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The Faculty Handbook is a summary of the organization, policies, and procedures involved with internal faculty governance. It is not part of the employment contract between the College and the Faculty. Items in this section require approval of only the Faculty.

I. Faculty Organization and Policies

1.0 Faculty Organization

1.1 General Faculty Organization

1.1.1 Faculty Meetings

1.1.1.1 Call for Meetings.

Faculty meetings shall be convened at least once each semester in accordance with the calendar established by the AACC and at a place determined by the Provost. Meetings may be called on three days' notice by the President or the President's designated representative, by the Provost, by the Faculty Senate, or by the written request of ten faculty. The Provost or designated representative shall preside at faculty meetings. All faculty members with regular appointments are expected to attend.

1.1.1.2 Quorum, Privilege of the Floor, Voting.

A quorum shall consist of at least seventy-five (75) full-time faculty members. All faculty with regular, joint, fixed term, and renewable appointments have the privilege of the floor and the right to vote. Members sharing a joint appointment shall each be counted for determining a quorum and in voting. Part-time faculty members shall have the privilege of the floor but not the right to vote.

1.1.1.3 Rules of Procedure.

Faculty meetings shall be conducted in accordance with Robert's Rules of Order, Newly Revised.

1.1.1.4 Records.

The faculty shall elect a secretary who shall keep proper records of meetings of the faculty.

1.1.1.5 Emergency Suspension of Rules of Procedure.

A. If normal operations of the College and/or the ability of the Faculty to meet and conduct its business are disrupted significantly due to a national, state, or local emergency declared by civil authorities, or other force majeure, the Faculty Senate will call for an emergency vote (in-person, or by electronic means) of the full faculty to convene a Faculty Emergency Planning Committee (FEPC). The voting members of FEPC will include: the Chair of the Faculty Senate, the Chairs (or designees) of the Academic Operations Committee (AOC), the Department Chairs and Program Directors Committee (DCPDC), and the Diversity, Equity, and Inclusion Committee (DEIC), a full-time member of the faculty elected from the faculty at-large. The Provost of the College or Provost's Designee will be a non-voting member of the committee. The FEPC will collaborate with appropriate emergency planning groups from other divisions of the college (e.g. Registrar, Gustavus Technology Services, etc.).

B. The FEPC shall have authority to conduct the business of the Faculty (except for tasks assigned to the Personnel Committee) and to act on any significant changes to the academic program in a timely manner. The FEPC shall seek comments and suggestions from the Faculty to the extent feasible during the emergency before taking actions regarding the academic program. If feasible, input from faculty shall be through synchronous virtual meetings or asynchronous electronic means that allow for faculty discussion and anonymous electronic voting. Quorum, Privilege of the Floor, and voting shall be in accordance with the

Faculty Handbook section 1.1.1.2. The Faculty will be informed of any changes made to the academic program by the FEPC.

C. The Faculty will resume oversight of the academic program when the President, in consultation with the FEPC, determines that the College can resume normal operation, or the Faculty disbands the FEPC by majority vote.

D. Emergency academic authority given to the FEPC is initially granted for no more than three months but may be renewed by majority vote of the full faculty if the emergency persists. A policy change made by the FEPC shall persist for at most one semester unless the Faculty vote to make the policy permanent through regular Faculty Meeting procedures.

1.1.2 Divisions of the College

1.1.2.1 Divisional Organization

Divisions of the College shall consist of the following departments:

- Division of Education: Elementary and Secondary Education; Health and Exercise Science; Library; Nursing.
 - Division of Fine Arts: Art and Art History; Music; Communication Studies; Theatre and Dance.
 - Division of Humanities: Greek, Latin, and Classical Studies; English; History; Modern Languages, Literatures, and Cultures; Philosophy; Religion; Scandinavian Studies.
 - Division of Natural Sciences and Mathematics: Biology; Chemistry; Environment, Geography and Earth Sciences; Mathematics, Computer Science, and Statistics; Physics.
 - Division of Social Sciences: Business and Economics, Political Science, Psychological Science, Sociology and Anthropology.
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1.1.3 Departments

The departments profess their disciplines and seek to further the aims and purposes of the College.

1.1.3.1 Responsibilities

Each department shall promote and encourage a high standard of teaching, scholarship and research, and academic achievement.

Subject to the approval of the faculty and the Provost or designee, each department is responsible for its course offerings, its major requirements, the determination of the size of individual class sections, and regular assessment of student learning.

Each department shall participate in the making of recommendations for appointments to its staff, in the internal evaluations of its probationary appointees, and in making recommendations for retention, promotion, and appointments with continuous tenure where members of its staff are concerned.

1.1.3.2 Department Chairs

The department chair serves as the principal liaison between the department and the rest of the college. The department chair is typically a full-time faculty member who serves in this additional capacity by appointment of the Provost. This appointment carries responsibilities for departmental leadership and management and for liaison to administrative offices, faculty groups, and students. The authority of the chair derives from the mutual confidence expressed by their recommendation by election of the department faculty and by the appointment of the Provost. The chair's appointment is recognized by access to a department chair fund and/or released time for administrative duties.

All department chairs share a common set of responsibilities to their colleagues, administrative staff, and students. In addition, the position description for the chair of each department carries specific responsibilities and conditions that may be unique to that department and which constitute a part of the chair's and College's contractual agreement for the position. Each department is responsible for developing and following a collegial model of internal governance, consistent with the *Faculty Handbook* and *Manual* and with all applicable laws and regulations.

- 1.1.3.2.1 Responsibilities of the Department Chair

The department chair serves as the principal interface between their department and administrative offices, other departments, outside agencies and organizations, vendors of goods and services, other academic institutions and employers, and students. In their role in the leadership and management of the department's affairs, the chair carries principal responsibility for carrying out or delegating the following tasks:

1. Facilitating the academic and pre-professional programs of the department
2. Promoting the academic quality of the department and discipline
3. Conducting searches for faculty positions
4. Evaluating faculty
5. Mentoring junior faculty
6. Supervising and evaluating support staff
7. Developing the departmental budget request
8. Monitoring the departmental budget
9. Submitting department course schedules to Registrar
10. Managing the program for faculty leaves
11. Managing the work-study program within the department
12. Supervising departmental assistants
13. Processing paperwork for various committees and offices (area proposals, course proposals, etc.)
14. Following regulations and guidelines from all manner of sources
15. Managing external grants, special programs and development projects
16. Conducting periodic departmental reviews
17. Managing specialized facilities, laboratories, equipment
18. Organizing and presiding at department meetings
19. Encouraging faculty professional development
20. Providing liaison, information, and evaluations to administrative offices
21. Providing liaison and information to faculty committees, *ad hoc* committees, accrediting organizations, and other groups
22. Providing liaison to other departments
23. Representing the department at the meetings of the department chairs
24. Responding to student petitions, degree applications, complaints, requests, etc.

The dual role of the chair includes both administrative and departmental leadership functions. The chair functions as a member of the academic administration when acting on behalf of the College in carrying out assigned management responsibilities such as recruiting, supervising, and evaluating faculty and staff. The chair functions as a first among equals when acting on behalf of their department in carrying out internal management and liaison responsibilities such as allocating resources, submitting course schedules, managing facilities, and communicating department views. In order to carry out these responsibilities on behalf of the department and college, the chair will be kept informed by all administrators, committees, and other groups and individuals who share

responsibilities for the efficient management of the college's programs. Those offices, groups and individuals requesting the department chair's assistance need to be mindful of the fact that the chair is a member of the faculty with their own teaching, research, professional responsibilities and other commitments. Academic departments have very limited support staffs and typically operate on the academic calendar.

- 1.1.3.2.2 Authority of the Department Chair

The department chair has the primary responsibility for communicating the department's views to the college community and college community concerns to the department. Because the chair acts on behalf of the department, the chair must distinguish between personal views and those that reflect the consensus of the department. In consultation with departmental members, the department chair has the primary responsibility and authority for:

1. Formulating and communicating recommendations for hiring, tenure, promotion, retention, and evaluation of faculty and departmental support staff
2. Establishing departmental budget priorities and allocations
3. Recommending teaching assignments to the Provost and regulating faculty workloads
4. Recommending leaves and special assignments to the Provost
5. Developing and articulating departmental goals

- 1.1.3.2.3 Appointment and Term of the Department Chair

The department chair is appointed upon recommendation of the department faculty. The recommendation of the department for the appointment or reappointment of a chair is determined by a majority vote in an election conducted by the Provost or the Provost's representative. A majority vote of regular and joint appointment department faculty will constitute the recommendation of the department. In those cases in which a recommendation reflecting departmental consensus cannot be achieved, the Provost will make an offer of appointment to a member of the faculty. The term of the chair is normally three years and chairs may be reelected for successive terms. The meeting of the department to elect the chair should be held during the last year of the current appointment.

- 1.1.3.2.3.1 Special Chair Assignments

The Chairs of the Department of Education and the Department of Nursing have specialized administrative responsibilities that extend beyond those listed above.

- 1.1.3.2.3.2 The Provost carries a special obligation to encourage effective and independent leadership of departments through the chairs, while at the same time maintaining a sensitivity to the needs of all faculty. In those unusual cases in which the department chair is clearly unwilling or unable to represent a department and manage its affairs in a professional manner, or where conflicts within a department have become irreconcilable, the Provost may appoint a new chair or make other arrangements for the temporary management of the department's affairs.

1.2 Faculty Committees

1.2.1 Elections to Committees

Except as otherwise provided, election to standing committees shall be held by electronic ballot as described in section 1.2.1 from nominations submitted by the Faculty Senate. Additional nominations may be made from the floor at a faculty meeting. Faculty members shall be given the opportunity to state preferences for

committee assignments, and, insofar as possible, the Faculty Senate shall honor such preferences in nominating for committees.

The Academic Affairs Coordinating Council shall also have the status of a standing committee.

A. Electronic Ballot Procedures:

Faculty who have been nominated for election to committees are introduced at the faculty meeting immediately prior to the elections. Additional nominations may be made from the floor. As soon as possible after the faculty meeting at which the nominations are presented, ballots are distributed to all full-time faculty via current distribution method.

Voting must be completed within a specified period of time, usually one week but in all cases announced at the time of ballot distribution. The Vice-Chair of the Senate and/or designees authenticate and tally the returned ballots and determine the results of the election based on a majority of votes cast. Every precaution is taken to ensure the secrecy of the ballots and the integrity of the election. A description of election procedures will be available for review upon request.

If not all open seats are filled by candidates receiving more than 50% of votes cast, a runoff ballot to fill the remaining open seats will be prepared and distributed as soon as possible.

In cases where there is only one person on the ballot, the Faculty may choose to elect that person at the Faculty meeting, without distributing ballots. The full results (including vote tallies) of all elections and runoff elections will be reported by e-mail and at the next faculty meeting.

B. Faculty Committee Service:

While all tenured and tenure track faculty are expected to share in committee service, continuous service is not expected, as such service will naturally be cyclical throughout a career. With the understanding that the primary role of a Gustavus Adolphus College faculty member is that of a teacher-scholar, reasonable exemptions from committee service will be granted by the Provost. Such requests should be submitted with rationale to the Provost.

C. Vacated Positions

When a faculty member goes on a leave of absence, sabbatical, or is otherwise off campus for at least a semester, that person's position on any faculty committee or special faculty assignment will be declared vacant. When a position is vacated in this manner or any other, another faculty member will be elected or appointed (whichever is normal for the position) for the remainder of that term. If there is less than a year remaining in a multiple-year term, the replacement should normally be chosen for a full term plus the remainder.

1.2.2 Committee officers

1. Each faculty committee shall elect a chair or co-chairs and select/elect a secretary.
2. The chair of the faculty committee shall convene the committee meetings, develop and distribute an agenda in advance of the meeting and run efficient and productive meetings. The chair or one of the co-chairs shall be a tenured member of the faculty, if at all possible.
3. The committee secretary shall keep and maintain proper records of meetings of the committee. The secretary or chair will see that full copies are placed in the College Archives at the end of the academic year.

1.2.3 Electronic Participation in Committee Meetings

1. Each meeting of a faculty committee shall be called to assemble in a physical room or electronically, or in some hybrid combination of in-person and virtual format. The electronic medium chosen must allow, at minimum, for all participating committee members to hear one another.
 2. The committee has discretion to set its meeting format.
 3. Committee members shall be counted in the quorum and may vote while participating electronically.
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1.2.4 Faculty Senate

A. Functions

1. To serve as liaison between faculty and administration.
2. To serve as the primary long-range academic planning body for the faculty.
3. To consult with the Provost over the creation of Tenure Track and Continuing Faculty positions.
4. To coordinate faculty responsibilities and activities as carried out through the various committees. These duties include, but are not limited to, the following:
 - a. To nominate candidates for all standing committee positions elected at large.
 - b. To appoint faculty to all positions specified by this *Faculty Handbook*.
5. To recommend candidates for honorary degrees to the President and the Board. The Vice Chair of the Senate shall be designated to evaluate proposals for honorary degrees as they are submitted, consult with appropriate members of the academic community, and make recommendations to the Senate.
6. To serve as the review committee as specified in those situations described in the *Faculty Manual* in Sections 2.6.2.2 and 2.6.2.3.
7. To serve as an appeals committee as specified in *Faculty Manual* Section 3.2.4.3.
8. To act on behalf of the faculty in matters such as faculty may direct.
9. To originate proposals and recommendations as it may deem advisable.
10. To have primary responsibility for updating of the *Faculty Manual* and *Faculty Handbook*.
Following the end of each academic year, the outgoing chairperson of the Faculty Senate and the outgoing Faculty Secretary shall have responsibility for final editing.
11. To participate through its Chair or the Chair's designee in the College Accreditation Committee.

B. Membership

1. Elected: Twelve members shall be elected at-large; all shall hold at least the rank of assistant professor. Elected members shall have held at least half-time positions on this faculty and shall be at least in their second year of service at the time of nomination. The President, Vice Presidents, and Academic Deans are not eligible for election to the Faculty Senate. Elected members serve for three-year terms.
2. Members of the Faculty Senate are ineligible for immediate re-election. Any senator elected to fill out less than half of an unexpired term will be allowed to immediately succeed themselves for one full term, if so elected.
3. Nomination and Election
 - a. The faculty shall elect the at-large representatives. Nominations for at-large positions shall be advanced to the faculty by the Faculty Senate. Additional nominations may be made from the floor of the faculty meeting.
 - b. Election of Faculty Senators shall precede the general elections to committees.
4. Ex officio: President, Provost, Faculty Secretary, Vice President for Equity and Inclusion, and Non-Tenure-Track Faculty Liaison. Ex Officio members are nonvoting members.

C. Meetings

1. The Faculty Secretary shall convene the new Senate in the spring for the purpose of electing a chair. The chair of the Senate shall call the first meeting in the fall of each year not later than the second week of classes, ordinarily in accord with the calendar established by the Academic Affairs Coordinating Council. Thereafter the Senate may set the time and place of its own meetings or through inaction allow its Chair to set the meeting times and places in accord with the calendar established by the AACC.
2. Special meetings of the Senate may be called, with sufficient notice, by any of the following: the Chair of the Senate, two members of the Senate, three non-Senate faculty members, the President of the College or the Provost.

D. Officers

1. The Chair of the Senate shall be an elected member (chosen at the final meeting in the spring), shall serve for one year, and shall keep the faculty regularly informed of the proceedings of the Senate.
2. The Vice-Chair of the Senate shall be an elected member (chosen at the final meeting in the spring), shall serve for one year, and shall be responsible for nominations for election/appointment to faculty and other College committees and nominations for honorary degrees.
3. The Secretary of the Faculty shall be Secretary of the Senate.

E. Subcommittees

1. Nominations Committee

A. Functions:

1. To develop a slate of nominations each spring for faculty committees/appointments from the faculty preference survey.
2. To develop a slate of nominations for faculty committees/appointments when vacancies occur, and then to conduct elections.
3. To develop a slate of nominations each spring for divisional committee vacancies using the divisional email list to solicit nominations and then conduct an election.
4. To recommend to the Faculty Senate candidates for honorary degrees.

B. Membership:

1. Vice chair of the Faculty Senate (who will convene the sub-committee meetings).
2. Five Senators appointed by the Faculty Senate.

1.2.5 Faculty Review Committee

This committee is comprised of the faculty members of the Adjudication Board described below in *Faculty Handbook* Section 1.2.11.1.J.

1.2.6 Curriculum Committee

The function of the Curriculum Committee is to serve as the primary curricular planning body for the faculty.

A. Functions

1. To recommend curricular plans, policies, and programs to the faculty.
2. To review and recommend to the faculty the creation and termination of departmental and interdepartmental programs, major and minor programs, other degree programs and graduation

requirements, as well as changes to requirements for existing majors and minors. In keeping with AAUP guidelines, initiatives emerging from educational considerations will originate primarily from the faculty in the departments and programs affected, as well as the faculty as a whole.

3. To advise the Provost, at the earliest opportunity, on the effects of tenure and non-tenure staffing decisions on departmental and interdepartmental programs, major and minor programs, other degree programs, general education and graduation requirements (e.g., in the Liberal Arts Perspective Curriculum and the Three Crowns Curriculum). To best advise the Provost and the Faculty Senate, the Curriculum Committee will seek input from affected departmental and interdepartmental programs.
4. To collaborate with the College Assessment Director(s) in prioritizing and supporting institutional goals for the assessment of student learning, including the operation of ongoing systems of assessment of student learning and the review of departmental and program mission statements, objectives, plans, and reports as they relate to the assessment of student learning.
5. To advise the Director of General Education on assessment of student learning in the following areas: First Term Seminar, Liberal Arts Perspective, Three Crowns Curriculum, Writing Across the Curriculum, and Interim Experience.
6. To recommend to the Faculty Senate new or revised language concerning curricular programs.
7. To report to the faculty new semester and Summer Term courses, graduate credit courses, General Education Area approvals, Writing Course approvals, First Term Seminars, and changes in course credit.
8. To participate through its Chair or the Chair's designee in College Accreditation Committee.
9. To appoint ad hoc working groups, as needed.

B. Membership

1. Elected: Each division shall elect one representative and four additional members shall be elected at-large. Two of the at-large members must be tenured at the time of election. Members shall be elected to three-year terms.
2. Students: Three students shall be appointed by the Student Senate. The Student Senate may choose the length of term for representatives (at least one year).
3. Ex officio: Provost or designee, Registrar, Library Chair, Director of General Education, Director of Three Crowns Curriculum, Director of International and Cultural Education, Director of Writing Program, Director of First Term Seminars, College Assessment Director, Director of Summer Term, Director of Challenge Seminar. With the exception of the Provost or designee, ex officio members are non-voting members.

C. Subcommittees of the Curriculum Committee

1. Course Approval Subcommittee (CAPSUB)

A. Functions

1. To recommend to the Curriculum Committee new semester and summer courses, graduate credit courses, General Education area approvals, Writing Course approvals, and First Term Seminars.

B. Membership

1. Curriculum Committee: Each academic year an elected faculty member of the Curriculum Committee shall be elected by the Curriculum Committee to serve as chair of the CAPSUB.
2. Elected: Each division shall elect one representative. Members shall be elected to staggered three-year terms.

3. Students: One student of at least sophomore standing shall be elected by the Student Senate. The Student Senate may choose the length of term for its representative (at least one academic year).
 4. Ex officio: Curriculum Committee chair, Provost or designee, Registrar, Director of General Education, Director of Three Crowns Curriculum, Director of Writing Program, Director of First Term Seminar, Director of Summer Term, Director of Challenge Seminar and a representative of the Library faculty. With the exception of the Provost, ex officio members are non-voting members.
- C. Procedures
1. The Course Approval Subcommittee shall follow the established Course Approval Policy (*Faculty Handbook*, section 2.2.1) in carrying out its functions.
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1.2.7 Academic Operations Committee

A. Functions

1. To review and recommend procedures for registration, scheduling classes, advising of students, making up calendars and catalogs, and other academic procedures.
2. To review and recommend policies concerning the Library, internship program, and instructional infrastructure.
3. To review and recommend policies and procedures regarding admissions, enrollment, and financial aid.
4. To review and recommend policies regarding grading.
5. To review and recommend policies regarding recognition for academic achievement (including Dean's List and President's List, Honors Day, Latin honors, and commencement).
6. To review and recommend policies regarding the Honor Code and violations, academic probation, and eligibility for extracurricular activities.
7. To review and recommend candidates for graduation and policies and procedures regarding graduation.
8. To conduct appropriate continuing self-study of academic policies and procedures.

B. Membership

1. Five faculty members elected at-large for staggered three-year terms.
 2. Two students, appointed by the Student Senate, which may specify the length of term (at least one year).
 3. Non-voting ex officio: Provost or designee, Dean of Students or designee, Registrar, Chair of the Library, Director of Athletics, Director of Career Development or designee, and Director of the Center for Academic Support Center or designee.
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1.2.8 Faculty Personnel Committee

A. Functions

1. To make recommendations to the Provost regarding promotions and tenure.
2. To conduct a third-year review as part of the faculty development and review process.
3. To deal with grievances and appeals in accordance with procedures set forth in the *Faculty Manual*.

B. Membership

1. Nine elected members shall serve three-year terms, three members to be elected each year. Members elected for three-year terms shall be ineligible for immediate re-election; members elected for less

than one-half an unexpired term are eligible for re-election to succeed themselves. Tenured status shall be required for membership. No member shall serve on the committee during the academic year in which they are considered for promotion.

2. The committee shall elect a Chair and a Secretary from within its membership and each of these officers shall serve for one year. The first organizational meeting shall be convened by the previous year's chair or secretary.
3. Non-voting ex officio: President, Provost, Vice President for Equity and Inclusion.

C. Procedures

1. Third Year Review

The Faculty Personnel Committee will provide evaluations of faculty members in their third year at Gustavus Adolphus College in the following manner:

- a. During the third year of each probationary appointment, the Faculty Personnel Committee or Third Year Review Subcommittee appoints a review committee for each candidate. The Chair of the Faculty Personnel Committee or Third Year Review Subcommittee and the Provost, in consultation with the chair of the candidate's department, nominate the membership of the review committee to the Faculty Personnel Committee /Third Year Review Committee. Normally, the committee consists of one tenured member of the candidate's department, one tenured member of another department (preferably one whose area of expertise relates to the candidate's), and a member of the Faculty Personnel Committee /Third Year Review Subcommittee who will serve as chair. If the candidate's department has no tenured member, another tenured member of the faculty will be selected. The faculty members of the review committee must be acceptable to the candidate.
- b. A candidate who is being reviewed may indicate to the Provost a desire for input by faculty members from interdisciplinary programs with which the candidate is involved. The candidate, in consultation with the Provost and the Chair of the Faculty Personnel Committee/ Third Year Review Subcommittee, may request that a faculty member from the interdisciplinary program with which the candidate is most involved also serve as an additional member of the review committee.
- c. The purpose of the review committee is to evaluate the candidate's current professional development, to support and encourage activities that will lead to further professional development, to suggest changes that will lead to better performance, and to provide assessment of the faculty member's progress in meeting the criteria for tenure.
- d. The review committee retains the services of an external evaluator in the same discipline as the faculty member under review. The external evaluator must be mutually acceptable to the candidate, the department, and the Provost, and may not have had previous close professional or personal association with the faculty member under review. The committee chair will make the arrangements for the external evaluator. The external evaluator submits a written summary report to the Provost.
- e. The candidate must submit a complete curriculum vitae, a written statement of approximately 2,000-5,000 words presenting evidence in support of each criterion for retention and promotion listed in the *Faculty Manual*, a copy of each course syllabus for the past three years, one copy of publications, and any other material the candidate deems relevant (for example, an annotated bibliography of works published or presented, documentation of exhibitions and performances, etc.). The review committee's evaluation will be based on the materials in the candidate's file, classroom observations, interviews with the candidate, the report of the external evaluator, and invited letters addressed and sent to the Provost, from tenure/tenure track faculty from the

- candidate's department/program. To the extent possible, all letters should address the candidate's qualifications for each of the criteria for tenure or promotion stated in the *Faculty Manual*. Student Reflection on Instruction (SRIs) will be administered by the candidate's department chair (if tenured) or by a tenured member of the candidate's department, in all courses taught during the two semesters preceding the closing of the candidate's file. In the event that there are no tenured members of the department or none on campus during the applicable semesters, the Faculty Personnel Committee/ Third Year Review Committee will assume the task of administering SRIs to that candidate's classes. The Provost Office will provide a brief statement of purpose to be read when SRIs are administered. All teaching evaluations shall be administered according to a schedule agreed to by the candidate.
- f. The review committee meets three times
 1. The first meeting is for organizational purposes.
 2. At the second meeting, the committee reviews the collected materials, including the report of the external evaluator, and discusses the applicant's strengths and weaknesses. The committee chair then drafts a preliminary letter summarizing the committee's assessment and recommendations and sends the letter to the candidate.
 3. At the third meeting, the committee discusses the summary with the candidate. If necessary, the committee chair revises the letter of assessment and recommendations. The committee chair then sends the final letter to the candidate, with copies to the department chair and to the Provost, who includes the letter in the candidate's permanent personnel file. The Provost then invites the candidate to a discussion of the summary and its implications for the candidate's professional development.
 - g. A document that describes the process details and deadlines associated with the Third Year Review is housed within the Provost's Office. This process document is reviewed annually, revised if needed, and approved by the Faculty Personnel Committee Chair or Third Year Review Subcommittee Chair.
2. Advancement to Tenure and Promotion
 - a. Initiation of Tenure Process: The tenure process is initiated after consultation between the Provost and the potential candidate for tenure, based on agreement reached between the Provost and the candidate at the time of hire or in subsequent renegotiation. In any event, the length of the probationary period, prior to a candidate being nominated for tenure, shall not exceed the time stipulated in AAUP guidelines. If it is deemed necessary, the candidate's department or the Faculty Personnel Committee may also initiate tenure proceedings. The Provost provides the list of tenure candidates to the Faculty Personnel Committee chair in the fall semester one year prior to the tenure review.
 - b. Nominations for Promotion: The academic department normally initiates the recommendation for promotion. Nominations for promotion may also be made by the candidate on their own behalf or by faculty colleagues within or outside the department or by the Provost.
 - c. Participation of Interdisciplinary Program Faculty: A candidate who is up for review may indicate to the Provost a desire for input by faculty members from interdisciplinary programs with which the candidate is involved. The Faculty Personnel Committee Chair will notify the chair of the interdisciplinary program that the request has been made, and that letters are required of tenured faculty as identified by the program chair. The letter

writer must specify that they are writing as a member of a specific interdisciplinary program, and the Provost's Office will establish a separate file for these letters (as is currently done for "solicited," "unsolicited," and "department" letters).

d. Collecting Materials

1. The candidate must submit a complete curriculum vitae, a written statement of approximately 2,000-5,000 words presenting evidence in support of each criterion for retention and promotion listed in the *Faculty Manual*, a copy of each course syllabus for the past three years, one copy of publications, and any other information the candidate deems relevant (for example, an annotated bibliography of works published or presented, documentation of exhibitions and performances, etc.).
2. The Provost ensures that the letter of assessment and recommendations written by the candidate's third year review committee have been added to the file of each candidate for tenure and promotion to associate professor.
3. The Committee invites evaluations from faculty (especially all departmental colleagues and, if appropriate, interdisciplinary program colleagues - see item 1.2.11.C.1.c) students, and administrators by public announcement. To the extent possible, all letters should address the candidate's qualifications for each of the criteria for tenure or promotion stated in the *Faculty Manual*.
4. Candidates are asked to have four current letters submitted into their files, two from College colleagues outside their department and two from professional colleagues outside the College.
5. All letters on behalf of candidates for tenure or promotion should be sent to the Provost. The Provost's office will number and log all letters as they are received and add them to the candidate's file.
6. Candidate Meeting: At least two members of the committee interview the candidate.
7. Department/Program meetings: Within one week of reviewing the files, a candidate may request that the Faculty Personnel Committee Chair schedule an interview between two members of the Committee and all members of the candidate's department (or interdisciplinary committee if the candidate has opted for their official participation) who submitted letters to the candidate's file. The candidate who requests such an interview will do so in writing, providing an explanation of the reason for the request and stating specifically the matter(s) requiring clarification and explanation.
The Faculty Personnel Committee may also invite all members of the candidate's department (or interdisciplinary committee if the candidate has opted for their official participation) who submitted letters to participate in an interview between two members of the Faculty Personnel Committee and all those who submitted letters. Such an interview would only be scheduled if the Committee deems it necessary to seek clarification and explanation of material contained in the file.
8. Teaching Observation: Each unique course (not section) taught by a candidate will be visited by one Faculty Personnel Committee member up to a maximum of three class observations. In no instance will any candidate have fewer than

two class observations. Each class observation should, where possible, be conducted by a different Faculty Personnel Committee member.

9. Student Evaluations: The Chair of the Faculty Personnel Committee will coordinate the administration of student reflection on instruction (SRIs) in all classes of candidates for tenure and promotion during the two semesters preceding the closing of the candidate's file. SRIs will be administered by the candidate's department chair (if tenured) or by a tenured member of the candidate's department. In the event that there are no tenured members of the department or none on campus during the applicable semesters, the Faculty Personnel Committee will assume the task of administering SRIs to that candidate's classes. The Faculty Personnel Committee Chair will provide a brief statement of purpose to be read when SRIs are administered. All teaching evaluations shall be administered according to a schedule agreed to by the candidate.
10. Full Committee Candidate Meeting: During evaluation for tenure and for promotion to the rank of full professor, the entire Faculty Personnel Committee meets with each candidate in a group interview.

e. Deliberations and Voting

1. The Faculty Personnel Committee member shall not participate in the deliberation or vote on the promotion or tenure of departmental colleagues, nor of interdisciplinary program colleagues if the Faculty Personnel Committee member has contributed input as specified in section 1.2.11.C.1.c. All other situations are governed by the All College Conflict of Interest Policy for Committee Participation.
2. In accordance with AAUP recommendations, the Faculty Personnel Committee reaffirms its character and function as an at-large committee of the faculty which systematically collects information from sources additional to those normally utilized by the departments and which represents interests beyond those necessarily considered by the departments. At the same time, the committee recognizes the special abilities of departments and/or departmental colleagues to evaluate the scholarly contributions of faculty members. The committee, therefore, gives great weight to departmental recommendations.
3. Discussion within the Committee will focus on the criteria for tenure or promotion as specified in the *Faculty Manual* and the evidence presented that addresses these criteria. Appropriate evidence includes written materials in the candidate's file, classroom observations by Committee members, and any Committee interviews with the candidate, the candidate's department, and/or the candidate's interdisciplinary program committee. At the conclusion of Committee deliberations, the voting members of the Committee will indicate their votes (yes or no) orally and will state their reasons.

f. Reports

1. The Committee chair will produce a summary document which tallies the votes of the members and outlines the reasons for the Committee recommendation and will present the document to the Provost in a timely manner.
2. The Provost will provide the committee's recommendations and rationale to the President in a timely manner, along with either a written recommendation to

concur or a contrary recommendation supported by a detailed, written statement of compelling reasons. The decision to recommend tenure ultimately rests with the President. (See *Faculty Manual* Sections 2.5.0 and 3.1.3.)

3. After the President's decision is made, the Provost will convey this decision to the candidate. Upon receiving a written request from the candidate, the Provost will provide the candidate with written copies of the Committee's and the Provost's recommendations and rationales. The President will forward tenure decisions to the Board of Trustees for final review and approval.

3. Grievances

A faculty member who has a grievance in any matter other than those governed by the All College Policy Against Harassment may petition the Faculty Personnel Committee for redress. The petition will set forth in detail the nature of the grievance and will state against whom the grievance is directed. It will contain factual data or other material which the petitioner deems pertinent to the case. The Faculty Personnel Committee will determine whether the petition warrants a complete inquiry or whether the petition should be dismissed.

If the Faculty Personnel Committee decides that the case merits full consideration, it will first attempt informally to resolve the matter to the satisfaction of all parties directly involved.

If the grievance is not resolved informally, the committee will continue its investigation, including conducting hearings, if appropriate. Its findings and recommendations for disposition will be reported to the parties immediately involved, as well as to the Provost, and with the parties' concurrence, then to the faculty. Appeals to the Faculty Senate are governed by section 3.2.4.3.1 of the *Faculty Manual*.

4. Files, Records and Reports

- a. Faculty Personnel Committee files shall be open, i.e., all materials about a faculty member collected by the Committee shall be available to that person.
- b. The committee shall keep minutes of its meetings and official communications.
- c. Materials submitted by the candidate for tenure and promotion remain the property of the College. The Provost, at their discretion, may return items to the candidate.

D. Subcommittees

The Third Year Review Subcommittee will be convened when the combined total of third-year review candidates and candidates for promotion to the rank of Professor is projected to exceed 8 faculty members. The Provost's Office will inform the nominations committee in February so that an election may be held to populate the committee for the upcoming year(s). For years in which the combined total of third-year review candidates and candidates for promotion to the rank of Professor is not projected to exceed 8 faculty members, the Faculty Personnel Committee will conduct the Third Year Reviews.

1. The Third Year Review Subcommittee

A. Functions

1. To conduct the third year review for all regular appointment faculty according to the established tenure criteria in the *Faculty Manual* and procedures described in Section 1.

B. Membership

1. Six tenured faculty members shall be elected at large. The subcommittee will meet annually with the Faculty Personnel Committee to discuss criteria for tenure and the processes for doing both tenure and third year review. The chair of the subcommittee shall be elected by the current subcommittee members.

1.2.9 Academic Affairs Coordinating Council

A. Functions

1. To oversee and coordinate academic program initiatives when questions cut across committees' areas of responsibility.
2. To recommend such academic policies and programs to the faculty as it deems appropriate.
3. To establish a calendar for committee and faculty meetings within the common meeting time.

B. Membership

1. Chairs of the following committees: Curriculum Committee, Academic Operations Committee, Diversity, Equity and Inclusion Committee, Faculty Personnel Committee, and Faculty Senate. These members shall serve for one year and may be reelected by the respective committees.
 2. One representative of the Department Chairs, selected by that body for one year and eligible for reelection.
 3. Non-voting ex officio: President, Provost or designee, Associate Deans or designees, Dean of Students or designee.
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1.2.10 Diversity, Equity, and Inclusion Committee

A. Functions

1. To support faculty activities around teaching, professional development, and service that contributes to diversity, equity, inclusion and belonging in the academic program in coordination with the Kendall Center.
2. To collect and respond to student/faculty concerns about questions of equity, inclusion and belonging in the academic programs, in collaboration with appropriate academic and administrative bodies.
3. To advise and consult with academic units, Student Senate, and administrative bodies, such as the Provost's Office, the Vice-President for Equity and Inclusion, Center for International and Cultural Education, Center for Inclusive Excellence, the Bias Response Team on policies and plans for fostering a culture of inclusion and belonging in the academic program and policies.

B. Membership

1. Elected: Each division shall elect one representative and two members shall be elected at large. Members shall be elected to three-year terms.
 2. Students: Two students shall be elected by the Student Senate. It is strongly recommended that each student be willing to serve a two-year term.
 3. Non-voting ex officio: Provost or designee, Vice President for Equity and Inclusion or designee, Director of Center for International and Cultural Education or designee, Director of Human Resources or designee, Director of Kendall Center or designee. Ex-officio representatives are non-voting members.
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1.2.11 Special Faculty Assignments

1.2.11.1 Appointed by Faculty Senate

A. Faculty Secretary

1. Duties

- a. To keep and maintain proper records of meetings of the Faculty and the Faculty Senate, promptly post minutes online once approved, and see that full copies of each are placed in the College Archives at the end of the academic year.
 - b. To have responsibility for annually, at minimum, updating *Faculty Manual* and *Faculty Handbook*, Green pages, and the Academic Committee Calendar in accordance with established procedures for amendments to such documents.
2. Election: To be elected for a three-year term. May be reelected to successive terms.
- a. The faculty secretary shall be a tenured member of the faculty.
 - b. Web publishing skills are strongly recommended.

B. Assistant Faculty Secretary

1. Duties

- a. To serve as substitute faculty secretary when the faculty secretary is absent at Faculty or Senate Meetings.
- b. To administer faculty committee/appointment preference survey in early spring of each academic year.
- c. To conduct faculty committee elections, including run-off elections, once the Nominations Sub-Committee and the Faculty Senate have determined the slate. The Provost Office assistants will upload the slate into the electronic balloting system.

2. Election: To be elected for a three-year term. May be reelected to successive terms.

- a. The assistant faculty secretary shall be a tenured member of the faculty.
- b. Web publishing skills are strongly recommended.

C. Faculty Marshals

- 1. Duties: The Faculty Marshals are responsible for the logistics of all academic processions involving faculty and/or students. These include, but are not limited to, Commencement, Honors Day, Opening Convocations, inaugural events, and honorary degree ceremonies. Faculty Marshals shall be included in planning for ceremonies at which there is an academic procession. The Faculty Marshals may make suggestions regarding proper decorum for public ceremonies.
- 2. Appointment: A Marshal and an Assistant Marshal shall be appointed for three-year terms. Each may be reappointed to successive terms.

D. Chair of the Lecture Series

- 1. Duties: To plan and implement a diverse program of lectures and convocations in consultation with an *ad hoc* Lecture Series Committee and the Fine Arts Coordinator.
- 2. Appointment: The Chair of the Lecture Series shall be appointed to serve a three-year term. The Chair of the Lecture Series may be reappointed to successive terms.

E. Chair of the Artist Series

- 1. Duties: To plan and implement a diverse program of concerts and performances in consultation with an *ad hoc* Artist Series Committee and the Fine Arts Coordinator.
- 2. Appointment: The Chair of the Artist Series shall be appointed to serve a three-year term. The Chair of the Artist Series may be reappointed to successive terms.

F. Faculty Athletics Representative

1. Duties: The Faculty Athletics Representative (FAR)
 - a. ensures the academic integrity of the College athletics program by representing the College and its faculty to the NCAA and MIAC,
 - b. provides advice to the Athletics Director and the President, and
 - c. promotes a balance between academics, athletics, and the social lives of student athletes to ensure they enjoy the full spectrum of collegiate experiences available to students generally.
2. Appointment: The President appoints a faculty member as FAR who does not hold an administrative or coaching position in the athletics department, engaging the Faculty Senate in the following process:
 - a. The Vice Chair of the Senate and the President jointly create a mutually agreeable “long list” of candidates.
 - b. The Senate votes to either approve the entire long list or narrow it.
 - c. The President, after consulting the Athletics Director, appoints a FAR from the resulting “short list” for a term of three years.
 - d. At the conclusion of the FAR’s term, the President may either (1) reappoint the incumbent, provided the Senate votes to consent, or (2) reinitiate the selection process.
 - e. If the FAR vacates the position prior to the conclusion of the term, the President and Vice Chair reinitiate the process.

G. Faculty to Serve on Committees and Subgroups of the Board of Trustees Groups

1. Members of the faculty may be invited by the Board of Trustees to serve on committees and subgroups of the Board groups. Annually, the Faculty Senate will provide the President and the Provost with the names of faculty nominated to serve on committees and subgroups of the Board. The faculty nominees will then be recommended by the President to the Chairs of the Board groups, and ultimately to the Chair of the Board for final approval and appointment.
2. Ordinarily, two faculty members will serve on each committee, at least one from the Faculty Senate, and one nominated by a relevant faculty committee. These nominations will be solicited as needed by the Faculty Senate. Every effort will be made to ensure continuity of faculty serving on committees and subgroups of the Board. Terms are three years, July through June. Terms for senators are normally the same as their term on the Faculty Senate.

H. Faculty Representatives to the President's Councils, including (but not limited to):

1. President’s Council on Diversity, Equity, and Inclusion
2. President’s Council on Indigenous Relations (PCIR)
3. President’s Environmental Sustainability Council

I. Academic Standing Board

A. Functions

1. To review the academic progress of students and to ascertain that minimum standards are being met as outlined in the College catalog.
2. To report its actions to the Provost and the Dean of Students.

B. Membership

1. Three faculty members appointed by Faculty Senate with staggered three-year terms.

2. Ex officio: Provost or designee (to serve as chair), Dean of Students or designee, Registrar, Assistant Registrar, Academic Support Center Director or designee, Counseling Center Director, Chaplain, Vice President for Enrollment Management or designee, Director of the Center for Inclusive Excellence. Ex officio members may vote as long as each office has just one vote.

J. Adjudication Board

A. Functions:

1. To assist in resolving grade appeals as described in *Faculty Handbook* Section 2.2.5.
2. To assist in resolving alleged cases of academic dishonesty as described in *Faculty Handbook* Section 2.2.6.
3. To review requests for exceptions to academic policies such as College-wide graduation requirements or changes in registration beyond established deadlines.
4. Faculty members of the Adjudication Board shall act as the Faculty Review Committee as described in the *Faculty Manual*.
5. To report its actions to the provost.

B. Membership:

1. Six tenured faculty members, serving staggered three-year terms, appointed by the Faculty Senate.
2. All members shall have been on the faculty for at least five academic years, and must be tenured, owing to the nature of Faculty Review work.
3. No two members can be from the same department.
4. No member of the Board may be an administrative officer.
5. No member may serve concurrently on the Faculty Personnel Committee or the Faculty Senate.
6. When the Adjudication Board makes recommendations on appeals of decisions of tenure and promotion, the conflict-of-interest rules for recusal and replacement described in the *Faculty Manual* shall apply.
7. When the Adjudication Board is hearing alleged cases of student academic dishonesty, it will be joined by six students designated by the Student Senate.

K. Compensation, Benefits and Budget Board

A. Functions:

1. To serve as the representative of faculty interests in the discussion of compensation (salary and fringe benefits) with the administration and the Board of Trustees.
2. To serve as representatives to the Internal Budget Committee or its successor, to ensure that faculty viewpoints are included in that committee's discussions.
3. To act as a liaison to the Faculty Senate in matters related to compensation, benefits and budgets.

B. Membership:

1. Three members, appointed by the Senate for staggered three-year terms.
2. One member shall be from the Faculty Senate, and two members shall be at-large appointments. Members may be reappointed to consecutive terms.

3. Consideration shall be given to rank, gender, marital status, knowledge of financial operations of the college, academic division, etc. in the selection of appointees, with the intent of representing a broad range of interests within the faculty.
4. All three members shall serve on the college-wide Internal Budget Committee.
5. One member shall serve as faculty representative to the college-wide Benefits Committee, and another shall serve as faculty representative to the Board of Trustees Budget Committee.

1.2.11.2 Elected by the Faculty
(None)

2.0 Faculty Policies and Procedures

2.1 Personnel Policies

2.1.1 Appointment to Faculty

2.1.1.1 Regular and Continuing Faculty Appointments

- A. A position is authorized by the Provost after consultation with the Faculty Senate. That authorization will include information about rank and appointment status. For Continuing Faculty, the authorization will also delineate the responsibilities of the position and the criteria according to which the continuing faculty is to be evaluated.
- B. Upon receipt of written authorization, a department or program should organize a search. The search is normally organized by the department chair and/or program director in consultation with other members of the department/program. The Search and Screen Committee should be formed by the department chair/program director in consultation with the Provost/Dean. The Provost/Dean will assign a Liberal Arts Search Representative (LASR, whose duties are described in the *Administrative Guidelines for Academic Department Chairs and Program Directors*) to serve on the Search Committee. National listing of the position should be coordinated with the Provost's Office staff; both the Search Committee chair and the Provost's Office must approve the listing prior to publication. An example of a search process may be found in the *Administrative Guidelines for Academic Department Chairs and Program Directors*.
- C. The LASR, while a full member of the search committee, has special responsibilities and will be a tenured member of the faculty. One responsibility is to ensure that the Search Committee follows a documented search procedure. Another responsibility is to provide a non-disciplinary perspective on candidates' qualities as a teacher, advisor, and colleague at a liberal arts college. The LASR will provide a written report, developed with the committee, that describes deviation, if any, from the documented search process, rationale for deviations from the documented search process, and observations with regard to the candidates' qualities as a teacher, advisor, and colleague at a liberal arts college.
- D. The Provost receives candidate recommendations from the Search Committee via the hiring Dean. If the Provost concurs with the recommendations from the Search Committee, including the LASR's

report, the Provost will direct the hiring Dean to make the offer to the top candidate. In exceptional cases where the Provost does not concur with the recommendation from the Search Committee, both parties (the Provost and the Search Committee), in accord with *Faculty Manual* (sections 3.1.0 and 3.1.3), will seek additional information to resolve their differences according to these principles:

1. The Search Committee owns responsibility for disciplinary expertise and for aspects of the search process that pertain to disciplinary knowledge and practices;
2. The Provost owns responsibility for upholding the institutional mission and the strategic priorities of the College;
3. In the circumstance that the Provost remains convinced that a candidate recommended for hire by the Search Committee is not acceptable, the Provost must provide the Search Committee with the reasons in writing. In that case, it will become the responsibility of the Search Committee to make another hiring recommendation.
4. Because the new hire will teach within a department/program and contribute to the campus-wide liberal arts curriculum, the LASR reports to both the faculty Search Committee and the Provost's office. The LASR will provide advice to the Provost and to the Search Committee concerning the search process. The final responsibility for the hire rests with the Provost, as an officer of the college, in keeping with the best practice of U.S. institutions of higher education, which seek to protect Search Committees and individual faculty from legal action, thereby protecting and integrity of the Faculty Search Committee.

2.1.1.2 Other Special and Part-time Appointments

- A. A position is authorized by the Provost after consultation with the department. That authorization will include information about rank, appointment status, and length of term.
- B. Upon receipt of written authorization, a department should organize a search. The search is normally organized by the department chair in consultation with other members of the department. A Search and Screen Committee should be formed by the department chair in consultation with the Provost. For positions of one year or longer, the Provost or designee will assign a diversity representative to serve on the Search and Screen Committee. Strategy for posting of the position will be determined in consultation with the Provost or designee. A full description of search procedures may be found in the *Administrative Guidelines for Academic Department Chairs*.

2.1.1.3 Distinguished Endowed Chair Appointments

The Distinguished Endowed Chair will normally be identified through a national search, with a Search Committee, whose chair will be an Associate Provost and will include program/department faculty members, a liberal arts search representative, and any others recommended by the Department, the Provost or the President to serve on the committee. Regardless of its size, a majority of the members of the search committee shall be faculty members. The selection of finalists will be vested within the search committee, with a process that recognizes the expertise of faculty in judging the academic credentials of candidates and of other search committee members in their areas of competence. The selection of finalists and the appointment will be made in accordance with the principles expressed in section 1.1.3 of the *Faculty Manual*. A description of additional search procedures may be found in the *Administrative Guidelines for Academic Department Chairs*.

2.1.2 Faculty Review Procedures

2.1.2.1 Guidelines for Departmental Review and Support of Non-Probationary Regular Appointment Faculty

Faculty on non-probationary, regular appointment will conduct an annual self-assessment, with self-assessment forms administered by the Provost's office. Self-assessment documents will be submitted to the Provost's Office by June 15 and will be read by the Dean or Provost, who will formally respond to the self-assessment document. Sabbatical reports can replace the self-assessment document during sabbatical-leave years. At least once every three years, a Dean will review a faculty member's recently submitted self-assessments and will meet with the faculty member for a formative conversation. In cases where sabbatical leave falls during the year of an expected formative conversation, the faculty member and Dean will jointly agree on either a delay or an acceleration in the timeline of the formative conversation. The Dean will provide a brief, written summary of the formative conversation to the faculty member, and the faculty member will have the opportunity to submit a response.

2.1.2.2 Guidelines for Departmental Review and Support of Regular and Joint Appointment Probationary Personnel

Departments are obligated to establish regular procedures to review their regular and joint appointment probationary faculty members, strictly adhering to deadlines stated below in order to comply with dates for non-renewal stipulated in *Faculty Manual* section 2.6.2.1. While one purpose of this review is to provide professional advice to faculty members, such an evaluation also serves the departments and Provost as a basis for making decisions regarding the reappointment of probationary personnel. The timetable below may be modified by mutual agreement of the Provost and the candidate. Adjustments will be specified in writing at the time of hire if the tenure-track calendar is shortened per *Faculty Manual* 1.2.2.1, or to reflect later agreements if the tenure clock is stopped for reasons allowed in the *Faculty Manual* or All-Employee Policies (such as for a leave of absence).

- A. Normally the chair of the department will be responsible for the evaluation process. (When the chair of the department is to be evaluated, the Provost will designate a committee chair.) The chair of the department will organize a review committee, consisting of the chair (or designee) and at least two other tenured faculty members appointed with the approval of the individual. Preferably one member should be from outside the individual's department.
- B. The evaluation should include classroom observations conducted during each semester, review of course content (syllabi or course materials), and student reflection on instruction (SRI) results or other student feedback. In addition to teaching, the review committee should consider scholarly achievements, service, and professional goals.
- C. During the **First Year**, the faculty member and Department chair will meet to discuss progress and/or specific recommendations for improvement related to teaching, to research/scholarship/creativity, and to campus service. No formal evaluation will be written, but the Department chair will submit a departmental recommendation letter concerning reappointment to the Provost's Office by February 15 in order to meet the March 1 deadline in the *Faculty Manual*. During both semesters of the first year, the chair (or designee) should also collect and save course material to be used during the more formal evaluation which will take place the following fall.
- D. In the fall of the **Second Year**, departmental review committees should function as follows:
 1. The committee should establish with the individual the timetable for class visits, interviews, review of syllabi, etc.
 2. After a period of evaluation, a formal meeting of the committee will be held to discuss the individual and to prepare an evaluation.
 3. The committee will communicate the results of this evaluation to the individual in writing, and provide a process for the individual to respond before a final evaluation is submitted.
 4. The Department chair will submit a final evaluation, including the department's recommendation on reappointment, to the Provost's Office by November 15 for second-

year faculty in order to meet the December 15 deadline for the *Faculty Manual*. The Department chair will provide the individual with a copy of the submitted review.

- E. The **Third** Year Review Subcommittee conducts that review on a timetable specified in the individual's letter of appointment.
- F. During the spring semester of the **Fourth** year or the year following the formal "Third Year" Review, the department shall conduct a review mirroring the process described above for the Second Year review, and the Department chair will submit a departmental recommendation concerning reappointment to the Provost's Office by April 1st. The Department chair will again provide the individual with a copy of the submitted evaluation and recommendation.
- G. During the **Fifth** Year, the faculty member and Department chair will meet to discuss progress and/or specific recommendations for improvement related to teaching, to research/scholarship/creativity, and to campus service. No formal evaluation will be written, but the Department chair will submit a departmental recommendation letter concerning reappointment to the Provost's Office by April 1st.
- H. The Provost will make an annual decision on reappointment, taking into consideration the recommendation of the Department chair and the review committees. The Provost and Department chair may assist the faculty member to formulate development goals, performance objectives, and career plans.
- I. With the approval of the Provost, departments and individuals may agree to alterations to these review processes.

2.1.2.3 Guidelines for Departmental Review and Support of Fixed-Term and Part-time Appointment Faculty
Faculty on ongoing fixed-term appointment and those on ongoing part-time appointment will be reviewed annually.

- A. Normally the chair of the department will be responsible for the evaluation using a process developed by the department.
- B. The evaluation should include classroom observations conducted during each semester and/or interviews, review of course content (syllabi or course materials), and student reflection on instruction (SRI) results or other student feedback.
 - 1. The department chair will communicate the results of the evaluation to the candidate in writing.
 - 2. Means should be provided for the individual being evaluated to respond to the evaluation before a final evaluation is sent to the Provost.
 - 3. Reviews must be submitted to the Provost by March 1, or as approved by the Provost. The Department chair will provide the individual a copy of the submitted review.
- C. A decision of reappointment is made by the Provost based upon the recommendation of the department chair. The annual evaluation would be taken into consideration in making this recommendation. The Provost and the department chair may assist the faculty member to formulate development goals, performance objectives and career plans.
- D. As a professional courtesy, departments should offer to include non-continuing faculty in the annual review process.

2.1.2.4 Guidelines for Departmental or Program Review and Support of Continuing Probationary Personnel and Senior Continuing Personnel

2.1.2.4.1 Guidelines for Departmental or Program Review and Support of Continuing Probationary Personnel and Senior Continuing Personnel

Departments and Programs are obligated to establish regular procedures to review their renewable appointment probationary faculty members (Continuing faculty), strictly adhering to deadlines stated below in

order to comply with dates for non-renewal stipulated in *Faculty Manual* section 2.6.2.1. While one purpose of this review is to provide professional advice to faculty members, such an evaluation also serves the departments, programs and Provost as a basis for making decisions regarding the reappointment of probationary personnel. The timetable below may be modified by mutual agreement of the Provost and the candidate. Adjustments will be specified in writing at the time of hire if they calendar for promotion to Senior Continuing status is shortened per *Faculty Manual* 1.2.2.1, or to reflect later agreements if the promotion clock is stopped for reasons allowed in the *Faculty Manual* or All-Employee Policies (such as for a leave of absence).

- A. During the **First Year** the chair of the department or program will be responsible for the evaluation using a process developed by the department or program. The Department chair/Program director will submit a departmental/program recommendation letter concerning reappointment to the Provost's Office by February 15 in order to meet the March 1 deadline in the *Faculty Manual*. During both semesters of the first year, the chair/director (or designee) should also collect and save course material to be used during the more formal evaluation which will take place the following fall.
- B. In the fall of the **Second Year**, the review should function as follows:
 1. The chair/director should establish with the individual the timetable for class visits, interviews, review of syllabi, or other materials as appropriate to the position, etc.
 2. After a period of reflection upon the materials provided in B.1., the chair/director will prepare an evaluation report.
 3. The chair/director will communicate the results of this evaluation to the individual in writing, and provide a process for the individual to respond before a final evaluation is submitted.
 4. The department chair or program director will submit a final evaluation, including the department's/program's recommendation on reappointment, to the Provost's Office by November 15 in order to meet the December 15 deadline for the *Faculty Manual*. The Department chair will provide the individual with a copy of the submitted review.
- C. During the spring semester of the Third Year a formal review is conducted by a Continuing Faculty Review Committee.
 1. Normally the chair of the department or program director will be responsible for the evaluation process. The chair/director will organize a review committee composed of two members of the individual's department/program, one of whom will serve as the chair of the review committee, and two other faculty members from outside the department/program, one of whom is a Senior Continuing faculty member, when possible, appointed with the approval of the individual.
 2. An announcement of the review of individuals who are candidates for promotion to Senior Continuing status will be posted in both Gustavus-I and Faculty-I by the Provost Office in the early spring semester of the year preceding their review, enabling faculty to observe classes and submit letters. Letters should be addressed and sent to the Chair/Director of the department/program of the candidate. To the extent possible, all letters should address the candidate's qualifications for each of the criteria for promotion to Senior Continuing status stated in the *Faculty Manual*.
 3. The evaluation should include classroom observations conducted during each semester, student reflection on instruction (SRI) results or other student feedback, letters submitted from tenure/tenure track faculty from the candidate's department/program, letters invited from faculty colleagues and letters invited from students from across the College, examination of annual departmental/program reviews, and a dossier submitted by the Continuing faculty member addressing teaching excellence and sympathy with the mission of the college. Candidates will have full access to their complete files.

4. The chair/director will communicate the results of this evaluation to the individual in writing, and provide a process for the individual to respond before a final evaluation is submitted.
 5. The department chair or program director will submit a final evaluation, including the department's recommendation on reappointment, to the Provost's Office by April 1st. The department chair will provide the individual with a copy of the submitted review.
 6. A document that describes the process details and deadlines associated with the third-year review of continuing faculty is housed within the Provost's Office. This process document is reviewed annually, revised if needed, and approved by the Faculty Personnel Committee Chair or Third Year Review Subcommittee Chair.
- D. During the spring semester of the Fourth Year or the year following the formal "Third Year" Review, the department/program shall conduct a review mirroring the process described above for the First Year review, and the Department chair/Program director will submit a departmental/program recommendation concerning reappointment to the Provost's Office by April 1st. The Department chair/Program director will again provide the individual with a copy of the submitted evaluation and recommendation.
 - E. During the spring semester of the Fifth Year, or the second year following the formal "Third Year" Review, the department/program shall conduct a review mirroring the process described above for the Second-Year review, and the Department chair/Program director will submit a departmental/program recommendation concerning reappointment to the Provost's Office by April 1st. The Department chair/Program director will again provide the individual with a copy of the submitted evaluation and recommendation.
 - F. During the spring semester of the Sixth Year, or the third year following the formal "Third Year" review, the department/program shall conduct a summative review mirroring the process described above for the Third-Year review, and the department chair or program director will submit a departmental/program recommendation concerning promotion to Senior Continuing status to the Provost's Office by April 1st. The chair/director will again provide the individual with a copy of the submitted evaluation and recommendation.
 - G. The Provost will make an annual decision on reappointment, taking into consideration the recommendation of the Department chair/Program director and the review committees. The Provost and Department Chair/Program Director may assist the faculty member to formulate development goals, performance objectives, and career plans.
 - H. With the approval of the Provost, departments/programs and individuals may agree to alterations to these review processes.

2.1.2.4.2 Guidelines for Departmental Review and Support of Faculty on renewable appointment with Senior Continuing status.

- A. **Annual Review.** Faculty on renewable appointment with Senior Continuing status will conduct an annual self-assessment, with self-assessment forms provided by the Provost's Office. Self-assessment documents will be submitted to the Department Chair/Program Director by March 1 and will be read by the Department Chair/Program Director. The department chair/program director will respond to the reflection in writing by April 1. The Chair/Program Director will share the self-assessment and response with the Provost Office.
- B. **Mid-cycle Review.**

1. At least once every three years, a Department Chair/Program Director will review a faculty member's recently submitted self-assessments and will meet with the faculty member for a conversation.
 2. As part of this conversation, the position description for Senior Continuing faculty member will be reviewed. Substantive changes to the position description can be made if the Department Chair/Program Director, Senior Continuing faculty member, and Provost's Office agree on the changes.
 3. The Chair or Program Director will provide a brief, written summary of the conversation to the faculty member, and the faculty member will have the opportunity to submit a response. The summary and faculty response will be forwarded to the Provost's Office by May 1.
- C. **Reappointment Review.** During the spring semester of the Sixth year following promotion to Senior Continuing faculty member, or the sixth year following the last reappointment review, a reappointment review is conducted by a Senior Continuing Faculty Review Committee.
1. Normally the chair of the department or program director will be responsible for the evaluation process. The chair/director will organize a review committee composed of members of the individual's department/program and two other faculty members from outside the department/program, one of whom has Senior Continuing status, when possible, appointed with the approval of the individual.
 2. The evaluation should include at least one classroom observation conducted during the spring semester, student reflection on instruction (SRI) results or other student feedback, examination of annual self-assessments, examination of the position description, and a review of submitted letters from faculty and students.
 3. The chair/director will communicate the results of this evaluation to the individual in writing, and provide a process for the individual to respond before a final evaluation is submitted. The department chair or program director will submit a final evaluation, including the department's/program's recommendation on reappointment to another 6-year term, to the Provost's Office by April 1st. The Department chair will provide the individual with a copy of the submitted review.
 4. The Provost will make a decision on reappointment to a 6-year term, taking into consideration the recommendation of the Department chair/Program director and the review committee. Senior Continuing faculty will meet with the Provost to discuss the Provost's decision.
- D. With the approval of the Provost, departments/programs and individuals may agree to alterations to these review processes.
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2.1.3 Faculty Personnel Files

The stipulations set forth below address various considerations. From time to time the Administration receives unsolicited comments on faculty members' academic performances or personal activities. Also, evaluations of faculty members' performance of their responsibilities are requested in the process of granting promotions and tenure. The Provost and department chairs have responsibility for counseling faculty members and helping them to understand the expected performance of responsibilities.

The administration and faculty have responsibility for protecting the academic freedom of the individual faculty member and of the collective faculty. A further responsibility is to avoid unnecessary embarrassment to the faculty and to the College.

- A. When the College receives any unsolicited accusatory or derogatory statements regarding a faculty member, the appropriate administrator will:
 - 1. disregard and destroy the material, or
 - 2. return the statement to its author
 - a. with no acknowledgment or comment, or
 - b. with an explanation that the College has its own adequate methods for assessing the fitness of faculty personnel, and, as a matter of policy, does not accept statements from extra-institutional sources or from intra-institutional sources not functioning in their officially defined capacities, or
 - 3. inform the sender of the letter that the letter can be retained by the institution and placed in the faculty member's file only if the faculty member is informed of the identity of the sender and furnished with a copy of the letter, so that the faculty member may, if they wish, reply or defend themselves against any charges, accusations or criticisms, and take any other action which they may deem necessary to protect their reputation and interests. Such materials shall be removed from the faculty member's file and destroyed upon resolution of the matter referred to in the letter or letters.
 - 4. In no case will the College maintain secret files on any faculty member or file away communications, which are received from anonymous sources or for which confidentiality is requested, without notifying the faculty member in question and furnishing them with a complete copy of the statements received.
 - B. Credentials presented at original employment at the College shall be retained permanently.
 - C. It is the responsibility of the Provost and Department Chairs to advise and counsel individual faculty members concerning the evaluations which have been submitted.
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2.1.4 Leaves of Absence

2.1.4.1 Compensated Academic Leaves

2.1.4.1.1 Sabbatical Leaves for Regular Professional Development

Regular professional development is a normal part of an academic career. The college affirms the teacher-scholar model of professional development as a way of valuing all legitimate professional development activities that contribute to a vital and healthy academic community. Since a sabbatical leave is a major investment in the faculty member's professional future, the individual, the relevant department, the Provost and the Faculty Development Committee will work together to devise a plan that is mutually beneficial to the individual and to the College.

Faculty who intend to apply for a sabbatical leave as part of their professional development must provide a coherent, well-planned proposal to the Faculty Development Committee for evaluation. The committee will review leave proposals and will forward its recommendations to the Provost. The college will fund all proposals recommended to it by the committee, if possible. In cases where funding is insufficient, a recommended leave may be delayed one year after the Provost has consulted with the individual and the department.

In alignment with *Faculty Handbook* section 1.2.1.C, administrative appointments held by faculty members are declared vacant when an individual goes on leave. Exceptions may be considered in cases where a faculty member demonstrates a substantial connection between the administrative position and their professional development. Faculty may not serve as department chair or program director during the academic year of their sabbatical leave. Generally, faculty members should not serve as department chair or program director in the academic year following a year-long or spring

semester sabbatical. Under exceptional circumstances, a faculty member could assume a chair position upon return from sabbatical, so long as they are not obligated to assume chair/director duties during the summer prior to their return from leave.

A. Duration of Sabbatical Leaves

1. Full year leave of absence means two regular semesters.
2. The teaching assignment for a faculty member with regular appointment normally consists of three courses or the equivalent during an academic year containing a one semester leave of absence.

B. Eligibility for Sabbatical Leaves

1. All full-time faculty members with regular appointments are eligible to apply for leaves of absence; holders of joint appointments are eligible jointly or individually. Compensated semester or full year sabbatical leaves will not be granted until a faculty has been awarded tenure.
 - a. Eligibility for compensated leaves of absence follows at least six academic years of service since appointment or the last compensated leave of absence. Credit for prior service at another institution at time of appointment will be counted.
 - b. Departments may establish their own criteria for order of eligibility for leaves.

C. Application Procedures for Sabbatical Leaves

1. The sabbatical application process begins two years in advance of the expected leave.
 1. Sabbatical leave proposals must be submitted electronically to the Faculty Development Office by early March (specific due date each year will be determined by the FDC) for consideration of leaves that would commence following the next academic year. For example, if one wished to go on leave during the 2010-11 academic year, proposals must be submitted by March of 2009. Prior to submission of this proposal, the faculty member and the relevant department chair will insure that the faculty member's leave plans mesh with the department's overall leave timetable.
Following the March 1 deadline, the Faculty Development Committee will review the leave proposal and will forward its recommendation to the Provost.
 2. No later than May 15 of the year of application, the Provost will advise the faculty member, the department chair, and the Faculty Development Committee of the status of the leave proposal. The leave plan will be approved, approved subject to tenure, denied or delayed for one year. If denied, the Provost will advise the faculty member on changes that would strengthen future leave plans.
 3. Requests for sabbatical leaves that do not fall within this schedule may be handled by negotiation between the Provost and the chair of the department.
2. Guidelines for the Preparation of a Sabbatical Leave Plan
 - a. In general, all professional development activities of a teacher-scholar will be considered legitimate reasons for a sabbatical leave. These include scholarly research leading to publication of books and articles, artistic activities leading to exhibitions or performances, professional retraining and revitalization (e.g., language study, course work to bring a faculty member up-to-date in an area of specialization, or scholarly reading leading to new research or teaching interests), and internships at institutions that foster professional growth. The College will consider any other activities that can be demonstrated to have value for a faculty member's professional development.
It is expected that the faculty member, the department, and the department chair will work together to formulate a leave plan that will strengthen and enrich the professional development of the faculty member.

- b. A complete leave proposal will include:
 1. Cover Sheet
 - a. The name, rank, and department of the faculty member.
 - b. Indication of the number of years of full-time service at the College
 - c. Period of leave requested, i.e. full-year or one semester.
 - d. Where applicable, the dates of the last compensated leave, whether from Gustavus or another college or university, and a brief description of the results.
 2. Detailed description of the proposed sabbatical leave which addresses the following:
 - a. For scholarly and artistic activities:
 1. Preparation leading up to the sabbatical
 2. Description of proposed projects and activities
 3. Relation of proposed projects to previous research or artistic work by self-and/or others
 4. Expected outcomes and future activities related to the leave
 5. Value of projects to the individual and the academic community
 6. Plans for a public presentation of leave results (departmental seminar, Faculty Forum, recital, art show, article in faculty newsletter, etc.)
 - b. For professional retraining and revitalization
 1. Demonstration of need for retraining and revitalization
 2. Description of proposed projects and activities
 3. Discussion of the preparation for leave activities (this could include internships or workshops completed, letters of support or confirmation concerning proposed projects, schedules or calendars of proposed activities, bibliographies of relevant work, etc.)
 4. Expected outcomes and future activities related to the leave
 5. Value of projects to the individual and the academic community
 6. Plans for a public presentation of leave results (departmental seminar, Faculty Forum, recital, art show, article in faculty newsletter, etc.)
 3. Supporting Documentation
 - a. A recommendation form from the chair of the department to the Provost. This form should include the department's endorsement of the leave plan, and a statement of the department's plans to support the ongoing professional needs of the faculty member (including allocation of departmental resources, assignment of teaching load, and preparation of new courses).
 - b. Where applicable, letters confirming arrangements for off-campus leaves.
- 2.1.4.1.2 Criteria for Evaluation of Sabbatical Leave Plans
- A. Sabbatical Leave Plans will be evaluated according to their potential impact on the professional development of the individual faculty member. They will not be weighted according to the amount of time requested or the leave location. Leave plans will be evaluated on the basis of whether the faculty member has presented a coherent, well-planned proposal that addresses the guidelines outlined in the previous section.
 - B. Outside fellowships won by faculty will not affect the Faculty Development Committee's evaluation of a sabbatical leave plan.
 - C. The number of years of continuous service at the College may be considered by the Provost should total funding for the College's leave program be insufficient to fund all recommended leaves.

2.1.4.1.3 Compensation, Rank, Tenure, and Benefits While on Leave

- A. Those on full academic year leave will receive two-thirds of projected full base salary. Those on one semester leave will receive full projected base salary. The faculty member may apply to the Provost for funds to cover travel expenses and to cover special economic needs while on leave.
- B. The Provost and the Office of Institutional Advancement will assist the faculty member in preparing applications or in making special presentations to foundations which may be able to provide financial assistance to the faculty member while on leave.
- C. During the sabbatical leave, all rights and benefits pertaining to rank, tenure, salary increment, retirement, insurance, tuition remission, and other benefits already acquired are retained.

2.1.4.1.4 Final Report

Within 30 days of resuming responsibilities at the College, the faculty member will submit a written report to the Provost summarizing the activities and outcomes of the sabbatical leave.

2.1.4.1.5 Faculty Replacement During Leaves of Absence

The issue of sabbatical replacements is separate from the issue of a faculty member's eligibility for a leave. Replacements will be arranged between the department and the Provost. Generally speaking, small departments and programs will be more likely to have full faculty replacement since it would be more difficult for other members of a small department or program to cover for the colleague on leave. Faculty taking year leaves will be more likely to be replaced than those taking half-year leaves. It is the responsibility of the department and the Provost to consider the most cost-effective ways of handling leaves in balance with the college's program needs.

2.1.4.2 Leaves of Absence Without Salary

See *Faculty Manual* Section 3.2.6.2.2 Faculty Development and Leaves.

2.1.5 Procedural Standards in the Renewal or Non-renewal of Faculty Appointments

In matters of renewal or non-renewal of faculty appointments, the faculty will follow the procedures outlined in the AAUP "Statement of Procedural Standards in the Renewal or Non-renewal of Faculty Appointments" (1989).

2.1.6 Statement on Faculty Appointment and Family Relationship

In matters of faculty appointment and family relationship, the faculty accepts the principles outlined in the AAUP "Statement on Faculty Appointment and Family Relationship" (1971).

2.1.7 Statement on Professional Ethics

In matters of professional ethics, the faculty accepts the principles outlined in the AAUP "Statement on Professional Ethics" (1987).

2.2 Academic Policies

2.2.1 Course Approval Policy

2.2.1.1 Regular Courses.

All proposals for courses to be offered as part of the curriculum of the college (including proposals for designation as general education and writing courses) will be reviewed by the Course Approval Subcommittee, which will recommend approval to the Curriculum Committee. Off-campus courses will be reviewed by the Global Engagement Committee, which will recommend approval to the Curriculum Committee. The Curriculum Committee will have final approval of all courses, including area and writing designations recommended by the Course Approval Subcommittee or the Global Engagement Committee. Closing dates for submitting course proposals to the Course Approval Subcommittee or the Global Engagement Committee will be provided to department chairs no later than the beginning of the academic year.

Courses approved by the Curriculum Committee will enter the curriculum of the college. They need not be resubmitted unless there is a substantial change in the name, focus, or content of the course.

Approval Procedure

- A. By the announced deadline, the proposing department chair will send to the Office of the Provost one electronic copy of the course proposal form, addressing the appropriate criteria for new courses, First Term Seminars, area and writing designations. The form can be obtained from the Office of the Provost.
- B. Upon its receipt, the Office of the Provost will send the proposal to the full Course Approval Subcommittee or the Global Engagement Committee and to the appropriate program director(s) (FTS, Writing, Center for International and Cultural Education, and General Education). Copies of pending proposals will be available to all faculty through the Office of the Provost.
- C. The program director(s) will review the proposal, contacting the department chair or course instructor(s) for possible clarification or revision, if necessary. The program director(s) will recommend approving or rejecting their specific part of the proposal to the full subcommittee.
- D. The Global Engagement Committee (GEC) will review and discuss all off-campus proposals at its meetings. For semester courses, this review will focus on conformance to the GEC Program Manual. Recommended off-campus semester courses will be forwarded to the Course Approval Subcommittee. For Summer off-campus courses, this review will include both conformance to GEC Program Manual and the course approval criteria listed in the *Faculty Handbook*. The Registrar or designee will be present during GEC meetings dealing with approval of Summer off-campus courses. Recommended off-campus Summer courses will be forwarded to the Curriculum Committee.
- E. The Course Approval Subcommittee will review and discuss all proposals at its meetings. The faculty member submitting the proposal and/or a departmental representative may be present when the Course Approval Subcommittee or the Global Engagement Committee discusses the faculty member's proposal.
- F. At the appropriate meeting, the Course Approval Subcommittee or the Global Engagement Committee will take one of the following actions:
 1. Approve the course, area, or writing designation and forward this recommendation to the Curriculum Committee.
 2. Approve the course, area, or writing designation contingent upon specific revision. In this case the proposal is returned to the appropriate program director for discussion with the department chair or instructor. The Course Approval Subcommittee or the Global Engagement Committee will then forward its recommendation for approval to the Curriculum Committee.
 3. Forward the proposal to the Curriculum Committee for consideration and a final decision. This action would be taken when:

- a. The course proposal is closely related to program revisions submitted by a department, such that approval of the new course should be contingent on approval of the program revisions; or
 - b. The course proposal reflects a new curricular precedent or other change that falls under the functions of the Curriculum Committee, such that approval of the new course should be contingent on Curriculum Committee approval of the curricular precedent or change.
- 4. Reject the course, area, or writing designation and return it to the department chair or instructor via the appropriate program director for revision/resubmission.
- G. All courses, area and writing designations recommended for approval by the Course Approval Subcommittee or the Global Engagement Committee will be forwarded to the Curriculum Committee. The Curriculum Committee will vote on approval and all courses approved by the Curriculum Committee will be reported to the faculty at its next regularly scheduled meeting. The Curriculum Committee will notify each department affected by the committee's decision.
- H. A course proposal may be withdrawn at any point in the process
- I. Course approval will be based on the criteria in section 2.2.2 of the *Faculty Handbook*.

2.2.1.2 Special Topics Courses.

Special topics courses are used to supplement regular course offerings.

- A. Special topics courses do not require approval by the Curriculum Committee.
- B. Special topics courses can carry area or WRIT designations. Special topics courses obtain these designations via the same procedures as regular courses.
- C. If a given special topics course is offered three times in any six-year time frame, then that course will need to be approved as a regular course using the procedures in section 2.2.1.1 before being offered again.

2.2.1.3 Delisting Courses.

Courses that have not been taught in the past four years will be delisted from the catalog. Departments may ask for an exemption to the process by contacting the chair of the Curriculum Committee when the course comes up for cancellation.

2.2.1.4 Discontinuance of Major or Minor initiated by associated department or program faculty.

- A. The proposed discontinuance of a major or minor shall first be brought to the associated academic department and/or program faculty for a vote. To move forward, the proposal must receive a majority vote from faculty in the associated department and/or program.
- B. Next, Department and/or Program Faculty associated with the major or minor shall petition the Curriculum Committee for such a discontinuance. The proposal to discontinue a major/minor must include a transition plan for current majors/minors and any impacted associated faculty. The Curriculum Committee, in cooperation with the Faculty Senate, shall form a sub-committee that will collect and analyze both quantitative and qualitative data to inform the decision.
- C. Membership. The Subcommittee shall be composed of four members: two members chosen from the elected members of the Senate and two members chosen from the elected members of the Curriculum Committee, all of whom must be outside of the major or minor associated department and/or program that is being considered for discontinuance.

D. Process. The Subcommittee will report its findings and make a recommendation to the Senate and the Curriculum Committee. The Curriculum Committee will determine whether a proposal to discontinue a major/minor is brought to the faculty.

E. Functions. The Subcommittee will consider the unique circumstances of the associated department and/or program. Those determinations may include but are not limited to:

1. Characteristics of the major or minor and the associated department and/or program, including ability to attract and retain qualified students and faculty, most recent external review of department/program associated with the major/minor, alignment with the strategic plan, and importance of the major/minor to the identity of the College as a private, residential liberal arts college.
2. Impact of Major or Minor and associated Department and/or Program on the College, including:
 - a. Admissions and prospective students
 - b. Cognate disciplines/coursework importance to other departments/programs
 - c. Faculty recruitment and/or retention
3. Impact on current declared majors/minors
4. Consideration of Data including:
 - a. Numbers of majors and/or minors over past ten years
 - b. Numbers of graduates over past ten years
 - c. Enrollments in associated department/program courses over past 5-10 years.
 - d. Faculty FTE
5. External Funding: to what extent does the major/minor draw financial resources from endowment or other funds beyond unrestricted annual budgets.

2.2.1.4.1 If the Subcommittee decides to recommend discontinuance of a major/minor/program, the Subcommittee, in collaboration with the major/minor/program, will determine an appropriate end date for the major/minor. The Subcommittee will forward the recommendation for major/minor/program discontinuance to the Curriculum Committee, with the information about end date. If the Curriculum Committee approves the plan for the major/minor/program to discontinue, they will recommend the discontinuance of the major/minor/program to the faculty for a vote. If the faculty approve the discontinuance, the major/minor will be discontinued.

2.2.1.4.2 Notification. If the faculty approves the discontinuance of a major/minor/program, the Provost's Office will officially notify students in the major/minor/program of the decision of the faculty and work with students and faculty on the transition plan.

2.2.1.4.3 The Registrar's Office will remove the major/minor/program from future academic catalogs.

2.2.1.5 Discontinuance of a Major, Minor, or Program as an outcome of program evaluation process.

A. Departments and Programs and their majors and minors will be reviewed periodically, typically as part of the five or ten-year departmental review process, using the four-stage process described in Section 8 of the Department Chair and Program Director Guide. Either the Provost's Office or a Department/Program may request that the process be initiated off-cycle, and the Faculty Senate will be consulted to determine if an off-cycle review is warranted.

B. If, after review of a major, minor, or program, the Provost's Office recommends discontinuation of a major, minor, or program, the Provost will inform the affected department(s) by the end of the spring semester, providing a rationale for the recommendation. The department(s) will have an

opportunity to review the rationale and respond by October 1 of the fall semester immediately following the initial recommendation. The Provost rationale and departmental response(s) will be shared with the Faculty Senate and Curriculum Committee for consideration. Each committee will independently respond to the Provost's recommendation, no later than October 20.

C. Using the departmental, Curriculum Committee and Faculty Senate responses as additional input, the Provost will make a final recommendation regarding discontinuance. If the Provost decides to recommend discontinuation, then they will inform the affected department, Curriculum Committee and the Faculty Senate by November 1, providing a rationale and transition plan. If either the Curriculum Committee or Faculty Senate endorses the Provost's decision, the endorsing committee will bring the proposal to the faculty for a vote at the following faculty meeting.

D. If the faculty approves the discontinuance of a major, minor, or program, then (according to 2.2.1.4.2 of the *Faculty Handbook*) the "Provost's Office will officially notify students in the major/minor/program of the decision of the faculty and work with students and faculty on the transition plan." Furthermore (according to 2.2.1.4.3), "the Registrar's Office will remove the major/minor/program from future academic catalogs."

2.2.2 Requirements and Criteria for General Education Courses

The official record of the College curriculum is maintained in the *Academic Bulletin* under "Requirements for Graduation" and the sections devoted to major and minor requirements. Requirements and criteria for general education, interdisciplinary studies courses, Writing Across the Curriculum, Signature Experience, and Majors are found in Appendices A-F of the *Faculty Handbook*. Additions and deletions to curriculum or its requirements or criteria, as compiled in the Bulletin and Appendices A-F, require a majority vote of voting members of the faculty present at a faculty meeting.

2.2.3 Honorary Degrees

2.2.3.1 Statement of Purpose

Gustavus Adolphus College confers honorary degrees in order to recognize and honor men and women who, through distinguished service or preeminent achievement, have demonstrated commitment to the ideals for which this College stands. In each case, it should be particularly appropriate that Gustavus Adolphus College be the institution to award the honorary degree. The College thus affirms and hopes to encourage its vision and mission by the honorary degrees it confers.

2.2.3.2 Guidelines

This set of guidelines suggests normal practices, but need not be regarded as inflexibly binding under all circumstances:

- A. In order to preserve the high value of honorary degrees, not more than four degrees each year, except in extraordinary circumstances, will be granted. In addition, honorary degrees will also be awarded to Nobel laureates who participate in the Nobel Conference.
- B. Honorary degrees will be awarded during the academic year on occasions of significance to the College community and the recipient.
- C. Honorary degree recipients should represent a diversity of fields. The choices should reflect achievements at the local, national, and international levels.

2.2.3.3 Procedures

- A. The Faculty Senate Vice Chair will receive nominations for honorary degrees.

- B. The Faculty Senate Vice Chair will ensure that additional supporting data will be provided to the Faculty Senate within a designated time period.
 - C. Deliberations of proposals will not involve the knowledge or participation of the candidate.
 - D. Among the honorary degrees that may be awarded by the College are the following:
 - Bachelor of Arts (B.A.)
 - Doctor of Divinity (D.D.)
 - Doctor of Fine Arts (D.F.A.)
 - Doctor of Humane Letters (L.H.D.)
 - Doctor of Laws (LL.D.)
 - Doctor of Science (Sc.D.)
- The Faculty Senate Vice Chair will recommend the degree that is appropriate for conferral upon the candidate.
- E. The Faculty Senate Vice Chair will submit nominations to the Senate for evaluation.
 - F. The Faculty Senate, acting on behalf of the Faculty, recommends the candidates for honorary degrees to the President of the College. Three-fourths majority vote of the full membership of the Faculty Senate is required for forwarding of the recommendation to the Board of Trustees.
 - G. The President will present nominations accepted by the President to the Board of Trustees.
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2.2.4 Change of Grade Policy

The mark of “I” (Incomplete) is the only grading option available which keeps a course open for additional student work beyond the termination of the semester. Once a grade other than “I” has been recorded on the student transcript, it becomes part of the institutional record and can be changed only to correct an error in the original computation. A grade change cannot be made because additional coursework has been turned in after the end of the term. A change of grade may not be made more than one year after the grade was officially recorded in the Registrar’s Office.

2.2.5 Grade Appeals Policy

Students have the right to be protected against prejudiced or capricious academic evaluation. A student who wishes to appeal a final course grade on these grounds should first appeal to the instructor. This action should end the matter in most cases, but if not, the student should appeal to the department chair (or a senior faculty member in the department if the Chair is the person giving the grade). If that does not resolve the issue, the student may appeal to the office of the Provost who will convene the Grade Appeals Board to assist in determining an appropriate resolution. If the Grade Appeals Board determines that the grade should be changed, it would provide the instructor with a written explanation of its reasons and would request that the grade be changed. The instructor should either make the recommended change or provide a written explanation to the Grade Appeals Board for not doing so. Only then, the Provost, upon the written recommendation of the Grade Appeals Board, would have the authority to effect a change in grade over the objection of the instructor. The Grade Appeals Board will consist of five faculty members, one from each Division, appointed to staggered three-year terms by the Faculty Senate. A member of the Grade Appeals Board may ask to be recused from hearing an appeal if the member perceives a conflict of interest. The student appellant may also request to disqualify a member perceived as being potentially biased from hearing the appeal. In the event that a member of the Board is recused or removed, that person will be replaced by another faculty member from the same Division, to be appointed by the Provost in consultation with the Vice-Chair of the Faculty Senate.

A grade appeal must be initiated within one year after the grade was officially recorded in the Registrar's Office.

2.2.6 Honor Code Policy

Every Gustavus Adolphus College student is required to sign the following statement before final admittance into the College:

"As a community of scholars, the faculty and students of Gustavus Adolphus College have formulated an academic honesty policy and honor code system, which is printed in the Academic Bulletin and in the Gustavus Guide. As a student at Gustavus Adolphus College I agree to uphold the honor code. This means that I will abide by the academic honesty policy, and abide by decisions of the joint student/faculty Honor Board."

Through information provided in syllabi and/or other means, faculty members will explain to students how the Honor Code will operate in their respective courses. The following statement is suggested as a pledge for students to sign on all graded assignments and projects:

"On my honor, I pledge that I have not given, received, or tolerated others' use of unauthorized aid in completing this work."

A similar statement may be signed by students at the beginning of a course, indicating that their work for that course will comply with the academic honesty policy and the Honor Code.

Gustavus Adolphus College is proud to operate under an honor system. The faculty and students have jointly created an Honor Board to enforce this policy. In signing this statement a student is promising that their work complies fully with the authorized aid as defined by the professor. It is each professor's responsibility to state course penalties for academic honesty policy violations, and to define the level of authorized aid appropriate to the work in the course or to the particular assignment. However, the student is responsible to ask questions about any reasonable doubt they have regarding the professor's definition.

The proctoring of exams will be at the discretion of the instructor.

An integral part of the honor code is non-tolerance of violations. This non-tolerance policy recognizes that we are not only responsible for our own ethical conduct but are also members of a vital community with obligations to contribute to its ethical climate. Under this code students are not expected to police others' actions. Rather, students agree to report violations of which they become aware and failure to do so would constitute an honor code violation. Maliciously making a false accusation will be considered a violation of the honor code.

2.2.7 Accessibility Resources

Through information provided in syllabi, faculty members will notify students of the availability of accessibility services at Gustavus and how to access them. The following statement is recommended for inclusion on all syllabi:

Gustavus Adolphus College is committed to ensuring equitable and inclusive learning environments for all students. If you have a disability and anticipate or experience barriers to equal access, please speak with the accessibility resources staff about your needs. A disability may include mental health, attentional, learning, chronic health, sensory, physical, and/or short-term conditions. When appropriate, staff will guide students and professors in making accommodations to ensure equal access. Accommodations

cannot be made retroactively; therefore, to maximize your academic success at Gustavus, please contact them as early as possible. Accessibility resources staff are located in the Academic Support Center (<https://gustavus.edu/asc/accessibility/>) (x7227). Accessibility Resources Coordinator, Corrie Odland, (codland@gustavus.edu), can provide further information.

2.3 Miscellaneous Procedures

2.3.1 Admission to/Withdrawal from Class

2.3.1.1 Admission to Class

Students whose names do not appear on a class list kept by the Registrar are not officially registered for that course. Changes to the original course list are made only through the Office of the Registrar, and the Office of the Registrar will ensure that students and faculty have access to current course registration lists.

Starting with the second week, the student must obtain the written permission of the instructor of any course they add or drop. Starting with the third week, the student must obtain the signature of the instructor of any course from which they withdraw. Students enrolling in Independent Study courses must complete and submit to the Office of the Registrar an Independent Study Proposal Sheet during the first two weeks.

2.3.1.2 Withdrawal from Class

Withdrawal from a course may be done any time prior to the beginning of the third week of the fall and spring semesters and the fifth day of Summer Term without having that course participation recorded on the transcript. Withdrawals after this time will be recorded as a “W.” Withdrawal from a course is not possible after the 10th week of a full semester course, the fifth week of a half semester course, or the third week of a Summer Term course. Courses for which a student is registered after these times will receive final grades.

2.3.2 Office Hours

Each instructor should inform their students early in the semester concerning their availability for office conferences or consultations, whether they intend to reserve certain hours each week or be available for appointment.

2.3.3 Examinations

Faculty may request an optional 2-hour final exam time on Thursday or Friday of the 15th week of the semester. Faculty may choose to give a final exam during a regular class period, during the optional final exam periods, or not at all.

2.3.4 Advising

At Gustavus, the faculty advising model is designed to build meaningful relationships between students and faculty and to provide students with effective advice in course selection to prepare for post-graduate experiences (work and graduate school) while fulfilling graduation requirements within four years. A student's First Term Seminar professor serves as their academic advisor until they are ready to declare a major (generally in the third semester of enrollment). After a student declares a major, they are advised by a faculty member from the department or program. Faculty advisors play an important role in student retention.

Students must declare a major by the registration period in the spring of their 2nd year (in anticipation of coursework in fall of junior year).

Faculty advisors are supported in their work by the Academic Support Center, the First Term Seminar program, and the Registrar's Office, which provide training, reminders, and resources throughout the year.

The academic advisor, in addition to conferring with the student about academic, career, and life goals, is responsible for approving the student's course program prior to registration each semester. The advisor will encourage the student to enroll in courses satisfying the student's needs and interests, the objectives of the major field of concentration, and the general education requirements of the College.

All students should be advised early in their academic careers to consider post-graduate opportunities. Advisors are urged to encourage students considering graduate school to investigate the possibility of applying for national graduate fellowships such as Fulbright, Mellon, Rhodes, etc. Information concerning these fellowships may be obtained from the Gustavus Fellowships Office.

One day each semester is designated Advising Day. Classes are canceled on this day to allow for advising meetings and department/program events related to advising. All tenured, tenure-track, and continuing faculty are expected to be on campus during these days and available for individual advising meetings with students and/or advising related activities organized by departments and programs. Visiting faculty are welcome to participate.

2.3.5 Incomplete Grade

A grade of incomplete may be awarded at the discretion of the instructor, if requested by the student, under the following conditions: 1) the last day to withdraw has passed, 2) and unforeseen circumstances beyond the student's control (usually restricted to illness or family emergency) preclude completion of the remaining work for the course by the semester deadline. Note that poor planning or having a lot of work to complete at the end of the term are not, in fairness to other students, considered circumstances beyond a student's control. This additional time to complete coursework may not extend beyond the final day of the following semester, and earlier limits may be set at the discretion of the instructor.

The grade "I" for a particular student, along with an expiration date, is reported at the end of the term to the Office of the Registrar on a special form, which is signed by both the instructor and the department chair. A temporary grade will also be submitted, in the computation of which the instructor has considered work not completed as a zero or an F. If before the end of the expiration date, the instructor reports a final grade to the Registrar, that grade will be recorded and the grade point average will be computed accordingly. When the expiration date has passed without a grade being reported, the temporary grade will replace the "I" and become a permanent part of the transcript record.

2.3.6 Declaring a Major

All first-time college students at Gustavus Adolphus College enroll in the Bachelor of Arts program without a declared major, and they are advised in the first year by the instructor of their First Term Seminar or a faculty member teaching in Three Crowns Curriculum. Subsequent enrollment in a major is accomplished by completing a declaration of major form, normally by the end of the sophomore year, in consultation with a

major advisor. Students may select the major requirements of any academic catalog during the years of their institutional enrollment.

2.3.7 Student Evaluation of Teaching

Faculty will be responsible for evaluating the effectiveness of their teaching for each course, each semester.

2.3.8 Faculty Development: Research, Scholarship, and Creativity Grants

1. Purpose
 - a. These grants are restricted to the support of faculty development in the areas of research, scholarship and creativity.
 - b. Course improvement projects will not be considered. Expenses for such projects should be covered by departmental budgets or other sources.
 - c. All proposals should be aimed toward the production of some tangible result, e.g., the publication of an article, chapter, or book; or an exhibit of works of arts. Private, personal creativity projects will not be considered.
2. Eligibility
 - a. All full-time regular and special appointment faculty members of Gustavus Adolphus College (including those on sabbaticals and joint contracts) are eligible to make application to the fund.
 - b. Funds will be released only to faculty employed full-time (including those on sabbaticals and on joint contracts) during the grant period. Faculty work during the summer is eligible for funding.
 - c. Applications involving both faculty and students will be considered if submitted by a faculty member.
 - d. Applicants whose previous grant reports are past due will not be eligible to apply.
3. Limits of Funding
 1. The maximum grant amounts and rates for stipends and expenses for any single project will be determined and published by the committee.
 2. The maximum funding period will be June 1 to January 31, following the application deadline.
 3. Lower priority will be given to:
 1. Those who have received Research, Scholarship, and Creativity funding in the past two years;
 2. Those who are requesting money for extensions or continuations of projects previously funded from Research, Scholarship, and Creativity grants;
 3. Those who have not demonstrated completion of projects previously funded from Research, Scholarship, and Creativity grants.
 4. Any equipment and materials purchased with money from Research, Scholarship, and Creativity grants becomes the property of the College. Funding will not normally be granted for the purchase of computer equipment.
 5. Travel may be funded provided that it is absolutely necessary for the proposed research, and provided that it cannot be funded from any other College source.
 6. A stipend will normally be awarded to persons submitting successful summer proposals.

7. If a different source of funding clearly seems more appropriate for a given project, the Committee may recommend that the faculty member seek funding from that source.
 8. In accepting support from the Research, Scholarship, and Creativity Fund, the faculty member assumes the obligation of submitting a final report on their project to the Provost. Grant reports are due by May 31st of the year following the application deadline.
 9. Funds can only be used for the proposed project discussed in the Research, Scholarship, and Creativity grant application. Unspent funds will remain with the Research, Scholarship, and Creativity grants fund.
 4. Submission of Applications: Current information on deadlines, format, and application procedures for Research, Scholarship, and Creativity grants are available on the John S. Kendall Center for Engaged Learning website.
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2.3.9 Faculty Development: Presidential Faculty/Student Collaboration and Publication Grants

1. Purpose: The purpose of this grant is to stimulate and support faculty/student collaborative activity and publication.
2. Eligibility:
 - a. All full-time regular and special appointment faculty members of Gustavus Adolphus College (including those on sabbaticals and joint contracts) are eligible to apply for the grant.
 - b. Fund will be released only to faculty employed full-time (including those on sabbaticals and on joint contracts) during the grant period. Faculty work during the summer is eligible for funding.
 - c. Applicants whose previous grant reports are past due will not be eligible to apply.
3. Limits of Funding:
 - a. Funding limits may vary from year to year. Current information on funding is available on the John S. Kendall Center for Engaged Learning website.
 - b. The maximum funding period will be June 1 to January 31, following the application deadline.
 - c. Lower priority will be given to:
 - 1 Those who have received Presidential Faculty/Student Collaboration Grants in the past three years;
 - 2 Those who have not demonstrated completion of projects previously funded by a Presidential Faculty/Student Collaboration Grant.
 - d. Any equipment and materials purchased with money from the Presidential Faculty-Student Collaboration Grant becomes the property of the College. Funding will not normally be granted for the purchase of computer equipment.
 - e. Travel may be funded provided that it is absolutely necessary for the proposed research, and provided that it cannot be funded from any other College source.
 - f. Grant monies may be used to support faculty summer stipends, summer compensation for students, student housing on campus, equipment, materials, transportation, and other approved project related expenses.
 - g. If a different source of funding clearly seems more appropriate for a given project, the Committee may recommend that the faculty member seek funding from that source.

- h. In accepting the Presidential Faculty/Student Collaboration Grant, the faculty member assumes the obligation of submitting a final report on their project to the Provost. Grant reports are due by May 31st of the year following the application deadline.
 - i. Funds can only be used for the proposed project discussed in the Grant application. Unspent funds will remain with the Presidential Faculty/Student Collaboration Grant fund.
4. Submission of Applications: Current information on deadlines, format and application procedures for the Presidential Faculty/Student Collaboration and Publication Grants are available on the John S. Kendall Center for Engaged Learning website.
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2.3.10 Faculty Development: Sabbatical Leave

Policies and procedures for sabbatical leave application and criteria can be found in section 2.1.4.1.1 of this Handbook.

3.0 Amendments to the *Faculty Handbook*

Procedures for amending the *Faculty Handbook* are as follows:

3.1 Any proposed amendment to the *Faculty Handbook* is to be sent to the Faculty Senate for consideration and recommendation to the Faculty. All proposed amendments will be sent forward to the Faculty with the Senate's recommendation.

3.2 A proposed amendment must be sent forward in writing by the Senate to the Faculty with the Senate's recommendation at least seven days prior to the faculty meeting at which it is to be considered.

3.3 The written notice will indicate the date of the Faculty Meeting at which the proposal will be submitted. A simple majority vote of voting members present is required to adopt the proposed amendment.

Appendix A: Requirements and Criteria for General Education Courses

1. General Education Overview and Student Learning Outcomes

- a. General education is centered around exposing students to modes of intellectual and creative expression across disciplines, identities, and cultures while developing critical reading and writing skills.
- b. Every general education course contributes to the following four student learning outcomes for general education:
 - i. Students will be able to analyze enduring and contemporary questions or challenges from multiple disciplines, using qualitative and quantitative methods.
 - ii. Students will be able to use ethical, religious, or philosophical frameworks to evaluate their own and others' responses to enduring and contemporary challenges.
 - iii. Students will be able to examine issues of cultural difference both locally and globally.
 - iv. Students will be able to communicate effectively in written, spoken, and creative expression with a variety of audiences.
- c. General Education requirements include the following (a total of 10-12 courses):
 - i. Foundation and Integration: 2 Courses (1 FTS, 1 Challenge Seminar).

- ii. Liberal Arts Perspectives: 5 Courses (1 Arts, 1 Human Behavior and Social Institutions, 1 Humanities, 1 Natural Science, 1 Religious Studies and Philosophy).
 - iii. Living in the World: 3-5 Courses (1 Quantitative and Analytical Reasoning, 1 U.S. Identities and Difference, 1 Global Affairs and Cultures, 0-2 Non-English Language—must have one college-level non-English language course and equivalency through the second semester).
- d. Courses only carry one general education designation. Courses carrying general education designations may also count toward majors and minors.
- e. All 100- and 200-level courses that do not carry a prerequisite receive a default general education designation as follows:
 - i. Arts = Courses in the Division of Fine Arts
 - ii. Human Behavior and Social Institutions=Courses in the Division of Social Sciences; Public Health Courses; Geography; Education; Health and Exercise Science; and Sport Management).
 - iii. Humanities = Courses in the Departments of English, and History; non-language courses in Greek, Latin, and Classical Studies, Modern Languages, and Literatures, and Swedish Studies; non-cross listed courses in African/African Diaspora Studies and Gender, Women, and Sexuality Studies.
 - iv. Natural Sciences = Courses Biology, Chemistry, Geology, and Physics; non-cross-listed Environmental Studies courses.
 - v. Religious Studies and Philosophy = Courses in the departments of Philosophy and Religion.
 - vi. Quantitative and Analytical Reasoning = Courses in the department of Mathematics, Computer Science, and Statistics.

Miscellaneous Policies:

1. A minimum of four credits, or three transfer credits, are required for students to fulfill a particular general education requirement.
2. Departments may apply through the course approval process for a 100- or 200-level course to carry a different default designation.
3. Departments may also apply through the course approval process for 100- or 200-level courses to carry a QUANT, USIDG, or GLAFC designation (with the proviso that a course can only carry one designation).
4. For courses carrying the NTSCI designation, which have both lecture and lab components normally taken concurrently, both course components will carry the designation, and a student must pass both the lecture and the lab components to fulfill the general education requirement.
5. For courses carrying the WRITD/WRITL designation, which have both lecture and lab components normally taken concurrently by students, both of those course components will carry the designation (e.g., CHE340 (lecture) and CHE341 (lab)), and a student must pass both course components to fulfill the WRIT requirement for the major.

2. General Education Requirements

- A. Foundations/Integration:** These courses provide students the opportunity to develop and practice key academic skills, habits, and aptitudes such as critical reading and thinking, process-based writing, reflection on values, and integration.

1. First-Term Seminar Program (FTS)
 - a) Program Description: First year Gustavus Adolphus College students enroll in a fall semester course designated FTS-100: First-Term Seminar (FTS). These small, discussion-based courses support students' transition to college by practicing skills and habits of mind central to the liberal arts while considering enduring and contemporary questions or challenges. Each FTS, with the help of a Peer Mentor, Academic Leader, and Teacher (Peer MALT), also increases students' understanding of the academic program and campus resources that support their academic journey. Consequently, the FTS professor serves as the academic advisor until students declare a major or are admitted into a certification program (e.g., Nursing). All FTS courses carry the Writing in the First Year (WRIT) designation. A full list and description of FTS offerings is published for entering students before registration.
 - b) Academic Skills: FTS students learn how to engage in academic conversations by practicing how to analyze others' arguments and evidence, as well as their intended audience and purpose. They also express and share their perspectives with others by making choices that appropriately accommodate different purposes, contexts, and audiences. FTS courses teach students to make these rhetorical choices, enabling them to communicate clearly and effectively.
 - 1) Criteria: FTS courses will
 - i. Provide frequent opportunities to identify and analyze the purpose, audience, context, and meaning of a variety of texts.
 - ii. Provide frequent opportunities to identify arguments, assess evidence used to support arguments, and practice generating and supporting arguments.
 - iii. Provide frequent opportunities to use informal writing and discussion to engage unfamiliar concepts, explore ideas, ~~and~~ practice techniques for communicating effectively, and reflect on learning.
 - iv. Guide students through at least two short, formal argumentative writing assignments for specific audiences that utilize a process-based approach that provides opportunities for students to plan, draft, revise, and edit their work with instructor and peer feedback.
 - 2) SLOs: FTS students will
 - i. Consider purpose, audience, and context when writing.
 - ii. Make and support claims effectively in writing.
 - c) Advising Knowledge
 - 1) Gustavus students develop skills to become leaders in navigating their own college experience. FTS students begin this process with the help of their FTS professors who, in collaboration with Peer Mentors, Academic Leaders, and Teachers (Peer MALTs), work alongside students to plan their liberal arts education, explore campus resources, and help them think about possibilities for their college career and beyond.
 - 2) Criteria: FTS courses will
 - i. Introduce students to the process of academic planning, searching for classes, using the College's systems for registration and advising, and reading progress reports.

- ii. Introduce students to campus resources and out-of-classroom learning opportunities with the goal of engaging in a community of lifelong learners.
 - iii. Encourage students to advocate for themselves, take ownership for their learning, become responsible and accountable as independent learners, and ultimately become their own best advisors.
 - 3) SLO: FTS students will
 - i. demonstrate familiarity with the College curriculum and campus resources related to navigating College successfully.
2. Challenge Seminars (CHAL)
- a) Description: The Challenge Seminar, normally taken in the second or third year of study, bookends the First Term Seminar by providing students an opportunity to collaboratively examine and propose responses to enduring and contemporary questions or challenges from an interdisciplinary perspective. Students will also have an opportunity to engage in reflection about how the college's mission and their education as a whole has influenced their personal values, plans for life after college, and the role they see for themselves in the world. Like the First Term Seminar, these courses will explore how values relate to a complex challenge and engage students in critical thinking, writing, speaking, and reflection.
 - b) Criteria: Challenge Seminar courses will
 - (1) Involve students in exploring a particular challenge or a pressing ethical question engaging sources from multiple disciplines and perspectives.
 - (2) Devote significant time to working together to propose solutions to a problem or create something with an audience in mind.
 - (3) Practice communicating for multiple audiences.
 - (4) Students will practice revising and rethinking their ideas, writing, and/or arguments based on feedback from others.
 - (5) Provide students with opportunities to reflect on how the college's mission and their education as a whole has influenced their personal values, plans for life after college, and the role they see for themselves in the world.
 - c) SLOs: Challenge Seminar students will
 - (1) Collaboratively analyze and respond to a significant enduring question or contemporary challenge, incorporating perspectives from multiple disciplines.
 - (2) Examine how issues of cultural difference, both globally and locally, intersect with this challenge.
 - (3) Use multiple types of communication (e.g., multiple genres; visual and written communication; oral and written communication etc.) to craft arguments that make and support claims successfully for multiple audiences and contexts.

- (4) Reflect on how the college's mission and their education as a whole has influenced their personal values, plans for life after college, and the role they see for themselves in the world.

B. Liberal Arts Perspectives

1. Overview: Liberal Arts Perspectives courses introduce students to the method(s) of a discipline and to strategies for critical reading in the dominant genre(s) of the discipline. LAP courses also give students opportunities to use their own language to describe and analyze key concepts or course materials, and write to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning (Writing to Learn).
2. Arts (ARTSC)
 - a) Description: Artistic disciplines engage in creative and critical processes through which human culture and experience is represented, reinforced, and/or critiqued. The arts expand our capacity for imaginative, interpretive and empathetic engagement in society, and develop the innovative thinking essential for addressing the challenges of our time. In Arts courses, students will participate in intellectual, embodied and practical experiences that open new paths to understanding and interpreting themselves and the world. Students may take a single four credit course to satisfy this requirement or accumulate credits equal to four credits through participation in musical ensembles and lessons.
 - b) Criteria: Arts courses will
 - (1) Promote an understanding of the interaction among the arts, culture, society, artist, and audience.
 - (2) Provide opportunity for students to engage in, and develop an understanding of, the creative process.
 - (3) Help students develop analytical, interpretive, or evaluative skills appropriate to the study, performance, and/or creation of at least one of the visual and performing arts.
 - (4) Introduce students to how to read in the dominant genre(s) of the discipline.
 - (5) Give students opportunities to use their own language to describe and analyze key concepts or course materials, and write to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning.
 - c) SLOs: Arts students will
 - (1) Identify the tools or methods used in an artistic discipline to analyze enduring and contemporary questions or challenges.
 - (2) Describe appropriate tactics and strategies to comprehend or decode texts or artifacts in the dominant genre of the discipline.
3. Human Behavior and Social Institutions (HBSI)

- a) Description: The social sciences rely on empirical data (quantitative and qualitative) to generate and answer questions, such as: Why do humans behave and think as they do? How do social institutions form and function? How do humans and institutions interact? Courses in Human Behavior and Social Institutions explore how social scientists develop theories that contribute to an understanding of individual and group behavior in various contexts. In Human Behavior and Social Institutions courses, students will learn about and critique both human behavior and social institutions and the methods for studying them.
- b) Criteria: Human Behavior and Social Institutions courses will
 - (1) Introduce theories and principles that emerge from empirical research to explain human behavior and social institutions.
 - (2) Introduce qualitative and quantitative methods of collecting, evaluating, and presenting information pertaining to human behavior and social institutions.
 - (3) Address the context and stages of development for a particular social and behavioral science or interdisciplinary social scientific field of study with attention to the social and ethical issues that have arisen within that development.
 - (4) Introduce students to how to read in the dominant genre(s) of the discipline.
 - (5) Give students opportunities to use their own language to describe and analyze key concepts or course materials, and write to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning.
- c) SLOs: Human Behavior and Social Institutions students will
 - (1) Identify the tools or methods used in a social science discipline to analyze enduring and contemporary questions or challenges.
 - (2) Describe appropriate tactics and strategies to comprehend or decode texts or artifacts in the dominant genre of the discipline.

4. Humanities (HUMN)

- a) Description: The humanities examine the question of what it means to be human through the study of literary expression, history, language, and rhetoric. They equip us to understand and evaluate human thought, culture, and history and the ways in which human beings construct meaning from experience. In Humanities courses, students will reflect on what makes a purposeful life through studying literature, history, culture, and rhetoric.
- b) Criteria: Humanities courses will
 - (1) Provide students with a framework for understanding and appreciating diverse modes of human experience and expression in their historical, intellectual, and/or cultural contexts.

- (2) Prepare students to critically analyze how humans construct meaning from human experience in particular historical, intellectual, and/or cultural contexts.
- (3) Provide students with models for investigating broader questions about the ways in which human beings construct meaning and values in human experience.
- (4) Introduce students to how to read in the dominant genre(s) of the discipline.
- (5) Give students opportunities to use their own language to describe and analyze key concepts or course materials, and write to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning.
- c) SLOs: Humanities students will
 - (1) Identify the tools or methods used in a humanities discipline to analyze enduring and contemporary questions or challenges.
 - (2) Describe appropriate tactics and strategies to comprehend or decode texts or artifacts in the dominant genre of the discipline.

5. Natural Science (NTSCI)

- a) Description: Science is the concerted human effort to pursue better explanations about the natural world based on systematic evaluation of physical evidence. This process of discovery allows us to link isolated facts into a coherent and comprehensive web of knowledge. In Natural Science courses, students will examine scientific questions with a variety of methods and tools, including hands-on work in a laboratory setting and the communication of findings.
- b) Criteria: Natural Science courses will
 - (1) Introduce students to the scientific method.
 - (2) Provide opportunities for students to participate in discovery through laboratory or field experiences.
 - (3) Include examples of historical, philosophical, or societal development of the discipline and the application of science to enduring and contemporary questions.
 - (4) Introduce students to how to read in the dominant genre(s) of the discipline.
 - (5) Give students opportunities to use their own language to describe and analyze key concepts or course materials, and write to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning.
- c) SLOs: Natural Science students will
 - (1) Identify the tools or methods used in a natural science discipline to analyze enduring and contemporary questions or challenges.
 - (2) Describe appropriate tactics and strategies to comprehend or decode texts or artifacts in the dominant genre of the discipline.

6. Religious Studies and Philosophy (RSAP)

- a) Description: In religion, theology, philosophy, and ethics, people ask questions such as how should we live? On what grounds? What enables us to live that way? These disciplines consider the grounds of beliefs and practices and how beliefs, texts, practices, and ethics relate to each other and to their cultural contexts. In Religious Studies and Philosophy courses, students will gain knowledge and skills necessary to critically analyze beliefs, and practices and to navigate a world of diverse religion, theological, philosophical, and ethical commitments.
- b) Criteria: Religious Studies and Philosophy courses will:
 - (1) Develop awareness of differing religious, theological, philosophical, or ethical traditions by comparing the beliefs, texts, or practices of least two religious, theological, philosophical, or ethical traditions and/or exploring the relationship between at least two religious, theological, philosophical, or ethical traditions.
 - (2) Encourage students to understand traditions, beliefs, texts, and practices as appropriate objects of academic study by critically analyzing and evaluating religious, theological, philosophical, and/or ethical claims.
 - (3) Enable students to understand the culturally and historically embedded nature of beliefs, practices, texts, and traditions, specifically by addressing how they have affected or been affected by social and cultural contexts, historical or contemporary.
 - (4) Introduce students to how to read in the dominant genre(s) of the discipline.
 - (5) Give students opportunities to use their own language to describe and analyze key concepts or course materials, and write to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning.
- c) SLOs: Religious Studies and Philosophy students will
 - (1) Identify the tools or methods used in religion, theology, philosophy, or ethics to analyze enduring and contemporary questions or challenges.
 - (2) Describe appropriate tactics and strategies to comprehend or decode texts or artifacts in the dominant genre of the discipline.

C. Living in the World

- 1. Overview: Living in the World courses are a combination of 100- and 200-level courses that expose students to modes of intellectual and creative expression across disciplines, identities, and cultures and build skills essential for living and working in a diverse and complex world.
- 2. Quantitative Reasoning (QUANT)

- a) Description: Quantitative and analytical reasoning courses focus on understanding and evaluating quantitative or logical (specifically referring to symbolic or predictive logic) assertions, as well as conducting and communicating quantitative or logical analysis. These courses prepare students to read, analyze, and critique mathematical, logical, statistical, and/or algorithmic analyses and increase their understanding of how such methods are properly used. QUANT courses prepare students to understand and apply mathematical, logical, statistical, and/or algorithmic methods in a discipline-specific context or in the context of the data literacy necessary for professional and/or civic life.
 - b) Criteria: QUANT courses will
 - (1) Engage students in practicing and refining their quantitative skills with feedback from the instructor.
 - (2) Practice executing and using mathematical, logical, statistical, and/or algorithmic analysis to make decisions and/or solve problems, including through examination of assumptions, data quality, and methodology.
 - (3) Provide multiple opportunities to critique quantitative or logical assertions made in a variety of sources (e.g., existing logical or mathematical proofs, peer-reviewed academic literature, assertions made in public media) using mathematical, logical, statistical, and/or algorithmic reasoning.
 - c) SLOs: QUANT students will
 - (1) Critique quantitative or logical assertions using mathematical, logical, statistical, and/or algorithmic reasoning.
 - (2) Use mathematical, logical, statistical, and/or algorithmic analysis to make decisions and/or solve problems, including through examination of assumptions and utilization of proper methods.
 - (3) Compare how different sources use mathematical, logical, statistical, and/or algorithmic reasoning.
3. U.S. Identities and Difference (USIDG)
- a) Description: U.S. Identities and Difference courses explore intersectional identity formation in the U.S. by studying one or more non-majority racial and/or ethnic groups alongside at least one other identity category. In these courses, students examine separate and intersectional identity constructions in context. U.S. Identities and Difference courses provide opportunities for students to reflect on the varied ways in which difference and identity impact policies, institutions, and/or communities in the U.S. and abroad.
 - b) Criteria: U.S. Identities and Difference courses will
 - (1) Explore the ways that race and/or ethnicity have shaped U.S. identities and impacted policies, institutions, or communities within particular contexts.

- (2) Examine the intersectionality between race and/or ethnicity and at least one other category of identity in order to highlight the structures of power in which they operate.
 - (3) Introduce different forms of information, including, as much as possible, primary and secondary sources from the non-majority groups included in the course, and analyze the arguments that such information supports.
 - c) SLOs: U.S. Identities and Difference students will
 - (1) Describe the experiences of one or more non-majority ethnic or racial groups in the U.S. with attention to how intersectionality with at least one other category of difference has shaped that experience.
 - (2) Analyze the vital connections among identity, privilege, and power in the United States at the personal and institutional levels.
 - (3) Evaluate the arguments that different forms of information support.
- 4. Global Affairs and Cultures (GLAFC)
 - a) Description: Global affairs and cultures courses focus on topic(s) of global reach in relation to human populations. These courses examine those topics in the context of social, economic, cultural, political, or ecological environments, considering global interactions and interconnections (manifested locally, nationally, regionally, or across the entire planet). In order to prioritize diverse voices, GLAFC must include, as much as possible, primary and secondary sources originating from the cultures included in the course.
 - b) Criteria: Global Affairs and Cultures courses will
 - (1) Focus on topics of global reach, past and/or contemporary.
 - (2) Place the topic(s) in a global context and in relation to human populations. “Global” here is not a geographical marker but signifies interconnections across familiar social, economic, cultural, political or ecological boundaries.
 - (3) Introduce different forms of information, including, as much as possible, primary and secondary sources from the cultures included in the course, and analyze the arguments that such information supports.
 - c) SLOs: Global Affairs and Cultures students will
 - (1) Describe how a topic of global reach affects human populations.
 - (2) Compare multiple perspectives on the topic being studied.
 - (3) Evaluate the arguments that different forms of information support.
- 5. Non-English Language Courses

- a) Description: Non-English Language courses emphasize the essential role that language study plays in acquiring intercultural knowledge and participating successfully in global cultures. In these courses, students study both the target language and the relevant cultures. Non-English Language Courses prepare to operate between languages and cultures and to under the challenges, past and contemporary, from diverse cultural perspectives.
 - b) Criteria: Non-English Language courses do not carry a separate designation. They are courses taught under a non-English language prefix (except in cases where the relevant department has excluded that class from this requirement because it is taught in English).
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Appendix B: Writing Across the Curriculum (WAC)

A. Program Description

The Gustavus Adolphus College writing requirement promotes writing as a creative and critical process and a lifelong skill that enables learning, reflection, and communication. Good writers can accommodate different purposes, contexts, and audiences. Through its Writing Across the Curriculum Program, Gustavus helps students develop this rhetorical competency, as writers learn to make their cases in the most effective ways possible. In short, WAC enables fuller academic and civic participation.

Writing Across the Curriculum outcomes are embedded within the general education curriculum rather than as standalone requirements (FTS, Liberal Arts Perspectives courses, USIDG, GLAFC, QUANT, and the Challenge Seminar). In addition, all majors include a required course focused on writing. In the course of fulfilling their general education and major requirements, students will use writing to learn unfamiliar concepts and to express themselves; to analyze and evaluate multiple sources of information; to make and support claims; to communicate new knowledge to others; and to reflect on their learning, and to draft, revise, and edit work with feedback from others.

Students may also pursue a Writing Digital Credential. To receive the digital credential, students must take 16 credits of WRIT-L and/or WRIT-D courses at the 200- or 300-level.

B. Writing and Information Literacy (WRIT-L)

- 1. Description: Writing and Information Literacy (WRIT-L) courses require students to investigate and evaluate different forms of information (print journalism, digital forms, visual media, etc.). Students then use such information to create arguments for general audiences. Students draft, revise, and edit multiple short pieces of writing with peer and instructor feedback. Courses offered at the 200- and 300-level may carry WRIT-L designation. Because WRIT-L courses require revision and feedback cycles, enrollments should be limited to 20 or fewer students.
- 2. Criteria: WRIT-L courses will:
 - a) Provide opportunities for students to use informal writing to explore ideas and reflect on their learning frequently, using their own words to describe key concepts, respond to readings, record observations, or organize their understanding of material.

- b) Provide some class time for students to investigate how writers use different forms of information (e.g., news reporting, opinion, satire, advertising, scholarly research, social media) as they make and support claims in multiple contexts.
 - c) Help students develop rhetorical flexibility by writing at least two forms of expression for different audiences.
 - d) Require students to draft, revise and edit at least two short pieces of writing with peer and instructor feedback.
- 3. Outcomes: WRIT-L students will:
 - a) Encounter and distinguish various forms of communication (e.g., journal article, podcast, documentary, etc.), analyze the arguments those texts construct, and engage the texts through informal and formal writing.
 - b) Use multiple types of communication (e.g., multiple genres; visual and written communication; oral and written communication etc.) to craft arguments that make and support claims successfully for multiple audiences and contexts.
 - c) Draft, revise, and edit work with feedback from others.

C. Writing in the Disciplines (WRIT-D)

- 1. Description: Writing in the Disciplines (WRIT-D) courses use writing to communicate disciplinary knowledge. WRIT-D courses help students develop writing strategies to explore and pursue new ideas or research questions and produce discipline-specific forms. Courses designated WRIT-D require students to draft, revise, and edit their work with peer and instructor feedback. Courses offered at 200- and 300-level may carry WRIT-D designation. Because WRIT-D courses require revision and feedback cycles, enrollments should be limited to 20 or fewer students.
- 2. Criteria: WRIT-D courses will:
 - a. Require students to find or generate at least some of the texts, data, artifacts, artworks, etc. that will be source material for their writing.
 - b. Teach students to evaluate and incorporate information or source material into a project, as appropriate to the discipline, and use that material to make and support claims.
 - c. Require students to draft, revise, and edit at least one major writing assignment or a series of shorter writing assignments with instructor and peer feedback.
 - d. Provide some class time for students to discuss and practice stages of the writing process.
- 3. SLOs: WRIT-D students will:
 - a. Create texts that meet the needs of specific purposes, audiences, and contexts within the discipline and exemplify the structures, genres, and conventions of communication within the discipline.
 - b. Critically evaluate information in order to write arguments that communicate effectively with specific audiences.
 - c. Draft, revise, and edit work with feedback from others.

Appendix C: Summer Terms

1. Terms:
 - a. Summer term A begins the Monday after Commencement (generally, the first week in May).
 - b. Summer term B begins one week after summer term A ends.
 - i. Summer term A and B will be 19-20 days in length with a minimum of 15 hours of in-class instruction per week.
 - c. Summer term C, D, and E are the 8 week and 12-week versions of the above, along with the term that begins in July for the Master-Athletic Training students.
 2. Registration and Grades
 - a. Summer courses may count towards course credit and graduation requirements.
 - b. Students may register for summer term independent of the calculation of academic standing.
 - c. Summer term grades will be due five business days after summer term ends.
 - d. Students will pay for summer term if they are enrolled in courses for credit.
 - e. Students may register for a zero credit Signature Experience that is Internship, Study Away or research based. Students registering for zero credit experiences during the summer may be assessed an administrative fee.
 3. Format: Most courses in the summer term will be online. Exceptions will include on-campus signature experiences, Master of Athletic Training on-campus courses, and courses approved by the provost.
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Appendix D: Interdisciplinary Studies

General Criteria:

Interdisciplinary study at Gustavus is designed to nurture a holistic approach to the study of topics of concern to more than one of our traditional academic disciplines. This may involve interdisciplinary programs and/or interdisciplinary courses. Interdisciplinary courses or programs are particularly well suited to address issues or questions that are considered too broad to be adequately considered within the boundaries of a single, traditional academic discipline. Because the Gustavus Adolphus College mission statement speaks to a curriculum designed with an interdisciplinary perspective and which balances tradition with pedagogical innovation, faculty members are encouraged to draw linkages beyond their disciplines and to contribute to interdisciplinary programs and/or develop interdisciplinary courses. Faculty members are further encouraged to consider interdisciplinary course innovations that involve experiential learning, international study, service-learning, and undergraduate research.

Interdisciplinary Programs with approved majors and/or minors are:

1. African / Africana Diaspora Studies
2. Arts Entrepreneurship
3. Biochemistry and Molecular Biology
4. Comparative Literature
5. Eastern European and Eurasian Studies
6. Film and Media Studies
7. Gender, Women, and Sexuality Studies
8. Japanese Studies
9. Latin American, Latinx, and Caribbean Studies
10. Peace, Justice, and Conflict Studies

11. Public Health
12. Sport Management

Specific Criteria for Interdisciplinary Courses (listed in the *Academic Bulletin* as “IDS”):

Individual courses may be approved for interdisciplinary studies if they meet the following criteria:

1. The course proposal clearly demonstrates that interdisciplinary study is an intentional goal of the course.
 2. Readings and other assignments require the students to reflect upon and integrate more than one disciplinary approach to a specific topic.
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Appendix E: Signature Experience Graduation Requirement

Gustavus students must complete one Signature Experience as part of graduation requirements. The Signature Experience graduation requirement bridges the gap between academic knowledge and practical application of that knowledge in outward facing contexts, and prepares students to connect the value of justice, developed on campus, to their life beyond Gustavus by preparing them to be thoughtful and ethical leaders in the workplace, in their communities, and in the world through a meaningful learning experience.

Students have four options for completing this requirement and, with the guidance of an advisor, are encouraged to pursue the option that is most appropriate given their individual vocational goals and interests. Students may complete more than one Signature Experience. Students must have successfully completed a minimum of 32 credits before enrolling in a Signature Experience. Students prepare for their Signature Experience either through a preparatory workshop taken before the experience or preparation embedded in the experience itself. After completing the experience, students receive a digital credential related to the experience that will appear on the student’s comprehensive learner record and can be shared on social media and resumes.

Program SLOs

1. Students will articulate how justice-related values (e.g., values related to the questions of how others should be treated, what people owe to each other, and what systems would make those things possible) shape their perspective, approach to, and experience in outward facing contexts (such as the workplace and local and global communities).

Program Criteria

2. Signature Experiences bridge the gap between academic knowledge and practical application by immersing students in outward facing contexts.
3. Signature Experiences address one or more issues of justice through either the associated preparatory workshop or the experience itself.
4. Content and student work includes opportunities for professional development and/or vocational reflection.

Pathways

1. Internships: Students participating in an internship (on or off campus) complete a 3-hour preparatory workshop, register for the course, meet weekly with the internship cohort (facilitated by a faculty member), and complete the internship itself. (0-16 CU total toward graduation)

2. Study Away: Students participating in Study Away complete a 3-hour pre-study away preparatory workshop and either an approved full semester or summer term study away opportunity. (0-16 CU per study away experience)
3. Student-Faculty Research and Creativity Collaboration: Students participating in student-faculty collaboration research complete a 3-hour pre-research experience preparatory workshop and meet weekly with the research cohort, both facilitated by the Director of Undergraduate Research, and work collaboratively with a faculty member. (0-16 CU)
4. Course-Based Signature Experiences/Practicum: Students participating in a course-based Signature Experience register for the course, and components related to the theme of justice are embedded within the course. 'External constituents' need not be human.

Appendix F: Majors

1. All non-accredited majors are capped at 48 credit hours inclusive of all prerequisites and cognate courses with three exceptions related to reasonable, assumed College-preparation. Majors do not need to count in their 48 credits:
 - a. MCS 118/119 or 121 (Calculus) or 142 (Statistics).
 - b. The first two semesters of non-English languages commonly offered in high schools, specifically Spanish 101 and 102 and French 101 and 102 (non-Spanish and non-French languages should count 101 and 102 in their major.)
 - c. Two-course sequence options that provide the same content coverage as a regularly offered one-semester course in cases where the one-semester course is the option designed for the majority of Gustavus students (e.g. CHE 105/106 and CHE 107/108 = CHE 110/111).
2. The 48-credit cap includes the first 4 credits of labs, the first 4 credits of music ensembles, the first 4 credits of dance practicums, the first 4 credits of theater productions, and the first 4 credits of lecture seminars (e.g. chemistry seminar). Additional repeatable courses including labs, music ensembles, dance practicums, theater productions, and chemistry lecture seminar are exempt from the cap. Majors that include more than one category of repeatable courses (e.g. labs and ensembles) must count the first 4 credits of each category type as part of their 48-credit cap.
3. All majors must require students to take at least four credits of writing courses in the major (WRIT-L or WRIT-D).
4. Minors will be capped at 24 credit hours, inclusive of prerequisites and cognates, with three exceptions related to reasonable assumed-College preparation. Minors do not need to count in their 24 credits:
 - a. MCS 121 (Calculus) or 142 (Statistics).
 - b. The first two semesters of non-English languages commonly offered in high schools, specifically Spanish 101 and 102 and French 101 and 102 (Non-Spanish and non-French languages should count 101 and 102 in their minor).
 - c. The first two 2 credits of labs, the first 2 credits of music ensembles, the first 2 credits of dance practicums, and the first 2 credits of theater productions, and the first 2 credits of lecture seminars. Minors that include more than one category of repeatable courses (e.g. labs and ensembles) must count the first 2 credits of each category type as part of their 24-credit cap.
 - d. Two-course sequence options that provide the same content coverage as a regularly offered one-semester course in cases where the one-semester course is the option designed for the majority of Gustavus students (e.g. CHE 105/106 and CHE 107/108 = CHE 110/111).

5. Majors and minors may require up to 10 hours of non-credit bearing student work that is associated with instructor interaction. These 10 hours of student effort may also be accompanied by up to 20 additional hours (2:1 ratio of out-of-class to in-class work) of student work that is completed out of class without direct instructor interaction. *This non-credit bearing student work may be completed in one term or spread across multiple terms.*

Majors and minors can use experiences that exceed these thresholds to satisfy requirements if students also have equal access to experiences that are below the threshold (e.g. a week-long field experience can satisfy the requirement, but day-long options are also available).

Special licenses demanded by an external body for participation in clinical, internship, or professional experiences that themselves are required by the external body for professional licensure are excluded from this provision (e.g. CNA for nursing clinicals).