unity;
13. Maintain confidentiality and professional discretion with student records, student grades and coursework, disciplinary action, and internal institutional discussions;
14. Other duties as assigned by the President or Board of Trustees.

FACULTY EVALUATION

A faculty evaluation is comprised of an administrative evaluation, a faculty peer-evaluation, a self-evaluation, student evaluations, and a portfolio review. Unless a faculty member does not teach during the academic year, a faculty evaluation must be completed.

An *In-Class Observation Form*, should be completed by the Dean of Academics, Assistant Dean, or Head of Program in the Lententide term, unless extenuating circumstances require another time. A copy will be placed in the faculty member's permanent file, and made available to the supervisor for evaluation.

At the end of each term, students will complete and submit an evaluation of the course and faculty member through Populi. A copy will be placed in the faculty member's permanent file, and made available to the supervisor for evaluation.

In March, each faculty member will be given a *Self-Evaluation Form*, and a *Professional Development Plan Form* that should be completed and added to the permanent file.

In early April, the supervisor shall meet with the faculty member and discuss areas of strength as well as needed improvement based upon the *In-Class Observation Form*, Student Evaluations, Self-Evaluations and job description. In addition, the information contained in the portfolio should be updated and verified.

FACULTY PORTFOLIOS

Portfolios provide faculty with an opportunity to present a summary of their work. All teaching faculty are required to submit portfolios by October 1 annually. Portfolios will contain the following:

1. Current CV
2. Transcripts from all Institutions of Higher Education
3. Copy of THEC Application
4. Agreement to Foundational Standards form for current year
5. Current version of professional development plan;
This plan will describe the instructor's planned professional development activities and a propose realistic schedule for completing these activities. The instructor should detail his or her strengths and how to further develop these as well as his or her weaknesses and how to improve upon these. This plan should include detailed, concrete, and practical steps the instructor plans to take to grow as an instructor. This is typically completed in conjunction with the evaluations in the previous spring for returning professors.

6. Any professional accomplishments.

PERSONNEL FILES/EMPLOYMENT RECORDS

Personnel files/employment records are maintained in the college administrative office. The administrative office shall maintain employment application, curriculum vitae, written references/recommendations, transcript, a copy of THEC (Tennessee Higher Education Commission) personnel report form and employment related correspondence with and/or regarding the professional status of the Fellow. It is the responsibility of the fellow to provide a detailed history of employment, with a complete and current resume.

WORKLOAD

Faculty who teach twenty-four credit hours in an academic year are considered full-time.

FACULTY BENEFITS

A health insurance stipend to address a portion of the expenses related to health insurance may be offered to full-time faculty as the New College Franklin budget allows. At this time, the college offers no retirement benefit.

FACULTY TITLES, PROMOTION AND TENURE

Faculty at New College shall carry the title of fellow. This designation is employed intentionally to designate that the faculty assumes their particular responsibilities and roles within the collegium. Fellows and students alike are all equally members of the collegium but with different roles. The culture of New College Franklin should imitate that of a family with members all serving as integral parts of the whole.

In some instances, a member of the faculty may receive the title of senior fellow. This designation may be used to honor and note an embodiment of wisdom and an exceptional expression of the general Biblical qualities of a master teacher. The designation of senior fellow may be granted to one with outstanding academic experience, a body of work, or terminal degree earned. A senior fellow is full-time with the college, or is part time yet carries established, honored presence in the college community.

New College Franklin does not offer Tenure positions; contracts are signed annually with no guarantee of renewal.

FACULTY DEVELOPMENT

New College Franklin provides various opportunities for personal and professional growth through its collegium series, faculty orientation, and faculty organization.

Faculty are encouraged to make use of the many external opportunities for personal and professional growth available in the Franklin/Nashville area and beyond. As such opportunities arise, faculty members are encouraged to inform and encourage other faculty to participate.

Opportunities that coincide with class schedules must be approved by the Dean of Academics. Expenses for such professional development may be reimbursed with prior approval if budgeted funds are available.

RECRUITMENT AND APPOINTMENT

An employment page will be maintained on the website at all times, whether or not positions are available. Potential employees may submit an application through the website, all of which will be stored in Populi. When positions become available, they should be posted to the website under this employment page. The following outlines the recruiting and appointment procedures for the institution.

- 1) Application needs to be completed online and submitted with components.
- 2) Dean of Academic reviews incoming applications, thanks the applicant with a form letter:

Dear _____,

Thank you for submitting an application for employment at New College Franklin! We will review your materials and contact you if additional information is needed.

Please feel free to contact me with any questions or updates you may have. Again, thank you for your interest in New College Franklin.

*Sincerely,
[name of Academic Dean]*

- 3) Dean of Academics does a preliminary review to see if the person could be beneficial; if not, mark as such on the application. If so, mark such, and pass on to the Head of Program (for faculty applications) ; hold/process at the Dean of Academic level for staff positions; administration positions should be forwarded to the President.
- 4) Head of Program will collect applications, informally connecting with potential faculty when beneficial, and verifying documents. Once a faculty need is determined, Head of Program will coordinate interview schedules, meet with the potential faculty members, and take the lead in the interview process; however, the Dean of Academics and President should be aware of this process, and informally meet the prospective faculty.
- 5) The Head of Program will choose the best three candidates and conduct Background Checks (through HR) and contact references. If possible, contact a reference not listed by the candidate. If each candidate checks out, he will submit to the President/Academic Dean.
- 6) The President/Academic Dean will review candidate information and conduct interviews. Interviews may include the Executive Committee of the Board.
- 7) Once a candidate has been selected for hiring, officially submit to the Board for approval. Notify other applicants that the position has been filled, but that their application will be held for potential future positions.
- 8) Complete paperwork; including IRS and THEC.

CONTRACTS

Junior and adjunct fellows sign contracts annually for the number of semester hours and specified courses each individual will teach. The obligations assumed by both parties to the contract, the benefits to be derived, and criteria for renewal are specified in this Faculty Handbook. The College and the instructor keep signed copies of the contract.

For part-time or adjunct faculty members, salaries are contracted for by number of semester hours taught each academic year, and paid on a schedule set up with the bursar. A part-time or adjunct faculty member is a faculty member who has a contract with the college to teach one or more specifically identified courses for one or more specified academic terms; whose earned degrees from accredited institutions are directly related to courses to be taught; whose salary is fixed and not contingent; and whose job responsibilities are specifically spelled out in a board approved job description. New College Franklin may designate these faculty members as part-time or adjunct; however, only those contracted to teach in the current or most recently completed academic year may be included in any published faculty listing. The contract specifies that specifies the faculty member has read the institution's purpose, objectives, and philosophy and agrees with and supports them."

For appointed fellows, contracts are signed with a term of one year, or, in some cases, a multi-year contract may be offered. A full-time faculty member is one "who has a full-time contract with the college; whose earned degrees from accredited institutions are directly related to courses to be taught; whose salary is fixed and not contingent; whose job responsibilities are specifically spelled out in a board approved job description; whose primary professional employment is with the institution; who devotes substantially all working time during the contracted period to the specified job responsibilities; and whose outside professional activities do not detract from the specified job responsibilities." Contracted salaries are paid on a schedule set up with the bursar.

RETENTION OF FACULTY

New College Franklin values the quality and excellence its faculty bring to the institution, the students, and the academic experience. As such, NCF seeks to ensure the environment for faculty is as inviting and encouraging as possible within the framework of spiritual and intellectual growth. We believe that our positive outlook on life and learning, our eagerness to learn from one another, and the quality exhibited in the culture of the college will encourage faculty to remain connected to the school.

ACADEMIC FREEDOM POLICY

Every community is held together by common principles and beliefs about what is true. The New College Franklin Statement of Faith, signed and upheld by all faculty, expresses our common beliefs and our standard of truth, which is the Word. We expect faculty to earnestly pursue Christ as Truth in both word and deed; this forms the foundation for academic freedom.

We believe that freedom of belief and conscience—within the standards of the Statement of Faith—is essential to the health of college. Yet, we do not seek to burden anyone's conscience—either students or faculty—in matters of secondary doctrine. In academic life, we embrace honest discussion of difficult, controversial, and contrasting viewpoints while resolving to evaluate all knowledge according to the Word of Truth. We therefore encourage academic freedom for students and faculty, analyzing all knowledge in humility, grounded on the Word, and within the bounds of the Statement of Faith.

Resources

PROCURING EQUIPMENT AND SUPPLIES

Basic office and classroom supplies are maintained in the college office. Faculty are encouraged to notify the Office Manager when supplies are missing or nearly exhausted.

Needs for additional supplies and equipment should be discussed with the Office Manager, and if supplies are not available, the faculty member should complete a “Purchase Order Form,” and return it to the Office Manager. The Office Manager or budget committee (depending on the amount of the request) will approve/reject the Purchase Order Request and notify the faculty member. Approved items will generally be purchased by a card-holding member of the financial team unless other arrangements are made.

REQUESTING LIBRARY RESOURCES

Financial resources have been designated for development of the library and its holdings. Faculty who have recommendations for resources that are not currently available in the library should complete a *Library Resource Acquisition form* and submit it to the Librarian. If approved, the resources will be purchased. Faculty will be notified when the decision is made regarding the purchase and when the resource becomes available.

Academic Policies & Syllabus

STUDENT ATTENDANCE POLICY

We expect students to participate in the activities of a course in order to receive credit for that course, yet we also recognize that life events sometimes prevent attendance. Students should expect missed classes to adversely affect their achievement in the course. Students may miss the equivalent of one week per 8-week term, or two weeks per semester. For example, students in a semester-long class that meets twice a week can miss up to four classes without direct negative consequences.

Instructors have two options to determine attendance compliance. This must be noted in the course syllabus.

1. In classes where participation grades are given, if a student is absent from class, he or she will not receive participation credit for that day. Students will receive a “0” participation grade for the classes in excess of the allotted amount except for extraordinary (hospital stay, death of close family member, etc.) circumstances. In such cases, the instructor will exercise his discretion in allowing students to submit assignments.

2. In classes where participation grades are not given or if the professor prefers this option, students who miss more than the allotted number of absences will have their final grade lowered by 2 points for each absence in excess.

A tardy is defined as arrival after the start of class up to 30 minutes late. Three (3) tardy arrivals will result in an absence, and, if applicable, a “0” for participation on that third date of tardiness. Students who arrive more than 30 minutes late will be counted absent.

OFFICE HOURS

The Faculty member is expected to maintain at least two office hours per week and be available for students as appropriate. Faculty are expected to respond to students’ email within 48 hours of contact.

ACADEMIC ADVISING

Unlike other institutions with significant variation in the curriculum, nearly all students enroll in an identical curriculum and sequence. Faculty often meet with students on an individual basis throughout the semester to mentor and encourage in academics and life. For the purposes of accreditation and formal advising, the Dean of Academics (or Assistant Dean) meets with students individually once per year in August to discuss future academic planning and career planning.

FACULTY ABSENCE FROM WORK

Faculty may be absent from their teaching responsibility to address untimely personal matters, participate in professional or ministry opportunity, to care for a sick immediate family member, or to attend funeral of a family member or close personal friend.

When possible absence from teaching responsibilities should be coordinated with New College Franklin's Dean no later than two weeks before the need to be absent.

DEFINITION OF A CREDIT HOUR

A credit hour is one hour (50 minutes) of classroom or direct faculty instruction with a minimum of two hours out-of-class work each week of an academic semester. Two terms at New College Franklin comprise a semester of a total of sixteen weeks.

INSTITUTIONAL GRADING SCALE

New College Franklin faculty members record grades, and students may view their grades in Populi, the college management system, as soon as they are posted.

Mark	Minimum Points	Direct Equivalent	Grade Points
A	94.00	95.00	4.00
A-	90.00	92.00	3.70
B+	86.00	88.00	3.30
B	83.00	85.00	3.00
B-	80.00	82.00	2.70
C+	76.00	78.00	2.30
C	73.00	75.00	2.00
C-	70.00	72.00	1.70
D+	66.00	68.00	1.53
D	63.00	65.00	1.30
D-	60.00	62.00	1.00
F	0.00	0.00	0.00

Semester Reports

New College Franklin follows the grading terminology outlined below. Pass/fail courses will not be factored into the student's GPA. Student academic records are private and confidential, and are released in accordance with applicable state and federal law. Semester grades are finalized within a week of the end of each term and students may access their grades in Populi.

Late Work

The following is the strictest allowable policy. You may offer a more lenient policy, but we encourage keeping as close to this policy as possible to promote a consistent institutional culture of responsibility.

No late work is accepted. If a planned absence coincides with the due date of an assignment, you must make arrangements with your professor before the day the assignment is due regarding the submission of the assignment. If unforeseeable circumstances prevent you from submitting a completed assignment on time, you must notify your professor that you will not be present to submit the assignment. In such a case, you must notify your professor before the assignment is due using the means of communication specified in the syllabus. If you have access to a computer and internet, and the assignment is transferable electronically, you must submit the assignment electronically before the assignment is due in class. If the assignment is not transferable electronically, you must make arrangements with your professor to turn in the assignment as soon as possible. Assignments are due at the start time of the class period at which they are due. Assignments not submitted on time will receive a grade of "0."

SYLLABUS APPROVAL, TEXTBOOK ADOPTION AND MANAGEMENT

Student Learning Outcomes (SLOs), documented for each course in the *Academic Handbook*, form the foundation of each syllabus/course. SLOs are approved by the Dean of Academics and may not be altered without approval and appropriate documentation from the Dean of Academics. Faculty are encouraged to review previous syllabus and, if appropriate, use the same textbooks; however, the faculty member may request a change in textbook from the Dean of Academics. At this time, only informal written permission (email) is required for a change in textbook.

All syllabi will be reviewed by the Dean of Academics with input, at his discretion, from the Assistant Dean of Academics, the Head of Program and/or members of the faculty. All syllabi will be stored digitally and available for access as needed. A template for the course syllabus is available in the Appendix.

Appendix

Purchase Order Form
Course Syllabus Template
In Class Observation Form
Self-Evaluation Form
Professional Development Plan Form
Library Resource Acquisition Form
Foundational Standards Form