Governing Documents (Purple Pages)

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Mission Statement
Gustavus Adolphus College is a church-related, residential liberal arts college firmly rooted in its Swedish and Lutheran heritage.

The College offers students of high aspiration and promise a liberal arts education of recognized excellence provided by faculty who embody the highest standards of teaching and scholarship. The Gustavus curriculum is designed to bring students to mastery of a particular area of study within a general framework that is both interdisciplinary and international in perspective.

The College strives to balance educational tradition with innovation and to foster the development of values as an integral part of intellectual growth. It seeks to promote the open exchange of ideas and the independent pursuit of learning.

The College aspires to be a community of persons from diverse backgrounds who respect and affirm the dignity of all people. It is a community where a mature understanding of the Christian faith and lives of service are nurtured and students are encouraged to work toward a just and peaceful world.

The purpose of a Gustavus education is to help students attain their full potential as persons, to develop in them a capacity and passion for lifelong learning, and to prepare them for fulfilling lives of leadership and service in society.

4/95

Amended and Restated Articles of Incorporation of Gustavus Adolphus College

Article I
Name
The name of this corporation is Gustavus Adolphus College.

Article II
Purpose
This corporation is organized and shall be operated under the Minnesota Nonprofit Corporation Act (the “MNCA”), Minnesota Statutes Chapter 317A, exclusively for religious, charitable, literary, educational, and scientific purposes within the meaning of Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (the “Code”). Within the limitations established by the preceding sentence, this corporation is organized and shall be operated to conduct and maintain an institution of higher education in collaboration with the Gustavus Adolphus College Association of Congregations of the Evangelical Lutheran Church in America and the Evangelical Lutheran Church in America.

**Article III**

**Members**

The corporation shall have no members.

**Article IV**

**Restrictions**

Notwithstanding any other provisions of these Articles, the restrictions enumerated in this Article IV shall govern the activities of this corporation.

This corporation shall not engage in any activity that may not be carried on (a) by an organization that is exempt from federal income taxation under Section 501(a) of the Code by virtue of being described in Section 501(c)(3) of the Code or (b) by an organization contributions to which are deductible under Sections 170(c)(2), 2055(a), and 2522(a) of the Code.

No part of net earnings of this corporation shall inure to the benefit of any private individual.

This corporation shall not, as a substantial part of its activities, attempt to influence legislation by propaganda or otherwise. This corporation shall neither directly nor indirectly participate in or intervene in any political campaign on behalf of, or in opposition to, any candidate for public office, whether by the publishing or distributing of statements or otherwise.

This corporation shall not lend any of its assets to any officer or director of this corporation or guarantee to any other person the payment of a loan by any officer or director of this corporation.

**Article V**

**Duration**

The duration of this corporation shall be perpetual.

**Article VI**

**Registered Office**

The College’s registered office is at 800 West College Avenue, St. Peter, Minnesota.

**Article VII**

**Capital Stock**

This corporation shall have no capital stock.

**Article VIII**

**Board of Directors**

Section 1: The government and management of this corporation shall be vested in its Board of Directors (the “Board”). By tradition, the corporation calls its Board the “Board of Trustees.” However, directors are not trustees either with respect to the College or with respect to property held or administered by the College, including without limitation, any property that may be subject to donor-imposed restrictions.

Section 2: The number of directors and the manner of their selection shall be set forth in the Bylaws of this corporation.
Sections 3: Any action required or permitted to be taken at a meeting of the Board of Directors may be taken without a meeting by written action signed, or consented to by authenticated electronic communication, by the number of directors that would be required to take the same action at a meeting of the Board at which all directors were present; provided that when the action is taken by less than all directors, all directors must be notified immediately of its text and effective date. The written action shall be effective when signed or consented to by the required number of directors, unless a different effective time is provided in the written action. Failure to provide the notice does not invalidate the written action. A director who does not sign or consent to the written action is not liable for the action.

Article IX
Amendment of Articles

These Articles of Incorporation may be amended as provided in the Minnesota Nonprofit Corporation Act.

Article X
Dissolution

This corporation may be dissolved in accordance with the Minnesota law. Upon dissolution, any property remaining after the payment of debts shall be transferred, in such proportions as the Board shall determine, to one or more organizations that are exempt from federal income taxation under Section 501(a) of the Code by virtue of being described in Section 501(c)(3) of the Code, or to the State of Minnesota or any political subdivision or agency of the State for exclusively public purposes. No provision of these Articles shall be construed to affect the disposition of property held by this corporation upon trust or other condition, and upon dissolution of the corporation, such property shall be transferred in accordance with the trust or condition imposed with respect to it.

4/25/92, 6/14/10

Amended Constitution (By-Laws) Of Gustavus Adolphus College

Saint Peter, Minnesota

ARTICLE I
Purpose

General Purposes. Gustavus Adolphus College (the “College”) is organized and operated as a nonprofit corporation under the Minnesota Nonprofit Corporation Act (Minnesota Statutes Chapter 317A) exclusively for religious, charitable, literary, educational, and scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986. The College operates in the tradition of Lutheran higher education and in collaboration with the Evangelical Lutheran Church in America (the “ELCA”) and the Gustavus Adolphus College Association of Congregations (the “Association”). The College acknowledges the intention of the ELCA and the Association, set forth in their constitutions, to strengthen the College spiritually and academically and to provide oversight and financial assistance. Also, the
College declares its intention, in pursuing its educational function, to reflect the faith of the Christian church.

ARTICLE II
Registered Office

2.1 Location. The College shall maintain a registered office in the State of Minnesota at a location selected by the College’s Board of Directors (the “Board”).

ARTICLE III
Authority and Responsibilities of the Board of Directors

3.1 Name. By tradition, the College calls its governing board a Board of Trustees. However, under Minnesota law, Board members are directors and are not trustees either with respect to the College or with respect to property held or administered by the College, including without limitation, any property that may be subject to donor-imposed restrictions.

3.2 Board Responsibility. All business and affairs of the College are managed under the direction of the Board. In the exercise of this responsibility, the Board shall have the power to take any actions in the College’s interest that are permitted by law, by the College’s Articles of Incorporation, and by these Bylaws. Without limitation, the Board’s specific responsibilities include:

3.2.1 Establishing and periodically reviewing the College’s mission and purposes.
3.2.2 Establishing the process for selecting the President of the College (the “President”).
3.2.3 Electing the President
3.2.4 Setting the terms of the President’s employment, including compensation.
3.2.5 Annually assessing the President’s performance based on mutually agreed-upon goals and other criteria, using a process established by the Board.
3.2.6 Appointing, upon recommendation of the President, other officers in the administration.
3.2.7 Establishing, upon the recommendation of the President, the structure, policies, and rules for the efficient organization, administration, and operation of the College.
3.2.8 Approving the College’s academic program, upon the recommendation of the President in consultation with the Chief Academic Officer and formed in cooperation with the faculty; enabling the faculty to develop curricula, instructional programs, and degree requirements, while ensuring they are consistent with the mission and purpose of the College as established by the Board, including the academic procedures and policies articulated in the Faculty Manual.
3.2.9 Conferring earned and honorary degrees in accord with policies set by the Board, empowering the faculty to establish the requirements and determine when the requirements have been met for earned degrees.
3.2.10 Empowering the faculty to exercise its responsibility for the effective conduct of the College’s academic program, including the academic life of students in accordance with policies approved by the Board.
3.2.11 Adopting institutional policies governing the appointment, promotion, tenure, and dismissal of faculty as articulated in the Faculty Manual.
3.2.12 Adopting policies that protect academic freedom and contribute to the best possible environment for the faculty to teach, to pursue their scholarship, to perform public service, and to fulfill the mission of the College.
3.2.13 Adopting appropriate policies for all students, faculty, officers, and employees.
3.2.14 Adopting non-discrimination policies for all students, faculty, officers, and employees.
3.2.15 Overseeing the College’s financial affairs and risk management, including the borrowing of money, the assumption of liabilities, the management of funds, the acquisition or disposition of property, the approval of budgets, and appointment of an independent auditor.
3.2.16 Establishing tuition and other fees.
3.2.17 Periodically evaluating the Board’s own performance.

3.3 Role Of Bylaws And Other Board Policies. Subject only to applicable law and the College’s Articles of Incorporation, these Bylaws take precedence over all other institutional statements, documents, and policies. Board policies, wherever stated, take precedence over all other institutional statements, documents, and policies.

ARTICLE IV
Board Membership

4.1 Board Composition. The Articles of Incorporation of this corporation (“Articles”) provide that the only voting members of this corporation are the members of the Board of Directors. Consequently, there shall be no meetings of the voting members of the corporation apart from the annual, regular and special meetings of the Board of Directors of the corporation.

4.1.1 Ex Officio Directors. So long as they hold office, the President of the College, the Bishop of the Southwestern Minnesota Synod of the ELCA, and the President of the Association shall be directors.

4.1.2 Alumni Association Directors. The Board of Directors of the Gustavus Adolphus College Alumni Association, acting in consultation with the Board, shall be entitled to appoint two Alumni Association directors, each of whom may serve as an Alumni Association director for up to four (4) consecutive years.

4.1.3 ELCA Director. The ELCA may designate as a director a member of the churchwide staff with responsibility for higher education.

4.1.4 Elected Directors. Elected directors of the Board shall be elected by the Association at its annual meeting. The Board shall serve as the nominating committee to the Association for the selection of candidates to serve as elected directors of the Board. The composition of the elected directors of the Board shall be no fewer than twenty-four (24) and no more than twenty-eight (28) directors. At least twelve (12) elected directors, the exact number to be determined by the Board, shall be at-large directors nominated by the Board and elected by the Association without contest. At least twelve (12) but no fewer than half of the elected directors must be members of congregations that are members of the Association, and at least four (4) of these must be rostered ELCA clergy.

4.1.4.1 Term. Elected directors shall serve three-year (3-year) terms, beginning with the call to order of the Board’s annual meeting and ending with the call to order of the Board’s annual meeting three years
later. To the extent possible, the Board should stagger elections so that the terms of approximately one-third (1/3) of elected directors expire each year.

4.1.4.2 **Nomination.** Before the Association’s annual meeting each year, the Board shall nominate a slate of candidates for election.

4.1.4.3 **Vacancies.** Vacant elected director seats on the Board may be filled by the Board until the next meeting of the Association, at which time a director shall be elected by the Association to complete the remainder of the unexpired term of the director whose position was vacant.

4.1.5 **Resignation.** Any director may resign by delivering written notice to the Chair or the President. The resignation shall be effective upon delivery or at such later time given in the notice.

4.1.6 **Removal.** All directors serve at the pleasure of the Board and may be removed at any regular meeting by a two-thirds (2/3) majority of directors present and voting.

4.1.7 **Expectations for Directors.** The Board expects all directors to share certain characteristics:

4.1.7.1 A deep commitment to the College; to its mission, vision, values, and purpose; and to Lutheran higher education.
4.1.7.2 A genuine care for the education, health, and spiritual development of the College’s students.
4.1.7.3 A passion for the welfare and development of the administration, faculty, and staff of the College.
4.1.7.4 An understanding of educational and organizational administration.
4.1.7.5 A willingness to serve as an advocate for the College.
4.1.7.6 A sense of stewardship for the College, its people, and its property.
4.1.7.7 A willingness and ability to contribute to the Board’s work by attending meetings, participating in committee projects, and being present on campus frequently for College activities.
4.1.7.8 A commitment to support the College financially at a level that is generous and appropriate in light of the director’s means.

**ARTICLE V**

**Officers of the College**

5.1 **Officers Identified.** The officers of the College shall be (i) the Chair; (ii) one or more Vice Chairs; (iii) the President; (iv) the Secretary; (v) the Chief Academic Officer; (vi) the Treasurer; and (vii) any other officer positions created by the Board upon the recommendation of the President.

5.2 **Chair.** At each annual meeting, the Board shall elect the Chair from among the directors for a one-year (1-year) term. No director may serve as Chair for more than three (3) consecutive one-year (1-year) terms; provided, however, that a two-thirds (2/3) majority of directors present and voting may choose for good cause to elect the Chair to a fourth (4th) consecutive term. The Chair shall preside at all Board and Executive Committee meetings and shall perform such other duties as the Board may prescribe. In addition, the Chair shall be the Board’s principal spokesperson and its principal agent for dealing with the President.
5.3 **Vice Chair.** At each annual meeting, the Board shall elect one (1) or more Vice Chairs from among the directors for one-year (1-year) terms. In the absence of the Chair, a Vice Chair shall preside at Board and Executive Committee meetings. Each Vice Chair shall perform such other duties as the Board may prescribe.

5.4 **Secretary.** At each annual meeting, the Board shall elect the Secretary for a one-year (1-year) term. The Secretary may be a director, but need not be. The Secretary shall ensure that the minutes of all Board and Executive Committee meetings are accurate and distributed to all directors and that all Board policy statements and official records are properly maintained. The Board may assign additional responsibilities to the Secretary.

5.5 **President And Other Officers.** The Board shall elect the President and appoint other officers from the administrative team as set out in Article 6 below.

5.6 **Vacancies, Resignations, And Removals.** The Board may fill any vacant office at any regular or special meeting. Any officer may resign at any time by delivering written notice to the Chair or the President. The resignation shall be effective upon delivery or at such later time given in the notice. The Board may remove any officer at any time, with or without cause, by an affirmative vote of a majority of all directors.

**ARTICLE VI**

The President and Administrative Officers

6.1 **Election of the President.** The Board shall elect the President, who shall serve at the pleasure of the Board. The Board shall set the President’s compensation and other terms of employment.

6.2 **Duties of the President.** The President shall be the College’s chief executive officer. The President’s authority is derived from the Board and includes responsibility for all educational and managerial affairs. The President is responsible for implementing all Board policies, keeping the Board informed of important matters as appropriate, consulting with the Board on matters relating to its fiduciary and policy-making responsibilities, and serving as the chief spokesperson for the College. The President shall serve as a voting member of the executive committee and of all other Board sub-groups, except the audit committee and presidential review committee.

6.3 **President’s Commitment to Lutheran Higher Education.** The President of the College shall be (i) a member of a congregation of the ELCA; (ii) a member of a congregation of another Lutheran Church body, the congregations of which are eligible for Association membership under Association bylaws; or (iii) a member of a congregation of one of the church bodies in full communion with the ELCA. The President shall be able to effectively articulate the essence of Lutheran higher education to all College constituencies.

6.4 **Administrative Officers.** Upon the recommendation of the President, the Board shall appoint (i) the Chief Academic Officer and (ii) the Treasurer. Upon the recommendation of the President, the Board may appoint additional administrative officers. The President shall have the authority to determine the process by which he or she selects the persons recommended for appointment as an administrative officer.
6.5 Terms, Authority, and Responsibilities of Administrative Officers and Other Administrative Leaders. The administrative officers and other administrative leaders serve at the pleasure of the President. The President shall set the employment terms for all administrative vice presidents and other administrative leaders and is responsible for evaluating the performance of all such persons. The President shall define for the Board the duties of each administrative officer and each other administrative leader.

ARTICLE VII
Board Meetings

7.1 Regular Meetings. The Board shall hold at least three (3) regular meetings each year. The first regular meeting following May 1 of each year shall be the Board’s annual meeting.

7.2 Special Meetings. The President or Chair may call a special meeting of the Board. The Chair shall call a special meeting upon written request signed by at least five (5) directors. The request must state the purpose for the requested meeting.

7.3 Notice. The Chair or Secretary shall give written notice of all Board meetings at least ten (10) days in advance. Notice may be delivered either by first-class mail or by e-mail and shall be effective when sent. The notice of any special meeting shall state the purposes for the meeting. Except as specifically permitted in these Bylaws, the business at a special meeting shall be confined to the purposes stated in the notice.

7.4 Waiver of Notice. Any director may waive the notice requirement before, at, or after a meeting. The director should put the waiver in writing and submit it to the Secretary for inclusion with the minutes. The director’s attendance at a meeting shall be a waiver of any required notice unless the director appears solely to contest the legality of the meeting.

7.5 Meeting Location. The Board and each Board sub-group shall determine the location for each meeting. The location shall be included in the meeting notice. Any or all directors may participate in a meeting using any communications medium that enables all directors to speak and to hear each other.

7.6 Action in Writing. Any action required or permitted to be taken at a meeting of the Board (or a Board sub-group) may be taken by written action signed, or consented to by authenticated electronic communication, by the number of directors (or sub-group members) that would be required to take the same action at a meeting of the Board (or sub-group) at which all directors (or members) were present, provided that when the action is taken by less than all directors (or members), all directors (or members) must be notified immediately of its text and effective date. The written action shall be effective when signed or consented to by the required number of directors (or members), unless a different effective time is provided in the written action. Failure to provide the notice does not invalidate the written action. A director (or member) who does not sign or consent to the written action is not liable for the action.

7.7 Quorum. A majority shall constitute a quorum of the Board and of all Board sub-groups.

7.8 Rules of Procedure. Except where the Board has adopted an alternative rule, the Board and all Board sub-groups shall conduct their proceedings using Robert’s Rules of Order, latest edition.
ARTICLE VIII
The Executive Committee

8.1 Composition. The executive committee shall consist of (i) the Chair; (ii) each Vice Chair; (iii) the President; (iv) the Secretary, if the Secretary is a director; (v) the immediate past Chair for one (1) year after leaving office, if the immediate past Chair continues to be a director; (vi) the President of the Association; and (vii) up to four (4) and not fewer than two (2) additional directors elected at the annual meeting for one-year (1-year) terms. The Secretary, even if not a member, shall attend executive committee meetings in order to take the minutes, unless the committee determines that the matters under consideration would render such attendance inappropriate.

8.2 Duties. The executive committee shall (i) undertake any duties assigned to it by the Board; (ii) assist the Chair and the President with their shared responsibility for effective Board operations by, among other things, participating in the preparation of Board-meeting agendas; and (iii) take any action for the Board that the executive committee determines must be taken before the Board meets again, endeavoring always to preserve for the Board the fullest possible flexibility for addressing the matter at its next meeting. The committee shall have the authority to act for the Board on all matters except for the following, which shall be reserved for the Board: presidential selection and termination; director and Board officer elections, changes in institutional mission and purpose, and changes to the Articles of Incorporation or the Bylaws. The executive committee shall provide to all directors prior to each Board meeting minutes of all executive committee meetings that have taken place since the previous Board meeting, and such minutes shall disclose all action as taken by the executive committee.

8.3 Notice. The Chair or Secretary shall give written notice of all executive committee meetings at least three (3) days in advance. Notice shall be delivered by e-mail and shall be effective when sent.

8.4 Waiver Of Notice. Any executive committee member may waive the notice requirement before, at, or after a meeting. The member should put the waiver in writing and submit it to the Secretary for inclusion with the minutes. The member’s attendance at a meeting shall be a waiver of any required notice unless the member appears solely to contest the legality of the meeting.

ARTICLE IX
Other Board Sub-Groups

9.1 Audit And Presidential Review Committees. The Board shall have an audit committee and a presidential review committee and shall develop an appropriate charter for each.

9.2 Other Board Sub-Groups. The Board may form such other sub-groups as it deems appropriate. The Board shall develop an appropriate charter for each such sub-group. All Board sub-groups, irrespective of name, shall be Board committees under the Minnesota Nonprofit Corporation Act.

9.3 Sub-Group Composition. A director shall chair each Board sub-group. However, the Board may permit non-directors to hold membership in particular sub-groups. All sub-group members serve at the pleasure of the Board. Moreover, in connection with their service, all sub-group members are bound by the standard-of-conduct rules and the conflict-of-interest rules that apply to directors under Minnesota law.
ARTICLE X
The Faculty

10.1 Faculty Policies and Tenure. The composition, rights, responsibilities and duties, authority and privileges of the faculty, together with rules of procedure and organization relating thereto, shall be contained in the Faculty Manual, which shall include the provision that all members of the faculty are entitled to academic freedom as set forth in the 1940 Statement of Principles on Academic Freedom and Tenure formulated by the American Association of University Professors. Amendments to the Faculty Manual can be made and approved only by action of both the Board and the faculty. Continuous tenure shall be conferred only by the Board acting on the recommendation of the President.

ARTICLE XI
The Students

11.1 Student Policies. Subject to review and approval by the Board, the President and administrative leadership shall prescribe rules, policies, and procedures that govern student life and that are consistent with the mission, vision, purposes, and policies set by the Board. The President shall ensure that these rules, policies, and procedures are published in a form that is available to faculty, students, parents, and all others with a need to know them. The President also shall ensure that the rules, policies, and procedures are fairly and consistently enforced.

11.2 Non-Discrimination. The College is open to academically qualified students without regard to race, creed, color, sex, sexual orientation, age, national origin, or disability.

ARTICLE XII
Fiscal Year

12.1 Fiscal Year. The fiscal year shall begin on June 1 and end on May 31 each year.

ARTICLE XIII
Limitations on Liability and Indemnification.

13.1 Indemnification. The College shall indemnify persons acting in an official capacity on behalf of the College in the manner and to the extent set forth in the Minnesota Nonprofit Corporation Act (Minn. Stat. § 317A.521). However, if two or more persons seek indemnification with respect to one or more proceedings that arise from a single transaction or occurrence, or closely related transactions or occurrences, the Board may condition indemnification, in whole or in part, upon agreement of those persons to joint representation by legal counsel (who may be counsel for the College), except: (1) as to matters with respect to which legal counsel concludes joint representation is impermissible under applicable Rules of Professional Conduct or would materially prejudice the ability of a jointly represented person to assert a defense that in good faith is available to that person or to assert a mandatory counterclaim; or (2) if a court determines that joint representation by legal counsel is unreasonable under the circumstances. In addition, the College may, in the sole discretion of the Board of Directors, indemnify such persons or any other person under such circumstances or different circumstances as the Board of Directors shall deem appropriate as long as the Board reasonably believes such indemnification to be in the best interests of the College.
13.2 **Advances.** If a person acting in his or her official capacity on behalf of the College is made or threatened to be made a party to a legal proceeding, the person is entitled, upon written request to the College, to payment or reimbursement by the College of reasonable expenses, including attorneys’ fees and disbursements, incurred by the person in advance of the final disposition of the proceeding, (a) on receipt by the College of a written affirmation by the person of a good faith belief that the criteria for indemnification described in Section 13.1 have been satisfied, and a written undertaking by the person to repay all amounts so paid or reimbursed by the College, if it is ultimately determined that the criteria for indemnification have not been satisfied, and (b) after a determination that the facts then known to those making the determination would not preclude indemnification. The written undertaking that is made a precondition to advances under this Section 13.2 shall be an unlimited general obligation of the person making it, but need not be secured and shall be accepted without reference of financial ability of the maker to make the payment.

13.3 **Rights Not Exclusive.** Nothing contained in this Article 13 shall affect any rights to indemnification to which the College’s employees may be entitled by contract or otherwise under law.

13.4 **Insurance.** The College may purchase and maintain insurance on behalf of a person in that person’s official capacity against any liability asserted against or incurred by the person in or arising from that capacity, regardless of whether the College would have been required to indemnify the person against the liability.

**ARTICLE XIV**

**Amendments to The Bylaws**

14.1 **Amendment.** The Board may amend these Bylaws at any regular meeting (i) upon the approval of two-thirds (2/3) of directors present and voting or (ii) upon the approval of a majority of directors present and voting, provided that the proposed amendment was delivered to all directors at least thirty (30) days before the beginning of the meeting.

7/93; 6/96; 10/01; 4/03; 1/06; 4/06, 3/07, 6/08, 1/09, 6/10

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**Articles of Incorporation Of Gustavus Adolphus College Association of Congregations of The Evangelical Lutheran Church Of America**

We, the undersigned, for the purpose of forming a corporation under and pursuant to the provisions of Chapter 317 Minnesota Statues, known as the Minnesota Non-Profit Corporation Act, do hereby associate ourselves together as a body corporate and adopt the following Articles of Incorporation.

**Article I**

**Name**

The name of this corporation shall be Gustavus Adolphus College Association of Congregations of the Evangelical Lutheran Church in America.
Article II
Purpose

The purpose for which this corporation is formed and organized is to elect persons to serve on the Board of Trustees of Gustavus Adolphus College; to strengthen Gustavus Adolphus College spiritually and academically; to support the Lutheran tradition of academic freedom; and to provide oversight and whatever financial assistance it may find feasible and appropriate.

Article III
Members

The members of this corporation shall be members of the Board of Trustees of Gustavus Adolphus College and the congregations of the Evangelical Lutheran Church in America that elect membership in the corporation according to the procedures established in the by-laws or constitution of this corporation.

Article IV
Pecuniary Gain

This corporation shall be a non-profit organization and shall not afford pecuniary gain, incidentally or otherwise, to its members.

Article V
Duration

The duration of this corporation shall be perpetual.

Article VI
Registered Office

The registered office of this corporation shall be in the City of St. Peter, in the County of Nicollet and State of Minnesota.

Article VII
Individual Liability of Members

The members of this corporation shall not be personally liable for the obligations of the corporation.

Article VIII
Capital Stock

This corporation shall have no capital stock, and no dues or fees shall be required as a condition of membership.

Article IX
Board of Directors of the Gustavus Adolphus College Association

Section I: The government and management of this corporation shall be vested in its Board of Directors of at least six and not more than thirty-six (36) members, who shall be elected so that as nearly as possible one-third of their number are elected for three-year terms each year.
Section 2: The number, manner of election, and powers and duties of the Board of Directors shall be set forth in the Constitution of Gustavus Adolphus College Association of Congregations of the Evangelical Lutheran Church in America and amendments thereto.

Section 3: The incorporators of this corporation shall be the first Board of Directors until their successors are elected pursuant to the Constitution of the corporation.

Article X
Officers

The officers of this corporation shall consist of a president, one or more vice-presidents, a secretary, a treasurer and such other officers as the Board of Directors shall provide from time to time. The President shall be a member of the corporation.

Article XI
By-Laws

This corporation may have and adopt by-laws for the purpose of administering and regulating the affairs of the corporation, which by-laws shall for convenience be called and known as “The Constitution” of the corporation.

Article XII
Powers

This corporation shall have and enjoy all the powers granted corporations organized under the provisions of the Minnesota Non-Profit Corporation Act, and amendments thereof, under which it is now established and governed, including the power to take, hold, and invest trust property.

Article XIII
Incorporators

The names and post office addresses of the incorporators of the corporation are as follows:

Board of Trustees of Gustavus Adolphus College

Clyde E. Allen  
10736 James Circle  
Bloomington, MN 55431  

Daniel Buendorf  
Pastor, First Lutheran Church  
703 South Sibley  
Litchfield, MN 55355

Warren Beck  
4421 West 52nd Street  
Edina, MN 55424  

Edgar M. Carlson  
5320 Brookview Avenue  
Minneapolis, MN 55424

Thomas G. Boman  
2045 Woodland Avenue  
Duluth, MN 55803
Article XIV
Amendments

These Articles of Incorporation may be amended by the members of the corporation at an annual meeting of the members on a two-thirds majority vote of all members present and voting after the proposed amendment has been first submitted to the members at the preceding annual meeting.

9/92, 4/07

Constitution (By-Laws) Gustavus Adolphus College Association of Congregations of the Evangelical Lutheran Church in America

Saint Peter, Minnesota

Article I
Members

Section 1 - Membership: Any congregation of the ELCA shall be eligible for membership by electing or appointing delegates to the annual convention of the corporation. Notification of this election or appointment should be sent to the corporation.

Section 2 - Voting Members: The voting members of the corporation shall be the members of the Board of Trustees of Gustavus Adolphus College; the members of the Board of Directors of the Association; the pastor(s) of each member congregation; and one lay delegate per 500 baptized members, or fraction thereof, with one additional delegate for every additional 500 baptized, or greater fraction thereof, of each member congregation.
Section 3 - Annual Meeting: The annual meeting of the voting members of the corporation shall be held on a date determined by the Board of Directors.

Section 4 - Notice of Meeting: Notice of the annual meeting of the voting members shall be given to all members of the corporation not less than 30 days prior to the date of such meeting. Said notice shall be by written notice sent to each member congregation. Notice to a member congregation shall serve as the notice to all pastors and lay delegates from that member congregation.

Section 5 - Quorum: A quorum of the voting members for any annual or special meeting shall consist of no fewer than fifty (50) members.

Section 6 - Special Meeting: The Board of Directors may call a special meeting at any time upon 60 days written notice to all members. Notice to a member congregation shall serve as the notice to all pastors and lay delegates from that member congregation.

Section 7 - Place of Meeting: The annual and any special meetings of the voting members of the corporation shall be held at such place as shall be determined by the Board of Directors.

Section 8 - Proxies: No member at any meeting of the voting members may vote or be represented by proxy.

Article II
Board of Directors

Section 1 - Management: The management of the corporation shall be vested in the Board of Directors composed of nine (9) elected members.

Section 2 - Members: The president of Gustavus Adolphus College and a bishop of the regional unit of the Evangelical Lutheran Church in America in which the College is located shall be members of the Board of Directors. These are ex officio members who serve with the 9 elected members.

Section 3 - Term of Office: Members of the Board of Directors shall hold office from the adjournment of the annual meeting of the corporation at which they are elected until the adjournment of the annual meeting of the corporation the third calendar year thereafter.

Section 4 - Election: One-third of the members of the Board of Directors shall be elected at each annual meeting of the voting members of the corporation.

Section 5 - Nomination: Nominations to the Board of Directors of the Gustavus Adolphus College Association of Congregations shall be made by a nominating committee consisting of five persons: two representatives from the current Board of Directors of the Association and three at-large delegates to the GACAC. Nominations to this committee shall be made by the Board of Directors of the Association with the at-large nominees elected annually by the convention delegates.

Section 6 - Meetings: The Board of Directors shall meet at such times and places as the Board of Directors may designate.
Section 7 - Quorum: A quorum of the Board of Directors for any meeting shall consist of not less than one-third of the Board of Directors.

Section 8 - Vacancies: Vacant elected seats on the Board of Directors may be filled by Board appointment until the next meeting of the Association, at which time a director shall be elected by the Association to fill out the remainder of the unexpired term of the director whose position was vacant. Vacancies in any office of the Board may be filled by the Board at the next meeting thereof.

Section 9 - Operating Rules: The Board of Directors shall adopt such operating rules as in its discretion it deems appropriate to manage the corporation.

Article III
Election of Trustees of Gustavus Adolphus College

Section 1 - Nominating Committee: The Board of Trustees of Gustavus Adolphus College shall constitute the nominating committee to submit names of persons to the general members of the corporation for election to the Board of Trustees of Gustavus Adolphus College. This nominating committee shall seek recommendations for candidates from members of the corporation.

Section 2 - Floor Nominations: Nominations from the floor at annual meetings shall be permitted in all categories of trustees except for those trustees to be elected at large.

Article IV
Officers

Section 1 - Appointment: The Board of Directors shall appoint a president, vice president, treasurer and secretary of the corporation. The secretary of the corporation shall also act as secretary to the Board of Directors. The Board of Directors shall have the authority to create and appoint such other committees or officers as they determine appropriate to manage the affairs of the corporation.

Section 2 - Duties: The president of the corporation shall be the chief executive officer of the corporation. The vice president shall serve in the absence of the president and shall perform such other duties as may be designated by the president. The treasurer of the corporation shall have charge and custody and be responsible for all funds of the corporation. The secretary of the corporation shall keep the minutes of the meeting of the voting members of the corporation and the minutes of the Board of Directors and such other functions as shall be designated by the Board of Directors.

Article V
Amendment

These By-laws may be amended at any annual meeting of the members of this corporation upon a two-thirds vote of all members present and voting.

4/95, 4/07

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1.1.0 Faculty Status and Rank

1.1.1 Faculty Members with Regular Appointment

Faculty members with regular appointments are professors, associate professors, assistant professors, and instructors who are eligible for tenure. Their teaching assignments normally consist of seven courses or the equivalent during an academic year: three courses each regular semester and a January Term assignment; ranked librarians select materials, catalog, and provide readers’ services. Such faculty members with regular appointments may also be assigned responsibilities in connection with advising, directing, and supervising independent studies, and if elected or appointed, are expected to serve on department, faculty, or college committees or other special assignments.

1.1.2 Faculty Members with Joint Appointment

A joint appointment divides between two faculty members the rights and responsibilities equivalent to one full-time position, and may be negotiated after consultation with the department or departments involved. Each faculty member sharing a joint appointment is eligible individually for promotion and tenure in accordance with the regular criteria and procedures. A provision may be included in the initial contract that if one member of a joint appointment ceases for any reason to be a member of the faculty, the remaining member may assume the responsibilities of one position at the rank and tenure status of the remaining member. If that provision is not included in the initial contract, the remaining member retains tenure, if tenured, and may negotiate a full-time position by mutual agreement among the remaining member, the department, and the Provost.

1.1.3 Faculty Members with Special Appointment

Special appointments include visiting professor, research professor, artist, composer or writer-in-residence, lecturer, adjunct professor, athletic coach (for whom coaching is more than 50 percent of her/his assignment), field study or internship supervisor, laboratory instructor, replacement for persons on leave, and persons funded by grants or other temporary funds. Teaching and/or other assignments, rank, if appropriate, and provisions regarding notice of renewal or termination will be specified at the time of appointment. Persons on special appointment are permitted but are not expected to accept committee or other assignments. They are not eligible for tenure.

1.1.4 Faculty Members with Part-time Appointment

Part-time faculty members whose teaching or equivalent assignment consists of fewer than four courses during an academic year are appointed at the rank of instructor, except in specific instances for which preparation and/or experience clearly warrant a higher rank, and are compensated on a per-course basis. Part-time faculty whose teaching or equivalent assignment consists of four or more, but less than seven, courses during an academic year will be compensated according to the faculty salary schedule on a pro-rata basis at the instructor or other appropriate rank. Part-time faculty members are permitted but not expected to accept committee or other assignments and to attend convocation and ceremonial occasions. They are not eligible for tenure; provisions regarding notice of renewal or termination will be specified at the time of appointment.
1.1.5 Professors Emeriti
A faculty member who retires from service at Gustavus Adolphus College is eligible for election to the status of professor emeritus and shall, if elected, be so designated irrespective of the rank held at retirement. Election to emeritus status will be by a majority vote of the ballots cast by those holding the rank of professor. This election will be conducted by mail-in ballot before the final faculty meeting of the academic year, with the results to be announced at that meeting.

1.1.6 Faculty/Administration Appointments
1.1.6.1 Appointment of Faculty to Administrative Positions
A faculty member who may be appointed to an administrative position for a stipulated period does not forfeit rank or tenure. If a faculty member on a probationary appointment accepts such an administrative appointment, the time spent in such assignment may be counted toward fulfilling the probationary period prior to tenure. Terms and conditions of such appointment will be stated in writing at the time of appointment.

A faculty member who accepts a continuing, full-time administrative appointment ceases to have rank or tenure, except in those instances where the President, after consultation with the department concerned and with the Faculty Senate, permits such person to retain rank or tenure or both.

1.1.6.2 Appointment of Administrators to Faculty
The President, the Provost, or other senior administrators may be offered tenured faculty status following approval by the designated academic department and the Faculty Senate. Such tenured administrators will have the option of assuming faculty status upon leaving the administration.

1.2.0 Types of Appointment
1.2.1 Term Appointments
Faculty members on special appointment or part-time faculty members will be appointed for terms of one year or other stated periods. Term appointments may be renewable or non-renewable as stipulated at the time of appointment. Persons with term appointments are not eligible for tenure.

1.2.2 Probationary and Tenured Appointments
Faculty members with regular or joint appointments will be on probationary appointments or on appointments with continuous tenure.

1.2.2.1 Probationary Appointments
Probationary appointments may be made for one year, or for other stated periods; a probationary appointment may be renewed, but no such appointment implies a presumption of renewal.

Previous service at Gustavus Adolphus College and other institutions of higher education may be included in the probationary period subject to limitations agreed upon in writing at the time of appointment. If not previously agreed upon in writing, a person with more than three years previous probationary service completed after the terminal degree has been earned will be appointed for a probationary period of not more than four years, even though the person’s total probationary period in the academic profession is thereby extended beyond the normal maximum of seven years.
1.2.2.2 Appointments with Continuous Tenure

Appointments with continuous tenure are made after a probationary period of not more than seven years. Time spent on leaves of absence will not be counted as probationary service, unless the faculty member and the College agree in writing to the contrary at the time the leave is granted. Tenure may be granted earlier, but not later, than the expiration of the probationary period.

2.1.0 Appointment

2.1.1 Qualifications:

To be eligible for appointment to the faculty, a person will be professionally qualified and be sympathetic to the aims and purposes of Gustavus Adolphus College as set forth in the Mission Statement of the College.

2.1.2 Criteria

Professional education is reflected by academic degrees, and by apprenticeship and professional standing as indicated by professional registration, certification or licensure. The appropriate academic degree normally will be the earned doctorate except in the following cases:

- Arts (Dance, Studio Arts, Theatre) and creative writing: the M.F.A.
- Economics and Management: Earned doctorate in an appropriate field; a relevant master’s degree plus appropriate professional certification and substantial experience in accounting, management, international management, or finance may be considered in lieu of the doctorate as fulfillment of the requirement.
- Library: the master’s degree in library science.
- Nursing: the master’s degree in nursing.
- Health and Exercise Science: the earned doctorate in an appropriate field; in appropriate instances two relevant master’s degrees may be considered in lieu of the doctorate as fulfillment of the requirement.

2.1.3 Terms and Conditions

Appointment to the faculty will be stated or confirmed in writing by the Provost and a copy of the appointment document will be supplied the faculty member. Normally, appointments begin on September 1. Any subsequent extensions or modifications of any appointment, and any special understandings, will be stated or confirmed in writing and a copy furnished to the faculty member. An appointment to the faculty is not confirmed until a contract is issued and signed by both parties.

2.2.0 Evaluation

All probationary faculty members will be subject to periodic evaluation of their performance.
2.3.0 Retention

Recommendation for retention will be submitted to the Provost by the department concerned through its Chair. Departments in cooperation with the Provost will formalize and make available to all their members the procedure for reaching recommendations regarding retention of untenured persons. The decision to retain or not to retain will be made by the Provost. In addition to merit as a faculty member, enrollment and program needs of the College are proper considerations in deciding whether or not to renew any non-tenured appointment.

2.4.0 Promotion

The academic department normally initiates the recommendation for promotion. Nominations for promotion may also be made by the candidate on his/her own behalf or by faculty colleagues within or outside the department or by the Provost. Promotion will be granted upon recommendation of the Personnel Committee, recommendation of the Provost, and approval by the President and report to the Board of Trustees. Promotion will commence in the following academic year.

Librarians must have the ability to plan, organize and manage in a given area of service. If applicable, the ability to initiate policy and supervise personnel as well as other administrative skills should merit consideration.

The following criteria will be considered in reviewing nominations for promotion to the designated rank.

2.4.1 To Assistant Professor

Promotion to the rank of assistant professor will normally be made effective with the beginning of the first semester after the appropriate terminal degree is conferred. This may be done upon the recommendation of the department with the approval of the Provost without the promotion review process.

2.4.1.1 Criteria

1. The terminal degree of certification in the discipline. (Faculty in the library will have earned a second master’s degree.)
2. Competence in subject matter field as reflected in the confidence of professional peers as well as students, colleagues, and administrators.
3. Experience as reflected in the apprenticeship served in college teaching and related activities. Teaching at a level other than college and/or other professional experience may be recognized as legitimate bases for partially satisfying the apprenticeship requirement.
4. Continuing evidence of sympathy with the aims and purposes of Gustavus Adolphus College as stated in the Mission Statement of the College.

2.4.2 To Associate Professor

The Personnel Committee will assume that all successful candidates for tenure are automatically nominated for promotion to Associate Professor. Those candidates may, but need not, add material to their files for the committee’s deliberations regarding promotion.
2.4.2.1 Criteria

A candidate for promotion to associate professor normally will hold tenure and will obtain an overall superior rating on the criteria for assistant professor and, in addition, the following criteria:

1. Excellence as a teacher as reflected in quality of and enthusiasm for work, effectiveness of methods, interest in subject matter, concern for student learning, effective advising of students within and outside the major and continued academic preparation and improvement.

2. An emerging pattern of professional activities as reflected, for example, by publications, presentations at scholarly meetings or conferences and, in the arts, by manifestations of creativity demonstrated through exhibits or performances; another example may be involvement in professional and/or public organizations, boards, and commissions related to one’s academic fields or college assignments.

3. An emerging pattern of involvement in the activities of the College.

2.4.3 To Professor

2.4.3.1 Criteria

In addition to the criteria set forth for assistant professors and for associate professors, the following apply:

1. The continuing excellence and growth as a teacher, as evidenced, for example, by student and peer evaluations, course and program development, or participation in workshops and seminars related to one’s field of expertise or teaching.

2. Established record of professional accomplishments as evidenced, for example, by demonstrated research activities in private, public or corporate settings; publications; presentations at scholarly meetings or conferences; (in the arts) exhibits or performances; and leadership in professional and/or public organizations, boards, or commissions related to one’s academic field(s) or assignments.

3. An established record of leadership in the governance of the College in the candidate’s department, in the faculty and its committees, or in other college positions.

2.5.0 Tenure

Election to appointment with continuous tenure is by the Board of Trustees upon recommendation of the President who will have received a recommendation from the Provost subsequent to an established system of peer review. The recommendation for appointment with continuous tenure is normally initiated by the academic department. Appointments with continuous tenure are not made at the rank of instructor.

2.5.1 Criteria

The candidate for appointment with continuous tenure must demonstrate competence in subject matter field as reflected in the confidence of professional peers as well as students, colleagues, and administrators, must hold the appropriate terminal degree, and must demonstrate experience as reflected in the apprenticeship served in college teaching and related activities. Teaching at a level other than college and/or other professional experience may be recognized as legitimate bases for partially satisfying the apprenticeship requirement. The specific criteria for tenure are as follows:

1. Excellence as a teacher as reflected in quality of and enthusiasm for work, effectiveness of methods, interest in subject matter, concern for student learning, effective advising of students within and outside the major and continued academic preparation and improvement.
2. An emerging pattern of professional activities as reflected, for example, by publications, presentations at scholarly meetings or conferences and, in the arts, by manifestations of creativity demonstrated through exhibits or performances; another example may be involvement in professional and/or public organizations, boards, and commissions related to one’s academic fields or college assignments.

3. An emerging pattern of involvement in the activities of the College.

4. Continuing evidence of sympathy with the aims and purposes of Gustavus Adolphus College as stated in the Mission Statement of the College.

2.6.0 Termination

2.6.1 By Faculty

2.6.1.1 Resignation

Following the acceptance of a contract by a non-tenured faculty member or the document containing the ongoing contract provisions for a tenured faculty member, it is expected that the faculty member will fulfill the contract except in cases of hardship or in a situation where the faculty member would otherwise be denied substantial professional advancement or other opportunity.

2.6.1.2 Retirement

The College does not have a mandatory retirement age.

2.6.2 By College

2.6.2.1 Non-renewal of Probationary and Special Appointment

Probationary or special appointments may be made for one year, or for other stated periods; a probationary or special appointment may be renewed, but no such appointment implies a presumption for renewal.

Written notice that a probationary appointment is not to be renewed will be given to the faculty member by the Provost in advance of the expiration of her or his appointment as follows:

1. Not later than March 1 of the first academic year of service, if the appointment expires at the end of that year; or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination.

2. Not later than December 15 of the second academic year of service, if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, then at least six months in advance of its termination.

3. At least twelve months before the expiration of an appointment after two or more years of service at the College.

2.6.2.2 Programmatic change/financial exigency

Where termination of an appointment is based upon a bona fide financial exigency as determined by the administration, or discontinuance of a program or department of the College, faculty members affected by such an action will be able to have the issues reviewed according to procedures established by the Faculty Senate. The Senate’s review of these issues will be completed within sixty (60) calendar days and forwarded to the Board for its ultimate decision.
In case of discontinuance of a program or department, the faculty member concerned will be given notice as soon as possible, and never less than twelve (12) months’ notice, or in lieu thereof he or she will receive a severance salary for twelve (12) months. Before terminating an appointment because of the discontinuance of a program or department, the College will make every effort to place the affected faculty member in another suitable situation within the College. If an appointment is terminated before the end of the period of appointment because of financial exigency, or because of the discontinuance of a program or department, the released faculty member’s position will not be filled by a replacement within a period of two years, unless the released faculty member has been offered reappointment and a reasonable time within which to accept or decline such reappointment.

2.6.2.3 Medical Causes

Termination of an appointment for medical reasons before the end of the period of appointment will be based on clear and convincing medical evidence that the faculty member cannot continue to fulfill the terms and conditions of the appointment. The decision to terminate will be reached after appropriate consultation and after the faculty member concerned, or someone representing the faculty member, has been informed of the basis of the proposed action and has been afforded an opportunity to present the faculty member’s position and to respond to the evidence. If a faculty member so requests, the termination decision will be reviewed by the Faculty Senate. The final decision shall be made by the Board of Trustees which shall receive both the result of the Faculty Senate deliberations and the recommendation of the President.

2.6.2.4 Dismissal

Dismissal of a faculty member with a tenured appointment or a probationary or term appointment before the end of the specified term may be effected by the College only for adequate cause and will be in accordance with the procedures set forth in the Major Sanction Proceedings section (Section 3.2.4.3.2) of this manual.

3.1.0 Responsibilities and Duties

The faculty has primary responsibility for curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters, the power of review or final decision lodged in the Board of Trustees or delegated by it to the President should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the President or Board. Budgets, personnel limitations, the time element, and the policies of other groups, bodies and agencies having jurisdiction over the institution may limit the realization of faculty advice.

3.1.1 Academic Program Responsibilities

It will be the faculty’s responsibility:

1. to establish the requirements for the degrees offered, to determine when the requirements have been met, and to recommend to the administration candidates for degrees;
2. to prepare and recommend courses of study to the administration;
3. to adopt aims and policies with respect to instruction;
4. to determine standards, time, and manner of examinations;
5. to develop policies regarding admission, promotion, probation, and discipline of students for academic reasons;
6. to recommend annually the academic calendar to the administration;
7. to promote measures whereby the spiritual, intellectual, and social life of the College may be enriched and ennobled, and the cultural aims of the College may be achieved.

3.1.2 Teaching, Committee, and Ceremonial Responsibilities
A full-time faculty member’s teaching responsibility normally consists of seven courses or equivalent during an academic year: three courses or equivalent each semester and one course or equivalent in January term. Additionally, full-time faculty members are expected to accept committee or other special assignments, and to attend convocations and ceremonial occasions, including baccalaureate and commencement.

3.1.3 Responsibilities to Colleagues
Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Likewise, there is the more general competence of experienced faculty personnel committees having a broader [college-wide] charge. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the Board. The governing board and the President should, on questions of faculty status as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

3.1.4 Participation in College Governance
Agencies for faculty participation in the governance of the College will be established at each level where faculty responsibility is present. The faculty participates in College governance in its actions as a total faculty, and through elected representatives on standing or special committees for such purposes as the search for and periodic evaluation of the President and the Provost, the development of the College budget, and the determination of faculty compensation. The faculty may constitute and elect committees as may be needed for the discharge of its responsibilities and duties, and determine the function and membership of such committees.

3.1.5 External Employment
Faculty members may provide compensated services as consultants or in other capacities to persons or agencies outside the College, providing such employment does not interfere with the fulfillment of their commitment to the College. (See Conflict of Interest Policy in All-College Policies Handbook for specific guidelines.)
3.1.6 Sale of Texts or Supplies
Faculty members will not sell texts or supplies to students; all course materials, including texts and handbooks authored by faculty members, will be sold on campus through the college book store or officially approved outlets of the College.

3.2.0 Rights and Privileges

3.2.1 Academic Freedom
All members of the faculty, whether on appointment with continuous tenure or not, are entitled to academic freedom as set forth in the 1940 Statement of Principles on Academic Freedom and Tenure (See Appendix A) and additions and amendments thereto formulated by the American Association of University Professors and incorporated in the Constitution and Bylaws of the College (See Article X, Section 2.)

3.2.2 All-College Policies
Faculty members are afforded rights and protections under the policies found in the college’s All-College policies Handbook--such as the Sexual Harassment Policy and the Nondiscrimination Policy. In order to ensure the continued protection of academic freedom, nothing in these policies will supersede a faculty member’s rights and protections as outlined in relevant sections of the Faculty Manual, especially those governing grievances, tenure, discipline, and dismissal.

3.2.3 Participation in Political Activities
Faculty members, as citizens, are free to engage in political activities. A faculty member’s participation in political activities is as an individual, not as a representative of the College, and he/she will not make use of any college position or property; facilities may be available only insofar as they may also be available to non-college participants in political activities.

When necessary, a faculty member may be given an unpaid leave of absence for the duration of an election campaign or for the duration of a term of office of an elective or appointive position, on timely application and for a reasonable period of time. The terms of such leave will be set forth in writing, and the leave will not affect unfavorably the tenure status of a faculty member, except that the time spent on leave need not count as probationary service unless otherwise agreed.

3.2.4 Grievance, Disciplinary, and Appeal Procedures

3.2.4.1 Grievance Procedures
Faculty members who believe that they have been sexually harassed may seek redress under the Sexual Harassment policy, which is found in the All-College Policies Handbook.
Faculty members who seek redress for any other grievance may petition the Personnel Committee for appropriate action.

3.2.4.2 Disciplinary Procedures
Disciplinary Procedures may be initiated by the Provost when a faculty member’s alleged conduct justifies a minor sanction or is sufficiently grave to merit a major sanction.
If the Provost believes that the conduct of a faculty member justifies the imposition of a minor sanction such as a formal reprimand, the Provost will notify the faculty member of the basis for the proposed sanction and provide her or him with an opportunity to persuade the Provost that the proposed sanction should not be imposed. If the faculty member so requests, a written copy of the charges will be provided before any sanctions are imposed. Should a satisfactory resolution between the faculty member and the Provost not be reached, or if the faculty member believes that what is termed to be a minor sanction constitutes a major sanction, the faculty member may petition the Personnel Committee for redress as outlined in Section 1.2.4.C.3 of the Faculty Handbook.

Major sanctions include the following: reduction in salary for a stated period of time, reduction in rank, suspension from service for a stated period of time, or dismissal. If the Provost believes that the misconduct of a faculty member is sufficiently grave to justify the imposition of a major sanction, the procedures outlined in section 3.2.4.3.2 will govern such a process. If the faculty member so requests, the Provost will provide a copy of the charges in writing.

3.2.4.3 Appeals to the Faculty Senate
Faculty members shall have the right to request a hearing before the Faculty Senate on matters involving (1) reconsideration of grievances adjudicated by the Personnel Committee; (2) the imposition by the Provost of a major sanction; and (3) reconsideration of a tenure decision made by the Personnel Committee, the Provost, and/or the President. Appeals of a tenure decision, or of a promotion decision will be initiated with the Faculty Review Committee (see section 3.2.4.3.3).

- 3.2.4.3.1 Reconsideration of grievances adjudicated by the Personnel Committee
  An intent to appeal a finding by the Personnel Committee regarding a grievance must be filed to the Faculty Senate within thirty (30) days of the original finding, and the rationale for the appeal will be submitted to the Senate within sixty (60) days of the original finding. The Senate will hold a preliminary hearing to determine if a Grievance Appeal Hearing is warranted, and transmit its findings to the Faculty member filing the petition and to the Personnel Committee. If the Senate determines that a Grievance Appeal Hearing is warranted, the Senate will convene the hearing in a timely manner. There is no requirement for a quorum--rather the appeal of grievances adjudicated by the Personnel Committee will be deliberated by the number of elected members of the Senate who are not recused for conflict of interest. The Provost and the President or their designated representatives may also be present but may not participate in the reconsideration of a decision.

  - 3.2.4.3.1.1 Disposition of a petition regarding grievances adjudicated by the Personnel Committee
    Should the Senate, after deliberation of the evidence presented at a Grievance Appeal Hearing, find that the evidence does not warrant a reconsideration of the original Personnel Committee decision, it will promptly notify the Faculty member and the Provost of its findings in writing, providing appropriate rationale. Should the Senate find that a reconsideration of the original decision is warranted, it will promptly remand the case by transmitting its findings in writing to the Personnel Committee with appropriate rationale, and to the Faculty member. The Personnel Committee must rehear the case, but is not bound to concur with the Senate. The Provost and, ultimately, the President will make the final decision after consideration of recommendations from the Senate and/or the Personnel Committee.

- 3.2.4.3.2 Major Sanction Proceedings
  - 3.2.4.3.2.1 Preliminary considerations
    a. Before major sanction proceedings are initiated against a faculty member with continuous tenure or with a probationary or special appointment before the end of a specified period, discussions between appropriate administrative officers and the faculty member will seek a mutually acceptable resolution. If the parties reach a mutually acceptable resolution, the faculty member will waive the right
to a hearing and the process will be concluded. If required by law or by the need to ensure the welfare of students or other members of the Gustavus Adolphus College community, the administration may suspend with pay the faculty member in question or take other appropriate measures pending completion of these proceedings. Before suspending a faculty member, the administration will consult with the Senate concerning the propriety, the length, and the other conditions of suspension.

b. Informal discussions seeking resolution may be continued, if necessary, by a panel designated equally by the administration, by the faculty member, and by the Faculty Senate. If informal attempts at resolution are not successful, the panel may recommend to the President, without its recommendation being binding upon the President, whether or not major sanction proceedings should be initiated.

3.2.4.3.2.2 Initiating proceedings
Preceding the imposition of a major sanction, the President or the President’s delegate will initiate a major sanction by presenting a statement of the charges in writing, framed with reasonable particularity, to the faculty member and the Faculty Senate. The faculty member against whom the charges have been brought has a right to a hearing before the Faculty Senate. The Senate, in a timely fashion, will initiate the hearing procedures outlined below.

Adequate cause for a major sanction will be related, directly and substantially, to the fitness of the faculty member in her or his professional capacity as a teacher and/or researcher. No exercise of academic freedom or other rights as citizens will be cause for a major sanction.

The burden of proof that the faculty member is responsible for the conduct as charged and that the sanction proposed is appropriate rests with the College and will be satisfied only by the preponderance of evidence and argument in the record considered as a whole.

3.2.4.3.2.3 Procedures

a. The faculty member against whom charges have been brought may waive a hearing and/or respond to the charges in writing at any time before the hearing. If the faculty member waives a hearing, and denies the charges or asserts that the charges do not constitute adequate cause for a major sanction, the Senate will make its recommendation on the basis of available evidence and argument in the record.

b. Members of the Faculty Senate disqualified by reason of bias or conflicting interest will be removed from the hearing either by themselves or at the request of either party. Each party will have a maximum of two challenges without stated cause.

c. Notice of the hearing with specific charges in writing will be served at least twenty (20) days prior to the hearing. The Faculty Senate may, with the consent of the parties concerned, hold joint prehearing meetings with the parties in order to (1) simplify the issues, (2) effect stipulations of facts, (3) provide for the exchange of documentary or other information, and (4) achieve such other appropriate prehearing objectives as will make the hearing fair, effective, and expeditious.

d. The Faculty Senate in consultation with the President and the faculty member will determine whether the hearing should be open or closed. The Senate and/or the Administration may be represented by legal counsel. The faculty member may be represented by an academic advisor and/or legal counsel of her or his choice during the proceedings. Additionally, a
representative of a responsible educational association may attend the proceedings as an observer at the invitation of either party or the Senate.

e. The Faculty Senate will not be bound by strict rules of legal evidence, and may admit any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.

The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The administration will cooperate with the Faculty Senate in securing witnesses and making available documentary and other evidence.

In the hearing of charges of incompetence, the testimony will include that of qualified faculty members from this and/or other institutions of higher education. The faculty member and administrative officials will have the right to confront and cross-examine all witnesses. Where the witnesses cannot or will not appear, but the Faculty Senate determines that the interests of justice require admission of their statements, the Faculty Senate will identify the witnesses, disclose their statements, and, if possible, provide for interrogatories.

The Faculty Senate will grant recesses to enable either party to investigate evidence as to which a valid claim of surprise is made.

f. A verbatim record of the hearing will be taken by the Senate and copies will be made available without cost to both parties.

g. Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements and publicity about the case by either the faculty member or administrative officers or the Senate will be avoided so far as possible until the proceedings have been completed, including consideration by the Board of Trustees.

3.2.4.3.2.4 Disposition

a. The Senate will report in writing to the President and to the faculty member its findings and recommendations which will be based solely on the record of the hearing.

b. If the Senate concludes that the burden of proof that the faculty member is responsible for the conduct as charged has not been met, it will so recommend to the President, who may accept the recommendation. If the President does not accept the Senate’s conclusion, he will state his reasons in writing to the Senate and to the faculty member, and provide an opportunity for response before transmitting the case to the Board of Trustees.

c. If the Senate concludes that the burden of proof that the faculty member is responsible for the conduct as charged has been met, but that a sanction other than that proposed by the Administration would be more appropriate, it will so recommend, together with supporting reasons.

d. If the Senate recommends dismissal or other major sanction and the President concurs, the President will, on request of the faculty member, transmit to the Board of Trustees the record of the case. The review by the Board or a committee of the Board will be based on the record of the Faculty Senate’s hearings, and it will provide opportunity for argument, oral or written or both, by the principals at the hearing or by their representatives. The decision of the Faculty Senate will either be sustained, or the proceedings returned to the Faculty Senate with specific objections. The Faculty Senate will then reconsider, taking into account the stated objections and receiving new evidence if necessary. The Board of
Trustees will make a final decision only after study of the Faculty Senate’s reconsideration.

e. If the appointment is terminated, the faculty member will receive salary or notice in accordance with the following schedule: At least three [3] months, if the final decision is reached by March 1 of the first year of probationary service (or three [3] months prior to the expiration of the first year of probationary service); at least six [6] months, if the decision is reached by December 15 of the second year of probationary service (or after nine [9] months but prior to eighteen [18] months of probationary service); at least one [1] year, if the decision is reached after eighteen [18] months of probationary service or if the faculty member has tenure. This provision for terminal notice or salary need not apply in the event that there has been a finding that the conduct which justified dismissal involved moral turpitude. On the recommendation of the Faculty Senate or the President, the Board of Trustees, in determining what, if any, payments will be made beyond the effective date of dismissal, may take into account the length and quality of service of the faculty member.

- 3.2.4.3.3 Appeals of decisions regarding tenure or promotion are initiated with the Faculty Review Committee. The charter for this committee can be found in section 3.2.4.3.3.9.

  o 3.2.4.3.3.1 Appeal Rights
  The purpose of this policy is to provide appeal rights to faculty members for these specific circumstances: 1) to a tenure-track faculty member who is denied tenure or 2) to a tenured faculty member who is denied promotion.

  a. An appeal must be based upon one or more of the grounds for appeal listed below.

  b. The remedy available through this procedure is that some or all of the applicable procedures be reviewed and the College’s decision be reconsidered.

  o 3.2.4.3.3.2 Grounds for Appeal
  The grounds upon which appeals may be made are the following:

  a. Improper consideration: An appeal may allege that a decision against tenure or promotion was based significantly on improper consideration because the review process involved at least one of the following:

     1. violation of academic freedom
     2. unlawful discrimination
     3. violation of applicable College policies on discrimination.

  b. Improper procedure: An appeal may allege that a decision against tenure or promotion was based significantly on improper procedure. Although the Review Committee does not rehear the case, it determines in instances where improper procedure is alleged whether a department, the Faculty Personnel Committee, the Provost and/or the President followed the procedures stated in the Faculty Manual.

  Proper procedure defined: For the purposes of this policy, proper procedure refers essentially to procedural issues having a bearing on the substance of the decision. The standard of proper procedure would suggest the following kinds of questions:

     1. Was all available evidence bearing on the relevant performance of the candidate sought out and considered?
2. Was there adequate deliberation over the import of the evidence in the various interviews with the candidate and department, and in subsequent closed committee?

3. Were irrelevant and improper considerations excluded?

Thus, a finding of improper procedure involves a critique of process and not a substitution of the Review Committee’s judgment of the merits for that of the Personnel Committee, Provost, and/or the President.

c. The merits of the case: With departmental support, an appeal of a negative decision for tenure may allege that the evidence available at the time of the original decision did establish a clear and convincing case for a positive recommendation. A negative recommendation for promotion cannot be appealed on the merits of the case.

An appeal on the merits suggests that an error has been made in not granting the appellant tenure. Since proper procedures have assured tenure candidates of a thorough, conscientious review, the standard for overturning a negative decision for tenure on the merits must be high. It will not be sufficient for the Review Committee or the Faculty Senate to simply reach a different conclusion than did the Personnel Committee, the Provost, and/or the President. They must also conclude that the negative decision for tenure was clearly in error.

○ 3.2.4.3.3.3 Initiating an Appeal

a. To initiate an appeal, the faculty member shall deliver a written petition to the Chair of the Personnel Committee, the Chair of the Faculty Review Committee, the Office of the President, and the Office of the Provost. The petition must be delivered within fifty (50) calendar days of receipt of official written notice of the decision. In exceptional cases, the Faculty Review Committee may grant an extension of the deadline.

b. The petition must state the decision being appealed, the grounds for appeal and a statement of evidence in support of the allegations. The burden of proof in cases alleging improper consideration and/or improper procedure rests upon the appellant to establish a prima facie case.

A prima facie case of improper consideration and/or improper procedure has been established if the appellant’s petition contains statements alleging facts, which, if they were not contradicted, would reasonably allow the Faculty Review Committee to conclude that the College’s decision was based on improper consideration and/or improper procedure as defined above.

c. For an appeal on the merits of a negative tenure decision, the faculty member’s petition must be accompanied by a letter of support from the faculty member’s department. The letter must list the voting members of the department and report the outcome of the vote to support the appeal. The departmental letter, along with the appellant’s petition, should also offer specific evidence in support of the appeal.

A clear and convincing case for error has been established if the appellant’s petition, as supported by his/her department, has not been sufficiently challenged or contradicted by the Personnel Committee, the Provost, and/or the President. The Review committee must conclude, not only that it disagrees with the negative decision for tenure, but that any other reasonable body reviewing the same evidence would likely also disagree.

○ 3.2.4.3.3.4 Appeal Procedures
Within twenty-one (21) calendar days of receipt of the petition, the Faculty Review Committee shall meet to determine whether:

1. the faculty member has alleged a proper basis for appeal;
2. the appeal was commenced within the deadline;
3. the appellant has established a prima facie case for improper consideration and/or improper procedure; or
4. the faculty member has established a clear and convincing case for error in a negative tenure recommendation.

The Committee will establish its own procedures for this preliminary meeting.

In the case of an appeal on the merits the Faculty Review Committee shall request a response to the appellant’s petition from those parties involved in the negative decision for tenure, including the Personnel Committee, the Provost, and/or the President. The response letters from these parties shall be sent to the Faculty Review Committee within fourteen (14) calendar days after a copy of the petition has been provided to those parties. The response letters shall be available to Committee members prior to the Committee’s preliminary hearing.

If the Faculty Review Committee determines that proper grounds for an appeal have not been alleged, or that an appeal has not been timely commenced, or that a prima facie case has not been established for improper consideration and/or improper procedure, or that a clear and convincing case for error in a negative tenure decision has not been made, it shall so notify the appellant, the Provost, and the President, and no further action shall be taken in review of the appeal.

If the Faculty Review Committee determines that proper grounds have been alleged, and that the appeal is timely, and that a prima facie case for improper consideration and/or improper procedure has been established, the Committee shall next determine how best to conduct its review of the appeal. Depending on the circumstances of each particular case, the Committee may request both parties to state their positions in writing, and make a determination based upon these submissions, or the Committee may choose to hold a hearing. Either the appellant or the respondent may also request a hearing.

In the case of an appeal on the merits, if the Faculty Review Committee determines that proper grounds have been alleged, and that the appeal is timely, and that a clear and convincing case for error in a negative tenure decision has been made, it will report this decision to the Provost and the Chair of the Faculty Senate as specified in section 3.2.4.3.3.5.d.

If the Faculty Review Committee determines that a hearing is warranted, in the case of an appeal of improper consideration and/or improper procedure, the following procedures will govern such a hearing. It is imperative that the procedures of the Committee assure due process while at the same time are pursued sensibly and in good faith. The hearing shall take place within fourteen (14) calendar days after the Committee’s preliminary meeting.

1. The appellant shall have the right to have present an advisor chosen from among the College’s faculty or administration. The advisor shall not be a member of the Provost’s office or a member of the Personnel Committee that voted on the decision being appealed. The decision being appealed will determine whether the Chair of the Personnel Committee, the Provost, or the President shall be the respondent. The respondent shall also have the right to have an advisor selected from the faculty or administration of the College. The role of the advisors is to listen to the
proceedings, offer advice to the advisee, take notes and provide personal support to the advisee. Although the appellant and the respondent should be the primary speakers, advisors may speak and answer questions if the Faculty Review Committee feels doing so is appropriate and can be done fairly. Hearings of the Committee are open only to the appellant, the respondent, the Provost, the advisors to the parties, and other persons invited by the Committee.

2. The Faculty Review Committee may obtain information from whatever sources it deems necessary. If either the appellant or respondent believes that information from witnesses or other documentary evidence would be helpful in clarifying, but not supplanting, the existing tenure/promotion file, either or both may so inform the Committee. The Committee should provide the opportunity for such clarification, but also maintains the right to limit all additional material. The Committee is entitled to access to the appellant’s tenure or promotion file used in making the original decision.

3. The Faculty Review Committee shall have discretion to determine the manner and order in which it will take evidence. It may question all persons involved in the hearing. Neither the appellant nor the respondent, nor either of their advisors, if any, may question witnesses without the consent of the Committee. Rules of evidence and other rules and procedures applicable to a court of law need not apply.

4. All hearings and deliberations of the Faculty Review Committee shall be conducted confidentially. All participants are bound to keep confidential the evidence and testimony presented or reviewed in hearings and deliberations. This provision is not intended to limit the ability of the appellant or the College to communicate freely with attorneys, governmental agencies, or as otherwise allowed or required by law.

- 3.2.4.3.3.5 Disposition of Faculty Review Committee Appeals
  a. In the case of alleged improper consideration and/or improper procedure, the Faculty Review Committee is charged with studying the merits of the appeal and reporting its findings to the President within fourteen (14) calendar days of the Committee’s preliminary meeting or hearing, whichever is later.
  b. In the case of alleged improper consideration and/or improper procedure, the Faculty Review Committee shall not substitute its judgment on the merits of the decision for that of the Faculty Personnel Committee, Provost, or the President as to the faculty member’s suitability for tenure or promotion, but instead shall limit its findings of fact to the following:
    1. If the Faculty Review Committee finds improper consideration or improper procedure on the part of the Provost or Personnel Committee, the Faculty Review Committee shall recommend to the President that some or all of the applicable procedure shall be reviewed and that the decision shall be reconsidered. The Committee shall prepare a report explaining why the Committee arrived at its findings and identifying which procedures shall be reviewed or repeated and by whom. The President shall provide copies of the Committee’s report to the appellant, the Provost, and to the members of the Faculty Personnel Committee. The findings and contents of the report shall otherwise remain confidential.
2. If the Committee finds improper consideration or improper procedure on the part of the President alone, the Committee report shall recommend to the President that the President’s decision be reconsidered. The report of the Committee shall explain why the Committee arrived at its findings. The President shall provide copies of the Committee’s report to the Chair of the Board of Trustees, the Provost and to the members of the Faculty Personnel Committee. The findings and contents of the report shall otherwise remain confidential.

c. Within ten (10) calendar days of receipt of the Faculty Review Committee Report of improper consideration or improper procedure, the President will either reverse the decision without further consideration or direct that some or all of the applicable procedures be reviewed as identified in the Committee’s report. The directive for reconsideration shall include specific instructions for individuals or committees.

Within twenty-one (21) calendar days of receipt of instructions to do so from the President, the Personnel Committee and/or the Provost shall review procedures, reconsider their recommendation, and report in writing to the President.

Within ten (10) calendar days of receipt of all required responses for reconsideration from individuals and committees, the President will either reverse the original negative tenure decision or let stand the decision and notify the appellant, the Provost, and the Faculty Personnel Committee. If the President decides to reverse the original negative tenure decision, positive recommendations for tenure or promotion will be forwarded to the Board of Trustees for final action. If the President decides to let stand the original decision, this decision of the President cannot be appealed further under this Appeals procedure.

The President’s notification to reverse or let stand the original decision should include an explanation for the decision.

d. In the case of an appeal on the merits, if the Faculty Review Committee determines that a clear and convincing case for error in a negative tenure decision has been made, it will report this decision to the Provost, the President, the appellant, the Chair of the Personnel Committee, and the Chair of the Faculty Senate within fourteen (14) calendar days of the Committee’s preliminary meeting. The Faculty Senate will then convene a hearing of the appeal based on the procedures outlined in section 3.2.4.3.3.6. The Faculty Review Committee shall report in writing explaining why the Committee arrived at its findings and identifying specific evidence it believes was not properly interpreted. The Faculty Senate chair and Personnel Committee chair can share the report with their respective membership. The findings and contents of the report shall otherwise remain confidential.

3.2.4.3.3.6 Faculty Senate Tenure Appeal Procedures

It is imperative that the procedures of the Faculty Senate assure due process while at the same time are pursued sensibly and in good faith.

a. In the event a hearing is held, the appellant shall have the right to have present an advisor chosen from among the College’s faculty or administration. The advisor shall not be a member of the Provost’s office, the Faculty Senate hearing the appeal, or a member of the Personnel Committee that voted on the decision being appealed. The decision being appealed will determine whether the Chair of the Faculty Personnel Committee, the Provost or the President shall be the respondent. The respondent shall also have the right to have an advisor selected
from the faculty or administration of the College. The role of the advisors is to listen to the proceedings, offer advice to the advisee, take notes and provide personal support to the advisee. Although the appellant and the respondent should be the primary speakers, advisors may speak and answer questions if the Committee feels doing so is appropriate and can be done fairly. Hearings of the Faculty Senate are open only to the appellant, the respondent, the Provost, the advisors to the parties, and other persons invited by the Senate.

b. The Faculty Senate may obtain information from whatever sources it deems necessary. If either the appellant or respondent believes that information from witnesses or other documentary evidence would be helpful in clarifying, but not supplanting, the existing tenure/promotion file, either or both may so inform the Senate. The Senate should provide the opportunity for such clarification, but also maintains the right to limit all additional material. The Senate is entitled to access to the appellant’s tenure or promotion file used in making the original decision.

c. The Faculty Senate shall have discretion to determine the manner and order in which it shall take evidence. It may question all persons involved in the hearing. Neither the appellant nor the respondent, nor either of their advisors, if any, may question witnesses without the consent of the Senate. Rules of evidence and other rules and procedures applicable to a court of law need not apply.

d. All hearings and deliberations of the Faculty Senate shall be conducted confidentially. All participants are bound to keep confidential the evidence and testimony presented or reviewed in hearings and deliberations. This provision is not intended to limit the ability of the appellant or the College to communicate freely with attorneys, governmental agencies or as otherwise allowed or required by law.

3.2.4.3.3.7 Disposition of Faculty Senate Tenure Appeals

The Faculty Senate is charged with conducting a hearing on the appeal, and reporting its findings to the President within twenty-one (21) calendar days of notification from the Faculty Review Committee.

a. If, in the Faculty Senate’s judgment, there is not clear and convincing evidence to overturn the recommendations of the Personnel Committee or the Provost, or the decision of the President, it will report this finding in writing to the President, the Provost, the appellant, and to the chair of the Faculty Personnel Committee. The report should specifically address the findings of the Review Committee, and why the Senate was not persuaded that the original negative tenure decision was in error. The findings and contents of the report shall otherwise remain confidential.

b. If, in the Faculty Senate’s judgment, the evidence is clear and convincing that the Personnel Committee, the Provost, or the President has erred on the merits of a properly appealed tenure case, the Faculty Senate shall recommend to the President that the decision be reversed. The Faculty Senate shall report in writing explaining why the Senate arrived at its findings and identifying specific evidence that it believes was not properly interpreted. This report shall go to the President, the Provost, the appellant, and the chair of the Faculty Personnel Committee (who may share it with members of the Personnel Committee). The findings and contents of the report shall otherwise remain confidential.

Within fourteen (14) calendar days of receipt of a Faculty Senate recommendation to reverse a negative tenure decision, the Personnel Committee and/or the Provost will provide a written rebuttal to the President, explaining why they believe that the Faculty Senate is in error regarding the merits of the case.
Within ten (10) calendar days of receipt of all required responses for reconsideration from individuals and committees, the President will either reverse the original negative tenure decision or let stand the decision and notify the appellant, the Provost, the Faculty Personnel Committee, and the Faculty Senate. If the President decides to reverse the original negative tenure decision, positive recommendations for tenure or promotion will be forwarded to the Board of Trustees for final action. If the President decides to let stand the original decision, this decision of the President cannot be appealed further under this Appeals procedure. The President’s notification to reverse or let stand the original decision should include an explanation for the decision.

- 3.2.4.3.3.8 Appeals to the Board of Trustees
  a. After all of the appeals processes outlined above have been completed, and if the Faculty Senate and/or the Faculty Review Committee has found that the President alone made improper considerations or used improper procedure that likely affected the decision, and if the President decides not to reverse the original negative decision on tenure, the appellant may appeal the decision of the President to the Board of Trustees by writing to the Chair of the Board.
  b. After the Board has completed its review, the Board will either reverse the decision or let stand the original decision and the Board Chair will notify the appellant, the President, the Provost, and the members of the Faculty Personnel Committee.
  c. The Board Chair’s notification to reverse or let stand the original decision should include an explanation for the decision.

- 3.2.4.3.3.9 Charter of the Faculty Review Committee
  a. Charge:

     The Faculty Review Committee receives petitions, investigates, conducts hearings, and makes recommendations on appeals of decisions of tenure and promotion made by the Faculty Personnel Committee, the Provost or the President.

  b. Committee staffing:

     1. Three tenured faculty members designated as regular members at the time of their elections. No two members can be from the same department.
     2. Two Tenured faculty members, also from different departments, designated as alternates at the time of election.
     3. All members of the committee shall have been members of the faculty for at least five academic years.
     4. No member of the committee may be an administrative officer.
     5. No member may serve concurrently on the Faculty Personnel Committee or the Faculty Senate.

  c. Terms of Office, Nominations, and elections:

     1. The term of office is three years. The terms shall be staggered.
     2. When it is necessary to fill a position on or replace permanently a member of the committee, the Faculty Senate shall present
nominations according to regular Faculty election rules, with additional nominations from the floor of the Faculty, providing all meet the requirements stated in 3.2.4.3.9.b.

d. Procedures:
   1. The committee shall elect a chair from among its regular members.
   2. Members shall excuse themselves, or the chair may excuse a member, from consideration of those cases where the member’s impartiality could be questioned by the appellant, the Provost, the President or the Chair of the Faculty Personnel Committee. Such cases may include, but are not limited to, those that present a clear conflict of interest, or those in which the committee member may be called upon to offer testimony. The individuals raising questions of impartiality must address their concern to the committee chair at the time the appeal is initiated.
   3. If a regular member is excused from the consideration of a case, an alternate, if not also excused, will serve for the consideration of that case.
   4. If the chair is excused, the remaining members will elect a chair for the consideration of that case.
   5. Three members constitute a quorum. An alternate should attend all meetings, but not participate until and unless needed as a replacement.
   6. In the event that a quorum cannot be reached because of excuses, the elected members of the Faculty Senate shall elect sufficient replacements for the excused members to reach a quorum. These replacements shall serve only for the particular appeal and must meet the requirements for membership in 3.2.4.3.9.b.

3.2.5 Compensation

3.2.5.1 Contracts
Contracts between all faculty members and the College will set forth in writing the commitments of each party. Contracts for renewed appointments and appointment letters for faculty with tenure will be offered not later than April 15 unless notification and explanation has been made to the Faculty Senate and, except for appointments with tenure, will be returned not later than thirty (30) calendar days after being tendered. Contracts not signed and returned within thirty (30) calendar days will be regarded to have been refused and to have expired.

3.2.5.2 Salary
Salary for all faculty members except part-time faculty members who teach fewer than four courses or equivalent per year normally will be in accordance with a published salary schedule (See Appendix B).

3.2.5.3 Fringe Benefits
Fringe benefits for all faculty members except part-time faculty members who teach fewer than four courses or equivalent per year, normally will be in accordance with a published fringe benefit schedule (See Appendix B). The fringe benefits schedule is an indication of intention only and carries no contractual commitment beyond the contract year.

In addition to Social Security, Worker’s Compensation, and Economic Security (unemployment) benefits, eligible faculty members receive the following fringe benefits:

1. 403(b) Tax sheltered plan (retirement)
2. Short term salary continuation plan
3. Long-term disability income insurance  
4. Comprehensive health insurance  
5. Dental insurance  
6. Term life insurance  
7. Accidental death and dismemberment insurance  
8. Flexible benefit plan dollars  
9. Tuition benefits plan  
10. Medical reimbursement account  
11. Dependent care reimbursement account  

A summary of eligibility requirements, costs (College and employee portion), and benefit features are outlined in the current Flexible Benefit Enrollment Booklet or Summary Plan Descriptions distributed by the Department of Human Resources.  

Additionally, all eligible faculty members may receive the following benefits in accordance with the stipulations specified for each:  

1. Leaves of absence  
2. Professional travel and mileage allowance  

Specific provisions of the salary and fringe benefits schedules are subject to annual review by the appropriate faculty committees, the administration, and the Board of Trustees.  

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3.2.6 Faculty Development and Leaves  

3.2.6.1 Faculty Development  
Faculty may participate in the faculty development programs in accordance with the stipulations of each of those exchanges, leaves, grants, seminars, and workshops.  

3.2.6.2 Leaves of Absence  
- 3.2.6.2.1 Compensated Academic Leaves  
  a. Sabbatical Leaves for Regular Professional Development  
     Procedures regarding leaves of absence are outlined in the *Faculty Handbook*.  
     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 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 recommendation  
     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.  
  b. January Term Leaves of Absence  
     Faculty who are granted January Term leaves are expected to engage in research, course  
     preparation, professional reading, professional writing, or personal enrichment.
3.2.6.2.2 Other Leaves

a. Leaves for Graduate Study
Leaves of absence without salary from the College may be granted for graduate study toward an advanced degree and are negotiated with the Provost after consultation with the department concerned.

b. Parental Leave
The College recognizes the important role of both parents in the arrival of a new child. The College’s Parental Leave policy is found in the All-College Policies document.

c. Family and Medical Leave
The College’s Family and Medical Leave policy is found in the All-College Policies document.

d. Leaves for Other Reasons
Leaves of absence for public service, exchange professorships, medical or other reasons may be negotiated with the Provost. Leaves of absence do not supersede, extend or otherwise alter the terminal limit of an employment contract between the employee and the College.

4.1.0 Procedures for Amending the Faculty Manual are as follows:

1. Any proposed amendment to the Faculty Manual (except for Appendix B as explained below), whether from Faculty or Board of Trustees, will be submitted in writing to the faculty at least ten (10) days prior to the faculty meeting at which it is to be considered. The written notice will indicate the date of the faculty meeting at which the proposal will be submitted. A favorable majority vote by the faculty is required to adopt the amendment and recommend it to the Board of Trustees.

In Appendix B, the Faculty Salary Schedule and the details and provisions of sections 1 through 6 of Fringe Benefits may be amended annually by the Board of Trustees or its designees in consultation with the Faculty Senate or its designees and administration.

2. The recommended amendment will be considered by the Board of Trustees at its October meeting provided that members of the Board receive copies of the amendment at least ten (10) days prior to the date of the meeting, with final action at the subsequent January meeting. Approval by the Faculty and the Board of Trustees is required for an amendment to be adopted.

Appendix A
AAUP 1940 Statement of Principles on Academic Freedom and Tenure

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.
Tenure is a means to certain ends; specifically: (1) Freedom of teaching and research and of extramural activities and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

**Academic Freedom**

Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

**Academic Tenure**

a. After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, [NOTE: Gustavus Adolphus College does not have a mandatory retirement age. See Faculty Manual 2.6.1.2] or under extraordinary circumstances because of financial exigencies. In the interpretation of this principle it is understood that the following represents acceptable academic practice:

1. The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

2. Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution it may be agreed in writing that the new appointment is for a probationary period of not more than four years, even though thereby the person’s total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notice should be given at least one year prior to the expiration of the probationary period if the teacher is not to be continued in service after the expiration of that period.

3. During the probationary period a teacher should have the academic freedom that all other members of the faculty have.

4. Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges and should have the opportunity to be heard in his or her own defense by all bodies that pass judgment upon the case. The teacher should be permitted to be accompanied by an advisor of his or her own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the
testimony should include that of teachers and other scholars, either from the teacher’s own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.

5. Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

**Appendix B**

Faculty Salary and Compensation

- Faculty Salary Report
- Faculty Emeriti Privileges

*[The Faculty Emeriti Privileges are proposed to be moved to a new section—Appendix C. This action awaits ratification by the Board of Trustees]*

**2010-11 Faculty Salary Report**

A new step system was adopted effective with the 2010-11 academic year for Regular Appointment Faculty. Faculty contracts for those on the step system were issued at the base contract amount of the step and rank on the new system next higher than their 2009-10 base contract amount. In September, base contract salaries for all benefit eligible continuing Special Appointment faculty and those Regular Appointment faculty not on the step system were increased by 1% over their base contract amounts from 2009-10.

The following is a summary of the base salary situation for 2010-11:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Count</th>
<th>Total</th>
<th>Average</th>
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<tr>
<td>Professor</td>
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<tr>
<td>Associate Prof.</td>
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<tr>
<td>Part Time</td>
<td>59</td>
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<td>$6,177</td>
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</table>

Please note that the above amounts represent base contracts unadjusted for sabbaticals, overloads, or less than full time service. It also includes faculty not counted by AAUP, such as leave replacements.

The step system for FY2011 appears below:

<table>
<thead>
<tr>
<th>Step</th>
<th>Assistant</th>
<th>Associate</th>
<th>Professor</th>
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</thead>
<tbody>
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<td></td>
<td>$1,000</td>
<td>$1,100</td>
<td>$1,200</td>
</tr>
</tbody>
</table>

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### Faculty Emeriti Privileges

Privileges of faculty emeriti shall include:

1. continuation of hospitalization and medical insurance benefits to the same extent as those benefits are accorded all faculty members;
2. provision for office space at the College where possible;
3. participation in all public academic events such as commencement exercises;
4. library privileges and use of athletic facilities;
5. faculty identification cards for admission to all college events such as plays, concerts, recitals, and athletic contests; and
6. complimentary subscriptions to college publications.

<table>
<thead>
<tr>
<th>Step</th>
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<th>Professor</th>
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   • 1.1.1.2 Quorum, Privilege of the Floor, Voting
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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 at a time and place determined by the Faculty Senate in consultation with 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 members. 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, and special 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.

1.1.2 Divisions of the College

1.1.2.1 Divisional Organization

Divisions of the College shall consist of the following departments:

- Division of Fine Arts: Art and Art History, Music, Communication Studies, Theatre and Dance.
- Division of Natural Sciences and Mathematics: Biology, Chemistry, Geology, Mathematics and Computer Science, Physics.
- Division of Social Sciences: Economics and Management, Geography, Political Science, Psychology, Sociology and Anthropology.

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 his/her 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 his/her department and administrative offices, other departments, outside agencies and organizations, vendors of goods and services, other academic institutions and employers, and students. In his/her 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 (January term proposals, 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 his/her 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 his/her 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.
   o 1.1.3.2.3.1 Special Chair Assignments
      The Director of the Library carries an appointment directly from the Provost, and also serves as chair of the professional librarians. 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.

1.1.3.2.4 The Collective Role of the Department Chairs
The department chairs acting as a committee of the whole will advise the Provost on matters affecting the academic programs of the college. The department chairs shall have the status of a standing committee of the faculty for purposes of bringing motions and reporting to the faculty at faculty meetings following consultation with other faculty committees where appropriate.

1.2 Faculty Committees
The faculty shall elect the following standing committees:

- Faculty Senate.
- Faculty Review Committee.
- Curriculum Committee.
- Academic Operations Committee.
- International and Domestic Programs Committee.
- Program Assessment and Development Committee.
- Faculty Development Committee.
- Personnel Committee.
- Third Year Review Subcommittee.

1.2.1 Except as otherwise provided, election to standing committees shall be held by mail 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. Mail 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 run-off elections will be reported by e-mail and at the next faculty meeting.
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 will be declared vacant and
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.
B. Faculty Committee Service:
While all 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.

1.2.2 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 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 at-large candidates for the Curriculum Committee, the Academic
      Operations Committee, the International and Domestic Programs Committee, the
      Program Assessment and Development Committee, the Personnel Committee, the
      Faculty Development Committee, the Third Year Review Subcommittee, and the
      Faculty Review Committee.
   b. To appoint faculty to the Faculty Committee on Student Life, the Compensation
      Committee, the Benefits Committee, the Budget Committee, the Honor Board
      (Section 2.2.12), the Grade Appeals Board (Section 2.2.11), the Faculty Committee
      for Achievement Recognition and the Special Faculty Assignments.
4. 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.
5. To serve as the review committee as specified in those situations described in the Faculty
   Manual in Sections 2.6.2.2 and2.6.2.3.
6. To serve as an appeals committee as specified in Faculty Manual Section 3.2.4.3.
7. To act on behalf of the faculty in matters such as faculty may direct.
8. To originate proposals and recommendations as it may deem advisable.
9. 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.
B. Membership
1. Elected: Each division shall be represented by one member; seven 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 her/himself for one full term, if so elected.

3. Nomination and Election
   a. Each division shall nominate and elect its divisional representative. The Senate divisional representative will act as convening officer for her or his division.
   b. 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.
   c. Election of Faculty Senators shall precede the general elections to committees.

4. Ex officio: President, Provost, Faculty Secretary. 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. Thereafter the Senate shall set the time and place of its own meetings.
   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. Compensation Committee
      A. Functions: To serve as the representative of faculty interests in the discussion of salary and fringe benefits with the administration and as liaison between the administration and the Faculty Senate in such matters.
      B. Membership: Four members, appointed by the Senate for four-year terms. Appointments shall be staggered, so that one new member shall be appointed each year. Consideration shall be given to rank, gender, marital status, knowledge of financial operations of the college, etc. in the selection of appointees, with the intent of representing a broad range of interests within the faculty. Faculty membership on the College Budget Committee shall be selected by the Senate from this subcommittee and from the faculty representatives on the Benefits Committee.
1.2.3 Faculty Review Committee (see Faculty Manual 3.2.4.3.3.9 Charter of the Faculty Review Committee)

1.2.4 Curriculum Committee

A. Functions
1. To serve as the primary curricular planning body for the faculty, and to recommend curricular plans to the faculty.
2. To recommend to the faculty policies and programs which affect the college in general and whatever other curricular policies and programs it may regard as appropriate for faculty action.
3. To review and recommend to the faculty curricular policies and programs which are interdepartmental.
4. To review and recommend to the faculty departmental programs, major programs, other degree programs and graduation requirements.
5. To report to the faculty new semester and January Term courses, graduate credit courses, General Education Area approvals, Writing Course approvals, and First Term Seminars.

B. Membership
1. Elected: Each division shall elect one representative and two additional members shall be elected at-large. Members shall be elected to three-year terms.
2. Students: Three students shall be elected by the Student Senate; not all students shall be of the same class year. The Student Senate may choose the length of term for representatives (at least one year).
3. Ex officio: Provost or designee, Registrar, Director of the Library, Director of General Education, Director of Curriculum-II, Director of International Education, Director of Writing Program, Director of First Term Seminars, Director of January Term. With the exception of the Provost or designee, ex officio members are non-voting members.

C. Subcommittee
1. Course Approval Subcommittee (CAS)
   A. Functions
      1. To recommend to the Curriculum Committee new semester and on-campus January Interim Experience (IEX) 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 CAS.
      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 Curriculum II, Director of Writing Program, Director of First Term Seminar, Director of January Term. 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.

1.2.5 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 operations.
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, recognition for academic achievement (including Dean's List and President's List, Honors Day, Latin honors, and commencement), the Honor Code, academic probation, and eligibility for extracurricular activities.
5. To review and recommend candidates for graduation.
6. To conduct appropriate continuing self-study of academic policies and programs.
7. To nominate candidates for the Grade Appeals Board and the Honor Board.

B. Membership
1. Five faculty members elected at-large for staggered three-year terms.
2. Two students, not all of the same class year, selected 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, and Director of Internships.

1.2.6 Academic Technology Committee

A. Functions:
1. To recommend, review and evaluate implementation of policy in support of GTS’ mission as it relates to academic technology.
2. To assist GTS in the planning and implementation of academic technology initiatives.
3. To support, in cooperation with other stakeholders, clear and regular communication between the faculty, the Provost's Office, the Library and GTS on issues related to academic technology, including an annual report delivered to Faculty Senate.
4. To recommend and evaluate implementation of academic technology budgeting priorities funded through the College's budget allocations to GTS.
5. To advise the Budget Committee on long- and short-term funding issues related to academic technology.
6. To contribute to GTS advisory committee decision making on broad technology issues.

B. Membership:
1. One faculty representative selected by each of the five divisions of the College. These will be nominated and elected by each division and will serve staggered three-year terms.
2. Library chair or designee.
3. Two students, not of the same class year, selected by the Student Senate.
4. Voting ex officio: Provost (or designee) and Director of Instructional Media Services (senior academic technology officer).
5. Non-voting ex officio: Media Services Coordinator and Divisional Technology Specialists.
6. The voting members will elect a committee chair.
1.2.7 International and Domestic Programs Committee

A. Functions
1. To work with administrative offices and other faculty committees to support the College's mission of fostering an international perspective within the Gustavus community.
2. To review and make recommendations as appropriate regarding off-campus study issues such as geographic representation, disciplinary and interdisciplinary representation, budgeting, liability and transportation.
3. To review and recommend policies for the IDPC Program Manual for Gustavus Adolphus College.
4. To consider proposals for off-campus domestic and international programs and courses. Particular attention will be paid to their conformance to the IDPC Program Manual. Upon approval of the IDPC, such courses, when proposed for January Interim Experience, will be submitted directly to the Curriculum Committee. When proposed for the semester, such courses will be submitted to the Course Approval Subcommittee. To consider and approve repeat off-campus January Term course proposals.
5. To review and make recommendations in support of the mission of the Office of International Education including: evaluation and assessment of existing off-campus study courses and programs offered both by Gustavus and other institutions; study of the feasibility and initiation of new off-campus study courses and programs of the College; promotion of off-campus study among students and faculty; advising and assistance regarding recruitment, admission and support of international students; recruitment of visiting international scholars in cooperation with academic departments and programs.
6. To consider and recommend field directors for Gustavus term programs such as the Term in Germany and Term in India.
7. To hear appeals of decisions made by the Office of International Education.

B. Membership
1. Nine faculty members elected for three-year terms, five elected by divisions and three elected at-large, with staggered terms, plus one faculty member appointed by and from the Curriculum Committee.
2. Two students selected by the Student Senate. It is strongly recommended that at least one student have previous experience on a Gustavus off-campus study program, and, ideally, that each student be willing to serve a two-year term.
3. Non-voting ex officio: Provost or designee, Director of January Term, Director of International Education, Director of Multicultural Programs, Chair of the Department of Education or designee, Chair of the Department of Nursing or designee.

1.2.8 Program Assessment and Development Committee

A. Functions
1. To assist departments and programs with the development and implementation of assessment plans and strategies.
2. To assist and advise departments and programs on issues related to department or program reviews.

B. Membership
1. Five faculty members elected at-large for staggered three-year terms.
2. Two students, not all of the same class year, selected by the Student Senate, which may specify the length of term (at least one year).
3. Non-voting ex officio: Provost or designee, John S. Kendall Center for Engaged Learning Faculty Associate for the Assessment of Learning Outcomes, and the Director of Institutional Research.

1.2.9 Faculty Development Committee

A. Functions
1. To encourage professional development by promoting planning and opportunities for growth throughout each stage of a faculty member's career. The committee shall report to the faculty on all matters pertaining to faculty development in the college. The committee should work cooperatively with the director of the Kendall Center, the Provost and the Office of Institutional Advancement in the formulation and development of all proposals dealing with faculty development.
2. To support all forms of faculty development, including research, scholarship, and creativity; to support the development and broadening of scholarship and pedagogy; and to encourage the publication, propagation, and exhibition of results.
3. To advise the Provost on establishing priorities regarding faculty requests for leaves of absence and other opportunities for faculty development.
4. To evaluate faculty applications for sabbatical leaves and grants from the Research, Scholarship, and Creativity Funds and to advise the Provost concerning which should be funded. The committee will establish its own voting procedure for evaluating such requests.
5. To advise the Kendall Center about priorities for faculty development.
6. To incorporate Kendall Center information in committee reports to the faculty.
7. To review each year the relationship between goals for faculty development and the budget, and to make recommendations to the Provost for funding of faculty development.

B. Membership
1. Elected: Seven faculty members elected by the faculty at-large. Staggered terms of three years will provide continuity for the efforts of the committee.
2. Ex officio: President of the College, the Provost or designee, and the director of the Kendall Center.

C. Research, Scholarship, and Creativity Fund
1. Purpose
   a. This fund is 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 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
   a. The maximum grant amounts and rates for stipends and expenses for any single project will be determined and published by the committee.
   b. The maximum funding period will be one fiscal year, beginning June 1, following the application.
   c. 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 the Research, Scholarship, and Creativity Fund;
      3. Those who have not demonstrated completion of projects previously funded from the Research, Scholarship, and Creativity Fund.
   
d. Any equipment purchased with money from the Research, Scholarship, and Creativity Fund 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. A stipend will normally be awarded to persons submitting successful summer proposals.
   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 support from the Research, Scholarship, and Creativity Fund, the faculty member assumes the obligation of submitting a final report on his or her project to the Provost.
   i. 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 Fund.

4. Submission of Applications: Current information on deadlines, format, and application procedures for Research, Scholarship, and Creativity funds are available in the white pages at: section 1.2.2.

D. 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: The eligibility requirements for Presidential Faculty/Student Collaboration and Publication Grants are the same as the eligibility requirements for Research, Scholarship, and Creativity grants.
   3. Limits of Funding: Funding limits may vary from year to year. See white pages (http://gustavus.edu/facultybook/generalinformation/) section 1.2.7.
   4. Submission of Applications: Current information on deadlines, format and application procedures for the Presidential Faculty/Student Collaboration and Publication Grants are available in the white pages (http://gustavus.edu/facultybook/generalinformation/) section 1.2.7

E. Sabbatical Leave
   Policies and procedures for sabbatical leave application and criteria can be found in section 2.1.5.1.1 of this Handbook.
F. Conflict of Interest Policy
   1. Committee members will abide by the College's policy on conflict of interest. As such, a
      committee member will not vote on proposals submitted by herself/himself. A committee
      member may vote on a proposal submitted by a member of her/his department unless doing
      so would be a violation of the College’s policy on conflict of interest. For details see the All-
      College Policies handbook: http://gustavus.edu/facultybook/allcollegepolicies/
   2. Except in cases described in 1) above, the chair of the committee will vote on proposals.
   3. Applicants may consult with Faculty Development Committee members with any questions
      they have as they prepare their application without violating the conflict of interest policy.

1.2.10 Faculty Personnel Committee
A. Functions
   1. To make recommendations to the Provost regarding promotions and tenure.
   2. 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 he or she is 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.
C. Procedures
   1. 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 Personnel Committee
         may also initiate tenure proceedings. The Provost provides the list of tenure
         candidates to the 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 his/her 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 candidate, in
         consultation with the Provost and Chair of Personnel, can specify whether letters
         from interdisciplinary program members are sufficient, or whether the candidate
         wishes the Personnel Committee to conduct an interview with members of the
interdisciplinary program (as they will also do with the candidate's home department). If letters from interdisciplinary program members are sufficient, the letter writer must identify that he or she is 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). If a formal interview is requested, it is expected that the interdisciplinary program will establish procedures for identifying a committee of the whole, which will serve as the liaison to the Personnel Committee.

d. Collecting Materials

1. The candidate must submit a complete resume, a written statement which presents evidence in support of each criterion for retention and promotion listed in the Faculty Manual, a copy of each course syllabus (including January Term) for the past three years, one copy of publications, and any other information the candidate deems relevant.

2. The Provost ensures that the third year evaluation letter has 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 1.2.10.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. At least two members of the committee interview the candidate; and at least two members of the committee observe classes of each candidate according to a schedule agreed to by the candidate. At least two members of the committee will interview the candidate's departmental colleagues. If appropriate, at least two members of the committee will interview representatives from interdisciplinary programs with which the candidate is involved (see item 1.2.10.C.1.c). During evaluation for tenure and for promotion to the rank of full professor, the entire committee meets with each candidate. The Personnel Committee will also administer evaluations of teaching to students in classes of candidates during the two semesters preceding their evaluation. All teaching evaluations shall be administered according to a schedule agreed to by the candidate.

e. Deliberations and Voting

1. The 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 Personnel Committee member has contributed input as specified in section 1.2.10.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 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 as well as observations by Committee members based on interviews with the candidates and the department and classroom visits, and interview with interdisciplinary program members when appropriate (see item 1.2.10.C.1.c.). At the conclusion of Committee deliberations, the voting members of the Committee will indicate their votes (yes or no) orally and will state the reasons for such.

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.

2. 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 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 Personnel Committee will determine whether the petition warrants a complete inquiry or whether the petition should be dismissed. If the 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.

3. Files, Records and Reports
   a. 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 his or her discretion, may return items to the candidate.

D. Subcommittees
   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.
      B. Membership
         1. Six tenured faculty members shall be elected at large to staggered three-year terms. The subcommittee will meet annually with the 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.
      C. Procedures
         1. The Personnel Committee Third year Review Subcommittee 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 Personnel Committee Third Year Review Subcommittee appoints a review committee for each candidate. The Chair of the Personnel Committee 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 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 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 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 submits a complete resume, a written statement that presents evidence in support of each criterion for retention and promotion listed in the Faculty Manual, a copy of each course syllabus (including January term) taught at Gustavus, one copy of publications or other appropriate evidence of scholarly work, and any other information that the candidate deems relevant. The review committee's evaluation will be based on the above materials, the results of interviews with the candidate, class visitations, letters of evaluation from departmental colleagues, the report of the external evaluator, and teaching evaluations administered by a representative from the Personnel Committee Third Year Review Subcommittee to students enrolled in the candidate's classes during the two semesters preceding their review. 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.

1.2.11 Academic Affairs Coordinating Council

A. Functions
   1. To oversee and coordinate academic program initiatives.
   2. To collect and distribute information regarding innovative practices at other institutions, and to initiate proposals appropriate to the College's academic renewal.
   3. To conduct appropriate continuing self-study of academic policies and programs.
   4. To recommend such policies and programs to the faculty, as it deems possible.

B. Membership
   1. Chairs of the following committees: Curriculum Committee, Academic Operations Committee, International and Domestic Programs Committee, Program Assessment and Development Committee, Faculty Development Committee, Faculty Committee on Student
Life, 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, Dean of Students or designee.

1.2.12 Special Faculty Assignments

1.2.12.1 Elected by Faculty

1.2.12.2 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 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.

A. 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.

B. 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.

C. 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.

D. Representative to the Minnesota Intercollegiate Athletic Conference (MIAC)

1. Duties: The Faculty Athletic Representative is the voting representative of the College at meetings of the MIAC. The Faculty Athletic Representative is responsible to the MIAC and the NCAA for eligibility certification of all students participating in varsity athletics.
2. Appointment: The Representative to the Minnesota Intercollegiate Athletic Conference shall be appointed for a three-year term. The Representative may be reappointed to successive terms.

E. 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.

F. Honor Board
   Six faculty representatives, nominated by the Academic Operations Committee and appointed by the Senate. See Handbook Section 2.2.6.

G. Grade Appeals Board
   Five faculty representatives, one from each Division, nominated by the Academic Operations Committee and appointed to staggered three-year terms by the Senate. See Handbook Section 2.2.11.

H. Faculty Committee for Achievement Recognition
   1. Duties: Working with existing groups such as the Provost's Office, the Faculty Development Committee, the Web Advisory Committee, members of this committee will be responsible for creating and evaluating college-wide venues (e.g. Honors Day, College web pages) where student and faculty academic accomplishments can be shared with the entire Gustavus community. This committee will also serve to solicit and develop descriptions of noteworthy student and faculty achievements so that they can be shared in college publications and other college-wide venues.
   2. Appointment: Three full-time faculty members, to serve staggered terms of three years, appointed by the Faculty Senate.

I. Faculty Committee on Student Life
   1. Functions:
      a. Originate, review, and recommend policy concerning those aspects of student life that relate to the educational process.
      b. Review and make recommendations on the effect of co-curricular and extracurricular programs (e.g., athletics, music, publications) on the educational programs and progress of students.
      c. Serve in an advisory capacity to the Dean of Students on aspects of student life and college student life policy.
      d. Serve as liaison to the faculty regarding student life policy and issues.
      e. Designate faculty members to serve on the campus Judicial Board.
   2. Membership:
      a. Appointment: Four members of the faculty appointed by the Faculty Senate, to serve staggered terms of three years (on a three-year cycle, one member will be replaced each of two years and two members will be replaced the third year).
b. Non-voting ex officio: President or designee, Provost or designee, the Dean of Students or designee.
c. Students: Three students, not all of the same class year, designated by the Student Senate, which may specify the length of term (at least one year).

3. Subcommittees
a. College Media Board
   A. Functions:
      1. Appoint/dismiss the chief editor(s) or manager(s) of each institutionally financed Student Media Organization.
      2. Serve as resource for institutionally financed Student Media Organizations.
      3. Originate and recommend to the Faculty Committee on Student Life as needed, policies and procedures to implement the Gustavus Adolphus College Policy on Student Media Organizations.
   B. Membership
      1. Elected/appointed annually: one student chosen by the Student Senate, three student representatives of college media organizations chosen by the Faculty Committee on Student Life from a pool consisting of one nominee from each organization, two advisors to college media organizations chosen by the Faculty Committee on Student Life, one faculty member chosen by the Faculty Committee on Student Life.
      2. Ex Officio: Director of Student Activities or designee

J. Faculty Representatives to the Benefits Committee
   1. Functions: To serve as the representative of faculty interests in the discussion of fringe benefits with the administration and as liaison between the administration and the Faculty Senate in such matters.
   2. Appointment: Three members, appointed by the Senate for three-year terms. Appointments shall be staggered, so that one new member shall be appointed each year. Consideration shall be given to rank, gender, marital status, knowledge of financial operations of the college, enrollment in the College’s benefits plan, etc. in the selection of appointees, with the intent of representing a broad range of interests within the faculty. Faculty membership on the College Budget Committee shall be selected by the Senate from these representatives and from the Compensation Committee.

K. Academic Petitions Committee
   1. Functions
      a. To review requests for exceptions to academic policies such as the following:
         • College-wide graduation requirements.
         • Changes in registration beyond established deadlines.
      b. To report its actions to the Provost and the Dean of Students.
   2. Membership
      a. Two faculty members appointed by the Faculty Senate
      b. Ex officio: Provost or Designee, Registrar. Ex officio members are voting.

L. Academic Probations Committee
   1. Functions
      a. To review the academic progress of students and to ascertain that minimum standards are being met as outlined in the College catalog.
      b. To report its actions to the Provost and the Dean of Students.
   2. Membership
      a. Three faculty members appointed by the Faculty Senate.
b. Ex officio: Provost or designee (to serve as chair), Dean of Students or designee, Registrar, Assistant Registrar, Academic Advising Center Director, Academic Advising Center Assistant Director, Counseling Center Clinical Coordinator, Chaplains, Vice President for Enrollment Management or designee, Director of Multicultural Programs. Ex officio members may vote as long as each office has just one vote.

2.0 Faculty Policies and Procedures

2.1 Personnel Policies

2.1.1 Appointment to Faculty

2.1.1.1 Regular 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.

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. The Provost or designee will assign a diversity representative (whose duties are described in the Administrative Guidelines for Academic Department Chairs) to serve on the Search and Screen Committee. National listing of the position should be made in placement bulletins and other relevant publications. A full description of search procedures may be found in the Administrative Guidelines for Academic Department Chairs.

2.1.1.2 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 of 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.

2.1.2 Review and Support of Regular and Joint Appointment Probationary, Special Appointment and Part-time Faculty

2.1.2.1 Guidelines for Departmental Review and Support of Probationary Personnel

Departments are obligated to establish regular procedures to review their regular and joint appointment probationary faculty members annually. 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. These annual reviews will be conducted by departments, except in the year when the Third Year Review Subcommittee conducts the review. (This year is specified in the individual’s letter of appointment.)
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 class visits and/or interviews, review of course content (syllabi or course materials), and student feedback. In addition to teaching, the review committee should consider scholarly achievements, service, and professional goals.

C. Except in the year following a Third-Year Review, 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 according to the following schedule of deadlines: February 20 for first-year faculty, November 15 for second-year faculty, and April 1 for other faculty. The Department chair will provide the individual with a copy of the submitted review.

D. During the year following a Third year review (normally the fourth year), the faculty member and Department chair will meet to discuss progress. No formal evaluation will be written, but the Department chair will submit a departmental recommendation concerning reappointment to the Provost’s Office by April 1st. Based on the recommendations of a Third Year Review, the individual or the department has the option to use the normal departmental review process described above.

E. A decision for reappointment is made by the Provost based upon the recommendation of the Department chair and tenured members of the department. The evaluation of the annual review committee will be taken into consideration in making this recommendation. The Provost and Department chair may assist the faculty member to formulate development goals, performance objectives, and career plans.

F. With the approval of the Provost, departments and individuals may agree to alterations to these review processes.

2.1.2.2 Guidelines for Departmental Review and Support of Continuing Special Appointment and Part-time Appointment Faculty

Faculty on continuing special appointment and 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 class visits and/or interviews, review of course content (syllabi or course materials), and 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.

2.1.3 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 with 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 he wishes, reply or defend herself or himself against any charges, accusations or criticisms, and take any other action which he may deem necessary to protect his 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 her or him 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.

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.

A. Duration of Sabbatical Leaves
   1. Full year leave of absence means two regular semesters and the intervening or one continuous January Term.
   2. One semester leave of absence may begin or conclude with the contiguous January Term.
   3. One semester leave of absence does not include the January Term preceding or following the leave.

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.
      a. Eight copies of sabbatical leave proposals must be submitted to the Faculty Development Office no later than March 1 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 1 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.
      b. 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.
      c. 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 letter from the chair of the department to the Provost. This letter 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 separated 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

All proposals for courses, with the exception of off-campus January Interim Experience (IEX) 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 IEX courses will be reviewed by the International and Domestic Programs 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 International and Domestic Programs Committee.

Closing dates for submitting course proposals to the Course Approval Subcommittee or the International and Domestic Programs 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, January Interim Experience (IEX) 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 International and Domestic Programs Committee and to the appropriate program director(s) (FTS, Writing, January Interim Experience, Center for International and Cultural Education, and General Education). Copies of pending proposals will 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 International and Domestic Programs Committee (IDPC) will review and discuss all off-campus proposals at its meetings. For semester courses, this review will focus on conformance to the IDPC Program Manual. Recommended off-campus semester courses will be forwarded to the Course Approval Subcommittee. For IEX off-campus courses, this review will include both conformance to IDPC Program Manual and the course approval criteria listed in the Faculty Handbook. The Registrar or designee will be present during IDPC meetings dealing with approval of IEX off-campus courses. Recommended off-campus IEX courses will be forwarded to the Curriculum Committee.

E. The Course Approval Subcommittee will review and discuss all proposals, except off-campus January Interim Experience (IEX) courses, at its meetings. The faculty member submitting the proposal and/or a departmental representative may be present when the Course Approval Subcommittee or the International and Domestic Programs Committee discusses the faculty member's proposal.

F. At the appropriate meeting, the Course Approval Subcommittee or the International and Domestic Programs 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 International and Domestic Programs 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 International and Domestic Programs 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.

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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, writing requirement, Interim Experience, and interdisciplinary studies courses and internships for credit are found in Appendices A-E of the Faculty Handbook. Additions and deletions to curriculum or its requirements or criteria, as compiled in the Bulletin and Appendices A-E, require a majority vote of voting members of the faculty present at a faculty meeting.

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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.

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, nominated by the Academic Operations Committee and 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 Chair of the Academic Operations Committee.
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 his or her 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. Under the academic honesty policy, the instructor informs "...the student and the office of the Provost of the nature of the offense, the penalty within the course, and the recommendation of the instructor as to whether further disciplinary action by the Provost is warranted." The in-course penalties and notification of the Provost's office should end the matter in most cases. However, if a student disputes the allegation of academic dishonesty, the student can request an Honor Board hearing.
A six-member Honor Board panel (three students and three faculty) will investigate and hear the case. Both the accused student and the instructor have the right to submit statements and documents and/or be present for the proceeding. A 4-2 vote is needed to decide that the student is indeed guilty of an academic honesty policy violation. If the Board rules that a violation occurred, all other provisions of the academic honesty policy will apply, including the instructor's in-course penalties, and possible probation or suspension for repeated offenses. If the student is not found guilty it will be presumed that no violation occurred, and the faculty member will not penalize the student for an honesty violation (honesty aside, the quality of the student's work is still subject to the instructor's professional judgment).
The Honor Board pool is comprised of six students and six faculty members. From this pool of twelve, three students and three faculty will be appointed by the Office of the Provost to investigate and adjudicate cases involving the academic honesty policy. Potential student members are required to complete an application, and are interviewed and nominated each spring for the next academic year by the Student Senate Academic Affairs Committee. After receiving the nominations the Student Senate Cabinet appoints the student board members. The faculty members are invited to indicate an interest in serving on the board, and are then nominated by the Academic Operations Committee. The Faculty Senate makes the appointment of faculty board members each spring. Each Honor Board member participates in an orientation session, and is instructed on the importance of confidentiality and proper investigation procedures.

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.

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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 he or she adds, or drops. Starting with the third week, the student must obtain the signature of the instructor of any course from which he or she withdraws. 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 January 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 January Term course. Courses for which a student is registered after these times will receive final grades.

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2.3.2 Office Hours
Each instructor should inform his or her students early in the semester concerning his or her availability for office conferences or consultations, whether he or she intends to reserve certain hours each week or be available for appointment.

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2.3.3 Examinations
The last test for a course shall not be given during the 14th week of the semester. The last test for a course—whether a comprehensive final exam or a partial last unit test—shall be given in accordance with the test schedule issued by the Registrar.

2.3.4 Advising
Each new student is assigned a faculty member to act as academic advisor during the first year. Reassignment of advisors is made when student and advisor believe such a step to be in the best interest of the student. 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. Students normally should select a major by the end of their sophomore year. All students should be advised early in their academic careers to consider opportunities for graduate and professional study. 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.

2.3.5 Incomplete Grade
"I" (Incomplete) is a temporary grade and is given at the discretion of the instructor when a student is unable to finish course work because of medical disability or problems of comparable seriousness beyond the student's control. To record an incomplete grade, faculty must complete the “Recording an Incomplete Grade” form, which must be signed by the department chair and filed with the Registrar’s Office. This additional time to complete course work may not extend beyond the close of the following semester, and earlier limits may be set at the discretion of the instructor. The grade "I" is reported on the official grade roster. If before the end of the deadline the instructor reports a final grade to the Registrar, that grade will replace the "I" and the grade point average will be computed accordingly. When the deadline has passed, an "F" will replace the "I", will be computed in the grade point average, and will become a permanent part of the transcript record.

2.3.6 Declaring a major
All first-time college students at Gustavus Adolphus 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 Curriculum II. 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.
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 ten 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
1.1 Liberal Arts Perspective
A Liberal Arts Perspective course teaches the principles of a particular domain of study, provides its context, questions the values of that domain, and builds bridges towards other disciplines.

A. The Arts (ARTS)
Through modes of expression such as painting, sculpture, music, dance, theatre, and film, artists clarify, intensify, dramatize, and interpret the world in all of its physical, social, and spiritual aspects. Courses meeting this requirement in the visual and performing arts develop a more comprehensive understanding of the creative process and foster a lifetime involvement with the arts. These experiences enable students to recognize and value the integral role that the arts play in society; such experiences enable students to express themselves and their ideas in creative ways.

Courses in this area will:
1. promote understanding of the interaction among the arts, culture, and society;
2. develop analytical, interpretive, or evaluative skills appropriate to the study, performance, and/or creation of at least one of the visual and performing arts;
3. develop intellectual and experiential awareness of the form and content of at least one of the visual and performing arts;
4. promote awareness of the interrelationship between artist and audience;
5. foster the development of personal expression and creativity;
6. develop meaningful standards by which to evaluate, interpret, and/or create works of art; and
7. develop an understanding of the creative process.

B. Biblical and Theological Studies (THEOL)
The requirement of one regular semester course in the Christian tradition is a curricular expression of the College's long-standing commitment, articulated in the Mission Statement, to foster in its students a "mature understanding of the Christian faith." Included in such a mature understanding is a careful consideration of the role of religion in human life.

A course meeting this requirement explores the importance of understanding religion as part of a liberal arts education. It does so through a biblical and theological study of the Christian tradition. The study is both critically self-conscious and constructive. It also includes a critical interpretation of biblical texts.

These courses seek neither to inculcate the Christian religion nor to dismiss it. Rather, such courses help students develop a critical understanding and appreciation of the Christian tradition as an important entity in itself, and as an important element in world cultures.
Courses in this area meet the following criteria:

1. The course will be in the Christian tradition, construed to embrace, in its several variations, the developing body of communal belief, thought and action that has served to identify the church of Jesus Christ from its beginnings to the present.

2. The course will be both critically self-conscious and constructive.
   a. The course will be critically self-conscious, requiring specific attention to the methods used to analyze particular facets of the Christian tradition and presenting the Christian tradition not as an object that a student must accept or reject, but as an empirical and normative historical totality that a student can come to understand.
   b. The course will be constructive, i.e., critical analysis is to be complemented by the endeavor to present coherently, as a challenging and fruitful religious option, an ecumenical understanding of the Christian tradition.

3. The course will:
   a. give students an elementary cognitive grasp of some of the historical, contemporary and emerging future expressions of the Christian faith;
   b. expose students to critical textual interpretations of the Bible, including the historical context in which it was written;
   c. help students learn to think religiously and theologically, i.e., to recognize the religious and theological dimensions of cultural, political, and intellectual issues;
   d. introduce students to the nature of religious language and symbolism and the critical interpretations of religious claims; and
   e. encourage students to think critically about their own religious convictions.

C. Literary and Rhetorical Studies (LARS)
The purpose of the Literary and Rhetorical Studies requirement is to help students revel in the beauty and power of the word; understand and enjoy the life of the mind as embodied in books and formal oral communication; and place themselves within the human community of story-tellers, poets, orators, essayists, playwrights, satirists, and critics.

Courses in this area will:

1. introduce students to the history and specific conventions of one or more literary and rhetorical genres;
2. teach the rudiments of formal and critical analysis as well as close reading;
3. consider the historical and cultural circumstances in which texts are produced and received;
4. help students to formulate questions about texts and raise issues of meaning and value; and
5. provide a context for appreciation of oral and written rhetorical and literary discourses and/or give students opportunities to develop personal expression and creativity.

D. Historical and Philosophical Studies (HIPHI)
Philosophy investigates the nature of reality, knowledge, and values. History analyzes past events and constructs narratives that seek to explain those events. Thus, courses in Historical and Philosophical Studies critically interpret records of and reflections on human thought, action, and values across time and place and among diverse cultures and peoples.

Courses in this area promote understanding of human thought in the context of historical developments, and historical developments in the context of their relation to questions of meaning and value. Historical and philosophical inquiries require that we ask fundamental questions about the construction and creation of knowledge, the roles of objectivity and subjectivity in the search for truth, and the relationship of human agency to theories of historical causation. Philosophers undertake their inquiries with awareness of the historical context in which ideas develop. Historians consider the intellectual milieu in which past events unfold and are interpreted.
Courses in this area will:

1. promote understanding of human thought and historical events across time and place and among diverse cultures and peoples;
2. promote understanding of human thought and historical developments in the context of the construction of meaning and value;
3. pose fundamental questions about the creation and construction of knowledge;
4. inquire into notions of and assumptions about truth in philosophy and history as well as in other academic disciplines; and
5. prepare students to formulate their own questions and undertake their own investigations into philosophical and historical studies.

E. **Mathematical and Logical Reasoning (MATHL)**

Courses in Mathematical and Logical Reasoning introduce the student to the methods and applications of deductive reasoning. As such, they focus on underlying axioms, theorems, and methods of proof. Considerable emphasis is placed on the application of these ideas to the natural and social sciences. They also place some emphasis as appropriate on the history of the discipline, its philosophical assumptions, the strengths and limitations of its methods, its relation to other disciplines, and its relation to social and ethical problems. Students are required to take one course in Mathematical and Logical Reasoning.

Courses in this area will provide students with:

1. knowledge of the language of mathematics and logic;
2. familiarity with mathematical, logical, algorithmic, or statistical methods;
3. knowledge of the practical applications of axiomatic systems and of mathematical or computer modeling; and
4. appreciation of the role of the deductive sciences in the history of ideas, and of their impact on science, technology, and society.

F. **Natural Science Perspective (NASP)**

Liberal Arts Perspective courses in Natural Science introduce the student to the mechanics of natural and life processes, and the quantitative basis for understanding these processes. As such, they focus on the evidence, theories, and methods of the natural sciences and place them in a historical context. They also place some emphasis on the strengths and limitations of the methods employed, the philosophical assumptions, the boundaries and connections with other disciplines, and relationships to social, ethical, and political problems.

Courses in this area will provide students with:

1. knowledge of factual information about some aspect of the natural world;
2. knowledge of the concepts, principles, and theories that scientists use to organize and explain those facts;
3. familiarity with the application of scientific concepts and principles to the solution of problems;
4. acquaintance with the historical development and philosophical implications of the scientific concepts; and
5. sensitivity to the ethical and social impact of science and technology.

All courses include a laboratory component to ensure direct experience with naturally occurring phenomena; the laboratory component teaches techniques and methods that scientists use to gather evidence and test hypotheses. The laboratory component will include some elements of observation, collection and analysis of data, and/or other methods of experimentation that involve direct contact with some aspect of the natural world.

G. **Human Behavior and Social Institutions (SOSCI)**

Faculty Handbook (Yellow Pages)
Courses in Human Behavior and Social Institutions seek to enable students to acquire the knowledge and skills necessary to understand fundamental social institutions and social characteristics of human beings. Courses in this area should systematically address the regularities and variations of human behavior at individual and group levels, including the contexts in which behavior occurs, using perspectives and methods normally attributable to the social and behavioral sciences. Courses in this area will address the following:

1. theories, principles, and concepts used by the social and behavioral sciences to organize and to explain information about human behavior and social institutions;
2. historical development of a particular social and behavioral science, including where appropriate alternative current and historical theories within the discipline;
3. methods of collecting and presenting information in the social and behavioral science; and
4. social and ethical issues concerning human behavior.

H. Lifelong Fitness (FIT and ACT)

Students must complete both the Personal Fitness (FIT) requirement (.5 course) and the Lifetime Activity (ACT) requirement (.5 course equivalent). The Personal Fitness requirement (FIT) encourages exploration of personal values and enables students to recognize and appreciate the importance of lifelong fitness. Students learn how to set appropriate goals to improve fitness, engage in regular aerobic exercise, and acquire knowledge regarding health promotion, disease prevention, and relaxation.

FIT courses (.5 course) will:

1. include a pre and post cardio-respiratory endurance assessment or alternative form of assessment that is appropriate to the activity;
2. meet a minimum of three days per week providing activities designed to elevate and maintain heart rate in the target zone for at least 20 minutes per class period;
3. provide instruction on exercise prescription including frequency, intensity, and duration;
4. teach a safe and effective warm up and cool down;
5. include additional information on topics related to health promotion and disease prevention; and
6. assess knowledge of the principles of fitness and hypokinetic disease.

The Lifetime Activity requirement (ACT) encourages students to select courses across a range of activity areas based on personal interest. Courses engage students in activity designed to increase muscular strength and flexibility, improve psychomotor skills, and explore the connection between mind and body. Each course emphasizes appreciation of lifetime activity, health promotion, and reduction of risk behavior.

ACT courses (.125-.25 per class) will:

1. meet a minimum of two days per week;
2. include a component of physical activity;
3. include a skill or performance assessment appropriate to the course; and
4. accomplish the objectives listed in the description.

I. Non-Western Cultures Requirement (NWEST)

The nature of contemporary world events makes an understanding of non-western and global perspectives a necessary component of any good liberal arts education. It is increasingly necessary for people involved in business, politics, economic development, religious interaction, and everyday life to function across traditional linguistic and cultural boundaries. We are an increasingly shrinking and diverse world and that means that such goals as justice, dignity, peaceful co-existence and cooperation demand both our attention and increased skills and knowledge. Through the Non-Western Cultures requirement, the college seeks to guide students toward the competent use of
epistemological models, analytic tools, and interactive/participative opportunities that form the basis for intercultural and cross-cultural perspectives and understandings. "Non-Western" includes both indigenous and non-indigenous immigrant communities residing in otherwise Western European cultures. Courses fulfilling the NWEST requirement will enable students to recognize difference in a pluralistic way while encouraging an appreciation of the importance of difference in common and cultural life.

This requirement may be fulfilled either by taking a NWEST course or by completing an appropriate study abroad experience.

NWEST courses will:
1. focus predominantly on Non-Western material, i.e., material outside Western European cultures;
2. provide students with an understanding of cultures, societies, religious worldviews and/or political/economic systems outside of the familiar western context;
3. pay attention to the importance of shared beliefs, values, customs, behaviors, and artifacts in the understanding of cultures/societies, as well as the importance of perceived threats to these factors; and
4. provide the student with the tools or opportunity to gain access to an understanding of others' cultures from within the context of those cultures. To meet this goal, the teaching and learning experience in courses which are designated NWEST will include access to some material (written, oral or visual) produced from within the culture/s being studied.

Study Abroad Experience:
1. To meet the NWEST requirement, study abroad must be a semester or yearlong program centered in a Non-Western country.
2. Study abroad will provide students with the opportunity to participate in an intensive exploration of, and experience in, another culture through classroom study and daily living.

Courses taken abroad may be considered to meet other General Education requirements on a course-by-course basis.

1.1.1 Assessment Plan for General Education (Curriculum I)

Rationale
The mission of the college is to provide all students with a liberal arts education. It is at the very core of what we do. The General Education portion of the curriculum is an important way we ensure that all Gustavus students receive a broad liberal arts education.

Recognizing the variety and diversity of student needs and choices, we have chosen to build the General Education requirements in such a way to make certain that all students have a serious exposure to what we call "liberal arts perspectives" rather than developing a set of specific outcomes or knowledge and skill sets to be acquired.

Focusing on "courses" rather than "skills" places a challenge on how we approach assessment of the General Education program. In order to ascertain that the general education requirements as well as the criteria for courses fulfilling the requirements are providing students with a serious exposure in an effective and efficient manner, and to keep alive the ongoing conversation about the role of General Education in the Gustavus curriculum, we propose that:

Course designations not be permanent, but be renewed on a rotating schedule;
Responses will be gathered from students and faculty to inform periodic review of specific course criteria, leading to approval/reapproval of individual course designations;
A review of the whole Curriculum I-Liberal Arts Perspectives program follows each complete cycle of area reviews.
A. Process
Each area of the Curriculum I-Liberal Arts Perspectives will be reviewed separately, one or two areas per year.

Year 1 -
The Program Assessment and Development Committee (PADC), in consultation with the chair of the Curriculum Committee and the Director of General Education, will appoint a three-person committee to review each Area(s) being assessed. At least one of the three will be from outside the division or departments most responsible for delivery of the particular Area(s).

This Area review committee will:

1. Study the Area criteria and work with the Director of General Education, the PADC, and the Institutional Research officer to develop questions to be included with the annual Senior Survey that solicits response from students relative to their experience with the particular Area under review.
2. Ask faculty to submit representative samples of course work which they feel demonstrate how students have been exposed to a particular Area in their course. Examples of this work might include lecture notes, test questions, descriptions of class activities, research papers, lab reports, creative projects or student portfolios.
3. Invite faculty who teach area courses to participate in a focus group meeting with the review committee.
4. Solicit faculty comments regarding the Area criteria.

Year 2 -
The Area committee will

1. Review the data collected.
2. Recommend any proposed Area changes to the Curriculum Committee.

Once the faculty has approved any Area changes, all courses desiring to carry that Area designation must be resubmitted to the Area Committee, which will forward its recommendation to the Director of General Education and then on to the Curriculum Committee. For this round, course proposals must also include course syllabi that describe how the Area is addressed in the course. No previous Area designations will persist beyond this point in the process.

The Area Committee will submit a written report of its work to be kept on file by the Curriculum Committee, with copies to the Director of General Education.

The review of Areas will begin in the spring of 2009, when this year's FY students will be seniors, and hence mostly have completed their General Education coursework.

Each year, another Area (or two) will begin the process. The number of Areas reviewed each year will depend on the number of courses that hold that Area designation.

A larger committee composed of three members from the Curriculum Committee and four members at-large, will review the entire Curriculum I - Liberal Arts Perspectives program once all Areas have accomplished the individual reviews. The purpose of this larger review is to analyze what has been learned from the Area review cycle and to consider whether there are any essential changes that should be made to the General Education program.

Note: This assessment plan focuses only on the nine Area requirements and does not include the writing requirement, non-English language, First Term Seminar, Curriculum II, or any other graduation requirements. The Curriculum Committee recommends that these programs, which have missions complementary to but unique from Curriculum I, have separate assessment plans.

B. Timeline
The review of the general education areas could be accomplished using the following rotation and timeline:
1.2 The First Term Seminar

As part of their first semester course schedule, Curriculum I students entering Gustavus Adolphus College as first-year students enroll in one course designated FTS-100: First-Term Seminar (FTS). The FTS is a small, discussion-based course, centered on recognizing and exploring questions of values, that introduces students to skills and habits of mind central to the liberal arts: writing, oral communication, and critical thinking. In addition, the FTS professor serves as the academic advisor until a major is declared. Each FTS carries a WRITI designation; FTS courses do not carry a general education core area designation. A full list and description of FTS offerings is published for entering students before registration. Courses approved to be First-Term Seminars must reflect the following philosophy and desired outcomes:

**FTS – an Education Centered on “Values”**

Put simply, values are what we use, either individually or more broadly as societies, to make decisions that matter. Our values are what we rely on to choose what we consider the proper course through life.

FTS promotes both an empathetic examination of the values of others and the development and articulation of one’s own values as part of a liberal arts education that encourages responsible use of knowledge. Indeed, a focus on values permeates the FTS Program, shaping the Program’s goals in writing, oral communication, critical thinking, and advising.

**Desired Outcomes:**

1. **Writing.** The FTS Writing component promotes writing as a creative and critical process in which writers engage with the ideas of others. In FTS, students write to express their own ideas and to inform and communicate with others. Good writers make both stylistic and content-based choices to accommodate different purposes, contexts, and audiences. These rhetorical choices help writers make their cases in the most effective ways possible.
   a. **Invention.** “Invention” is most often associated with the “prewriting” stage, when writers generate ideas, explore topics, and plan strategies; invention activities get writers going. Focusing on invention will help students learn to: analyze texts, issues, and questions of value; explore their ideas and those of others; practice credible and effective methods of expressing thoughts in writing.
   b. **Arrangement.** “Arrangement” is most often associated with form or structure. Focusing on arrangement means helping students learn to consider both global and local issues. While working on arrangement, students will make decisions about what belongs in an...
introduction and a conclusion, about what sorts of arguments will be persuasive at particular points in a paper, and about structure within paragraphs. Focusing on arrangement will help students learn to: analyze texts in terms of form and structure; create texts that will communicate successfully with readers due to appropriate organization and structure.

c. Style. Loosely understood to mean that which makes a writer’s work unique, “style” involves choices in sentence length and structure, word choice and “voice,” and suitability for particular audiences. Since FTS is an interdisciplinary program, students will certainly read texts that are quite varied stylistically. They should be encouraged to vary their own style when they write as well. Focusing on style will help students learn to: communicate with an audience more effectively; make deliberate choices regarding voice and word choice; understand writing conventions as context-specific; manipulate those conventions to suit various genres, situations, and audiences.

2. Oral Communication. The FTS Oral Communication component promotes reasoned discourse, creative expression and development of one’s own voice in critical interaction with others through both oral presentation and discussion. Effective communicators consider purpose, audience and context when constructing their messages and understanding the messages of others.

Oral Presentation:

a. Invention. “Invention” is most often associated with generating ideas, exploring topics, and planning strategies. Focusing on invention will help students learn to: develop a topic in order to inform or persuade their audience; develop a main point (informative presentation) or central argument/thesis (persuasive presentation); construct the presentation with a particular audience in mind; and gather, evaluate, and integrate appropriate evidence to illustrate and support their main point or central argument/thesis.

b. Arrangement. “Arrangement” is most often associated with form or structure. Focusing on arrangement will help students learn to: use an appropriate organizational pattern that supports their central argument or thesis.

c. Style/Delivery. “Style/Delivery” is associated with choices regarding language and voice. Focusing on style/delivery will help students learn to: use language that is appropriate to the topic and audience, including vocabulary that is correct, precise, simple, and unaffected; use vocal pitch, rate, tone, volume, and gestures appropriate to the topic, the audience, and the location.

Discussion

d. Invention/Developing Ideas. In this context, “invention” refers to deepening one’s understanding of course material and discerning the many different ways to develop ideas through group discussion. Focusing on invention/developing ideas will help students learn to: provide information; explain an opinion; advocate a particular position; argue a contrary position; synthesize from the ideas of others; summarize the day’s discussion.

e. Arrangement/Advancing Discussion. In this context, “arrangement” refers to discerning how substantive group discussion functions. Focusing on arrangement/advancing discussion will help students learn to: stay on topic; connect individual comments; actively listen to others in order to create a productive climate for learning.
f. Style/Self-Monitoring. In this context, “style” refers to developing a capacity to identify the role each of us can play in a substantive group discussion. Focusing on style/self-monitoring will help students learn to: become responsible participants in classroom discussions through speaking, encouraging others to speak, and listening.

3. Critical Thinking. The FTS Critical Thinking component promotes a commitment to the application of reason to one’s own ideas and those of others, a willingness to consider the perspectives of others, and an awareness of the limits of any given epistemology. These habits of mind, central to the liberal arts, help the individual find a meaningful place in a larger society and form one of the cornerstones of lifelong learning.
   a. Reasoning. Focusing on reasoning will help students learn to: identify the purpose of a text; identify concepts that shape an argument; assess the evidence used to support an argument; present relevant evidence to support their own arguments
   b. Assumptions and Implications. Focusing on assumptions and implications will help students learn to: identify how contexts and unstated assumptions influence arguments; identify the implications and consequences of arguments.
   c. Perspective. Focusing on perspective will help students learn to: articulate their own perspective and the influences that shape it; identify and evaluate alternative perspectives.
   d. Questioning. Focusing on questioning will help students learn to: ask questions of all kinds; find and assess information that answers questions.

4. Advising. FTS professors serve as first-semester advisors and until advisees declare a major or are admitted into a certification program (Athletic Training, Education, Nursing). In this capacity, they work alongside students to plan their liberal arts education and refer them to campus resources to think about possibilities during their four years and beyond. At its best, the advising relationship fosters a climate of campus-wide mentoring.
   a. Developmental Advising.
      Class Registration
      Students will: review first semester course selections prior to the start of the school year; search for classes online and use WebAdvisor to register for January and spring classes; identify back-up course options in case first choices are closed; meet with their advisor for approval prior to registration sessions; and know campus policies, procedures, and deadlines.

General Education and Liberal Arts Perspectives
Students will: read and review degree audits/progress toward degrees; understand liberal arts philosophy and graduation requirements; identify and search for courses by area approvals; know resources for investigating interests and possibilities.

Student Strengths and Academic Difficulty
Students will learn to: advocate for themselves, take ownership for their learning, become responsible and accountable as independent learners, and ultimately become their own best advisors.
   b. Introducing Students to College. Students will: become familiar with campus resources and out-of-classroom learning opportunities.
   c. Creating a Mentoring Community. Students will learn to: experience Gustavus as a community of learners, a place of open inquiry; take responsibility for connecting their in-class and out-of-class experiences in a holistic way; broaden the definition of who an
Appendix B
Requirements and Criteria for Courses Satisfying the Writing Requirement (WRITI and WRITD)
Liberally educated students should write well and use writing both to discover and construct new knowledge and to communicate their ideas to others. Writing is a complex activity; it is a form of creative expression and critical engagement that serves practical and intellectual purposes. Since writing shapes the views of others, courses that focus on writing should help students understand the effects of their own written language. All courses that fulfill the writing requirement at Gustavus emphasize basic rhetorical principles, or the issues that guide our choices when we write to move or persuade others. Such issues include purpose, audience, context, style, and form. Gustavus requires students to complete THREE designated writing requirement courses from at least two different departments in order to graduate. One of these courses must be taken in the first year (normally in the First Term Seminar or Curriculum II). At least one designated writing course must be taken as part of a student's major, and at least one must be Level II or higher. Students fulfill this writing requirement by taking two types of courses, WRITING INTENSIVE (WRITI) and WRITING IN THE DISCIPLINES (WRITD). A central goal for all WRITI and WRITD courses is to ensure that students learn to become good choice-makers as writers, considering issues of purpose, audience, context, style, and form. All WRITI and WRITD courses must provide opportunities for students to revise their work and receive the feedback of their instructors and their peers, preferably before the work is evaluated by the instructor. In addition, all WRITI and WRITD courses can be supported by the use of a handbook or style manual and the Writing Center.
1.1 Criteria for Courses
Writing Intensive (WRITI) courses introduce students to the writing process, writing as a means of learning, rhetorical issues such as purpose, audience, and context, and narrative and argumentative strategies used most frequently by writers educated in the liberal arts tradition. WRITI courses may be offered at levels one and two. Because of the intensive nature of the revision and feedback cycle, WRITI courses should be restricted to enrollments of 20 or fewer students.
A. All WRITI courses should:
1. discuss issues related to students' writing weekly. Students might reflect on their own writing processes, discuss the course writing assignments, or consider issues of audience, purpose, context, and argument as they operate in the readings for the course. Course syllabi should reflect such explicit attention to writing topics;
2. encourage students to use writing as a means of self-expression, critical inquiry, creative expression, argumentation, communication, and exploration;
3. help students to make appropriate rhetorical choices as writers, considering purpose, audience, context, and style whenever they write;
4. model and foster a process-based approach to writing by requiring students to draft, revise, and edit at least three formal writing assignments of appropriate lengths; and
5. offer students opportunities to write informally; informal writing need not be graded.
Writing in the Disciplines (WRITD) courses draw upon students' existing writing skills and focus their attention on disciplinary conventions and research methods, as well as the forms and genres valued most within the disciplines. Since each discipline has its own conventions of form, style, language use, methods, evidence, and citation, each department is required to offer one WRITD course. WRITD courses
may only be offered at levels two and three. Because WRITD courses require substantive writing projects and intensive revision cycles, enrollments should be limited to 20 or fewer students.

B. All WRITD courses should:
   1. provide students with opportunities to read and analyze examples of discipline-specific writing;
   2. require students to complete writing assignments that exemplify the structures, genres, and conventions of the disciplines; and
   3. offer students opportunities to revise their work with the help of an instructor's feedback.

Appendix C
Requirements and Criteria for Courses Satisfying the Interim Experience (IEX)
1.1 Mission of IEX: The mission of the Interim Experience (IEX) is to provide ways for faculty and students to take advantage of the January interim's unique qualities in developing courses and other learning opportunities that enrich and expand upon (but do not duplicate) the College's regular semester curricular offerings. The institutional mission of the College calls for balancing educational tradition with innovation, study within a general framework that is interdisciplinary and international in perspective, and preparation of students to lead lives of leadership and service. The goals of the IEX are consistent with this larger institutional mission. IEX will provide for experiential learning both on campus and off campus through:
   1. International study and domestic study travel courses
   2. Career exploration and vocational reflection
   3. Courses that are experimental, and/or interdisciplinary
   4. Independent studies and student/faculty collaborative research and creativity
   5. Institutional exchanges with other 4-1-4 colleges
   6. Special opportunities for first-year students to continue their transition to college life and the greater expectations placed on adult learners

1.2 Course Approval: All IEX courses must meet the following criteria:
   1. Approved IEX courses will engage students in ways that specifically capitalize on the unique opportunities provided by the one month interim schedule. The course proposal will describe activities that can be better accomplished when students have the opportunity to travel or to spend extended periods of time in the laboratory, the studio, the library, or in other places conducive to discovery and creativity.
   2. Approved IEX courses will engage students (alone or collaboratively) in experiential learning activities. Examples include:
      a. Hands-on classroom activities (active learning)
      b. Laboratory or field research
      c. Library scholarship
      d. Creative / performance projects
      e. Composition
      f. Service-Learning / Community Service
      g. Debates and other presentations
      h. Day trips and speaker visits.
      i. Retreats
      j. Travel (domestic and international)
      k. Career Exploration
      l. Leadership development
   3. All IEX one-credit courses will count toward two Interim Experience requirement for graduation.
4. Approved IEX courses will carry major and/or general education credit only in rare cases; when the proposal demonstrates that the above criteria are met and that the goals intended by the major or general education areas are uniquely met though an IEX immersion experience.

1.3 IEX Policies:
1. IEX Course Numbers: IEX courses will be designated by departmental, NDL or IDS designation. Level I courses are entry level and are suitable for all students. Level II courses are generally accessible by all students but may require specific background. Level III courses are for the more advanced student.
2. IEX Instructors: Because of the unique nature of IEX courses, staff and administrative employees who are not regular Gustavus faculty may propose to teach an IEX course (or team-teach a course with a faculty instructor). All courses will be subject to normal faculty course approval processes, regardless of the employment status of the instructor.
3. IEX Course Length: Depending on the subject or approach of the instructor, it may be desirable to design a course that will be two weeks in duration, rather than a full four weeks in length. In the case where a person offers a course for less than the full four weeks duration, normally that course will be repeated (2 x 2 week course) and will be packaged by the IE Office with another partial-term offering so that each student's registration will be for the full four-week period.
4. IEX Credit: Satisfactory participation is required in two full January interim terms (grade of P, or for courses with a letter grade, an A, A-, B+, B, B-, C+, C, C-, or D). If a student takes courses for more than two full interim term courses, these credits will not count toward graduation. Students will not receive credit for an interim course (4-1-4 exchange included) if the course is similar one they've already completed for credit.
5. Major/Area Credit: Any Interim term course approved to fulfill a major or a general education area requirement cannot be taken on a pass/fail basis and will not count toward graduation as part of the required 32 semester course credits. It will count toward the two required January interim credits.
6. First-year students: First-year students are strongly encouraged to enroll in an IEX course. First year students may take a Gustavus Travel Course (GTC) or UMAIE course. First year students may not take career Explorations and Independent Studies.
7. Grades: Grades not calculated in the grade-point average are: P (pass), I (incomplete), W (withdrawal). A student may withdraw from an IEX course anytime prior to the end of the third day without having their course participation recorded on the transcript. Withdrawals after this time will be recorded as a "W". In courses with a grading option, students will select (with their instructor) their option by the end of the third day of the interim term (the drop-add deadline). A student may not withdraw from a month-long course after the third week of the interim term. A student may not withdraw from a two-week course after the first week of the course. Courses for which a student is registered after this time will receive a final grade. Non-Gustavus interim term courses accepted in transfer shall not be calculated in the grade-point average (UMAIE courses are an exception). Gustavus IEX letter grades, including failing ("F") grades, are included in the grade-point average calculation.
8. Cancellation: Courses may be subject to cancellation if they enroll five or fewer students per faculty member teaching the course.
9. Participation:
   Students on academic probation are not permitted to participate in internship, career exploration, or study abroad programs, or in off-campus January Interim courses. Students who register for such programs and courses accept the financial risks associated with being barred from participating should they be on academic probation or suspended when the term...
begins. This financial risks include, but are not limited to, unrecoverable deposits, fares, reservations, and pro-rated group travel costs. The College reserves the right with 24-hour notification to suspend students if their academic performance is regarded as undesirable during the semester in which they are on academic probation.

Students on disciplinary probation are not permitted to participate in internship, career exploration, or study abroad programs, or in off-campus January Interim courses. Students who register in such programs and courses accept the financial risks associated with being barred from participating should they be on disciplinary probation or suspended when the term begins. These financial risks include, but are not limited to, unrecoverable deposits, fares, reservations, and pro-rated group travel costs. The College reserves the right to remove a student on disciplinary probation from a course or program if it deems such action to be in the best interest of the student, the College, or the program/course. Parents of dependent students are notified when a student is placed on Disciplinary Probation.

10. Registration: IEX course registration follows the same procedure as regular registration (i.e., priority by class year), with exceptions: first-year students register first, followed by sophomores, juniors, and then seniors.

11. Overloads: Students may enroll in a maximum of 1.25 courses during the interim term. However, fractional courses beyond 1.0 may not be used to reduce the requirements that each student be enrolled for a normal one-course load in at least two interims. A pro-rated overload fee based on $1,000 for a full credit overload will be added to a student's account.

12. Course By Arrangement: There will be no provision for a regular semester course to be offered as a Course by Arrangement in the interim term, since IEX courses are deemed to be non-equivalent to regular semester courses. If a major or minor program requires a thesis or project, that requirement may be fulfilled in Interim term.

13. Independent Study: Independent study courses will be counted as fulfilling an IEX requirement, but will not count for major or general education credit or toward the 32 semester courses required for graduation. If a major or minor program requires an independent study, that requirement may be fulfilled in Interim term.

14. Travel Courses: International or domestic travel study courses, including UMAIE courses, will be counted as fulfilling an IEX requirement, but will not count for major or general education credit, except when such a credit exemption is granted in advance.

15. Housing Policy: While Gustavus requires only two IEX credits to fulfill graduation requirements, students are allowed to enroll for the interim term each year. Out of courtesy and respect for those who are enrolled, the College has established a policy that non-registered students may not occupy campus housing during the interim term. Exceptions for special circumstances may be granted on a case-by-case basis by appealing to the Director of Residential Life.

16. Career Exploration (CE) is an academic program of the College. Course credit must by sponsored by a faculty member from an academic department whose discipline is related to the career exploration. The course shall be graded on a pass/fail basis. See the Career Center for registration procedures. If a major or minor program requires a career exploration, that requirement may be fulfilled in Interim term.

17. Transferring to Another 4-1-4 Institution: Students who would like to attend another 4-1-4 college during Interim term may choose from approximately fifty institutions in the United States. A student who is on academic or disciplinary probation will not be eligible to attend another 4-1-4 institution. See the IE Office for 4-1-4 transfer policies and procedures.

18. Students Visiting Gustavus During Interim Term: Contact the IE Office for 4-1-4 transfer policies and procedures.
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. Environmental Studies
2. Latin American, Latino, and Caribbean Studies
3. Peace Studies
4. Gender, Women, and Sexuality
5. Biochemistry and Molecular Biology
6. Neuroscience
7. Japanese Studies
8. Russian Language and Area Studies
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.

Appendix E
Internships and Experiential Learning
Experiential learning theory holds that student learning can occur in an internship setting when: students establish clear, thoughtful learning objectives; students have an opportunity during the internship to analyze and synthesize information, problem-solve, research, and write; and students reflect on the experience during and after the internship.
The Internship Program at Gustavus Adolphus college provides these conditions as it offers students learning experiences in a variety of business, arts, social service, government, scientific, and other settings. The program consists of two components—Semester/Summer Internships and January Term Career Explorations.
Semester and summer internships provide students with entry-level pre-professional experiences, designed to enhance and build skills. Career Exploration is designed to give students an opportunity to work and observe in a professional setting, clarify major and career goals, and plan future course work.
Both forms of internship frequently make subsequent course work more meaningful and often lead to increased class participation.

1.1 Internship Program Policies

1. A student is permitted to count a maximum of four internship/career exploration credits toward graduation requirements. Credit toward a major is determined by the individual department.

2. All internships and career explorations are graded on a Pass/Fail basis.

3. A student on academic or disciplinary probation will not be permitted to enroll in an internship. The College reserves the right to remove a student from an internship if the student is placed on probation during the internship period.

4. Semester/summer internships are open to juniors and seniors; Career Exploration is open to sophomores, juniors, and seniors.

1.2 Responsibilities of the Internship Faculty Sponsor

In addition to being informed about the policies and practices of the Internship Program, and providing feedback on the program to the Internship Director, a faculty sponsor assumes the following responsibilities during an Internship or Career Exploration.

Prior to the Internship:

1. Assists the student in the formulation of learning objectives and strategies.

2. Devises academic assignments (See Academic Catalog, "Internship Program") appropriate to the nature, amount of course credit, and duration of the internship.

3. Signs the Registration Form, noting the above assignments as "Means of Evaluation."

During:

1. Contacts the student periodically, either by phone or in person. A site-visit with the student and site supervisor about midway through the internship is encouraged. (Mileage and expenses for travel are reimbursed by the College.)

After:

1. Collects and assesses academic assignments at the conclusion of the internship. Ideally, a personal meeting with the student at this time helps provide closure to the internship experience. You will also receive a copy of the Performance Evaluation from the site supervisor.

2. Files a grade of Pass or Fail with the Registrar.

3. Reminds the student to attend a "Wrap-Up" session led by the Internship Director, to discuss the internship experience and to reflect on its connection to other academic work.

4. Provides the Internship Director with feedback on internship sites (especially outstanding positive or negative experiences).
NOTE: The information in this Section I-B is a listing of persons elected or appointed to serve on faculty committees and/or special faculty assignments. Information about specific functions and procedures is given in that part of Section I-A designated in each listing.
Subcommittees

1. Compensation Subcommittee:
   - Alisa Rosenthal (2009-12)
   - Carolyn Dobler (2009-12)
   - Chuck Niederriter (2010-13)
   - Leila Brammer (2010-13)

College Budget Committee Representatives
   - Chuck Niederriter (2010-11)
   - Carolyn Dobler (2010-11)

2. Nominations Subcommittee:
   - Convener: Senate Vice Chair Sujay Rao
   - Education Division: Lori Steffen (2010-13)
   - Fine Arts Division: Amy Seham (2009-12)
   - Humanities Division: Greg Kaster (2010-13)
   - Natural Science/Math Division: Ron Rietz (2009-11)
   - Social Science Division: Dick Martin (2010-13)

Faculty Handbook Section 1.2.3

2010-11 Faculty Review Committee Membership

Regular Members:
   - Jon Grinnell (2009-12)
   - Chuck Niederriter (2009-12)
   - Bruce Johnson (2009-11)

Alternate Members:
   - Karl Knight (2010-13)
   - Kate Wittenstein (2010-13)

Faculty Handbook Section 1.2.4

2010-11 Curriculum Committee Membership
   - Education Division: Michele Koomen (2008-11) Chair
   - Fine Arts Division: Kris Lowe (2009-12)
- Humanities Division: Ana Adams (2008-11)
- Natural Science and Math Division: Laura Triplett (2010-13)
- Social Science Division: Tim Peterson (2009-12)
- At-Large: Mike Hvidsten (2010-13)
- At-Large: Mary McHugh (2010-13)
- Student representative: Jacob Lundborg (Class of 2011-term 2008-11)
- Student representative: OPEN

Voting ex officio:

- ex officio: Provost David Fienen

Non-voting ex officio:

- Registrar: Kristianne Westphal / Assistant Registrar Mary Gunderson
- College Librarian: Barbara Fister
- Director of General Education: Associate Provost Barbara Kaiser
- Director of Curriculum II: Matt Panciera
- Director of International Education Carolyn O'Grady
- Director of Writing Program: Jeanne Herman
- Director of First Term Seminars: Sujay Rao
- Director of January Term: Associate Provost Barbara Kaiser

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**Course Approval Subcommittee Membership**

- **Chair / Curriculum Committee Representative** Mary McHugh (2009-10)
- Education Division: Sidonia Alenuma-Nimoh (20010-13)
- Fine Arts Division: Yumiko Oshima-Ryan (2008-11)
- Humanities Division: Mary Gaebler (2008-11)
- Natural Science and Math Division: Baili Chen (2009-12)
- Social Science Division: Jeff Owen (2009-12)
- Student representative: Open

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**Faculty Handbook Section 1.2.5**

**2010-11 Academic Operations Committee Membership**

- At-Large: Kyle Chambers (2009-11)
- At-Large: Baker Lawley (2010-2013)
- At-Large: San Skulrattanakulchai (2008-11)
- At-Large: Mark Bjelland (2008-11)
- At-Large: So Young Park (2009-12)
- Student representative: Open
- Student representative: Open
Non-voting ex officio:

- Provost David Fienen or designee
- Dean of Students Jeff Stocco
- Registrar Kristianne Westphal
- College Librarian Barbara Fister
- Director of Athletics Alan Molde

Faculty Handbook Section 1.2.6

2010-11 Academic Technology Committee Membership

- Education and Nursing Division: Dan Moos (2009-12)
- Fine Arts Division: Martin Lang (2008-11)
- Humanities Division: Marisa Kalbermatten (2010-13)
- Natural Science and Mathematics Division: Dwight Stoll (2009-12)
- Social Science Division: Kyle Chambers (2010-2013)
- Student representative: Open
- Student representative: Open
- ex officio: Associate Provost John Clementson
- ex officio: College Librarian Barbara Fister
- ex officio: Director of Instructional/Media Services (Open)
- non-voting ex officio: Media Services Coordinator AND Divisional Technology Specialists.

Faculty Handbook Section 1.2.7

2010-11 International and Domestic Programs Committee (IDPC) Membership

- Education Division: Bonnie Reimann (2008-11)
- Fine Arts Division: Henry MacCarthy (2009-11)
- Humanities Division: Joyce Sutphen (2010-2013)
- Natural Science and Math Division: Karla Marz (2010-2013)
- Social Science Division: Bruce Johnson (2009-11)
- At-Large: Helena Karlsson (2008-2011)
- At-Large: Sun Hee Lee (2010-13)
- At-Large: Thia Cooper (2009-11) **Chair**
- At-Large: Lianying Shan (2009-12)
- At-Large: David Obermiller (2009-12)
- Representative from the Curriculum Committee: Open
- Student representative: Chenu Yang (Class of 2011--term 2009-11)
- Student representative: Open
- ex officio: Provost David Fienen or designee
- ex officio: Director of January Term Associate Provost Barbara Kaiser
Faculty Handbook Section 1.2.8

2010-11 Program Assessment and Development Committee Membership

- At-Large: Julie Gilbert (2008-11)
- At-Large: Kate Knutson (2010-13)
- At-Large: Anna Hulseberg (2009-12) **Chair**
- At-Large: Sean Easton (2010-2013)
- At-Large: Stephanie Otto (2010-2013)
- Student representative: Open
- Student representative: Open
- ex officio: Provost David Fienen or designee
- ex officio: Associate Provost Barbara Kaiser
- ex officio: Director of Institutional Research David Menk

Faculty Handbook Section 1.2.9

2010-11 Faculty Development Committee Membership

- At-Large: Yurie Hong (2008-11)
- At-Large: Eric Dugdale(2010-2013)
- At-Large: Mary Gaebler (2009-12)
- At-Large: Jeff Jeremiason (2009-12)
- At-Large: Dan Moos (2010-2013)
- At-Large: Julie Bartley (2010-12)
- At-Large: Suzanne Wilson (2008-11)
- ex officio: President Jack R. Ohle
- ex officio: Provost David Fienen or designee
- Kendall Center Director Margaret Bloch-Qazi

Faculty Handbook Section 1.2.10

2010-11 Faculty Personnel Committee Membership

- At-Large: Jeff Rosoff (2010-11)
- At-Large: Doug Huff (2010-13)
- At-Large: Marie Walker (2009-11) **Chair**
• At-Large: Deborah Goodwin (2009-12)
• At-Large: Tom LoFaro (2009-2012)
• At-Large: Lois Peterson (2010-13)
• At-Large: Terry Morrison (2008-11)
• At-Large: Patricia English (2010-13)
• At-Large: Dan Mollner (2009-12)
• ex officio: President Jack R. Ohle
• ex officio: Provost David Fienen

Third-Year Review Subcommittee Membership

• At-Large: Ann Pesavento (2009-11)
• At-Large: Scott Bur (2010-11)
• At-Large: Matt Panciera (2010-13)
• At-Large: Casey Elledge (2009-11)
• At-Large: Linnea Wren (2009-12)
• At-Large: Pamela Kittelson (2010-13)
• At-Large: Larry Wohl (2010-13) Chair
• At-Large: Paschal Kyoore (2010-13)

Faculty Handbook Section 1.2.11

2010-11 Academic Affairs Coordinating Council Membership

• Chair of Curriculum Committee: Michele Koomen
• Chair of Academic Operations Committee:
• Chair of International and Domestic Programs Committee: Thia Cooper
• Chair of Program Assessment and Development Committee: Anna Hulseberg
• Chair of Faculty Senate: Steve Mellema
• Chair of Faculty Development Committee:
• Chair of Faculty Committee on Student Life:
• Department Chairs representative:
• ex officio: President Jack R. Ohle
• ex officio: Provost David Fienen or designee
• ex officio: Dean of Students Jeff Stocco

Faculty Handbook Section 1.2.11.1

2010-11 Academic Petitions Committee Membership

• John Holte (2010-13)
• Julie Gilbert (2008-11)
• ex officio: Associate Provost Barbara Kaiser Chair
• ex officio: Registrar Kristianne Westphal

Faculty Handbook Section 1.2.11.2

2010-11 Academic Probations Committee Membership

• Faculty member: Patricia Snapp (2010-13)
• Faculty member: Ron Rietz (2009-2012)
• Faculty member: Richard Leitch (2008-11)
• ex officio: Associate Provost Barbara Kaiser Chair
• ex officio: Dean of Students Jeff Stocco
• ex officio: Registrar Kristianne Westphal
• ex officio: Advising Center Director Julie Johnson
• ex officio: Counseling Center Director
• ex officio: Chaplain Brian Johnson
• ex officio: Vice President of Enrollment Management Tom Crady
• ex officio: Director of Multicultural Programs Virgil Jones

Faculty Handbook Section 1.2.12

Special Faculty Assignments

• Faculty Secretary: Karen Larson (2010-13)
• Faculty Marshal: Richard Leitch (2010-13)
• Assistant Faculty Marshal: Henry MacCarthy (2010-13)
• Alternate Faculty Marshal: Marisa Kalbermatten (2010-13)
• Chair of Lecture Series: Baker Lawley (2009-12)
• Chair of Artist Series: Kris Lowe (2009-12)
• MIAC Representative: Karl Larson (2009-12)

Honor Board Membership:

Faculty Members:

• Laura Triplett (2009-12)
• Jill Locke (2010-11)
• Glen Kranking (2010-13)
• Micah Maatman (2009-12)
• Lois Peterson (2008-11)
• Ron Rietz (2008-11)

6 student representatives
• Jacob Lundborg
• John Rasmussen
• Dan Mellema
• Haylie Nietzel
• Cydni Alma Smith
• Christopher Wiens

Grade Appeals Board Membership:

• Kate Knutson (2009-2012)
• Beatriz Torres (2010-2011)
• Katrina Imison (2010-13)
• Jeff Jensen (2009-2012)
• Micah Maatman (2010-13)

Faculty Committee for Achievement Recognition Membership:

• Jon Grinnell (2008-11)
• Heidi Meyer (2009-12)
• Sidonia Alenuma-Nimoh (2010-13)

2010-11 Faculty Committee on Student Life Membership

• Heidi Meyer (2009-2012)
• Melissa Rolnick (2010-13)
• Jessie Petricka (2010-13)
• Sarah Johnson (2008-11)
• Student representative: Open
• Student representative: Open
• Student representative: Open
• ex officio: President Jack R. Ohle
• ex officio: Provost David Fienen or designee
• ex officio: Dean of Students Jeff Stocco

Subcommittee:

College Media Board Membership

• Faculty Member: Baker Lawley (Chair)
• Advisor to Student Media Organization #1: David Kogler
• Advisor to Student Media Organization #2:
• Director of Student Media Organization #1:
• Director of Student Media Organization #2:
• Director of Student Media Organization #3:
• Student Representative: Phil Helt
• ex officio: Director of SAO or designee
• ex officio: faculty or staff designated by FCSL (as needed)

Faculty Representative to Administrative Technology Advisory Committee (ATAC):

• Jeff Jenson (2010-13)
All-College Policies (Gray Pages)

Letter to the Gustavus Community

- Access to Student Records
- Alcohol Serving Policy
- Conflict of Interest and Disclosure of Certain Interest
- Conflict of Interest for Committee Participation
- Disclosure of Misconduct (Whistleblower Policy)
- Drug and Alcohol Policy
- Drug-Free Workplace Policy
- The Family Educational Rights and Privacy Act
- The Family and Medical Leave Act
- Identity Theft Prevention Program
- Nondiscrimination Policy
- Parental Leave
- Policy Against Sexual Assault
- Policy Against Harassment
- Post-Employment Medical Benefits Plan
- Retaliation Policy
- Record Retention and Destruction
- Smoking Policy
- Technology Acceptable Use Policy
- Travel Policy
- Weapons

To the Gustavus Community

I am pleased to share with you this copy of current All-College policies. These policies were developed as a guide for members of the campus community.

As members of the College, we play an extremely important role in supporting the goals of the institution. These policies are not intended to be an implied or expressed contract but an informative document. The College may add to the policies or revoke or modify them from time to time. Administration will try to keep this material current, but there may be times when policy will change before this booklet can be revised.

The academic excellence of Gustavus comes about because of a concerted effort on the part of students, faculty and staff to maintain the highest standards and goals in all of our activities. Together we can nourish a campus environment that is respectful to all and is one that ensures that our commitment to the search for excellence will continue long into the future.
Sincerely,
Kirk D. Beyer
Director of Human Resources

June 2006

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**Access to Student Records**

Federal law generally prohibits release of student academic records without prior written consent of the student. Without prior consent, however, access is permitted to employees in the same institution who have “a legitimate educational interest.” This is interpreted at Gustavus Adolphus College to mean that employees may access personally identifiable information in student education records in order to fulfill their institutionally assigned professional responsibilities.

Employees seeking such access make application to the Registrar of the College, stating the need for and scope of access and the security procedures in place to protect against unauthorized internal or external use after release. Employees granted access are responsible for treating the information with confidentiality.

Approved by the Gustavus Adolphus College Board of Trustees: June 28, 1993.

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**Alcohol Serving Policy**

The College seeks to discourage alcohol abuse and to model the responsible use of alcohol beverages. To this end, alcoholic beverages are served at College-sponsored events only in designated locations and at designated functions.

Alcohol provided for on-campus events (and for off-campus events, whenever possible) will be purchased and supplied by the College Dining Service. Non-alcoholic beverages will generally also be available in sufficient amounts at such events, and care will be taken to ensure that applicable state, federal and local laws and regulations concerning the serving of alcohol are observed. Functions and locations at which alcoholic beverages are served must be approved at least two weeks in advance by the Director of Dining Service and the appropriate divisional vice president. Final approval by the Vice President for Finance is required for all events. Alcohol serving application forms are available from the Dining Service.

Approved by the Administrative Council: February 17, 2004
Conflict of Interest Policy for Committee Participation

Gustavus Adolphus College is committed to ensuring that personnel and other institutional decisions affecting present or prospective faculty, staff, administrators, or students be made fairly and impartially. Faculty, staff, administrators, and students frequently participate in personnel and other institutional decisions by serving on advisory committees. With respect to employees, the recommendations of such committees affect such matters as hiring, retention, promotion, and (with respect to faculty) tenure. In the case of students, such recommendations significantly affect admission to, or continued matriculation at, the College.

All members of the Gustavus community participating in such advisory committees must exercise integrity and objectivity when making decisions. Committee members must be certain that conflicts of interest or other biases do not exist which may interfere with their ability to make an impartial decision. A conflict of interest or bias occurs when a committee member has a financial or personal relationship or interest which impairs the member’s ability to be fair and impartial. For example, a conflict of interest may well exist where a committee member will receive an individual financial benefit from a decision or where a committee member has a familial or similar relationship with an individual who may be affected by a decision.

A person serving on a committee may conclude that he or she has an actual (or perceived) conflict of interest or bias and may remove himself or herself from involvement in a particular decision to be made by the committee. A committee member who is not certain whether a conflict of interest or bias exists may bring his or her concern about the conflict or bias to the attention of the appropriate dean, committee chair, or supervisor; in this event, the committee member must disclose enough information to enable the dean, committee chair, or supervisor to consider the matter fairly and openly. If the dean, committee chair, or supervisor determines either that a conflict of interest or other bias (or the appearance of a conflict of interest or other bias) may exist, the committee member shall be excused from participating in making that decision.

A member of the committee or an individual who is the subject of a decision to be made by the committee may also raise a question as to whether a committee member has a conflict of interest or bias which may interfere with that committee member’s impartiality. The concerned individual shall bring the matter to the attention of the appropriate dean, committee chair, or supervisor. The dean, committee chair, or supervisor shall discuss the matter with the affected committee member; if the dean, committee chair, or supervisor determines that a conflict of interest or other bias (or the appearance of a conflict of interest or other bias) may exist, the member of the committee shall be excused from participating in making the decision at issue.

A member of a committee who is excused from participating in making a decision in accordance with this policy does not forfeit his or her position as a member of the committee. The fact that an individual has been excused from participation pursuant to this policy shall not prejudice any personnel or other institutional decision made with respect to the committee member.

Adopted by the Gustavus Adolphus College Board of Trustees: January 17, 1994.
Conflict of Interest and Disclosure of Certain Interest Policy

Policy

This conflict of interest policy is designed to help officers and employees of Gustavus Adolphus College ("the College") identify situations that present potential conflicts of interest and to provide the College with a procedure which, if observed, will allow a transaction to be treated as valid and binding even though an officer or employee has or may have a conflict of interest with respect to the transaction. The policy is intended to comply with the procedure prescribed in Minnesota Statutes, Section 317A.255, governing conflicts of interest for nonprofit corporations. In the event that there is an inconsistency between the requirements and procedures prescribed herein and those in section 317A.255, the statute shall control. All capitalized terms are defined in Part 2 of this policy.

Guidelines

1. Conflict of Interest Defined. For purposes of this policy, the following circumstances shall be deemed to create Conflicts of Interest:

   a. Outside Interests.

      i. A Contract or Transaction between the College and a Responsible Person or Family Member.

      ii. A Contract or Transaction between the College and an entity in which a Responsible Person or Family Member has a Material Financial Interest or of which such person is a trustee, officer, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator or other legal representative.

   b. Outside Activities.

      i. A Responsible Person competing with the College in the rendering of services or in any other Contract or Transaction with a third party.

      ii. Responsible Persons having a Material Financial Interest in; or serving as a trustee, officer, employee, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator or other legal representative of, or consultant to; an entity or individual that competes with the College in the provision of services or in any other Contract or Transaction with a third party.

   c. Gifts, Gratuities and Entertainment. A Responsible Person accepting gifts, entertainment or other favors from any individual or entity that:

      i. does or is seeking to do business with, or is a competitor of the College; or

      ii. has received, is receiving or is seeking to receive a loan or grant, or to secure other financial commitments from the College;

      iii. is a charitable organization operating in Minnesota;
iv. under circumstances where it might be inferred that such action was intended to
influence or possibly would influence the Responsible Person in the performance
of his or her duties. This does not preclude the acceptance of items of nominal or
insignificant value or entertainment of nominal or insignificant value that are not
related to any particular transaction or activity of the College.

2. Definitions.

a. A “Conflict of Interest” is any circumstance described in Part 1 of this Policy.

b. A “Responsible Person” is any person serving as an officer or employee of the College.

c. A “Family Member” is a spouse, domestic partner, parent, child or spouse of a child,
brother, sister, or spouse of a brother or sister, of a Responsible Person.

d. A “Material Financial Interest” in an entity is a financial interest of any kind, which, in
view of all the circumstances, is substantial enough that it would, or reasonably could,
affect a Responsible Person’s or Family Member’s judgment with respect to transactions
to which the entity is a party. This includes all forms of compensation.

e. A “Contract or Transaction” is any agreement or relationship involving the sale or
purchase of goods, services, or rights of any kind, the providing or receipt of a loan or
grant, the establishment of any other type of pecuniary relationship, or review of a
charitable organization by the College. The making of a gift to the College is not a
Contract or Transaction.

3. Procedures.

Responsible Persons who are not members of the Board of Trustees of the College, or who have a
Conflict of Interest with respect to a Contract or Transaction that is not the subject of Board or committee
action, shall disclose to the Chair or the Chair’s designee any Conflict of Interest that such Responsible
Person has with respect to a Contract or Transaction. Such disclosure shall be made as soon as the
Conflict of Interest is known to the Responsible Person. The Responsible Person shall refrain from any
action that may affect the College’s participation in such Contract or Transaction. In the event it is not
entirely clear that a Conflict of Interest exists, the individual with the potential conflict shall disclose the
circumstances to the Chair or the Chair’s designee, who shall determine whether there exists a Conflict of
Interest that is subject to this policy.


Each Responsible Person shall exercise care not to disclose confidential information acquired in
connection with such status or information the disclosure of which might be adverse to the interests of the
College. Furthermore, a Responsible Person shall not disclose or use information relating to the business
of the College for the personal profit or advantage of the Responsible Person or a Family Member.

5. Review of Policy.

a. Each new Responsible Person shall be required to review a copy of this policy and to
acknowledge in writing that he or she has done so.
b. Each Responsible Person shall annually complete a disclosure form identifying any relationships, positions or circumstances in which the Responsible Person is involved that he or she believes could contribute to a Conflict of Interest arising. Such relationships, positions or circumstances might include service as a trustee of or consultant to a nonprofit organization, or ownership of a business that might provide goods or services to the College. Any such information regarding business interests of a Responsible Person or a Family Member shall be treated as confidential and shall generally be made available only to the Chair, the President, and any committee appointed to address Conflicts of Interest, except to the extent additional disclosure is necessary in connection with the implementation of this Policy.

c. This policy shall be reviewed annually by the Board of Trustees. Any changes to the policy shall be communicated immediately to all Responsible Persons.

Board Approved: June 21, 2009

Disclosure of Misconduct (Whistleblower Policy)

Purpose and Applicability

The purpose of this policy is to set forth the policy of Gustavus Adolphus College (“Gustavus” or “the College”) on disclosure of misconduct and to protect individuals from retaliation in the form of an adverse employment action for disclosing what they believe evidences certain unlawful or unethical practices. This policy is applicable to all employees of Gustavus and to applicants for jobs at the Gustavus.

Statement of Policy

It is the policy of Gustavus that employees and applicants shall be free without fear of retaliation to report conduct within the College that they reasonably believe may constitute misconduct including, but not limited, to the following: wire fraud, mail fraud, bank fraud, securities fraud or questionable accounting and internal controls, auditing matters, harassment, discrimination, hostile workplace, safety and security issues, illegal or unethical business practices, wrongful termination, hate messages, faculty manual violations, administrative and staff manual violations, violations of laws, mismanagement, waste of College resources, and abuse of authority.

A representative of Gustavus shall not take or refuse to take any employment action in retaliation against an employee or applicant who reports possible misconduct under this policy in good faith, or who, following such disclosure, seeks a remedy provided under this policy or any law or College policy. However, employees or applicants who knowingly file false or misleading reports, or without a reasonable belief as to truth or accuracy, will not be protected by this policy, and in the case of an employee, may be subject to discipline, including termination of employment.
Process for Disclosure

1. An employee or applicant shall disclose all relevant information regarding evidenced misconduct to the President or his/her designee in a signed written document within ninety (90) days of the day on which he or she first knew of the misconduct. If the employee or applicant would rather contact a source outside of the College, he or she may contact the confidential Campus Conduct Hotline service as established by the College.

2. The President or his/her designee shall consider the disclosure and take whatever action he or she determines to be appropriate under the law and circumstances of the disclosure.

3. In the case of disclosure of misconduct involving the President, the disclosure shall be directed to the Chair of the Board of Trustees. The Chair shall consider the disclosure and take whatever action he or she determines to be appropriate under the law and circumstances of the disclosure.

4. The disclosure recipient will be responsible for:
   
   1. Ensuring all investigations are carried out in a fair and unbiased manner.
   
   2. Ensuring that those making complaints and/or reporting compliance concerns are treated fairly, their confidentiality is protected to the extent the law allows, and no retaliation takes place.

Complaints of Retaliation as a Result of Disclosure

1. If an employee or applicant believes that he or she has been retaliated against in the form of adverse employment action for reporting possible misconduct under this policy, he or she may file a written complaint requesting an appropriate remedy.

2. For purposes of this policy, an adverse employment action shall be defined as actions including: discharge, demotion, suspension, being threatened or harassed, or in any other manner discriminated against with respect to compensation, terms, conditions or privileges of employment. This policy does not prohibit an employment action that would have been taken regardless of a disclosure of information.

Process for Adjudication of Complaints Stemming from Disclosure

1. An employee or applicant must file a complaint with the President or his/her designee with ninety (90) days from the effective date of the adverse employment action or from the date on which the employee or applicant should reasonably have had knowledge of the adverse employment action.

2. Complaints shall be filed in writing and shall include:
   
   1. Name and address of the complainant;
   
   2. Name and title of the College’s official(s) against whom the complaint is made;
   
   3. The specific type(s) of adverse employment action(s) taken;
   
   4. The specific date(s) on which the adverse employment action(s) were taken;
   
   5. A clear and concise statement of the facts that form the basis of the complaint;
6. A clear and concise statement of the complainant’s explanation of how his or her report of possible misconduct is related to the adverse employment actions; and

7. A clear and concise statement of the remedy sought by the complainant.

3. Within sixty (60) calendar days of receipt of complaint, the President or his/her designee (or the Chair of the Board of Trustees of Gustavus Adolphus College in the case involving the President) shall consider the written complaint, shall conduct or have conducted an investigation which, in his or her judgment, is consistent with the circumstances of the complaint and disclosure, and shall report to the complainant the conclusions of the investigation absent overriding legal or public interest reasons. The identity of the complainant and the subject of the complaint shall be kept confidential to the extent possible within the legitimate needs of law and the investigation.

4. The determination shall be in writing and shall include the findings of fact, the conclusions of the investigation, and if applicable, a specific and timely remedy consistent with the findings. The decision of the President or Chair of the Board of Trustees shall be final.

False Allegations of Wrongful Conduct

Any employee who knowingly makes false allegations of alleged wrongful conduct shall be subject to discipline, up to and including termination of employment, in accordance with College rules, policies and procedures.

Policy is Not a Contract

This policy is not a contract and it can be modified at any time, with or without notice. It does not provide greater or lesser rights than applicable law provides.

Board Approved: June 21, 2009

Drug and Alcohol Policy

Gustavus Adolphus College is concerned for the well-being of all members of its academic community and for the quality of their relationships. One area of that concern involves the use of alcohol and other drugs.

The College does not condone the use of alcohol when prohibited by law. On the contrary, it seeks to foster an atmosphere in which abstinence from alcohol is accepted, respected, and supported. The College also expects individuals and groups to make responsible choices with regard to alcohol use. Careful consideration must be given if alcoholic beverages are to be available at College-sponsored off-campus activities or events where underage individuals are present. While the alcohol and drug policy makes provisions for the consumption of alcohol in conjunction with some special events, participants should be able to participate in all activities planned. Activities with alcohol may segregate those not of legal age from those who are, and this could be counter-productive to the development of community.

The College takes the position that chemical abuse is neither socially nor morally acceptable. It also recognizes the reality of chemical dependency and is aware of its presence in the academic community.
We are obliged to help those who could be harmed or inconvenienced as a result of the irresponsible behavior of others. As a part of encouraging responsible lifestyles, Gustavus will strive to provide education about alcohol and other drug use, to encourage responsible choices, and to intervene in situations where it has knowledge of individual misuse and abuse of chemicals.

The College will encourage and provide reasonable help for members of the community who seek treatment for chemical dependency.

The College expresses the following objectives with regard to alcohol and other drugs:

1. To support and encourage those who choose to abstain from the use of alcohol and other drugs.
2. To undertake to educate members of the College community regarding the effects of use, misuse, and abuse of alcohol and other drugs.
3. To formulate and maintain guidelines for appropriate response to the misuse and abuse of alcohol and other drugs.
4. To expect individuals who use alcohol to act responsibly and respect the rights, needs, and lifestyles of other members of the community.
5. To sensitize Collegiate Fellows, Head Residents, Peer Assistants, faculty, staff, and students to the implications of chemical use, and especially to the needs of those who misuse or abuse alcohol.
6. To provide direct assistance and/or referral for those with substance-abuse problems.

Each member of the community is encouraged to support the objectives of this policy. The Dean of Students shall have the primary responsibility for monitoring it for the student body, with primary enforcement provided by Safety and Security and the Residential Life staff. The Dean of Students shall continue to study, develop, and evaluate the program of education for the campus community dealing with the implications of alcohol and drug use. This policy shall be subject to periodic review by the Board of Trustees working together with students, faculty, and administrators for this purpose. Refer also to the Residential Life Policy section on “Alcohol and Other Drugs” for further information on the application of this policy for residence hall living.

Statement of Rules

Any violation of the following rules shall be considered an offense subject to disciplinary action by appropriate authorities. The College reserves the right to request assistance from law enforcement officials where State or local laws are being violated.

1. Minnesota law and college policy prohibit the possession or consumption of alcoholic beverages by persons under the age of 21. Providing alcohol to a minor, or assisting a minor in any way in obtaining alcohol, is specifically included as inappropriate behavior and is also a violation of State law.
2. Possession, use, sale or solicitation of illegal substances is prohibited.
3. State and local laws prohibit the purchase and resale of alcoholic beverages without a license. College policy prohibits the sale of alcoholic beverages on campus.
4. Promotion on campus (including, but not limited to circulars, posters, campus publications) of consumption of large amounts of alcohol, or of events where drinking is the primary focus, is prohibited.

5. Consuming or possessing alcohol in an open container in any public campus location is not permitted. The Gustavus Alcohol and Drug Policy allows the serving of alcoholic beverages on campus only under the following conditions:

   a. Designated areas shall be determined and reviewed by the appropriate Vice President or Dean, subject to approval by the President.

   b. The sponsor(s) must sign a request form detailing their event and indicating that they have received the statement: “Responsibilities of a Sponsor of a Social Event at which Alcoholic Beverages are Served.”

   c. The request for use of a designated area must be submitted to the appropriate Vice President or Dean at least seven (7) days prior to the event.

   d. The event must be confined to the designated area.

   e. The event must be confined to the times listed on the application, and the type and amount of alcoholic beverage limited to what is specified beforehand. Non-alcoholic beverages must be continuously available in a similar manner as the specified alcoholic beverage for underage guests and those wishing to abstain.

   f. Serving of alcoholic beverages must be in conjunction with a reasonable amount of food.

   g. Those sponsoring the event are responsible for insuring that only those of legal age consume alcohol, and that consumption takes place in the designated area only.

   h. The sponsors will be responsible for returning the area to its prior condition.

For application forms or more information about the designated area policy, contact the Dean of Students Office.

Alcohol Policy revised and approved by the Board of Trustees, June 28, 1985; revised July 2, 1986, and July 21, 1987, to comply with changes in State law; revised and approved by the Board of Trustees, June 27, 1994.

**Drug-Free Workplace Policy**

In accordance with the “Drug-Free Workplace Act of 1988” (Public Law No. 100-690, 5151-5160), effective March 18, 1989, Gustavus Adolphus College is hereby notifying its employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited at Gustavus Adolphus College and in the course of any activities performed in conjunction with the employee’s work-related responsibilities. Although the “Drug-Free Workplace Act” requires that only those employees “Directly engaged in the performance of work pursuant to the provisions of the federal
grant or contract” abide by this policy, Gustavus Adolphus College has elected to include all employees under this policy.

(Controlled substances are defined in schedules I through V. of section 202 of the Controlled Substances Act (21 U.S.C. 812) and are further defined by the regulation at 21 DFR1300.11 through 1300.15). It is important to note that not only is the use of illegal drugs unlawful, but also the illegal dispensing of legal (prescription) drugs. Alcohol and tobacco are not included in this law.

As a condition of employment at Gustavus Adolphus College, all employees will abide by the terms of the College’s “Drug-Free Workplace Policy” and will notify the College of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction. Employees found in violation of the prohibitions set forth in the policy will be subject to disciplinary actions which may include suspension or dismissal.

Employees who are convicted of a violation in the workplace or while engaged in work-related responsibilities may be required to participate in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency. Appropriate personnel action shall be taken against such convicted employee up to and including termination of employment within 30 days of receiving notice of conviction.

Employees are also urged to attend one of the drug-free awareness programs which will be available at different times throughout the year. Other parts of the drug-free program may include drug counseling and employee assistance programs.


The Family Educational Rights and Privacy Act

Gustavus Adolphus College accords its students all rights under The Family Educational Rights and Privacy Act (FERPA) of 1974, and will annually notify students and their parents of their rights pursuant to FERPA through notifications in the College Catalog, Gustavus Guide, and Information Please. The College will not disclose information from students’ education records without the written consent of students except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons.

At Gustavus only those persons acting in the students’ educational interest are allowed access to student education records. These include personnel in the offices of the Dean of Students, Dean of the Faculty, Registrar, Admissions, Academic Advising, Student Financial Assistance, Career Services, and to faculty members within the limitations of their need to know.

At its discretion, the institution may provide directory information in accordance with the provisions of the Act to include: student name, address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational institution
attended, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

Students may withhold directory information by filing the appropriate form with the Registrar within two weeks after the first day of classes for the fall semester. Request for nondisclosure will be honored by the institution for only one academic year; therefore, authorization to withhold directory information must be filed annually.

Students may inspect their education records, challenge any contents, have hearing if the outcome of the challenge is unsatisfactory, and submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panel are unsatisfactory.

Student education records at Gustavus are maintained in the offices of the Dean of Students, Registrar, Student Financial Assistance, and Career Services.

Students wishing to examine their education records must make written requests to the appropriate office listing the item or items of interest. Only records covered by the Act will be made available, within thirty days of the requests. Students may have copies made of their records, except for an academic record for which a financial "hold" exists, or a transcript of an original or source document. Copies will be made at the student’s expense at prevailing rates.

Education records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute, records of the security department, student health records, employment records, or alumni records. Health records, however, may be reviewed by physicians of the students’ choosing.

Students may not inspect the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment, job placement, or honors to which they have waived their rights of inspection; or education records containing information about more than one student, in which case the College will permit access only to that part of the record which pertains to the inquiring student.

The College is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975.

Students who believe that their education records contain information that is inaccurate or misleading may discuss the matter with the chief administrator of the office involved. If that person is in agreement with the students’ requests, the appropriate records will be amended. If not, the students will be notified within a reasonable period of time that the records will not be amended and be informed of their rights to a formal hearing.

Requests for a formal hearing must be made in writing to the Dean of Students who, within a reasonable period, will inform students of the date, place, and the time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearing by one or more persons of their choice, including attorneys, at the students’ expense. The hearing panel will be comprised of the students’ faculty adviser, a representative of the Dean of Students, and the Dean of the Faculty/Vice President of Academic Affairs.

Decisions of the hearing panel will be based solely on the evidence presented at the hearing, will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be
delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panels, if the decisions are in favor of the students. If the decisions are unsatisfactory to the students, the students may place with the education records statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with decisions of the hearing panels. The statements will be released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were not in keeping with the provisions of the Act may request, in writing, assistance from the President of the College. Further, students who believe that their rights have been abridged, may file complaints with The Family Educational Rights Privacy Act Office (FERPA), Department of Health, Education, and Welfare, Washington, D.C. 20201, concerning the alleged failures of Gustavus to comply with the Act.

Approved by the Gustavus Adolphus College Board of Trustees: June 28, 1993.

The Family and Medical Leave Act

Under the provisions of the Family and Medical Leave Act (FMLA) the College provides eligible employees with up to twelve weeks of unpaid leave in a twelve-month period for the purpose of birth, adoption, or foster care placement; medical care of a child, spouse, or parent, or when the employee has a serious health problem.

For purposes of calculating FMLA leave, the College uses a rolling twelve-month period looking backward. For example, if an employee used four weeks of FMLA leave beginning February 1, four weeks beginning June 1, and four weeks beginning December 1, the employee would not be entitled to any additional FMLA leave until the following February 1, at which time the employee would be entitled to four weeks of FMLA leave. On the subsequent June 1, the employee would be entitled to another four weeks of FMLA leave, and so on.

To be eligible for a FMLA leave, an employee must have been employed for a total of twelve months and must have worked at least 1250 hours during the twelve-month period preceding the commencement of the leave. Employees exempt from overtime requirements of the Fair Labor Standards Act are presumed to have worked the required hours unless the College clearly demonstrates that the employee did not work the required amount during the preceding twelve months.

The College will require a medical certification to support requests for a medical leave. For an employee’s own medical leave, the certification must include a statement that the employee is unable to perform the functions of his or her position. In cases of illness, the employee may be required to report periodically on his or her leave status and intention to return to work, and may require periodic recertification of the medical condition. An employee taking leave due to the employee’s serious health condition is required to obtain certification that the employee is able to resume work prior to the return from the medical leave. For leave to care for the medical needs of a child, spouse, or parent, the certification must include an estimate of the amount of time the employee is needed to provide care.

If leave is requested on an intermittent basis, the College may require the employee to transfer temporarily to an alternative position which better accommodates recurring periods of absence or a part-time schedule, provided that the position has equivalent pay and benefits.
Employees who have vacation, sick leave, or paid parental leave available may be required to use their paid leave during a FMLA leave.

Any employee who is granted a FMLA leave is advised to provide for the retention of his or her group insurance coverage by arranging to pay the premium contributions during the period of unpaid absence. In the event that an employee elects not to return to work upon completion of an approved unpaid leave of absence, the College may recover from the employee the cost of any payments made to maintain the employee’s coverage, unless the failure to return to work was for reasons beyond the employee’s control. Vacation and sick leave accruals will be calculated as of the last paid work day prior to the start of the unpaid leave of absence.

A request for Family and Medical Leave of Absence should be originated and signed by the employee, submitted to the immediate supervisor, and forwarded through the appropriate Vice President or Dean to the Human Resources department. If possible, the form should be submitted thirty days in advance of the effective date of the leave. All agreements on the leave, including extensions, should be in writing. Upon return to work at the end of the leave, the employee will be reinstated to the same or a comparable position without loss of status, pay, or accrued benefits.

Approved by the Gustavus Adolphus College Board of Trustees: October 17, 1994.

Identity Theft Prevention Program

Program Adoption

Gustavus Adolphus College (the “College”) developed this Identity Theft Prevention Program (the “Program”) pursuant to the Federal Trade Commission’s Red Flags Rule (the “Rule”), which implements Section 114 of the Fair and Accurate Credit Transactions Act of 2003. This program was developed with oversight and approval of the Finance Committee of the Board of Trustees. In addition, the Board of Trustees determined that the Program was appropriate for the College, and approved this Program on April 24, 2009.

Purpose

The purpose of this policy is to establish a Program designed to detect, prevent and mitigate identity theft in connection with the opening of a covered account (defined below) or an existing covered account and to provide for continued administration of the Program. The Program shall include reasonable policies and procedures to:

1. Identify relevant red flags (defined below) for covered accounts it offers or maintains and incorporate those red flags into the program;
2. Detect red flags that have been incorporated into the Program;
3. Respond appropriately to any red flags that are detected to prevent and mitigate identity theft; and
4. Ensure the Program is updated periodically to reflect changes in risks to students and to the safety and soundness of the creditor from identity theft.
The Program shall, as appropriate, incorporate existing policies and procedures that control reasonably foreseeable risks.

Definitions

Identity theft means fraud committed or attempted using the identifying information of another person without authority.

A covered account means:

1. An account that a creditor offers or maintains, primarily used for personal, family, or household purposes that involves or is designed to permit multiple payments or transactions.

2. A red flag means a pattern, practice or specific activity that indicates the possible existence of identity theft.

Covered Accounts

A covered account includes all student accounts or loans that are administered by the College or administered by a service provider.

Identification of Relevant Red Flags

The Program considers the following risk factors in identifying relevant red flags for covered accounts:

1. The types of covered accounts as noted above;

2. The methods provided to open covered accounts—acceptance to the College and enrollment in classes require some or all of the following information:
   a. Common application with personally identifying information
   b. High School Transcript
   c. Official ACT or SAT scores (required or optional)
   d. Two letters of recommendation
   e. Medical and insurance information

3. The methods provided to access covered accounts:
   a. Disbursement obtained in person requires picture identification
   b. Disbursement obtained by mail can only be mailed to an address on file

4. The College’s previous history of identity theft.

The Program identifies the following red flags:

1. Documents provided for identification appear to have been altered or forged;

2. The photograph or physical description on the identification is not consistent with the appearance of the student presenting the identification;
3. A request made from a non-College issued E-mail account;

4. A request to mail something to an address not listed on file; and

5. Notice from customers, victims of identity theft, law enforcement authorities, or other persons regarding possible identity theft in connection with covered accounts.

**Detecting Red Flags**

In order to detect red flags in connection with the opening of covered accounts and existing covered accounts, it is the policy of the College to:

1. Obtain identifying information about, and verify the identity of, a person opening a covered account, and

2. Authenticate covered account holders, monitor transactions, and verify the validity of change of address requests, in the case of existing covered accounts.

**Responding to Detected Red Flags**

The Program shall provide for appropriate responses to detected red flags to prevent and mitigate identity theft. The appropriate responses to the relevant red flags may include the following:

1. Deny access to the covered account until other information is available to eliminate the red flag;

2. Contact the student;

3. Change any passwords, security codes or other security devices that permit access to covered accounts;

4. Notify law enforcement; or

5. Determine no response is warranted under the particular circumstances.

**Oversight of the Program**

Responsibility for developing, implementing and updating this Program lies with the Vice President for Finance and Treasurer (the “Program Administrator”). The Program Administrator will be responsible for Program administration, for ensuring appropriate program-related training of College staff, and for reviewing any reports regarding the detection of Red Flags and the steps for preventing and mitigating Identity Theft, determining which steps of prevention and mitigation should be taken in particular circumstances and considering periodic changes to the Program.

**Updating the Program**

This Program will be periodically reviewed and updated to reflect changes in risks to students and the security of the College from identity theft. At least once per year in April, the Program Administrator will consider the College’s experiences with identity theft, changes in identity theft methods, changes in identity theft detection and prevention methods, changes in types of accounts the College maintains and changes in the College’s business arrangements with other entities. After considering these factors, the Program Administrator will determine whether changes to the Program, including the listing of Red flags, are warranted. If warranted, the Program Administrator will update the Program.
Staff Training

College staff responsible for implementing the Program shall be trained by the Program Administrator in the detection of Red Flags, and the responsible steps to be taken when a Red Flag is detected.

Oversight of Service Provider Arrangements

The College shall take steps to ensure that the activity of service providers is conducted in accordance with reasonable policies and procedures designed to detect, prevent and mitigate the risk of identity theft whenever the College engages a service provider to perform an activity in connection with one or more covered accounts.

Currently, the College uses Tuition Management Systems (a member of KeyBank National Association) to administer a tuition payment plan, and University Accounting Service LLC to administer the Perkins Loan program.

Board Approved: April 24, 2009

Nondiscrimination Policy

Within the limits of its facilities, the College shall be open to all applicants who are qualified according to its admission requirements.

1. The College shall make clear to all applicants the characteristics and expectations of students that it considers relevant to its program.

2. Under no circumstances may an applicant be denied admission or financial aid because of race, color, creed, religion, age, sex, sexual orientation, national origin, marital status, disability, veteran status, status with regard to public assistance or other categories protected by federal, state or local anti-discrimination laws.

3. Financial aid administered by the College shall be disbursed on the basis of financial need and academic promise and/or academic ability.

Board Approved: June 21, 2009

Parental Leave

Gustavus Adolphus College is committed to supporting faculty and staff in managing their professional and parental responsibilities. A primary goal of the parental leave policy is to allow both the faculty or staff member and the College the opportunity to maintain the integrity of the classroom and supporting services while avoiding an undue burden on either the individual or the department. All provisions and applications of this policy are meant to be consistent with federal and state law and the Family and Medical Leave Act (FMLA).
Eligibility

New parents who are full-time faculty and staff, part-time faculty employed for at least a year, or part-time employees who have worked an average of 20 hours or more per week during the 12 months preceding the commencement of a parental leave, are eligible for six weeks of paid parental leave for maternity, paternity, or adoption if the leave occurs during the employee’s work year. If a female faculty or staff member needs a leave longer than six weeks due to medical complications of pregnancy and/or childbirth, she has the right to additional paid leave on the same basis as others with temporary health-related disabilities.

Terms and Conditions

Under the provisions of the Family and Medical Leave Act (FMLA), the College provides eligible employees with up to twelve weeks of unpaid leave in a twelve-month period for the purpose of birth, adoption, or foster care placement; medical care of a child, spouse, or parent, or when the employee has a serious health problem. Parental Leave will run concurrently with leaves available under the FMLA and Minnesota Parental Leave Law. An employee who has used FMLA leave for purposes other than birth or adoption may be eligible for up to six weeks of unpaid leave.

Parental leave shall count as time in service toward salary determination and eligibility for sabbatical leave. Parental leaves shall also be counted as part of the probationary period prior to a tenure decision unless the individual and the Academic Dean agree in writing to an exception to this rule at the time the leave is granted.

The College’s contribution for health, disability and life insurance premiums shall be paid in full during paid parental leaves. Retirement benefits will be proportionate to salary or wages earned.

Application Process

A request for Parental Leave of Absence should be originated and signed by the employee as soon as the need for a leave is identified, submitted to the immediate supervisor, and forwarded through the appropriate Vice President or Dean to the Human Resources Department. All agreements on the leave, including extensions, should be in writing. Upon return to work at the end of the leave, the employee will be reinstated to the same or a comparable position without loss of status, pay, or accrued benefits.

Originally approved by the Gustavus Adolphus College Board of Trustees: October 17, 1994, clarified and reinterpreted in 2006 by the Department of Human Resources.

Post-Employment Medical Benefits Plan

Article I. Establishment and Purpose of Plan

Section 1.1 Establishment. Gustavus Adolphus College (hereinafter the “College”), established, effective as of June 1, 1990, a plan of medical benefits for the benefit of eligible long-term employees of the College, known as the GUSTAVUS ADOLPHUS COLLEGE POST-EMPLOYMENT MEDICAL BENEFITS PLAN (the “Plan”). The Plan is hereby restated effective January 1, 2010. The Plan is
administered by the Benefits Committee of the College as required for a plan to have the status of “church plan” under the Internal Revenue Code.

Section 1.2 Purpose. The purpose of the Plan is to provide eligible long-term employees with a plan of medical benefits following employment.

Article II. Definitions

Section 2.1 Definitions. Whenever used in the Plan, the following words and phrases shall have the meanings set forth below unless the context plainly requires a different meaning, and when the defined meaning is intended, the term is capitalized:

“College” means Gustavus Adolphus College, a Minnesota nonprofit corporation, located in Saint Peter, Minnesota.

“Effective Date” means the date on which the Plan became effective, i.e. June 1, 1990. The Effective Date of this restatement of the Plan is January 1, 2010.

“Eligibility Date” means the date an Eligible Employee terminates employment from the College or if earlier, the date the Eligible Employee no longer works in service described in the definition of “Eligible Employee.”

“Eligible Employee” means an employee of the College who is a full-time member of the faculty, a faculty member serving with a joint appointment, a librarian working three-fourths or more of a full-time assignment, an administrator working three-fourths or more of a full-time assignment, or a member of the noncontract working staff working thirty or more hours per week for nine or more months, provided, however, that the term Eligible Employee shall not include (i) student employees; (ii) temporary employees; (iii) part-time employees including limited part-time faculty members; or (iv) any person employed by the College who is a part of a unit of employees covered by a collective bargaining agreement, unless such collective bargaining agreement expressly provides for the inclusion of such person. In the case of spouses employed by the College under a joint faculty appointment, such spouses jointly shall be entitled to the benefits of one (1) Eligible Employee under this Plan.

“Plan” means the “Gustavus Adolphus College Post-Employment Medical Benefits Plan” as set forth herein and as may be amended or restated from time to time.

Section 2.2 Gender and Number. Except as otherwise indicated by context, masculine terminology used herein also includes the feminine and neuter, and terms used in the singular may also include the plural.

Article III. Plan Benefit

Section 3.1 Plan Benefit. Each participant (and eligible spouse, if any) shall be entitled to medical coverage under a group medical arrangement of the College. The Plan may be fully insured or self-funded or fully insured in part and self funded in part. It is intended that the Plan benefits be of the type commonly referred to as a comprehensive major medical plan, which can include a Medicare supplement arrangement that coordinates with Medicare, but the College reserves the right to change the plan benefits in accordance with Article VI of this document. The documents describing the medical benefits are incorporated by reference into this Plan.

Article IV. Participation
Section 4.1 Participation Requirements. An Eligible Employee must meet the following participation requirements in order to participate in the Plan:

a. The Eligible Employee must be covered by the College’s medical plan as of the Eligibility Date;

b. The Eligible Employee must complete an application for Plan benefits;

c. The Eligible Employee must be at least 60 years of age as of the Eligibility Date (65 years of age for Eligible Employees whose Eligibility Date occurred before June 1, 1996);

d. The Eligible Employee must have accumulated at least 20 years of satisfactory service to the College as an Eligible Employee as of the Eligibility Date (25 years of satisfactory service to the College as an Eligible Employee for Eligible Employees whose Eligibility Date occurred before June 1, 1996);

e. An Eligible Employee who has attained age 65 must provide evidence of acceptance that Plan benefits will be coordinated with Medicare, whereby Medicare is the primary coverage, and must agree to apply for Part B Medicare benefits when eligible for such benefits.

f. An Eligible Employee who has not attained age 65 must agree to provide evidence of acceptance as set forth in the previous subsection at such time as the Eligible Employee attains age 65, and must agree to apply for Part B Medicare benefits when eligible for such benefits.

g. An eligible spouse who has attained age 65 must provide evidence of acceptance that Plan benefits for the spouse will be coordinated with Medicare, whereby Medicare is the primary coverage, and must agree to apply for Part B Medicare benefits when eligible for such benefits.

h. An eligible spouse who has not attained age 65 must agree to provide evidence of acceptance as set forth in the previous subsection at such time as the eligible spouse attains age 65, and must agree to apply for Part B Medicare benefits when eligible for such benefits.

i. The Eligible Employee must agree that spousal coverage will be limited to the spouse of the Eligible Employee at the time the Eligible Employee first becomes a Participant in the Plan.

j. The Eligible Employee and any eligible spouse must agree to pay any portion of the premiums for the coverage required to be paid by the Eligible Employee and eligible spouse through an automatic payment directly to the College from a checking, savings or other financial institution account.

Section 4.2 Commencement of Participation. Eligible Employees who meet the Participation Requirements may enter on the entry date after first becoming eligible. Entry dates shall be the first day of each month, and such other dates that the College may establish.

Section 4.3 Delayed Participation. Each Eligible Employee shall have the option of delaying participation in the Plan by electing to continue their current plan of medical benefits to the extent permitted by the College under the College’s medical plan. Plan entry following such continuation coverage shall be subject to the same rules of eligibility that would have applied if the employee had not elected continuation coverage.

Section 4.4 Termination of Participation
a. A Participant shall terminate participation in the Plan on the first to occur of the following events:

i. The Participant’s death;

ii. The Participant’s failure timely to pay the Participant’s portion of contributions required under the Plan, including a failure to establish or maintain automatic payment of premiums as required under Section 4.1.j;

iii. The Participant’s failure to provide satisfactory evidence of Medicare Parts A and B coverage at age 65;

iv. The effective date of an Amendment to the Plan that eliminates coverage for the Participant;

v. The effective date of the termination of the Plan.

b. The spouse of a Participant shall terminate participation in the Plan on the first to occur of the following events:

i. The effective date of the Participant’s termination of participation in the Plan, except that termination of the spouse’s coverage shall not occur under this subsection if the Participant’s coverage terminated because of the Participant’s death;

ii. The spouse’s death;

iii. The spouse’s divorce or legal separation from the Participant;

iv. The spouse’s remarriage after the death of the Participant;

v. The spouse’s failure to pay the spouse’s portion of contributions required under the Plan, including a failure to establish or maintain automatic payment of premiums as required under Section 4.1.j;

vi. The spouse’s failure to provide satisfactory evidence of Medicare Parts A and B coverage at age 65;

vii. The effective date of an Amendment to the Plan that eliminates coverage for the spouse;

viii. The effective date of the termination of the Plan.

Article V. Contributions

Section 5.1 College Contributions. The amount of the College contribution to the Plan shall be determined by the Benefits Committee of the College on an annual basis for the Plan year, and such determination shall be made prior to June 1 of each year.

Section 5.2 Employee Contributions. The amount and frequency of the contribution to the Plan shall be determined by the Benefits Committee of the College on an annual basis for the Plan year, and such determination shall be made prior to June 1 of each year.
Article VI. Amendment, Modification and Termination of the Plan

Section 6.1 Amendment, Modification and Termination of the Plan. The College expects to continue the Plan indefinitely; however, the College reserves the right to amend or terminate the Plan at any time and for any reason. If the Plan is amended or terminated, retired employees may not receive benefits as described in the Plan. It is possible that all benefit coverage under the Plan could terminate for any or all retirees. There is no vesting of benefits under the Plan. Unless and until changed by the College, the College delegates to the Finance Committee the authority to amend or terminate the Plan, concurrent with the authority of the College also to amend or terminate the Plan.

Article VII. Administrative Provisions

Section 7.1 Plan Administrator. The administration of the Plan shall be under the supervision of the Benefits Committee of the College. It shall be a principal duty of the Benefits Committee to see that the Plan is carried out, in accordance with its terms, for the benefit of persons entitled to participate in the Plan. The Benefits Committee will have full power to administer the Plan. For this purpose, the Benefits Committee’s powers will include, but will not be limited to, the following authority, in addition to all other powers provided by this Plan:

a. To make and enforce such rules and regulations as it deems necessary or proper for the efficient administration of the Plan, including the establishment of any claims procedures for the Plan;

b. To interpret the Plan, which interpretation will be final and conclusive on all persons claiming benefits under the Plan;

c. To decide all questions concerning the Plan and the eligibility of any person to participate in the Plan;

d. To compute the amount of benefits which will be payable to a Participant or other person in accordance with the provisions of the Plan and any benefits payable thereunder, and to determine the person or persons to whom benefits will be paid;

e. To authorize the payment of benefits;

f. To determine contribution levels for the College and Plan participants;

g. To appoint such agents, counsel, accountants, consultants, actuaries, and other persons as may be required to assist in administering the Plan; and

h. To allocate and delegate its responsibilities under the Plan and to designate other persons to carry out any of its responsibilities under the Plan.

Section 7.2 Examination of Records. The Benefits Committee will make available to each Participant such of its records under the Plan as pertain to the Participant, for examination at reasonable times during normal business hours.

Section 7.3 Reliance on Tables, etc. In administering the Plan, the Benefits Committee will be entitled to the extent permitted by law to rely conclusively on all tables, valuations, certificates, opinions and reports which are furnished by accountants, counsel or other experts employed or engaged by the Benefits Committee.
Section 7.4 Indemnification of Benefits Committee. The College agrees to indemnify and to defend to the fullest extent permitted by law any employee assisting or serving as a member of the Benefits Committee (including any employee or former employee who formerly assisted or served as a member of such Committee) against all liabilities, damages, costs and expenses (including attorney’s fees and amounts paid in settlement of any claims approved by the College) occasioned by any act or omission to act in connection with the Plan, if such act or omission is in good faith.

Section 7.5 Plan Year. The Plan Year shall be the period from June 1 to May 31 each year.

Article VIII. Claims and Review Procedure

Section 8.1 Applicability. Claims for medical benefits shall be determined under the certificate of coverage or other benefit document applicable to the participant’s claim. Other claims for benefits shall be determined under this claims procedure.

Section 8.2 Initial Claim for Benefit. If any person believes he or she is being denied any rights or benefits under the Plan, such person may file a claim in writing with the Benefits Committee. If any such claim is wholly or partially denied, the Benefits Committee will notify such person of its decision in writing. Such notification will be written in a manner calculated to be understood by such person and will contain (i) specific reasons for the denial, (ii) specific reference to pertinent Plan provisions, (iii) a description of any additional material or information necessary for such person to perfect such claim and an explanation of why such material or information is necessary and (iv) information as to the steps to be taken if the person wishes to submit a request for review. Such notification will be given within 90 days, after the claim is received by the Benefits Committee (or within 180 days, if special circumstances require an extension of time for processing the claim, and if written notice of such extension and circumstances is given to such person within the initial 90-day period).

Section 8.3 Appeal of Claim Denial. If the Benefits Committee determines that the participant is not eligible for benefits, or if the participant believes that the participant is entitled to greater or different benefits, the participant may have the claim reviewed by following the claims review procedure of this paragraph. A participant who wishes to have a claim reviewed must file a written petition for review with the Benefits Committee within 60 days after the participant has been given the notice of claim denial from the Benefits Committee. The petition shall state the specific reasons the participant believes that the participant is entitled to benefits or greater or different benefits and should include any information that the participant believes relevant to the petition. The Benefits Committee shall give notice to the participant of its decision in writing within 60 days after receipt of the petition for review, stating specifically the basis of the decision written in a manner calculated to be understood by the participant and the specific provisions of the plan on which the decision is based. If because of special circumstances, the 60-day period is not sufficient, the decision may be deferred for up to another 60-day period at the election of the Benefits Committee but notice of this deferral must be given to the participant.

Section 8.4 Claims Generally. The Benefits Committee has full discretion to determine benefit claims under the plan. Any interpretation, determination or other action of the Benefits Committee shall be subject to review only if it is arbitrary or capricious or otherwise an abuse of discretion. Any review of a final decision or action of the Benefits Committee shall be based only on such evidence presented to or considered by the Benefits Committee at the time it made the decision that is the subject of review. If a participant wishes to seek review of the Benefits Committee’s decision in court, the participant must first exhaust the administrative reviews and appeals procedures under the plan before bringing a lawsuit in state or federal court. Such a lawsuit must be brought before the earlier of 30 months after the claimant
knew or reasonably should have known of the principal facts on which the claim is based or six months after the claimant has exhausted the claims procedure under the plan.

Approved by the Board of Trustees on October 9, 2009

Retaliation Policy

Gustavus Adolphus College expressly prohibits retaliation against any individuals who make complaints (e.g. discrimination) against the College, their witnesses, supporters, and any advisors regardless of the outcome of the complaint. If a member of the campus community believes that he or she is experiencing retaliation, the individual may pursue a grievance through the Office of the Ombudsperson, Human Resources, Dean of Students, Academic Dean, or other appropriate senior supervisor, as appropriate.

Approved by the Administrative Council July 15, 1999

Record Retention and Destruction Policy

Gustavus Adolphus College (“the College”) takes seriously its obligations to preserve information relating to litigation, audits, and investigations. The information listed in the retention schedule below is intended as a guideline and may not contain all the records the College may be required to keep in the future. Questions regarding the retention of documents not listed in this chart should be directed to the President. From time to time, the President may issue a notice, known as a “legal hold,” suspending the destruction of records due to pending, threatened, or otherwise reasonably foreseeable litigation, audits, government investigations, or similar proceedings. No records specified in any legal hold may be destroyed, even if the scheduled destruction date has passed, until the legal hold is withdrawn in writing by the President.

<table>
<thead>
<tr>
<th>File Category</th>
<th>Item</th>
<th>Retention Period</th>
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<tbody>
<tr>
<td>Corporate Records</td>
<td>By-laws and Articles of Incorporation</td>
<td>Permanent</td>
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<tr>
<td></td>
<td>Corporate resolutions</td>
<td>Permanent</td>
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<tr>
<td></td>
<td>Board and committee meeting agendas and minutes</td>
<td>Permanent</td>
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<tr>
<td></td>
<td>All-College Policies</td>
<td>Permanent</td>
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<td></td>
<td>Conflict-of-interest disclosure forms</td>
<td>4 years</td>
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<tr>
<td>Finance and Administration</td>
<td>Financial statements (audited)</td>
<td>Permanent</td>
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<tr>
<td></td>
<td>Auditor management letters</td>
<td>7 years</td>
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<tr>
<td></td>
<td>Payroll records</td>
<td>7 years</td>
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<tr>
<td></td>
<td>Check register and checks</td>
<td>7 years</td>
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<tr>
<td>File Category</td>
<td>Item</td>
<td>Retention Period</td>
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<tr>
<td></td>
<td>Bank deposits and statements</td>
<td>7 years</td>
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<tr>
<td></td>
<td>Chart of accounts</td>
<td>7 years</td>
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<tr>
<td></td>
<td>General ledgers and journals (includes bank reconciliations)</td>
<td>7 years</td>
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<td></td>
<td>Investment performance reports</td>
<td>7 years</td>
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<tr>
<td></td>
<td>Equipment files and maintenance records</td>
<td>7 years after disposition</td>
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<tr>
<td></td>
<td>Contracts and agreements</td>
<td>7 years after all obligations end</td>
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<tr>
<td></td>
<td>Correspondence — general</td>
<td>3 years</td>
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<tr>
<td>Insurance Records</td>
<td>Policies — occurrence type</td>
<td>Permanent</td>
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<tr>
<td></td>
<td>Policies — claims-made type</td>
<td>Permanent</td>
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<tr>
<td></td>
<td>Accident reports</td>
<td>7 years</td>
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<td>Safety (OSHA) reports</td>
<td>7 years</td>
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<tr>
<td></td>
<td>Claims (after settlement)</td>
<td>7 years</td>
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<tr>
<td></td>
<td>Group disability records</td>
<td>7 years after end of benefits</td>
</tr>
<tr>
<td>Real Estate</td>
<td>Deeds</td>
<td>Permanent</td>
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<tr>
<td></td>
<td>Leases (expired)</td>
<td>7 years after all obligations end</td>
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<tr>
<td></td>
<td>Mortgages, security agreements</td>
<td>7 years after all obligations end</td>
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<tr>
<td>Tax</td>
<td>IRS exemption determination and related correspondence</td>
<td>Permanent</td>
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<tr>
<td></td>
<td>IRS Form 990s</td>
<td>Permanent</td>
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<td></td>
<td>Charitable Organizations Registration Statements (filed with Minnesota Attorney General)</td>
<td>Permanent</td>
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<tr>
<td>Human Resources</td>
<td>Employee personnel files</td>
<td>Permanent</td>
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<td></td>
<td>Retirement plan benefits (plan descriptions, plan documents)</td>
<td>Permanent</td>
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<td>Employee handbooks and faculty manuals</td>
<td>Permanent</td>
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<tr>
<td></td>
<td>Workers compensation claims (after settlement)</td>
<td>7 years</td>
</tr>
<tr>
<td></td>
<td>Employee orientation and training materials</td>
<td>7 years after use ends</td>
</tr>
<tr>
<td></td>
<td>Employment applications</td>
<td>3 years</td>
</tr>
<tr>
<td></td>
<td>IRS Form I-9 (store separate from personnel file)</td>
<td>Greater of 1 year after end of service, or three years</td>
</tr>
<tr>
<td></td>
<td>Withholding tax statements</td>
<td>7 years</td>
</tr>
</tbody>
</table>
**Electronic Documents and Records**

Electronic documents will be retained as if they were paper documents. Therefore, any electronic files that fall into one of the document types on the above schedule will be maintained for the appropriate amount of time. If a user has sufficient reason to keep an e-mail message, the message should be printed in hard copy and kept in the appropriate file or moved to an “archive” computer file folder. Backup and recovery methods will be tested on a regular basis.

**Emergency Planning**

The College’s records will be stored in a safe, secure, and accessible manner. Documents and financial files that are essential to keeping the College operating in an emergency will be duplicated or backed up.

**Document Destruction**

The President is responsible for the forgoing process of identifying College records, that have met the required retention period, and overseeing their destruction. Destruction of financial and personnel-related documents will be accomplished by shredding.

Document destruction will be suspended immediately, upon any indication of an official investigation or when a lawsuit is filed or appears imminent. Destruction will be reinstated upon conclusion of the investigation.

**Compliance**

Failure on the part of employees to follow this policy can result in civil and criminal sanctions against the College and its employees and disciplinary action against responsible individuals. The Vice President for Finance and the Audit Committee will periodically review these procedures with legal counsel or the College’s certified public accountant to ensure that they are in compliance with new or revised regulations.

Board Approved: June 21, 2009

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**Policy Against Sexual Assault**

**Sexual Assault**

Gustavus Adolphus College considers any form of sexual assault to be a very serious offense, which will not be tolerated in its community. The College will assist any student, faculty member, or staff member...
who is a victim of sexual assault and will discipline any person who violates its policy against sexual assault.

**What Is Sexual Assault?**

Sexual assault is any physical contact of a sexual nature that occurs by force or coercion or that is directed at a person who is physically helpless or mentally impaired or incapacitated. Mental incapacitation includes intoxication. Sexual assault is not limited to sexual intercourse.

The College also has a “Policy against Harassment,” which includes sexual harassment. All members of the Gustavus community should read and be familiar with the College’s “Policy against Harassment,” as well as the policy against sexual assault. If you are not sure whether you have been sexually harassed or sexually assaulted, or both, speak with one of the College staff members listed below or a harassment adviser or grievance officer.

**What to Do if You or Someone You Know Has Been Sexually Assaulted**

If you need immediate help, first, get to a safe place. This can be your room, a friend’s room or any comfortable place. Your immediate safety is the most important thing.

Gustavus has a trained Sexual Assault Response Team (SART), consisting of Gustavus staff, available to respond to students who have experienced sexual assault. They are available to provide support, information and assist with resource referrals. They will keep the circumstances of the assault as confidential as possible. A member of the team can be reached 24 hours a day by contacting Campus Safety at (507) 933-8888. Ask to speak with a Sexual Assault Response Team (SART) member and the officer will contact a member of the team. You do not share details with the officer, they will just ask how to contact you.

SART members also can be contacted during business hours:

- Patty Dawson, Team Leader, Health Service (507) 933-7165
- Andrea Junso, Student Activities (507) 933-7598
- Sara Sletten, Community Service (507) 933-6018
- Jason Stratman, Environmental Health (507) 933-7494

Off Campus Resources:

- Crime Victim Services 24 hour Safeline (800) 630-1425
- St. Peter Police Department (507) 931-1550
- Nicollet County Sheriff (507) 931-1570

What to do if you are sexually assaulted:

1. Always, as mentioned above, get to a safe place.

2. If you think you want evidence collected, do not bathe, shower, brush your teeth or go to the bathroom. This is important for preserving evidence.

3. If you want to have a pill to prevent pregnancy (Plan B is available in Health Service or at some pharmacies) you should take the medication within 72 hours.
4. If you are concerned or would like STI testing, staff in Health Service can assist with this or local clinics as well.

5. If you think you want to make an official report on campus or police report, assistance will be provided by a SART member or someone from Crime Victim Services.

6. GET SUPPORT. No matter what decisions you make you have done the best you can. You deserve to have all resources available.

Sexual Assault Victim’s Rights

As stated above, you have the right to file criminal charges with local law enforcement authorities and, upon request, are entitled to assistance from the College in notifying local law enforcement authorities.

You have the right to obtain assistance from the Crime Victims Reparations Board and the Office of Crime Victims Ombudsman:
1821 University Avenue North
N465 Griggs-Midway Building
St. Paul, MN 55104
Phone: 1-800-247-0390.

You have the right to file a complaint with the College and have your sexual assault complaint investigated by the College and the right to participate in any disciplinary proceedings regarding the sexual assault complaint. If you wish, you may have a support person (or an attorney, if you are represented by one) present with you at such proceedings.

The College will notify you as to the outcome of any disciplinary proceeding regarding your complaint subject to the limitations of state and federal laws relating to data privacy practices. The College will also promptly assist you, at the direction of law enforcement authorities, in obtaining, securing and maintaining evidence in connection with the sexual assault incident. The College will also assist you in preserving any materials relevant to a campus disciplinary proceeding.

The College will, in cooperation with law enforcement authorities, shield you from unwanted contact with the alleged assailant, including the transfer of the victim to alternative classes or alternative College-owned housing, if these options are available and feasible.

Confidentiality

The College will respect the confidentiality of the sexual assault victim and the alleged offender(s) as much as possible, consistent with the College’s legal obligations.

Ongoing Support

Because of the traumatic nature of sexual assault, victims are strongly encouraged to seek professional help. On campus, free and confidential counseling services are available at the Counseling Center in Johnson Student Union.

If you would like to receive more information about your options for pressing charges, for reporting an incident, for filing internal complaints, or for counseling, please contact the College staff members whose names and phone numbers are listed above.
There are also support resources outside the College community. The College Counseling Center maintains a list of local therapists, including licensed psychologists, social workers, and psychiatrists in private practice. While the cost of counseling outside the College is not covered for students by College insurance, many have insurance benefits through their parents that will cover all or part of the cost of such counseling.

Approved by the Gustavus Adolphus College Board of Trustees: October 26, 1992. Revised March 25, 1998

**Policy Against Harassment**

Gustavus Adolphus College aspires to be a community of persons from diverse backgrounds who respect and affirm the dignity of all people. As such, and consistent with our core values and civic responsibilities, respect for each individual is central to how we conduct our work and build relationships within our community. Therefore, harassment, discrimination, and behavior that fail to respect the dignity of another are not compatible with this shared vision of our identity and mission as a liberal arts, residential, Lutheran college.

The policy of Gustavus Adolphus College is that every employee has the right to work and every student has the right to study in an environment free from harassment. Harassment based on gender, race, religion, sexual orientation (in accordance with provision of the Minnesota Human Rights Act), natural origin, disability, age or any other protected class status, may violate state and federal law; it also subverts the educational mission and undermines the sense of community of Gustavus Adolphus College. The College will not tolerate harassment of any member of the College community. Any person who violates this policy will be subject to disciplinary action, up to and including termination/dismissal.

Harassment consists of unwelcome or offensive conduct, whether verbal, physical, or visual, that is based on a protected group status. The College will not tolerate harassing conduct that:

A. Affects tangible job or academic benefits;

B. Interferes unreasonably with an employee’s work performance or a student’s academic progress or success;

C. Creates an intimidating, hostile, or offensive environment.

Such harassment may include, for example:

A. Epithets, slurs or negative stereotypes;

B. Intimidating or hostile acts based upon protected classification;

C. Written or graphic material that denigrates or shows hostility or aversion to persons of a protected classification and that is posted or circulated on College property.
Any behavior of a sexual nature that is unwelcome, offensive, or fails to respect the rights and dignity of others may constitute sexual harassment. Unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on sex constitute sexual harassment when:

A. Submission to the conduct is an explicit (clear) or implicit (implied) term or condition of employment or academic progress;

B. Submission to or rejection of the conduct is used as the basis for an employment or academic decision and the conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or academic progress or creates an intimidating, hostile, or offensive working or academic environment.

Sexual harassment is conduct based on sex, whether directed towards a person of the opposite or same sex. The following are examples of sexual harassment. Please note that these are not the only examples.

A. Use of demeaning terms that draw attention to an individual’s sex or sexuality;

B. Use of words of a sexual nature describing body parts or sexual acts, telling suggestive jokes or stories, and conversations about sexual exploits or sexual desires;

C. Repeated unwelcome invitations to social engagements or work-or school-related activities;

D. Any indication that an employee’s job security, job assignment, conditions of employment, or opportunities for advancement or a student’s academic progress or success depend on the granting of sexual favors to any other employee, supervisor, or faculty member;

E. Offensive physical conduct or physical closeness;

F. Displaying sexually suggestive objects, pictures, cartoons, or representations of any action or subject which is sexual in nature and which can be perceived as offensive.

In light of the power differential inherent in the relationship between faculty and students and between a supervisor and subordinate and the potential for either intentional or unintentional misuse of that professional power differential, the College strongly discourages romantic and/or sexual relationships between faculty and students, between staff and students, or between supervisors and subordinates. It should be noted that in such cases “consent” may not constitute a defense.

Any member of the College community who believes that she or he has experienced or witnessed harassment or who has been accused of harassment is encouraged to contact a Harassment Advisor. To locate the names of Harassment Advisors interested parties may contact the Human Resources Department, the Office of the Provost, or the Office of the Dean of Students. Such Harassment Advisors are persons designated by the College who are trained to provide advice and personal support to any person who believes she or he may have either experienced or witnessed harassment or been accused of harassment. In all circumstances, the Advisor will explain the procedure for filing a complaint of harassment with a Harassment Grievance Officer. A Harassment Grievance Officer is designated by the College to conduct a fair and impartial investigation of the reported situation or incident and to either mediate an informal resolution satisfactory to all parties, or to present a recommendation for action to an appropriate College officer. A person who believes that she or he has experienced harassment may, at his or her choice, take the concern directly to a Harassment Grievance Officer.
Officers can be located by contacting the Human Resources Department, the Office of the Provost, or the Office of the Dean of Students.

When a concern arising under this policy relates to conduct by a Vice President or the President of the College, the complaining party should contact the Chair of the Board of Trustees. In the alternative, an individual may contact a Harassment Adviser, who will then contact the Board Chair. The Board Chair will convene the Board’s Executive Committee, which will take appropriate action to ensure that an impartial investigation is conducted. This may involve retaining a party from outside of the College to investigate the complaint. Upon completion of the investigation, the Executive Committee will determine whether further action, including disciplinary action, is warranted.

In certain circumstances the Harassment Advisor may seek to facilitate an informal resolution between the parties involved without moving the process to a Harassment Grievance Officer. This will only be done, however, if both parties to the complaint find this resolution acceptable. If an informal resolution is reached, the Harassment Advisor will file a summary report with the Harassment Grievance Officer to be kept on file. If this informal resolution cannot be reached, either the complainant or the Harassment Advisor will refer the case to the Harassment Grievance Officer.

If the Harassment Advisor has reason to believe that the complaining party may have been sexually assaulted, the complainant will be directed to the separate Gustavus Adolphus College Policy on Sexual Assault.

The person making the complaint will meet the Harassment Grievance Officer to provide a detailed description of the alleged harassment. The complainant may wish to be accompanied by a Harassment Advisor or another support person during these preliminary discussions with the Harassment Grievance Officer.

An individual who talks with a Harassment Grievance Officer, a Harassment Advisor, or any other agent of the College about harassment which he or she may have experienced or witnessed, must understand that under some circumstances the individual receiving the report may be required by state and federal law as well as by College policy, to pursue a complaint by the process described in this policy even if the person making the allegation does not wish to do so.

Upon receipt of a complaint, the Harassment Grievance Officer will provide the accused with written notification detailing the specific charges. The writing need not be created by the complaining party but may be created by the Harassment Grievance Officer after ascertaining the nature of the complaint. The accused has the right to respond in writing. The ability of the accused to respond in writing, however, does not relieve the accused of the responsibility to meet with the Harassment Grievance Officer and to provide oral information.

A. A function of the Harassment Grievance Officer is to receive and investigate harassment complaints.

B. The investigation may be terminated whenever a resolution is found that is acceptable both to the person bringing the complaint and to the person against whom the allegations were made.

C. Upon concluding the investigation, the Harassment Grievance Officer will keep on file a written report of the incident, including the written statement of charges (see above), the written response
of the accused, if any, and a summary of the investigation and the Harassment Grievance Officer’s conclusions.

D. The Harassment Grievance Officer will forward a report of the investigation and a recommendation for action to the appropriate College officer (usually the Provost or a Vice President) for implementation. The report of the Harassment Grievance Officer will include the written response (if any) of the accused to the written statement of charges.

The College officer receiving the Harassment Grievance Officer’s report (usually the Provost, the Dean of Students, or the supervising Vice President in the case of complaints involving administration and staff) will determine what disciplinary action, if any, is warranted.

A. If the Provost concludes that a minor or major sanction is warranted against a member of the faculty, appropriate sections of the /Faculty Manual/ will apply.

B. If the Dean of Students concludes that disciplinary action is warranted against a student, appeal will be available to the College Appeals Board. In the case of expulsion, a final appeal is available to the President.

C. If a supervising Vice President concludes that disciplinary action is warranted against a member of the staff or administration or any other person who is neither a student nor a faculty member, a recommendation will be made to the President.

If no action is warranted, the College officer will write a summary report for the Harassment Grievance Officer.

Every effort will be made to deal with harassment complaints in a sensitive, discreet and timely manner that respects the rights of both the complainant and the accused and that observes the legal and moral obligations of the institution.

At any time during the mediation or investigation of a harassment complaint, a complainant may request that the College provide relief from intimidating work, classroom, or living situations which relate specifically to the alleged harassment. The College reserves the right to determine what kind of relief is reasonable.

No person who makes a complaint or cooperates in the investigation shall be subject to any form of retaliation. It is a separate violation of this policy to retaliate against a person who files a complaint or cooperates in an investigation. Any person engaging in such reprisals will be subject to severe sanctions. Cooperating with an investigation, however, will not prevent discipline as appropriate for an individual who is found to have violated this policy.

(Revised May 2010)
**Smoking Policy**

All indoor areas on the Gustavus Adolphus College campus are designated as tobacco and smoke free.


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**Technology Acceptable Use Policy**


**Policy Statement**

Technology resources provided by Gustavus Adolphus College are privileges made available to students, faculty, staff, and approved guests of the College to facilitate and enhance their work, teaching, learning, and scholarly research. These resources include college-owned hardware, software, accompanying network resources, and technology support personnel. All constituents are expected to exercise responsibility, use technology resources ethically, respect the rights and privacy of others, and operate within the bounds of state and federal law, as well as the educational mission of the College.

**Intended Use of Technology**

The intended use of the College’s technology resources is to support teaching, learning, research, and campus services. Use of technology must be consistent with this purpose. Activities that are not in keeping with the intended use will not be tolerated, and may result in revocation of privileges. Such activities may include, but are not limited to:

- Activities that violate federal and state statutes or copyright laws
- Activities that interfere with or deny access to other users
- Activities that jeopardize the security or integrity of the system
- Activities that are harassing, fraudulent, or threatening
- Activities that significantly diminish or impede the educational use of these resources or flow of network traffic to other users, such as email spamming, file sharing or game playing
- Activities that alter the configuration of college owned equipment in campus labs and other public areas, including the installation of software
- Activities that are commercial in nature
- Activities that create a hostile or offensive work environment

**Copyright**

Copyright is a form of protection provided by the laws of the United States (title 17, U.S. Code) to the authors of original works of authorship including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. You should assume materials you find on the Internet are copyrighted unless a disclaimer or waiver is expressly stated. Some examples of copyright violations would include:

- Displaying pictures or graphics you have not created yourself
• offering sound recordings you have not produced yourself
• using programs to distribute copyrighted files
• placing any materials owned by others on your web page (or any other medium) without the expressed permission of the original owner

Fair Use

Educational institutions enjoy special exemptions from copyright protection called Fair Use, whereby reasonable portions of copyrighted material may be distributed by instructors to students in a class. For further information see the Library of Congress’s Copyright Office Circular 21: Reproduction of Copyrighted Works by Educators and Librarians at: http://www.copyright.gov/circs/circ21.pdf

Violations

The College strives to direct its efforts to the enhancement of technology resources and not the policing of the use of those resources. Engaging in any activity that violates the intended use of campus technology will result in the disabling of the offender’s technology privileges, and will be referred to the appropriate college judicial organization for review and any disciplinary recourse. Violations of state or federal law may be reported to the appropriate authorities.

Travel Policy

Approved by the President’s Council of Gustavus Adolphus College: 10/14/2008

Travel at College expense is allowed for persons who travel on College business as approved by the department chairperson, supervisor or budget officer. Anticipated expenses should be discussed with the chairperson, supervisor or budget officer prior to making arrangements. Expenses incurred outside the parameters of this policy may not be reimbursed.

This travel policy complies with Internal Revenue regulations and requirements of governmental funding agencies. Your help in assisting the College stay in compliance with these agencies, as well as reasonable expectations of our donors, is greatly appreciated.

Airline Travel Policy

1. Use your Gustavus purchase card to charge your flight. If you purchase your ticket on the internet, please make sure to print a copy of the confirmation to attach to your Wells Fargo statement.

2. Research different options to obtain a reasonably low-priced ticket.

3. If you commit to a ticket for which the price seems unusually high, you will be contacted by the Finance Office to discuss the circumstances of this request.

4. If you purchase tickets using a travel or airline agent, additional surcharges apply.

5. When a non-employee accompanies a College traveler, the airfare for the non-employee should not be charged to the College.
6. Employees are strongly encouraged to use travel agents when purchasing tickets for a group. They can provide valuable assistance with securing refunds, changing names on tickets and assisting with emergencies.

**Transportation by Private Plane**

Commercial aircraft carriers are to be used whenever possible. Transportation by private plane is not authorized. Either the College’s President or Vice President for Finance and Treasurer must give permission to charter an air flight. In the rare event that a chartered flight is authorized, the following measures and steps should be taken, in consultation with the Finance Office:

1. Only FAA Regulation Part 135 should be used
2. All chartered flights are with recognized, experienced fixed-base operators
3. All chartered flights are on multiple engine jet aircraft
4. The Finance Office will submit the certificate of insurance (from the charter carrier’s insurance company) to EIIA for review. Gustavus will be listed as “an additional insured” on the certificate of insurance
5. The seating capacity on the aircraft is within the College’s non-owned aircraft liability insurance requirement
6. The charter company will provide the College with a hold harmless and indemnification agreement.

**Allowable Travel Expenses**

Reasonable expenses incurred by the employee will be reimbursed and may include:

1. **Accommodations:** It is expected that whenever possible, employees will use moderately priced facilities. A detailed listing of these charges must be attached to your Wells Fargo statement. If the listing includes charges other than room and taxes, additional documentation must be attached. Reimbursement will not be given for the purchase of in-room movies or mini-bar purchases. If it is necessary to cancel a reservation, inform the hotel or travel agency immediately. Charges for unused reservations are the employee’s responsibility. Advise the hotel about early departures to avoid penalties.

2. **Ground Transportation:** Taxis, shuttles and public transportation are allowed between terminals, hotels, places of business, etc., whenever necessary.

3. **Registration Fees:** Registration fees should be processed before the conference begins. If registration is completed using the internet, a copy of the registration should be printed and attached to your Wells Fargo statement.

4. **Rental Vehicles:** Use of rental vehicles is restricted to situations where commercial transportation is not available or impractical, or when a rental car is more effective. The original receipt must be attached to your Wells Fargo statement. When an employee is on College-sanctioned business in the U.S., the driver should “decline” the optional insurance coverage. However, when a vehicle is rented in connection with international travel, the optional travel
insurance should be purchased. Collision damage waiver and liability insurance supplement are provided through the College’s auto physical damage and auto liability insurance policies.

5. **Use of College Vehicle**: College vehicles are available for approved travel by contacting the switchboard. If you are reserving a van, additional guidelines apply. Please contact Safety and Security for specific procedures.

6. **Use of Private Vehicle for Transportation**: Mileage will be reimbursed based on miles used for business use, not personal travel using the current standard IRS rate. Expenses for gasoline, repairs, etc. are included in the mileage allowance. Commuting to and from work is not reimbursable mileage. Under the provisions of Minnesota no-fault insurance laws, the owner of a vehicle and the owner’s insurance company are primarily responsible in the event of an accident.

7. **Meals**: The College will reimburse for meals, when appropriate. All charges made on your credit card should include a detail of the purchase. In addition to itemized receipts, the business purpose of the entertainment and names of the individuals being entertained must be provided. Good stewardship is expected. Generally, the College considers the maximum meal and incidental allowances established by the IRS to be reasonable. At certain destinations, the College realizes the IRS rate is unreasonable. For additional guidance and clarification on daily thresholds for meals and incidentals at specific locations, please consult the IRS website at [www.irs.gov](http://www.irs.gov), Publication Number 1542. If you exceed the IRS daily maximum for meals and incidentals, an explanation should be attached to your expense report. When meals are included in the cost of the conference, meals taken elsewhere are not considered valid travel expenses.

8. **Tips**: Tips should not exceed 15% of the cost of service, unless automatically charged.

9. **Laundry and Dry Cleaning**: Laundry and dry cleaning is only allowed on extended trips when it is not practical to bring enough clothing for the whole trip.

10. **Telephone**: Telephone calls for business purposes are allowed. Personal phone calls are only allowed on extended trips, but only at the rate of one personal call per three days of travel.

**Unallowable Travel Expenses**

Unallowable expenses may include:

1. When a non-employee accompanies the traveler and is not traveling on College business, expenses should not be charged to the College. In the case of airfare, payment arrangements should be made directly by the employee.

2. Personal charges such as valet service, entertainment not considered College-related, trip insurance, in-room movies, gifts, souvenirs and personal purchases.

3. Airline club memberships.

4. Auto club memberships.

5. Theft or loss of personal belongings or money.

6. Gifts to individuals in lieu of payments for lodging unless prior approval by a vice president has been obtained.
7. Non-business meals and/or transportation.

8. Undocumented expenses.

**General**

1. Your Gustavus purchase card should be used for all your travel-related expenses, if possible. To obtain a card, contact the Finance office.

2. All expenses must be summarized in an orderly fashion. Please note any expenses not supported by a receipt.

3. All expenses must be supported by an original receipt. Per federal regulations, we are required to maintain records for a period of seven years so if you need a copy of a receipt, we can provide it for you.

**Weapons**

The personal possession of firearms in all campus buildings and on all campus property is strictly prohibited. This prohibition applies to all students, employees, independent contractors, and visitors, including those who have a valid permit to carry a concealed weapon. Individuals who possess a valid permit to carry a firearm may however, keep it locked in the trunk or glove compartment their vehicle in a campus parking lot. This prohibition does not apply to authorized security or law enforcement personnel. Individuals wishing to store firearms and ammunition at Gustavus can do so by bringing them to the Office of Safety and Security, Room 35A, Norelius Hall basement.

Except under circumstances noted above, students and employees are prohibited from using, storing or possessing weapons, fireworks or explosives on property owned or controlled by the College and/or in the course of any College program or employment. Weapons may include, but are not limited to: firearms, pellet guns, air rifles or BB guns, paintball guns, bows and arrows, sling shots, water balloon launchers, martial arts equipment, swords, switchblade and large knives, and clubs.

If you are aware that an individual possesses a firearm, or other weapon or explosives in violation of this policy, please contact Safety and Security (933-8888) immediately.

Approved by the Gustavus Adolphus College Board of Trustees.

Last modified: June 25, 2009
General Information (White Pages)

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- Professional Development
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- Insurance
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**Part Six**

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- Academic Seniority
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- Churches (Saint Peter)
- Department Chair Terms
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**Miscellaneous**

- Miscellaneous Answers
- Campus Groups
- MAYDAY!
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- Community Audit Program
- Indemnification
1.1 Faculty Support Services

1.1.1 Academic Advising

( JULIE JOHNSON, Director of Academic Advising)

Our faculty-based advising system with the support of the Advising Center recognizes foremost that students bring unique profiles to the college environment and that advising goes beyond simply prescribing courses. It is our goal to help students assess their own skills, limitations, and academic identity within a community of scholars and direct them toward choosing courses, initiating meaningful curricular and co-curricular activities, finding a major, and developing academic skills that will lead to fulfilling work and life experiences after graduation.

Basic expectations of advisors include being accessible, helping students identify goals, knowing major and graduation requirements, approving course requests before registration, and knowing other college resources for referral. Gustavus acknowledges that the Advising Program is an integral part of our mentoring Community, at its best, conscious of the student's whole experience, learning in many ways inside and outside the classroom, inside and outside the country—and ready to help them make use of them as a guide to the future. (A more complete description of advisor/advisee responsibilities is found in the Faculty Advisors Handbook).

1. Advisors

All full-time, tenure track faculty who have completed one academic year in a tenure track position at Gustavus serve as academic advisors. However, there are situations where a new faculty member begins advising in his/her first year. It is also the case in particular situations where non-tenure track faculty serve as advisors. (One or two split faculty/administrative positions in the FTS program also serve as academic advisors.)

The Director of Academic Advising and the Assistant Director of Academic Advising also serve as academic advisors.

2. Program Direction and Coordination

The Director of Academic Advising under the Associate Provost for Academic Programs coordinates the advising program, providing advisee information for advisors, preparation for summer and first-year student advising, advisor handbooks and academic alerts.

3. Advisor Assignments

Part-time Post Secondary Education Options students (who are approved to take courses at Gustavus while finishing their high school graduation requirements) underclass transfer students who have not declared a major, and new transfer, exchange or one-year international students are assigned to the
Director of Academic Advising. International Teaching Assistants are assigned to the faculty member of the department they are working for. Students enrolled in First-Term Seminars are assigned the professor of their seminar as their advisor. Curriculum II students are assigned a professor from one of their first Curriculum II courses. (Students who indicate an interest in a specific area or discipline are encouraged by their advisor to meet with the Chair of the department of their interest or with a professor they know from the department or with the pre-professional faculty contact. Undeclared majors are encouraged to use the Advising Center Career Center, and Center for Vocational Reflection.)

Students who are ready to declare a major arrange for advisors in the department of their major by first speaking with the Chair, departmental secretary or with a professor they know from the department. Means of assigning major advisors are determined by each department. The advisor and student must sign a Declaration of Major/Advisor form which can be found on WebAdvisor, Advising Center, and Registrar's Office and must return it to the Registrar's Office.

In addition to official advisors, students may be referred to pre-professional faculty contacts or to the Fellowships Coordinator.

4. Declaration of Major and Subsequent Change of Major/Advisor

All first-time college students at Gustavus Adolphus 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 Curriculum II. Subsequent enrollment in a major is accomplished by completing a Declaration of Major Advisor form, normally by the end of the sophomore year, in consultation with a major advisor.

New students may declare a major as early as the end of their first semester, but not before.

First semester juniors must declare a major before registering for spring courses.

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

Students may request a change of major/advisor, with the proper form, through the Advising Center, through the Registrar's Office or Web Advisor.

5. Advisor Load

Most faculty advisors (80%) have 1-30 advisees, with the exception of a very few departments where there is a heavy enrollment of majors, in which case advisors may carry a heavier load.

Advising Center staff generally have as many as 90 in the fall and 40 in the spring.

6. Advising Folders

The first faculty advisor students meet is during summer registration for new students. Those faculty are given the entire admission file at that registration to insure a good, first registration and beginning of college work. The file is used only during that meeting.

Faculty advisors for new students, either FTS or CII, and departmental advisors for transfer students have access on WebAdvisor to a degree audit, the current course registration, ACT scores, high school rank,
and name of high school and location. More information from the Registrar's Office is available upon request.

Advisors may document advice given for future plans. Personal information of a non-academic nature should not be kept. These paper or electronic folders should be regarded as confidential information.

7. When Advisors Leave the College

Undeclared students - Students are assigned to the Director of Academic Advising or Assistant Director of Academic Advising.

Majors - The Advising Center reassigns students to the chair of the department.

8. When Students Leave the College

When a student transfers or withdraws, the advisor should shred or delete their folder information. No longer will their information appear on the advisor's information on WebAdvisor.

If a student returns to the College, they have their original advisor or are reassigned to the Director of Academic Advising. Advisors have access to their academic information on WebAdvisor.

9. Advising Center

The Director of Academic Advising and the Assistant Director of Academic Advising support faculty in their roles as advisors and professors by providing administrative structure and offering academic support and planning to students. Cooperative sharing of information and student consultations between faculty and Advising Center staff are meant to help students in their process of intellectual development.

For more detailed information about the Advising Program, request a copy of the Faculty Advisors Handbook from the Advising Center.

Graduate Scholarships/Fellowships

Students are encouraged to consider applying for graduate scholarships and fellowships. To help students prepare their applications for specific awards, a number of faculty members have agreed to serve as special advisors. Students are encouraged to start planning ahead early in their college careers. A website entitled Graduate/Undergraduate National and International Scholarships and Awards is published by the Office of the Provost.

1.1.2 The Book Mark

(Karen Zins, Manager - 8/09)

The Book Mark is owned and operated by Gustavus Adolphus College. As an integral part of the college community, the mission of the Book Mark is to provide students, faculty and staff with texts, supplies and services required by the academic and administrative branches of the college, and to serve as a public focal point, enhancing and supporting the learning and social environment with a good selection of quality reading, imprinted and gift items.
The Book Mark strives to provide exemplary customer service, offer products at reasonable and competitive prices and operate profitably, using sound business practices. All profits above expenses and capital costs are presently returned to the general operating fund of the college.

To enable you to make full use of our facilities, we take this means of explaining our services and stating our policies. We are owned and operated by Gustavus with all its assets, obligations and policies under administrative control. Earnings are placed in the general fund of the College for operational expenses, with a portion used for student scholarships. We are members of the American Booksellers Association, the National Association of College Stores, and the Upper Midwest Booksellers Association.

The Book Mark is located in the lower level of the Jackson Campus Center. We are open from 8:30 a.m. to 5:00 p.m. Monday through Friday and 11:00 a.m. to 3:00 p.m. Saturday when classes are in session spring and fall semesters, with extended hours during special events. Summer hours are 9:00 a.m. to 4:00 p.m., Monday through Friday.

We consider books our most important business. In addition to required and recommended texts we have a general book department that includes several thousand paperbacks, cloth-bound titles and a broad selection of children's books. We solicit your interest in our general book department and welcome your recommendations for titles we should stock. We offer special order service for any book not in stock, and a rewards card that will earn a $10 gift card after $200 in purchases (excluding textbooks). Faculty and other school or religious customers can receive a 20% educational discount on most general books by asking at the register.

We do have a great selection of school, office, and computer supplies, plus gifts, stationery, notions, greeting cards, and College imprint items. Among our special services are film developing and New York Times subscriptions.

Textbooks

Providing our students with the necessary textbooks is our first concern.

Deadlines for text orders are as follows: April 15 for fall semester, October 15 for January Term, and November 1 for spring semester. We ask your cooperation in providing your textbook information by the specified deadlines.

We make every effort to have sufficient copies of all texts, but it is not humanly possible to guess with 100% accuracy. We ask your close cooperation during rush by notifying us immediately of any enrollment increases. Where shortages occur, re-orders are placed as quickly as possible.

About mid-semester we will contact you regarding text overstock. Publishers allow a certain percentage of returns within a given period. Your foresight and counsel can save us from the costly errors of holding texts beyond the return period allowed or having to re-order books just recently returned.

Please see that the Book Mark receives a copy of any syllabus or reading list that recommends titles not included in your textbook order.

Course Packets
Faculty wishing to compile a course packet for class use should contact the Book Mark manager for the necessary forms. Two to three months is usually needed to obtain copyright permissions and do the printing. Printing Services will not print any course packs without the required permissions.

**Desk Copies**

Publishers ask that all requests for desk copies be sent directly and not handled by the Book Mark. Official Desk Copy Request forms are available from us. Please do not ask to borrow books we have ordered for your students.

**Special Supplies**

We wish to stock the brand names, qualities and styles which faculty prefer in all required and recommended materials and supplies. Please keep us informed in this regard. If the students in a class are required to buy certain supply items, please note that on your text order form.

**Faculty Sales to Students**

Gustavus has a regulation against faculty sales to students. Any texts or supplies that students need or desire can be sold on campus only through the official retail outlet of the school, which is the Book Mark. This policy has been established for your protection as well as for proper business procedure.

If you ever have any questions concerning the Book Mark policies or procedures, please do not hesitate to stop in and ask. We are here to serve you and your students.

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**1.1.3 Information Technology**

(Bruce Aarsvold, Director of Gustavus Technology Services - 8/09)

The Gustavus Technology Services, located in Olin Hall, manages the academic and administrative network for the campus. Computing facilities, maintained by the department, are available throughout the campus, and all are connected to the Gustavus Adolphus College Network (GACnet). This campus network provides faculty and students access to any of the campus computing resources connected to the network.

Computer Laboratories - locations and hours: [http://gustavus.edu/gts/Computer_lab_hours](http://gustavus.edu/gts/Computer_lab_hours)

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**1.1.4 Administrative Information Systems**

(Mary Milbradt - 8/09)

Administrative Information Systems

The Department of Administrative Information Systems provides support for the College's administrative database. Components of this system include: academic records, alumni, campus organizations, curriculum management, human resources, financial aid, financials, fund-raising, recruitment and admission, and residence life.
Access to the administrative information system is available to the campus community primarily through WebAdvisor, available from the College's on-campus web page. Each community member is assigned a WebAdvisor username and password to access appropriate information. For example, students can use WebAdvisor to register for classes, view grades, enter housing preferences or conduct a degree audit. Faculty can view class rosters, enter grades, view information concerning their advisees or submit an academic alert. Academic departments can view information on their majors. Budget officers can track process of their budgets. All employees can view pay and W2 information. Questions concerning WebAdvisor can be sent to wa-mail@gustavus.edu.

Requests for reports or data files not currently available via WebAdvisor may be directed to us at ais-request@gustavus.edu or visit our department in room 103 of Carlson Administration.

1.1.5 Library

(Barbara Fister, Department Chair - 7/09)

The Folke Bernadotte Memorial Library's collections and services are intended to support the curricular needs of the college, foster students' engagement with ideas, and serve as a gateway to the world's information resources for the community's research needs.

Information for faculty can be found at the library’s website, including ideas for library-based assignments and a list of departmental library liaisons. There are also guides to resources by discipline and course and a basic tutorial for novice researchers. If you would like to set up a library workshop for a class or discuss research assignments or activities, feel free to contact your department’s library liaison.

Because the collection is designed for undergraduate needs, the library provides access to bibliographic databases and generous interlibrary loan services to make student and faculty research beyond our collection possible. If you have questions about interlibrary loan, contact Sonja Timmermann (stimmer2@gustavus.edu 933-7564).

Faculty are encouraged to assist us in building the library collection through a departmental allocation for books and a liaison relationship with a designated member of the library's faculty. If you have questions about collection development contact Dan Mollner (dmollner@gustavus.edu; 933-7569).

Materials for courses can be placed on reserve in the library or electronically through Moodle. Reserve request forms are available at the circulation desk. Please allow as much lead time as possible for reserve items to be processed. If you have questions about reserves, contact Sonja Timmermann (stimmer2@gustavus.edu; 933-7558).

The library has a substantial video collection. Contact Ginny Bakke (gbakke@gustavus.edu; 9333-7571) for information about ordering videos or putting them on reserve for classes.

Further information about the library, including monthly lists of new acquisitions, a current periodical list, online forms for interlibrary loan, and web pages for course instruction sessions, can be found at the library's home page. You may also subscribe to an RSS feed or an e-mail version of the library’s blog for updates.

General Information (White Pages)
1.1.6 Media Services

(Matt Dobosenski)

Media Services is involved in the instructional design and preparation of instructional materials and the distribution and operation of A-V equipment.

The main offices of Media Services are located in the lower level of Old Main and are open from 8:00 a.m. to 4:45 p.m. every academic calendar day. (Vacation hours will be posted.)

The A-V offices in the basement of Olin Hall serves as the distributing agency for A-V instructional materials and provides special reviewing rooms equipped with videotape and audiotape playback facilities. This area is staffed by library personnel. Scheduling of the library A-V classroom is done by calling Media services x7459.

Media Rentals: All requests for rental or purchase of resource materials (e.g., films, filmstrips, audiotapes, commercial video-tapes, records, catalogs, etc.) should be made to the Media Services Coordinator (x7571) who will assume responsibility for obtaining the desired materials. It is helpful if the person requesting materials provides as much information as possible to help place the order (i.e., distributor, price, complete title of program, requested date of showing and alternate dates). It is suggested that orders be placed as early in the academic year as possible. If film rental requests are made the semester before their actual use, there is a much better chance of obtaining the film on the dates needed.

Equipment Booking: All requests for issuing of audiovisual equipment are to be made through the Media Services Coordinator (x7571) at least 48 hours (two working days) prior to its delivery. Equipment will be delivered to the designated room or individual at or slightly before the time requested and will be picked up on completion.

Individuals may check out equipment at any time during working hours from Media Services with the individual being responsible for the delivery and return of the equipment. If the equipment is not back by the specified return date and is needed elsewhere, it may be picked up by Media Services.

Just because a work order is written up is not a confirmation that the order can be completed. You will be notified as soon as possible if there will be a problem completing a request that you have submitted.

Production Service: All requests for Media Services production services are to be as far in advance as possible. At least a week should be allowed for the production of slides and some special projects could take longer. The cost of expendable items used in a production is billed to the person or department making the request.

Departmental Charges: There will be no charge for Media Services equipment used in classroom instruction.

Student labor is provided for by Financial Aid Funds and is not billed to departments.

All material purchased through Media Services by students, faculty, and departments must be paid for by the individual or will be charged to the department using it. (This includes film rental, shipping and return postage, and repairs made on equipment primarily used by one department.) Charges will be sent to department heads bimonthly until spring semester when they are sent monthly so that budgets may be watched more closely.
Off-The-Air Television Recording: All requests for off-the-air recordings should be made through the Media Services Coordinator (x7571) at least three working days prior to the airing of the program. When requesting tapings off the air, please provide the following information:

1. The title of the program to be recorded.
2. The date, time, and length of the broadcast.
3. The channel on which the program will be aired.

Television Playbacks: All requests for television playbacks should be made through the Media Services Coordinator (x7571) at least two working days before the playback.

When requesting a playback, please state the following:

1. The title of the videotape.
2. The date and time for the playback.
3. The location of the playback (building and room number).

Off-The-Air Copyright Guidelines: The Media Services Department follows the guidelines established by a Congressional Negotiating Committee. The following guidelines reflect the Negotiating Committee's consensus as to the application of "fair use" to the recording, retention, and use of television broadcast programs for educational purposes. They specify periods of retention and use of such off-air recordings in classrooms and similar places devoted to instruction and for homebound instruction. The purpose of establishing these guidelines is to provide standards for both owners and users of copyrighted television programs.

1. The guidelines were developed to apply only to off-air recording by non-profit educational institutions.

2. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a non-profit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge.

3. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) day calendar day retention period. "School days" are school session days--not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions--within the forty-five (45) calendar day retention period.

4. Off-air recordings may be made only at the request of and used by individual teachers and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.
5. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.

6. After the first ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluation purpose without authorization.

7. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

8. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

9. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.

1.1.7 Printing and Duplicating Services

(Brad Johnson, Printing Services - 8/09)

Printing Services/Copy Center

Printing Services, located on the lower level of the Jackson Campus Center, offers academic and administrative departments full-service offset printing. Publication layout and design services are available at hourly rate of $30.

Complete finishing services are available. The cost of all materials required will be charged to the requesting department, organization, or individual. The Copy Center (same location) offers production black/white printing and copy services including high resolution digital color printing. Self-serve copying is available during posted business hours. Paper stock, transparencies, and mail labels are available for purchase. College letterhead is provided to authorized departments free of charge. Supplies for departmental copy machines are available for pick-up. Office hours for both departments are Monday–Friday, 8 a.m.–4:30 p.m.

Note about Copy Paper: Paper for use with departmental copy machines and printers is ordered through Physical Plant x7504. Paper is delivered in full cartons only and charged to the department requesting.

1.1.8 Recreational Facilities

(Al Molde, Athletic Director)

Faculty members may share recreational and fitness facilities with students and staff during specific hours.

General Information (White Pages)
Spouses and/or children may enjoy limited use of certain activity areas during specified times. Schedules and user information are available at control desk in Lund Center and at the Reception Desk in Swanson Tennis Center.

All users must provide identification upon request. Guest privileges are restricted.

The City of Saint Peter provides a public swimming pool, several tennis courts, horseshoe pits, picnic and playground facilities in four city parks, and a boat landing on the Minnesota River. The Shoreland Country Club is available to the public for golf on Mondays, Tuesdays, Thursdays and Fridays. Ski tows are located at Mt. Kato, south of Mankato.

1.1.9 Office of Campus Safety

(Ray Thrower, Director of Campus Safety - 6/02)

The Office of Campus Safety is on-duty 24 hours a day. Its mission is to continually strive to provide the safest environment possible in which education may be pursued. Officers are responsible for resident hall and academic building security, enforcement of parking and traffic issues, and responding to health and safety concerns. Uniformed officers are in constant radio contact with the Saint Peter Police Department. Located in the basement of "A" wing of Norelius Hall, contact with Safety and Security may be made by calling 933-8888; or, by calling the Police Department at 931-1550 and asking for Campus Safety's assistance.

1.2.1 Faculty Professional Travel Fund and Guidelines

(Barbara Fister, Director for the John S. Kendall Center for Engaged Learning - 7/09)

The Faculty Professional Travel Fund supports faculty in their scholarly and creative work.

Eligible faculty may use these funds

- to defray travel costs of presenting scholarly papers, chairing or responding to sessions, or presenting creative work at professional meetings in their discipline or interdisciplinary area(s) at a professional conference;

- or to defray travel costs of attending a conference specific to their discipline or an interdisciplinary area(s) related to their teaching and/or scholarship.

Faculty may apply for up to a base amount of $500 to attend a conference; those who are presenting scholarly papers, chairing or responding to sessions, or presenting creative work at professional meetings in their discipline, are eligible to apply for up to an additional $700. Faculty presenting at more than one conference per year must submit a request for funding for each conference. The maximum allocation available annually per faculty member is $1,200 (apart from supplemental funding for international conferences described below). Faculty must submit a request for funding prior to conference travel and a detailed Expense Report form must accompany interdepartmental invoices once the travel is completed. The travel
fund application and expense report forms are available on the John S. Kendall Center for Engaged Learning website: http://gustavus.edu/kendallcenter/travel/.

Up to $500.00 may be carried over from one fiscal year and may only be used to defray costs of presenting scholarly papers, chairing or responding to sessions, or presenting creative work at professional meetings in their discipline or interdisciplinary area(s) at a professional conference. Funds allocated above the $500 base amount cannot be carried over.

If a trip crosses fiscal years (for example, it takes place May 29-June 6), the funds will be used from the year containing the majority of the travel days. Funds allocated but not used will be returned to the Faculty Professional Travel Fund for use by other faculty.

Faculty Professional Travel Funds may be used for the following expenses:

- Airfare to conference/exhibit
- Conference registration fees
- Accommodations while at the conference
- Parking, ground transportation, and/or mileage
- Actual Meals (not snacks, coffee, etc) while at the conference

Faculty Professional Travel Funds may not be used for the following expenses:

- Professional association membership fees
- Books or materials
- Page costs or other publishing expenses
- Travel to conduct research or attend workshops
- Internet access charges
- Costs associated with changes in hotel or airfare
- Personal phone calls (hotel)
- Checked baggage fees
- Trip insurance or Travel protection
- Costs associated with family or friends accompanying the faculty member. If receipts for accommodation, meals, and transportation include both the faculty member and family or friends, please highlight the eligible faculty member’s costs.

Note: As of June 1, 2009, all reimbursements for mileage are capped at a maximum of $350. Food costs will be reimbursed provided itemized and reasonable receipts are submitted. Due to a rapidly changing travel environment, the Kendall Center reserves the right to deny requests for expenses not currently included on this list.

Also, beginning June 1, 2009, full-time non-tenure-line faculty in their second or successive year of a full-time faculty position may apply for up to $700 in professional conference travel funds only if they are presenting at the conference.

If you have questions about what expenses are appropriate for faculty professional travel funds, please contact the John S. Kendall Center for Engaged Learning.

In order for Departments to receive reimbursement from the Faculty Professional Travel Fund for Wells Fargo card charges, the John S. Kendall Center for Engaged Learning must receive itemized receipts, a detailed Expense Report reporting the faculty member’s costs, and a request.
for an interdepartmental transfer of funds. Please do not fill in the Total Amount Line. Kendall Center will fill in the correct amount based on the amount for which the faculty member is eligible.

**Honorariums and Stipends**

If a faculty member receives a stipend for presenting scholarly papers, chairing or responding to sessions, or presenting creative work at professional meetings in their discipline or interdisciplinary area(s) at a professional conference, the amount of the stipend will be subtracted from any Faculty Professional Fund award. For example, a faculty member agrees to be the keynote speaker at a conference and is paid $500. The trip costs a total of $1200; the faculty member is eligible to apply for up to $700 in travel funds.

**Supplemental Funds for Presenting at an International Conference**

**As of June 1st, 2009, Canada will NOT be included in the International Supplement travel funds**

Faculty who are presenting scholarly papers or creative work at professional meetings held outside of the U.S. may apply for up to $500 in additional funding to help with increased expenses such as money changing, visa application (but not passport fees), increased travel costs, etc. The supplement for presenting at an international conference is available only when the location of the presentation is germane to the paper topic or when a convincing case can be made that presenting at a particular international conference is critical for remaining actively engaged in one's professional discipline. International Conference funds are supplemental to the regular professional funds available to faculty. The basic $1,100 allocation must be used first. Funds allocated but not used will be returned to the International Travel Fund for use by other faculty. Applications should be submitted to the John S. Kendall Center for Engaged Learning when the proposal to present is submitted to the conference.

Please see the section on travel on the All-College Policies site for eligibility and other detailed information. Application forms are available from the John S. Kendall Center for Engaged Learning and online. Contact the John S. Kendall Center for Engaged Learning at x6227 with questions.

**Travel Policy**

(Ken Westphal, 6/03)

This travel policy was approved by the administrative council and appears in the All-College Policies Handbook.

1.2.2 Research, Scholarship, and Creativity Grants

(Yurie Hong, Co-Chair of the Faculty Development Committee - 8/09)

**Format for Applications to the Research, Scholarship and Creativity Fund**
Please address your application to an interdisciplinary audience of your Gustavus colleagues, not to specialists in your field. Please submit nine copies of your application to the Faculty Development committee and the Dean of the Faculty, c/o the John S. Kendall Center for Engaged Learning (SSC 119, x6227). The application should include the following items:

1. Statement describing any work previously supported from the Research, Scholarship, and Creativity Fund, including outcome(s).
2. Description of project for which funding is being sought:
   a. Purpose:
      What are the intellectual, conceptual, or artistic issues?
      How does your work fit into other endeavors being done in this field?
   b. Feasibility:
      What qualifications do you bring to this project?
      What have you done/will you do to prepare for this project?
      What is the time period, i.e. summer, summer and academic year, academic year only?
      Is the work's scope commensurate with the time period of the project?
   c. Project Design
      This should include a specific description of the project design and activities, including
      location, staff, schedules or itineraries, and desired outcomes.
3. Complete budget for the project
   The budget should be submitted using the RSC standardized budget form available in hard copy
   from the faculty development resource center (SSC 119, x6227) or via the Kendall Center
   website.
   This form includes information about budget restrictions and stipends commensurate with rank.
4. RSC Application Checklist
   This application checklist is available in hard copy from the faculty development resource center
   (SSC 119, x6227) or via the Kendall Center website.
   This checklist should be attached to each copy of the grant application.

**Procedures for Review of Proposals**

1. Copies of proposals will be given to each member of the Faculty Development Committee at least
   one week prior to the review meeting.
2. At the discretion of the committee or the committee chair, a proposal may be submitted to a
   consultant.
3. As soon as possible after the announced deadline(s), the Faculty Development Committee will
   meet to review proposals, making use of consultants if desirable or necessary.
4. Committee members will rate each proposal by quality on a scale of 1-10 (1=lowest, 10=highest).
   No description of 'quality' was defined. Ratings will be used to rate proposals within two
   categories:
   - Category I: Proposals which should be funded if money is available will be those
     receiving scores of 8, 9, or 10.
   - Category II: Proposals receiving scores of 6-7 will only be considered if funding is
     available after proposals scoring 8-10 are funded. (Proposals scoring 5 or below will not
     be considered for funding.)
5. The committee will then average the individual members' scores for the proposals and will rank
   those proposals receiving an average of 6 or higher into one of two groups:
Group A: Applicants who have not received funding from the Research, Scholarship and Creativity Fund in the past two years, are not requesting funding for extensions of projects previously funded, and have demonstrated completion of past projects.

Group B: Applicants who do not meet each of the criteria for Group A.

6. The committee will review the rankings and make recommendations to the administration regarding funding. Proposals in Group A will normally be recommended before those in Group B. Brief rationales will be written for proposals that are not recommended for funding.

7. A committee member will not vote on proposals submitted by herself/himself or by members of her/his department.

8. Except in those cases described in No. 7, the chair of the committee will vote on proposals.

_Recipients are encouraged to follow College travel procedures and use authorized travel agents when traveling on RSC activities._

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### 1.2.3 Curriculum II Course Development Grants

(Matthew Panciera, Director Of Curriculum II - 7/09)

**Eligibility**

Faculty preparing to teach a Curriculum II course for the first time are eligible to apply for funds from this account.

**Purpose**

This fund supports the summer development of a new course to meet the CII guidelines.

**Funding**

Grants of $1,500.

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### 1.2.4 Faculty Leaves

(Shanon Nowell, Assistant to the Provost - 7/09)

Administered by the Office of the Provost. Please contact that office, or consult Section 2.1.5 of the Faculty Handbook (yellow pages) for additional information.

**Eligibility**

See 2.1.5.1 Faculty Handbook: [www.gustavus.edu/facultybook/facultyhandbook](http://www.gustavus.edu/facultybook/facultyhandbook)

**Funding is available for:**

Regular sabbatical programs, including January Interim Experience, semester, and year-long leaves.

Foreign exchanges.
1.2.5 Individual Grants

(Robert M. Weisenfeld), Assistant Vice President for Corporate and Foundation Relations, 7/09).

Follow this link to the Office of Corporate and Foundation Relations.

1.2.6 UMAIE and Gustavus January Interim Experience Travel Grants

(Leslie Weber, Administrative Assistant -7/09)

These grants are administered by the Dean of Academic Programs. Contact Leslie Weber for more information.

1.2.7 Presidential Faculty/Student Collaboration and Publication Grants

Barbara Fister, Director, John S. Kendall Center for Engaged Learning – 7/09)

Up to four grants will be available annually to support faculty/student collaborative, publishable research or creative activity. Amount available per grant is $5,000-$7,500, depending upon needs and numbers of people involved. Grant monies may be used to support the following:

- faculty summer stipend ($300 per week, up to $2,400)
- student summer stipend ($400 per week, up to $3,200) plus campus housing
- equipment needs, copying, etc.
- transportation support

Monies may also be used as matching funds for outside support awarded to the faculty member.

A. Please submit eight copies of your application to the Faculty Development committee and the Dean of the Faculty, c/o the John S. Kendall Center for Engaged Learning (SSC 119, x6227). Applications must include the following:
   1. A brief description of the proposed project;
   2. A clear statement of anticipated outcomes;
   3. Names and brief bios for all participants;
   4. An explanation of how this project fits into the careers of both faculty and students; the student should complete a separate statement;
   5. A complete budget for the project should be submitted using the standardized budget form for Presidential Grants. This budget form is available in hard copy in the faculty development resource center (SSC 119, x6227) or online via the Kendall Center website.
   6. Likely placement for publication or performance;
   7. Anticipated research completion date.
   8. The Presidential Grant Application Checklist available in hard copy in the faculty development resource center (SSC 119, x6227) or via the Kendall Center website.

B. Review Process:
   The Faculty Development Committee will review and rank requests, making a recommendation.
to the Dean of the Faculty and the President, as is the current process for both sabbaticals and Research & Creativity Grants. An effort should be made to distribute funds to various departments/disciplines and to faculty at various stages of their careers. Priority will be given to projects which focus on research or creative projects of high quality. Please note: Priority will be given to quality proposals submitted by candidates who have not been funded in the past three years.

An outside reviewer may be invited to participate in the process.

C. Follow-Up Report:
A written report is expected following completion of the research. Report should be sent to the Dean of the Faculty no later than one month following completion of the project.

D. Deadlines:
Usually sometime in mid-January for the first proposals, with notification date anticipated to be in mid-February.
Actual deadlines are announced annually.

See chair of the Faculty Development Committee for details.

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1.2.8 Faculty Development Opportunities

(Barbara Fister, Director, John S. Kendall Center for Engaged Learning - 7/09)

The John S. Kendall Center for Engaged Learning website contains descriptions and applications for a variety of faculty development opportunities.

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1.2.9 Discussion and Presentation Opportunities

(Shanon Nowell, Assistant to the Provost - 8/09)

**Departmental Seminars** - Discussions hosted by academic departments.

**Faculty Shoptalk** - presentations by faculty about their research.

**Teachers Talking** - informal lunchtime conversations that focus on issues of interest to teaching and learning, higher education, and best practices in pedagogy sponsored by the John S. Kendall Center for Engaged Learning.

**Teachers Talking Technology** - Informal lunchtime conversations that focus specifically on using technology in the classroom to enhance student learning sponsored by the John S. Kendall Center for Engaged Learning.

**Teachers Talking Writing** - Informal lunchtime conversations sponsored by the John S. Kendall Center for Engaged Learning.

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1.2.10 Grant Application and Post-Award Management
The Office of Corporate and Foundation Relations assists faculty and staff in identifying potential off-campus funding sources, developing grant proposals for both individual and institutional projects, and reporting on the use of grant funds. For more information, visit its web site by following this link:

Office of Corporate and Foundation Relations

### 1.3.1 Academic Information and Policies

A few policies are duplicated below from the College Catalog. Additional information and policies are contained in the College Catalog.

(Leslie Weber - 7/09)

**Academic Honesty Policy**

The faculty of Gustavus Adolphus College expects all students to adhere to the highest standards of academic honesty, and to refrain from any action that impinges upon academic freedom of other members of the college community. In all academic exercises, examinations, presentations, speeches, papers, and reports, students shall submit their own work. Footnotes or some other acceptable form of citation must accompany any use of another’s words or ideas. Students are especially cautioned that quoting or paraphrasing from electronic sources without proper citation is as serious a violation as copying from a book or other printed source.

In the case of cheating or plagiarism, the instructor will inform the student and the Office of the Provost of the nature of the offense, the penalty within the course, and the recommendation of the instructor as to whether further disciplinary action is warranted. Another instance of academic dishonesty will result in review of the student’s record by the probation committee and may result in the student being placed on academic probation. If a pattern of academic dishonesty continues, the student may be permanently dismissed from the College.

A student may not submit work that is substantially the same in two courses without first gaining permission of both instructors if the courses are taken concurrently, or permission of the current instructor if the work had been submitted in a previous semester.

The faculty regards the damaging of library materials and failing to sign out or to return them properly, and the misuse of computer files and programs as equally serious violations of the ethical standards of courtesy, fairness, and honesty that bind together a community of scholars.

Individuals who use the College’s computer facilities assume the responsibility of seeing that these resources are used in an appropriate manner. Misuse of computer hardware, software, data, and output is a violation of College policy and regulations and may also be a violation of law if data of other computer users are disturbed or the privacy of individuals is violated.
Finally, students who serve the College in positions of responsibility in which they deal with test materials, letters of recommendation, and other matters that must be held in confidence are expected to maintain confidentiality and to adhere to the same high standards of personal integrity.

**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 his or her 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 regarding the professor’s definition.

Under the academic honesty policy, the instructor informs “…the student and the Office of the Provost of the nature of the offense, the penalty within the course, and the recommendation of the instructor as to whether further disciplinary action is warranted.” The in-course penalties and notification of the Provost’s Office should end the matter in most cases. However, if a student disputes the allegation of academic dishonesty, the student can request an Honor Board hearing.

A six-member Honor Board panel (three students and three faculty members) will investigate and hear the case. Both the accused student and the instructor have the right to submit statements and documents and/or be present for the proceeding. A 4–2 vote is needed to decide that the student is indeed guilty of an academic honesty policy violation. If the Board rules that a violation occurred, all other provisions of the academic honesty policy will apply, including the instructor’s in-course penalties, and possible probation or suspension for repeated offenses. If the student is not found guilty it will be presumed that no violation occurred, and the faculty member will not penalize the student for an honesty violation. (Honesty aside, the quality of the student’s work is still subject to the instructor’s professional judgment.)
The Honor Board pool comprises six students and six faculty members. From this pool of twelve, three students and three faculty members will be appointed by the Office of the Provost to investigate and adjudicate cases involving the academic honesty policy. Potential student members are required to complete an application, and are interviewed and nominated each spring for the next academic year by the Student Senate Academic Affairs Committee. After receiving the nominations, the Student Senate Cabinet appoints the student board members. The faculty members are invited to indicate an interest in serving on the board, and are then nominated by the Academic Operations Committee. The Faculty Senate makes the appointment of faculty board members each spring. Each Honor Board member participates in an orientation session and is instructed on the importance of confidentiality and proper investigation procedures.

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 for which failure to do so would constitute an honor code violation. Maliciously making a false accusation will be considered a violation of the honor code.

**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.

**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, which 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, nominated by the Academic Operations Committee and 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 an Academic Dean in consultation with the chair of the Academic Operations Committee. A grade appeal must be initiated within one year after the grade was officially recorded in the Registrar’s Office.

**Incomplete Grade**

“I” (Incomplete) is a temporary grade and is given at the discretion of the instructor when a student is unable to finish coursework because of medical disability or problems of comparable seriousness beyond the student’s control. This additional time to complete coursework may not extend beyond the close 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 record of the student’s outstanding requirements in the course, grading criteria, and a grade for the course to date is filed by the instructor in the departmental office.

If before the end of the expiration date the instructor reports a final grade to the Registrar, that grade will replace the “I” and the grade point average will be computed accordingly. When the expiration date has passed without a grade being reported, an “F” will replace the “I” and become a permanent part of the transcript record.

**Repeating Courses**

A course may be repeated if this is done before a more advanced course in the subject has been studied. Courses graded “D” or better must be repeated at Gustavus and on a letter-graded basis each time. Grades for each time a course is taken remain on the permanent academic record; however, credit will be given only once and only the better grade (for Gustavus coursework) will be computed into the grade point average. Courses which have been failed at Gustavus may be repeated at Gustavus or at another institution. If they are repeated at Gustavus, the original grade will stay on the transcript but only the new grade, if it is better than the original grade, will be calculated into the Gustavus grade point average. If failed courses are repeated elsewhere, the original grade will stay in the Gustavus grade point average and the new grade will not be calculated into it. Note that First Term Seminar may only be taken during a student’s first semester at the College. Therefore, students may not repeat First Term Seminar.

**Academic Schedule Conflicts**

**Policy**

The heart of Gustavus Adolphus College is its academic program. Regular class attendance is expected and takes priority over other College activities. Because the College offers diverse activities that carry varying degrees of academic credit, students participating in sports, music, debate, and similar activities will inevitably encounter conflicts. Difficult choices must be made.

The College has developed a daily schedule that is designed to minimize conflicts between the many curricular, co-curricular, and extracurricular activities that are offered. Faculty members are responsible for making their attendance policy clear, in writing, at the beginning of the term.
Faculty members who require attendance at activities outside of the scheduled class times (such as evening examinations, special lectures, field trips, rehearsals, practices, or conferences) should notify students as far in advance as possible, so that in the event of conflicts, alternative ways of meeting these requirements can be negotiated. Each student is accountable for all work missed because of absences from class, and instructors are not required to make special arrangements for students who have been absent.

Class absences will be dealt with on a case-by-case basis by the instructor. If a student is going to miss class for any reason, the student should discuss this with the instructor as early as possible. Students choosing to be absent should recognize that their lack of participation in that community of scholars may redound negatively upon their final grade. Absences for any reason may be taken into account in the evaluation of a student’s work, and a student may be dropped from the class if the student misses more classes than allowed by the professor.

No games or activities, with the possible exception of tournaments, may be scheduled during final exams. For students who must miss final examinations because of such tournaments, faculty members will provide reasonable and appropriate alternatives for satisfying the course requirement.

Guidelines

Faculty members and others scheduling courses offered by special arrangement, activities associated with courses but not reflected in the Master Course Schedule, or other approved activities should make every effort to avoid conflicts with the courses listed on the Master Course Schedule. The person scheduling these activities should make the schedule of dates and times for them available to participating students as far in advance as possible in written form. Some flexibility will need to be built into these activities, recognizing that students have already constructed a schedule based on the Master Course Schedule.

Normally, classes and laboratories will be scheduled during the first eight periods of the day, and varsity sports, choirs, bands, etc. will be scheduled after seventh hour. Some exceptions, such as late laboratories, are unavoidable, but efforts should be made to minimize conflicts by making other options available to those students affected.

As an increasing number of courses are scheduled to meet in the evening, those who arrange evening events, such as lectures and evening exams, must become more sensitive to the issue of conflicts. Courses with associated events in the evenings should be indicated as such in the Master Course Schedule. The written syllabi for these courses should list the planned evening events and should indicate possible solutions to conflicts.

Intercollegiate sporting events should be scheduled in order to minimize the number of classes students will miss and to minimize travel as much as possible. Most should be planned for weekends, holidays, and vacations, not weekdays. Neither practice nor dressing and taping time should be acceptable excuses for missing class.

1.3.2 Course Proposal Form
1.3.3 Guidelines For First-Term Seminar Courses

(Sujay Rao, FTS Director - 7/09)

Courses approved to be First Term Seminars reflect the following philosophy and desired outcomes:

FTS – an Education Centered on “Values”

Put simply, values are what we use, either individually or more broadly as societies, to make decisions that matter. Our values are what we rely on to choose what we consider the proper course through life.

FTS promotes both an empathetic examination of the values of others and the development and articulation of one’s own values as part of a liberal arts education that encourages responsible use of knowledge. Indeed, a focus on values permeates the FTS Program, shaping the Program’s goals in writing, oral communication, critical thinking, and advising.

1. Writing

The FTS Writing component promotes writing as a creative and critical process in which writers engage with the ideas of others. In FTS, students write to express their own ideas and to inform and communicate with others. Good writers make both stylistic and content-based choices to accommodate different purposes, contexts, and audiences. These rhetorical choices help writers make their cases in the most effective ways possible.

a. Invention

“Invention” is most often associated with the “prewriting” stage, when writers generate ideas, explore topics, and plan strategies; invention activities get writers going.

Focusing on invention will help students learn to: analyze texts, issues, and questions of value; explore their ideas and those of others; practice credible and effective methods of expressing thoughts in writing.

b. Arrangement

“Arrangement” is most often associated with form or structure. Focusing on arrangement means helping students learn to consider both global and local
issues. While working on arrangement, students will make decisions about what belongs in an introduction and a conclusion, about what sorts of arguments will be persuasive at particular points in a paper, and about structure within paragraphs.

Focusing on arrangement will help students learn to: analyze texts in terms of form and structure; create texts that will communicate successfully with readers due to appropriate organization and structure.

c. Style

Loosely understood to mean that which makes a writer’s work unique, “style” involves choices in sentence length and structure, word choice and “voice,” and suitability for particular audiences. Since FTS is an interdisciplinary program, students will certainly read texts that are quite varied stylistically. They should be encouraged to vary their own style when they write as well.

Focusing on style will help students learn to: communicate with an audience more effectively; make deliberate choices regarding voice and word choice; understand writing conventions as context-specific; manipulate those conventions to suit various genres, situations, and audiences.

2. Oral Communication

The FTS Oral Communication component promotes reasoned discourse, creative expression and development of one’s own voice in critical interaction with others through both oral presentation and discussion. Effective communicators consider purpose, audience and context when constructing their messages and understanding the messages of others.

Oral Presentation

a. Invention

“Invention” is most often associated with generating ideas, exploring topics, and planning strategies.

Focusing on invention will help students learn to: develop a topic in order to inform or persuade their audience; develop a main point (informative presentation) or central argument/thesis (persuasive presentation); construct the presentation with a particular audience in mind; and gather, evaluate, and integrate appropriate evidence to illustrate and support their main point or central argument/thesis.

b. Arrangement

“Arrangement” is most often associated with form or structure.

Focusing on arrangement will help students learn to: use an appropriate organizational pattern that supports their central argument or thesis.
c. Style/Delivery

“Style/Delivery” is associated with choices regarding language and voice.

Focusing on style/delivery will help students learn to: use language that is appropriate to the topic and audience, including vocabulary that is correct, precise, simple, and unaffected; use vocal pitch, rate, tone, volume, and gestures appropriate to the topic, the audience, and the location.

Discussion

d. Invention/Developing Ideas

In this context, “invention” refers to deepening one’s understanding of course material and discerning the many different ways to develop ideas through group discussion.

Focusing on invention/developing ideas will help students learn to: provide information; explain an opinion; advocate a particular position; play devil’s advocate; synthesize from the ideas of others; summarize the day’s discussion.

e. Arrangement/Advancing Discussion

In this context, “arrangement” refers to discerning how substantive group discussion functions.

Focusing on arrangement/advancing discussion will help students learn to: stay on topic; connect individual comments; actively listen to others in order to create a productive climate for learning.

f. Style/Self-Monitoring

In this context, “style” refers to developing a capacity to identify the role each of us can play in a substantive group discussion.

Focusing on style/self-monitoring will help students learn to: become responsible participants in classroom discussions through speaking, encouraging others to speak, and listening.

3. Critical Thinking

The FTS Critical Thinking component promotes a commitment to the application of reason to one’s own ideas and those of others, a willingness to consider the perspectives of others, and an awareness of the limits of any given epistemology. These habits of mind, central to the liberal arts, help the individual find a meaningful place in a larger society and form one of the cornerstones of lifelong learning.

a. 3a. Reasoning
Focusing on reasoning will help students learn to: identify the purpose of a text; identify concepts that shape an argument; assess the evidence used to support an argument; present relevant evidence to support their own arguments.

b. 3b. Assumptions and Implications

Focusing on assumptions and implications will help students learn to: identify how contexts and unstated assumptions influence arguments; identify the implications and consequences of arguments.

c. 3c. Perspective

Focusing on perspective will help students learn to: articulate their own perspective and the influences that shape it; identify and evaluate alternative perspectives.

d. 3d. Questioning

Focusing on questioning will help students learn to: ask questions of all kinds; find and assess information that answers questions.

4. Advising

FTS professors serve as first-semester advisors and until advisees declare a major or are admitted into a certification program (Athletic Training, Education, Nursing). In this capacity, they work alongside students to plan their liberal arts education and refer them to campus resources to think about possibilities during their four years and beyond. At its best, the advising relationship fosters a climate of campus-wide mentoring.

a. Developmental Advising

Class Registration

Students will: review first semester course selections prior to the start of the school year; search for classes online and use WebAdvisor to register for January and spring classes; identify back-up course options in case first choices are closed; meet with their advisor for approval prior to registration sessions; and know campus policies, procedures, and deadlines.

General Education and Liberal Arts Perspectives

Students will: read and review degree audits/progress toward degrees; understand liberal arts philosophy and graduation requirements; identify and search for courses by area approvals; know resources for investigating interests and possibilities.

Student Strengths and Academic Difficulty
Students will learn to: advocate for themselves, take ownership for their learning, become responsible and accountable as independent learners, and ultimately become their own best advisors.

b. Introducing Students to the College

Students will: become familiar with campus resources and out-of-classroom learning opportunities.

c. Creating a Mentoring Community

Students will learn to: experience Gustavus as a community of learners, a place of open inquiry; take responsibility for connecting their in-class and out-of-class experiences in a holistic way; broaden the definition of who an advisor/mentor is to acknowledge the value of work supervisors, coaches, organization advisors, Student Affairs staff, and others.

1.3.4 January IEX Mission Statement/Guidelines/Policy

(Leslie Weber - 7/09)

January IEX Guidelines

1. Department Chairs will submit the Department's January IEX proposal titles on the Course Offering Authorization form.
2. At least half of the projected enrollment in courses submitted by departments must be appropriate for first-year students and non-majors.
3. Independent study proposals will be approved by a decision of the whole department.
4. The Committee expects there to be commitment to teach courses submitted to it, regardless of any decisions about area approval or enrollment.
5. Each department shall offer at least one course during the January Term. Regular January Term leaves will be adjusted by the department in order to take into consideration various program needs. Departmental and all-college curricular needs take precedence over the concept of a regular January Term leave.
6. Courses should be designed with enrollment restricted to not less than the following:
   Level I-25 Level II-25 Level III-10
   January Term Level I and II courses which are team taught should set the maximum enrollment at not less than 30 students: for Level III team taught courses, the maximum should be set at not less than 20 students. Normally, faculty designated by a department to supervise interns instead of teaching a January Term course shall supervise 20 students.
7. Courses may be subject to cancellation if they enroll 5 or fewer students. Team taught courses may be subject to cancellation if they enroll 5 or fewer students per faculty member teaching the course. The decision to cancel a course due to under enrollment will be made in negotiation between the instructor(s) and the Dean of the Faculty, the Department Chair, the Director of January Term, and the Registrar.
8. If a course is canceled due to under-enrollment, the faculty member may teach an alternate course during that January Term, OR be granted a January Term leave (to be negotiated with the Dean and the Director of January Term).

9. Faculty/student contact hours for January Term courses will approximate faculty/student contact hours per course during the regular semester: 40-50 hours for the entire January Term, or 10-20 hours per week. Student work load, including class time, outside reading, and other course-related work, will not be less than 40 hours per week.

10. January Term registration follows the same procedure as regular registration (i.e., priority by class year), with one exception: that all Level I courses automatically hold 50% of places for first-year students and 25% of places for Sophomores during the days of initial registration, unless faculty member proposing the course requests otherwise in writing and the January Term Subcommittee approves the request.

11. No department may require more than one January Term course of its majors.

12. Individual faculty and the department should offer special justification for those instances where they have not followed the guidelines.

**Preliminary Guidelines for Travel Courses**

1. The location of a January Term travel should bear substantial relationship to its subject matter. The only justifiable reason for charging travel fees for a course is to enhance significantly the academic content of a course.

2. Faculty submitting travel courses should plan and submit an alternative course in the case that enrollment does not meet minimum levels. Cancellation of under enrolled courses will be made by the Director of January Term in consultation with the faculty member.

3. Faculty should consult with the Director of January Term regarding specific guidelines for travel courses before submitting the course.

4. Faculty Safety Protocol for January Travel Courses
   - [Domestic Travel Courses](Word)
   - [International Travel Courses](Word)

**January IEX Fee Policy**

In most instances January Term courses will be supported by departmental funds. However, because of the unusual content or non-repetitive nature some courses which require out of the ordinary expenses, a limited amount of funding is available from the January Term budget by application to the Director of January Term. Classes that appear regularly in January Term or use materials that may be used by departments in other classes during the year should be budgeted for during the annual budget process. Appropriate expenditures from the January Term budget include:

- Van Rental (no more than two round-trips to the Twin Cities per class)
- Specialized Equipment
- Film or Video Rental/Purchase
- Honorarium for Guest Speakers

Due to the timing of the budget process and the limited funds available in the January Term budget, it is sometimes necessary to charge fees to students for January Term classes.
Proposed January Term course fees must be listed on the January Term course proposal, be approved by the Director of January Term and relate specifically to the course. Appropriate fees include:

- Van Rental (in addition to that mentioned above)
- Airfare
- Room and Board if Away from Campus
- Tickets to Performance Events, Museums, Etc.
- Specialized Equipment
- Expendable Materials
- Safety Equipment

While care should be taken by the instructor to hold costs to the student to a minimum, the costs associated with the instructor's participation should be built into the fee charged to the student.

Please Note:

In order for the College to operate within IRS guidelines, materials and supplies should be ordered through the Book Mark. It is against College policy for students to purchase materials and supplies directly from the department or instructor. (Please see the manager of the Book Mark for more information.) Students may reimburse a department for group ticket purchases and admissions.

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1.3.5 January IEX Course Proposals

(Leah Weber - 7/09)

For a copy of the January IEX course proposal form, please contact Leah Weber (x7675) in the Office of the Provost.

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1.3.6 Petition Forms

(Kristianne Westphal, Registrar - 8/09)

For copies of the academic petition form, please contact the student service counter at the Office of the Registrar in the Administration Building.

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1.3.7 Privacy of Records

(Kristianne Westphal, Registrar - 8/09)

Gustavus Adolphus College Policy on Access to Student Records
Federal law generally prohibits release of student academic records without prior written consent of the student. Without prior consent, however, access is permitted to employees in the same institution who have "a legitimate educational interest." This is interpreted at Gustavus Adolphus College to mean that employees may access personally identifiable information in student education records in order to fulfill their institutionally assigned professional responsibilities.

Employees seeking access to student records not already available via the web make application to the Registrar of the College, stating the need for and scope of access and the security procedures in place to protect against unauthorized use after release. Employees granted access are responsible for treating the information with confidentiality.

See the office of the Registrar for the "Request for Records" form.

### 1.3.8 Change of Grade

(Kristianne Westphal, Registrar - 8/09)

**Faculty Policy on Incompletes and Changes of Grades**

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.

Please be sure that your students are aware of the following faculty policy on the use of the incomplete grade:

"I" (Incomplete) is a temporary grade and is given at the discretion of the instructor when a student is unable to finish coursework because of medical disability or problems of comparable seriousness beyond the student's control. This additional time to complete coursework may not extend beyond the close of the following semester, and earlier limits may be set at the discretion of the instructor. The grade "I" is reported on the official grade roster. If before the end of the deadline the instructor reports a final grade to the Registrar, that grade will replace the "I" and the grade point average will be computed accordingly. When the deadline has passed, an "F" will replace the "I" and become a permanent part of the transcript record.

Kristianne Reinholtzen
Registrar

(See the Office of the Registrar for the form "Change of Grade Card.")
1.3.9 Request for Funding from Gustavus Adolphus College Lecture Series

(Baker Lawley, Chair, Lecture Series Committee - 3/08)

Sponsoring faculty member:

Sponsoring department/program:

Limited funding makes it difficult for the Lecture Series to support more than one request each school year from a department/program. The signature of the department chairperson or program coordinator indicates that the department/program endorses this request. If submitting more than one request from a department/program, please designate priority (first, second, etc.) for funding.

Department Chairperson/Program Coordinator Priority

(signature)

1. Name and brief description of speaker (attach vita - optional).
2. Brief description of proposed visit, indicating tentative dates, what the speaker will do while on campus (including tentative topic of lecture), how the speaker will be accessible to students.
3. Will the speaker offer at least one lecture/presentation which is free and open to the public? Yes No
4. Has the speaker indicated that she/he is available and willing to come to Gustavus during the desired semester? Yes No
5. Will this speaker appeal to students and faculty outside of the sponsoring department/program? Explain.
6. Budget. (Indicate which departments and/or programs other than the Lecture Series will be contributing, and the estimated level of their contributions.) Be sure to specify the amount that you are requesting from the Lecture Series budget.

1.3.10 Writing Program Advisory Committee

(Jeanne Herman, Writing Program Director, 8/09)

The Writing Program Advisory Committee, chaired by the Director of Writing, consists of six members. Members should represent at least three of the five academic divisions as well as a cross-section of the faculty in terms of rank. The sixth member will be the FTS Director (ex-officio).

All members of the Writing Committee should, ideally, already be approved to teach WRIT courses on campus. Members are appointed for a term of two years. In the initial round of appointments, however, terms will be staggered to ensure that the entire committee does not turn over at once. Thus, three members will initially be appointed for a period of two years, while the other two will be appointed for one year.
Members 2009-2010:

- Jeanne Herman - Chairperson
- Sujay Rao - Director of FTS (ex officio)
- Becky Fremo - Humanities Division representative and Director of Writing Center
- Aaron Banks - Education Division representative
- Katherine Tunheim - Social Sciences Division representative
- Carolyn Dobler - Natural Science and Math Division representative

The committee's primary function is advisory. The committee should provide structured feedback to the Writing Director as s/he guides the college's Writing Across the Curriculum program and Writing Center. The committee will offer advice regarding WAC faculty development efforts, read and review WAC documents (reports, brochures, policy statements), and assist with the development of a regular WAC program assessment plan. The committee will also help the Writing Director to refine Writing Center hiring and training procedures, address confidentiality issues, and construct assessment instruments. Finally, the Writing Committee will re-assess the use of the FTS handbook every five years.

The committee will meet formally three times each semester:

- Once at the beginning of the semester to affirm Writing Program goals, review annual report to the faculty, and set dates for program events;
- Once in the middle of the semester to plan the program's budget for the following year;
- Once at the end of the semester to review the program's progress and assessment plans and to brainstorm about activities for the coming term.

*Additional meetings may be called during the handbook assessment cycle every five years.

1.3.11 Interdisciplinary Programs

Environmental Studies Program Committee (Jeff Jeremiason - 8/09)

- Mark Bjelland
- Joel Carlin
- Deane Curtin
- James Dontje
- Robert Douglas
- James Gilbert
- Jeff Jeremiason
- Cindy Johnson-Groh
- Pam Kittelson
- Karen Larson
- Richard Leitch
- Robert Moline
- David Obermiller
- Jeff Owen
- Don Scheese
• Laura Triplett
• Anna Versluis
• James Welsh

Gender, Women, and Sexuality Studies Program Committee (Margaret O'Connor - 8/09)

• Elizabeth Baer
• Janet DeMars
• Margaret O'Connor

Japanese Studies Program Committee (Toshiyuki Sakuragi - 2/03)

• Florence Amamoto
• John Cha
• Patricia Freiert
• Will Freier
• Richard Leitch
• Toshiyuki Sakuragi
• Linnea Wren

Latin American, Latino, and Caribbean Studies Program Committee (Nancy Hanway - 08/09)

• Patric Giesler
• Suzanne Wilson
• Sujay Rao
• Marisa Kalbermatten
• Henry McCarthy
• Ana Adams
• Mayra Taylor
• Jeffrey Rathlef

Peace Studies Program Committee (Loramy Gerstbauer - 8/09)

• Sidonia Alenuma
• Thia Cooper
• Seán Easton
• Loramy Gerstbauer
• Richard Leitch
• David Obermiller
• Suzanne Wilson

Russian Studies Program Committee (Denis Crnković - 8/09)

• Denis Crnković
• Thomas Emmert

1.3.12 Course Deactivation

General Information (White Pages)
By direction of the Faculty, a course and its number will be inactivated if it has not been taught at least once in four years. The Registrar is instructed to inform departments of such action. Departments may choose to petition the Curriculum Committee for an exemption to course inactivation, providing a coherent rationale for the request.

1.4.1 Academic Assistant

(Leslie Weber - 7/09)

Each year a full-time student may be appointed as an academic assistant for each department. The appointment is based upon the following criteria:

1. Academic excellence in major field and in general studies.
2. Potential for excellence in academic discipline.
3. Expressed interest in the appointment by the appointee.

The specific responsibilities for academic assistants will vary somewhat among the departments; however, generally the responsibilities fall into one or more of the following areas:

1. Conducts own research project.
2. Conducts or assists with a specific departmental research project.
3. Assists with teaching specific course content.
4. Serves as student resource person for departmental decisions.

1.4.2 Alcohol and Drug Policy

(Dean of Student's Office, 8/09)

Gustavus Adolphus College is concerned for the well-being of all members of its academic community and for the quality of their relationships. One area of that concern involves the use of alcohol and other drugs.

The College does not condone the use of alcohol when prohibited by law. On the contrary, it seeks to foster an atmosphere in which abstinence from alcohol is accepted, respected, and supported. The College also expects individuals and groups of legal age to make responsible choices with regard to alcohol use. Careful consideration must be given if alcoholic beverages are to be available at College-sponsored off-campus activities or at events where underage individuals are present. While the alcohol and drug policy makes provisions for the consumption of alcohol in conjunction with some special events, participants of all ages should be able to participate in all planned activities. Activities with alcohol may segregate those not of legal age from those who are, and this could be counterproductive to the development of community.

The College takes the position that chemical abuse is neither socially nor morally acceptable. It also recognizes the reality of chemical dependency and is aware of its presence in the academic community. We are obliged to help those who could be harmed or inconvenienced as a result of the irresponsible behavior of others. As a part of encouraging responsible lifestyles, Gustavus will strive to provide education about alcohol and other drug use, to encourage responsible
choices, and to intervene in situations where it has knowledge of misuse and abuse of chemicals. The College will encourage and provide reasonable help for members of the community who seek treatment for chemical dependency.

The College expresses the following objectives with regard to alcohol and other drugs:

- To support and encourage those who choose to abstain from the use of alcohol and other drugs.
- To undertake to educate members of the College community regarding the effects of use, misuse, and abuse of alcohol and other drugs.
- To formulate and maintain guidelines for appropriate response to the misuse and abuse of alcohol and other drugs.
- To expect individuals who use alcohol to make responsible choices and respect the rights, needs, and lifestyles of other members of the community.
- To sensitize Collegiate Fellows, Head Residents, Peer Assistants, faculty, staff, and students to the implications of chemical use, and especially to the needs of those who misuse or abuse alcohol or other drugs.
- To provide direct assistance and/or referral for those with substance-abuse problems.

Each member of the community is encouraged to support the objectives of this policy. The Dean of Students shall have the primary responsibility for monitoring it for the student body, with primary enforcement provided by Safety and Security and the Residential Life staff. The Dean of Students shall continue to study, develop, and evaluate the program of education for the campus community dealing with the implications of alcohol and drug use.

Each member of the community is encouraged to support the objectives of this policy. The Dean of Students shall have the primary responsibility for monitoring it for the student body, with primary enforcement provided by Campus Safety, and the Residential Life staff. The Dean of Students shall continue to study, develop, and evaluate the program of education for the campus community dealing with the implications of alcohol and drug use.

Refer to Gustavus Guide for specific alcohol and drug policies.

Alcohol Policy revised and approved by the Board of Trustees, June 27, 1994.

1.4.3 Alcohol and Drug Education Program-Peer Assistants

Gustavus Adolphus College has adopted and implemented a program, consistent with Federal Guidelines, to prevent the illicit use of drugs and the abuse of alcohol by students and employees. The program, mandated by the “Drug-Free Schools and Communities Act of 1989” (Public Law 010226, an amendment to Title XII of the Higher Education Act of 1965), requires that the following information be distributed annually to each student and employee.

A. Standards of Conduct: Gustavus Adolphus College prohibits the unlawful possession, use, or distribution of drugs and alcohol by students and employees on its property or as any part of its officially sponsored activities. Standards relating to this prohibition are further defined in the College’s Alcohol/Drug Policy, which is printed annually in the Gustavus Guide, the Staff Handbook, and the Faculty Handbook. See also the College’s “Drug-Free Workplace” regulations, printed in the latter two handbooks each year.
B. **Applicable Laws:** A number of federal, state, and local laws deal with unlawful possession, use, or distribution of illicit drugs and alcohol. More information can be found at: [www.leg.state.mn.us/leg/statutes.asp](http://www.leg.state.mn.us/leg/statutes.asp)

1. **Drinking Age Violations**
   - Contributing to the Delinquency of a Minor
   - Underage Possession
   - Underage Consumption
   - Underage Purchasing
   - Giving to or Procuring for a Minor
   - Minor Entering Licensed Establishment
   - Misrepresentation of Age

2. **Regulation of Sales Offenses**
   - Unlicensed Sale of Alcohol
   - Selling to a Minor
   - Inducing a Minor to Buy

3. **Open Container Violations**
   - Possession on Public Property
   - Consumption on Public Property

4. **Traffic-Related Offenses**
   - DWI (DUI)
   - Gross Misdemeanor DWI
   - Open-Bottle, Possession
   - Open-Bottle, Allowing
   - Suspension of Driver’s License for Underage Purchasing
   - Driving after Consuming Alcohol, Underage (“Not a Drop Law”)

5. **Illicit Drug Violations**
   - Sale or Possession of Controlled Substances (1st–5th Degree, to include cocaine, narcotics, hallucinogens, and larger amounts of marijuana; see also Federal Trafficking Penalties, below)
   - Possession of Drug Paraphernalia
   - Manufacture or Delivery of Drug Paraphernalia
   - Delivery of Drug Paraphernalia to a Minor
   - Possession, or Sale of Small Amounts of, Marijuana
   - Knowledge of Possession
   - Conspiracies
   - Simulated Controlled Substances

6. **Controlled Substances Violations (Federal)**
   - Trafficking in Controlled Substances (1st–5th Degree; 21 U.S. Code 811)
   - Trafficking in Marijuana (21 U.S. Code 811)
   - Illegal Possession of a Controlled Substance (21 U.S. Code 844a)
   - Forfeiture of Personal and Real Property Used to Possess or Facilitate Possession (21 U.S. Code 853a2 and 881a7)
   - Forfeiture of Vehicles or Other Conveyances Used to Transport or Conceal (21 U.S. Code 881a4)
   - Denial of Federal Benefits, including Student Loans, Contracts, and Licenses (21 U.S. Code 853a)
   - Ineligibility to Receive or Purchase Firearm (18 U.S. Code 922g)
   - Revocation of Federal Licenses and Benefits (miscellaneous U.S. Codes)

C. **Health Risks:** Several health problems and risks are associated with the use of illicit drugs and the abuse of alcohol. Further information may be found in the Peer Assistance Center.
Effects of drinking too much at one time may include increased heart rate and skin temperature, loss of muscle control, and hangover symptoms such as fatigue, nausea, and headache.

Alcohol abuse can also result in damage to brain cells, mental illness and personality disorders, as well as causing birth defects or other abnormalities in the unborn.

Long-term heavy drinking can damage the heart muscle, increase the risk of heart disease, and lead to heart failure and alcoholism. It can also inflame vital tissue; increase the risk of ulcers and cancers of the liver, mouth, throat, and stomach; cause degeneration of bone and muscle; and result in blackouts and memory loss.

The cumulative effects of alcoholism may include all of the above disorders or risks, particularly cirrhosis and cancer of the liver, alcoholic hepatitis, enlarged heart, congestive heart failure, ulcers and gastritis, and brain damage, as well as “DTs”/disorientation, shaking, memory impairment, and hallucinations resulting from the alcohol withdrawal.

Long-term drug abuse can lead to organic damage, mental illness, hallucinations, and malnutrition and can increase the risk of AIDS, hepatitis, and other infectious diseases if drugs are injected.

D. Community Resources: The following drug and alcohol counseling, treatment, or rehabilitation programs, located in the St. Peter area, are available to students and employees.

Sioux Trails Mental Health Center, Outreach Office, 320 Sunrise Drive, St. Peter, MN 56082 (ph. 507-934-2652); **24-hour crisis line 800-247-2809**. Broad range of counseling services.

New Ulm Medical Center, Substance Abuse Services, 1324 Fifth Street North, New Ulm, MN 56073 (ph. 507-354-1055 or 354-2111, ext. 118). Assessment and intake, evaluation, outpatient and inpatient treatment, aftercare, eating disorders treatment program, smoking cessation program (group and individual), compulsive gambling treatment, family program, relapse services; full range of psychiatric services also available.


New Beginnings, 205 W. Park Row St., St. Peter, MN 56082 (ph. 507-931-0918). Assessments, outpatient treatment, and aftercare services.

E. On-Campus (for enrolled students):

Peer Assistance Center (ph. 507-933-7607). Peer counseling, workshops promoting healthy lifestyles, alcohol/drug and wellness information and programming (Judy Douglas, director).

Counseling Center (ph. 507-933-7027). Evaluation and assessment, support group programs, counseling services, licensed counseling psychologists.

F. **Institutional Sanctions:** Gustavus Adolphus College will impose sanctions consistent with state and local laws on students and employees found responsible for violations of its alcohol and drug policies. Those sanctions include, but are not limited to, mandatory counseling and/or treatment, reassignment (of employment or housing space), suspension, and expulsion or termination of employment. The responsible parties may also be referred to civil authorities for violations of College regulations that are also of civil or criminal nature.

Gustavus Adolphus College was mandated by federal statute to implement this prevention program by October 1, 1990. The College conducts biennial reviews of its program to: a) determine its effectiveness and implement changes if they are needed, and b) ensure that the sanctions described above are consistently enforced. Those reviews will include use of objective measures that track the levels of alcohol and other drug use, which may consist of such studies as the number of sanctions, the number of referrals for counseling or treatment, instances of drug and alcohol-related vandalism, as well as surveys of student, faculty, and employee perceptions on campus drug and alcohol problems.

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1.4.4 Collegiate Fellows

(Charles Strey, Assistant Dean of Students/Director of Residential Life - 8/09)

**Collegiate Fellows** (CFs) are carefully selected upper-class students assigned to a floor/section who are charged with actively creating and sustaining a living environment conducive to learning, growth and development of students. CFs have a variety of responsibilities: peer counseling, facilitating activities and programs that encourage the development of a strong, positive, and inclusive community in the hall, acting as general resources and referral agents.

For further information, please contact the **Director of Residential Life**.

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1.4.5 Peer Assistants

(Judy Douglas - 6/00)

Peer Assistants are primarily upper-class students who have volunteered their time and energy to help staff the **Peer Assistance Center** in the Jackson Campus Center. Their purposes are to identify student needs, coordinate ideas and suggestions, and assemble informational programs which will help support the Gustavus Community in wellness issues, including the responsible use of alcohol and other drugs. For more information about the program or its services, contact the **Peer Assistance Center** at x7607 or **Judy Douglas**, Alcohol/Drug Education Coordinator, at x7665.
1.4.6 Assistance to Students - Physical/Psychological

(Jeff Stocco, Dean of Students - 8/09)

Physical Illness

A. Emergency Situations
   1. If a medical emergency appears "life threatening" or seems to require immediate attention by a physician, first phone 9-911 (Nicollet County Sheriff's Department), give specific details, and request that an ambulance be summoned. Next phone Campus Safety (933-8888), give details, and request assistance.
   2. In case of serious illness or injury, report the situation to the Health Service (933-7630) Monday-Friday, 8 a.m. - 4:30 p.m., or when the Service is closed, to Campus Safety (933-8888).

B. Non-Emergency Situations

The procedure below should be followed in non-emergency medical situations:

1. A student who appears to be physically ill should be referred to the Student Health Service located on the ground level of the Campus Center. Hours: Monday - Friday, 8 a.m. - 4:30 p.m.
2. The student should be reminded that he/she has the option of consulting a non-college staff/physician of his/her choice. However, for reasons stated below in the section entitled "Referrals to Non-College Resources," you should not recommend treatment or select a physician or a medical service for the student.
3. If you advise a student to consult the Student Health Service, please call the Service to report the circumstances of the referral.

Psychological Problems

Approximately ten percent of college and university students experience emotional difficulties requiring professional consultation. A very small proportion of this percentage experiences severe emotional disturbance. Nevertheless, it is important to be aware of the procedures for proper handling of such situations.

A. Emergency Referrals

Whenever it appears imperative that a student be referred for psychological or psychiatric assistance, i.e., if it appears that a student is experiencing a severe emotional disturbance or an emergency situation exists, report the situation immediately to the Counseling Center (933-7027) Monday - Friday, 8 a.m. - 4:45 p.m., or when the Center is not open Campus Safety (933-8888) or the St. Peter Police Department (9-931-1550). If an emergency report is made, please call the Counseling Center on the next working day to follow up.

If in doubt about the need for an emergency referral, consult the Counseling Center, Health Service, the Dean of Students Office, or the St. Peter Police.
B. Threat Of Harm Or Injury

Faculty and staff members are regarded as representatives of the College. Hence, any information held by a staff member (about a student who may be a danger to self or others) will be regarded as information known to the College. Thus, if a member of the staff has knowledge suggesting that a student may do harm to self or to others, the College has a duty to take appropriate steps to prevent or mitigate such harm or injury. Both the staff members and the College can be held liable at law for failure to act. Any such information should therefore be reported immediately to the Dean of Students, the Counseling Center, campus Safety and Security or the St. Peter Police. That such information has been obtained in a confidential relationship will not serve as a defense or an excuse for failure to take appropriate action as outlined in "A." above.

C. Non-Emergency Referrals

1. When a member of the College faculty or staff believes that a student might benefit from psychological or psychiatric consultation, the student should be referred to the Counseling Center. The student, of course, may accept or decline such referral (see "Psychological and Psychiatric Services for Students" below).

2. The suggestion for referral may be made directly to the student. If you advise a student to consult a staff member of the Counseling Center, please call the Counseling Center to report the circumstances suggesting the referral.

3. Alternatively, assistance in effecting a referral may be obtained from the professional staff of any of the following offices: Student Health Service, Counseling Center, Dean of Students, Office of Residential Life, Chaplains’ Office, Faculty Deans, Academic Advising, or Drug and Alcohol Education.

Psychological and Psychiatric Services for Students

A. The College Counseling Center will be the appropriate source of counseling or psychological treatment for many students. However, specialized, intensive, or other psychological or psychiatric treatment may be arranged by referral outside the College; the cost would be the responsibility of the student and/or the student's parents. Such referrals must be made by the professional staff of the Counseling Center. All correspondence with non-College psychologists or psychiatrists concerning students must be the responsibility of the Counseling Center.

B. Contact between students and the College's psychologists is kept confidential so that students may feel free to ask for help without fear of disclosure of their private affairs. Information will be shared with College officials only with the student's explicit authorization or without such authorization only when his/her behavior represents a serious danger to self or others.

C. When hospitalization or medical withdrawal is advisable, staff at the Counseling Center or the Dean of Students will be responsible for making necessary arrangements and notifying the legally-responsible parent or guardian when appropriate.

Referrals to Non-College Resources

While a student is free to consult any professional he/she chooses, an employee of the College and/or the College itself may be subject to legal suit if an off-campus resource is recommended and such referral results in improper or negligent action leading to a claim for damages. It is to be understood that as a matter of College policy, the College authorizes only the professional staff of the Student Health Service and the Counseling Center to make such recommendations or referrals. Therefore, it is expected that College staff members will make referrals only to the Student Health Service or the Counseling Center.
1.4.7 The Division of Student Affairs

(Jeff Stocco, Dean of Students - 8/09)

Student Affairs Mission Statement

The Student Affairs Division of Gustavus Adolphus College intentionally creates and supports environments in which students pursue a challenging liberal arts education, gain an understanding of themselves and each other, and uphold the mission, traditions and values of the College.

We ask students to be invested, contributing members in a community of learners from diverse backgrounds. To this end, we encourage students to recognize, engage and appreciate their own and others’ diversity and commonality. We also espouse citizenship, integrity, respect and compassion as foundations that help students engage in lives of services and leadership in their communities.

Our work is centered on relationships. We collaborate with students, faculty, staff and members of the greater community to provide programs, services and experience that contribute to student learning and positively impact the developmental process. We embrace the teachable moments in students’ lives with appropriate presence, care, reflection, challenge and support. We encourage them to take responsibility for learning, actions and selves.

As teachers and learners, we contribute to the Gustavus experience, and, with our colleagues, seek to inspire in our students a commitment to the values of excellence, community, justice, service and faith.”

Consistent with the statement of mission, the entire student affairs staff assists students in realizing their education and personal goals at Gustavus.

Dean of Students Office

The Dean of Students Office oversees programs and services that support students' education and development both inside and outside the classroom.

Members of the Dean's staff guide, support, and challenge students in taking full advantage of a Gustavus education. They also provide advice, support and assistance to students and student groups and respond to inquiries from students, parents, and others about college policies and procedures.

Jeff Stocco, Dean of Students, x7526

Personal Counseling

The Counseling Center seeks to foster students' development, mental health, and academic performance by providing a variety of services that teach student skills that will help them meet their personal and academic goals. Confidential individual and group counseling are available to all full-time students experiencing personal, emotional, or psychological difficulties. Educational General Information (White Pages)
programs are offered to promote healthy development in areas such as values clarification, stress management, sexuality, body-image, etc. The Counseling Center staff is also available to consult with any member of the Gustavus community regarding mental health, developmental, or emergency concerns.

**Residential Life**

The primary objective of the Residential Life program is to complement and support the academic mission of the College by providing a living environment conducive to learning; a comfortable home where students can sleep, study, and interact; and a community where they can develop values and responsibility.

The **Office of Residential Life** manages all aspects of campus housing including room assignments, room changes, and hall maintenance. The Director is available to students for personal counseling and mediation, and is responsible for the recruitment, training, and performance of all residential staff (Head Residents and Collegiate Fellows) and, through them, for hall programming.

**Health Services**

The College maintains a **Health Service** located in the Campus Center to address students' health education and healthcare needs. Two nurse practitioners are on duty Monday through Friday, 8 a.m. to 4:30 p.m., and are also available at variable hours that are posted at the Health Service.

Normal office procedures are available at the Health Service office during office hours. Should students require more extensive care, they may be referred to local clinics or hospitals. If medical care is required when the Health Service is not open, students can be seen at the Urgent Care facility in the Saint Peter Community Hospital or at the Saint Peter Clinic.

**Alcohol/Drug Education**

The Office of Alcohol/Drug Education is available to provide students with education and support in making behavioral choices, especially regarding the use of alcohol and other drugs, to assist in the development of personal skills, to promote healthy lifestyles, and to contribute to the development of a sense of community. Services available include consultation, assistance, referral, intervention, and assessment. Twelve students also staff the Peer Assistant Center.

**Judy Douglas**, Director, x7607

**Campus Safety**

**Campus Safety** seeks to prevent and suppress crime, protect life and property, preserve peace, and respond to requests for safety and security services. Officers are involved daily with enforcement of college rules and regulations; monitoring the campus for unwelcome intruders and situations that threaten the security of any element of the College; rendering appropriate emergency assistance as needed; and monitoring fire and environmental safety concerns. The department also performs outreach by conducting training programs for campus groups on general and personal topics of safety and security; presenting fire prevention activities and
performing fire safety inspections; participating in continuing education and crime prevention programs; and active involvement in extra event staffing and special assignments.

Ray Thrower, Director, ex. 8809

Community Service / Service-Learning

The Community Service / Service-Learning Center provides coordination and assistance to student programs focusing on service to the campus and the local Saint Peter community, as well as providing assistance to campus groups and individuals addressing broader rural, urban, and international needs. The Director and interns work closely with community members and Gustavus students to develop and support ongoing programs such as Big Partners, Study Buddies, and Aging Services. The Center also acts as a clearinghouse for one-time service requests from such groups as Special Olympics or the Saint Peter Regional Treatment Center.

Jeffrey Rathlef, Director, x6011

Judicial Affairs

Student Judicial System

The College Judicial System adjudicates alleged violations of the Statement of Student Responsibilities. The Associate Dean is responsible for coordinating the College judicial system. S/he oversees the work of the Appropriate Judicial Authority and interprets standards of conduct and judicial procedures to Students and others. The Associate Dean is available to serve as a resource for complainants and/or respondents wanting information concerning procedures, rights, and responsibilities under the judicial system. The Associate Dean does not and shall not act as a representative or advocate for any respondent or complainant.

Reports of alleged violations of the

Statement of Student Responsibilities may be filed with administrators designated by the Dean of Students. These administrators will seek to respond to the alleged violations through referral to one of three judicial procedures: (A) the Citation system, (B) the Administrative Conference, or (C) the Formal Complaint to the College Judicial Board.

Deirdre Rosenfeld, Associate Dean of Students, x7526

Student Activities

The Student Activities Office serves the campus as a resource for student leadership in over 100 campus clubs and organizations. The Director and Assistant Director of Student Activities work with students and campus offices to develop high quality programs and activities for the campus. The Student Activities Office coordinates orientation and the Gustie Greeter Program, Family Weekend, the Dive, the Ticket Center, and the Campus Center Information Desk. Additionally, the Campus Activities Board, Fraternities and Sororities are advised by Student Activities professionals.
Career Services

The Career Center helps students focus on their futures by offering information, opportunity, and support in the career development and job search process. Career counseling is helpful for students seeking to identify their interests, skills, and values in relation to their selection of major and career. Internships are available for career exploration and the application of classroom learning to the work environment. Students may spend a January Term, semester, or summer at internship sites throughout the region and the country, earning academic credit in any academic major. As students near graduation, they may work with the Placement Director to seek employment, entrance to graduate school, or other opportunities. In addition to bringing recruiters to campus, providing directories, and participating in job fairs, the Career Center helps students develop their own search skills.

1.4.8 Financial Aid (Work-Study) Positions

Student Employment positions listed in this section are limited to those students receiving Student Employment as part of a Financial Aid Award. If you do not have Student Employment as part of your financial aid, please visit the Office of Student Financial Assistance or the Student Employment Office. Thank you.

Student Employment Job Descriptions

TO ALL STUDENT EMPLOYEES: Requirements of the Federal Government and Immigration and Naturalization Service state that you must provide your employer, Gustavus Adolphus College, with two forms of identification to complete a Form I-9 before being allowed to participate in the student employment program. Employment eligibility and identity may be established with a form of picture identification (State issued ID, Drivers License, or unexpired U.S. Passport) and one of the following:

- Your original Social Security Number card;
- A certified copy of your Birth Certificate
- A Certification of Birth Abroad;
- A Native American Tribal Document;
- An unexpired passport with attached Employment Authorization (international students).

The identification requested must be the original. Do not bring a photocopy.

First year and new students must bring identification documentation to Registration during the summer to complete the I-9 and W-4. Upon arrival in the fall, a Student Employment Contract...
will be completed. Students cannot work and cannot be paid if these three forms have not been completed prior to the first day of class.

**Returning students** participating in the student employment program for the first time should complete the I-9 Form and Form W-4 prior to leaving campus in May. If a student employment award is received during the summer months, employment forms must be completed prior to the first day of class in September.

Questions or concerns about the Student Employment program may be addressed to Meredith Wills, Student Employment Coordinator, in the Office of Student Financial Assistance at (507) 933-7576 or mwills@gustavus.edu.

**Off-Campus Student Employment Opportunities**

**For Students Receiving Financial Aid** (Listed alphabetically)

- America Reads
- Arts Center of Saint Peter
- City of Saint Peter Finance Office
- City of Saint Peter Public Library
- City of Saint Peter Recreation and Leisure Services
- Community and Family Education
- Dollars for Scholars
- John Ireland Elementary School
- Kid's Corner Child Care Center
- Little Saints' Pre-School
- Minnesota School Board Association
- Scholarship America, Inc. (Formerly Citizens' Scholarship Foundation)
- Southern Minnesota Clay Center
- Saint Peter Community Hospital and Health Care Center
- Saint Peter Evangelical Lutheran School
- Saint Peter Middle and Senior High School
- Saint Peter School District 508 Offices
- Third Floor Youth Center

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**1.4.9 Student Research Presentations**

(Cathryn Blaukat - 7/09)

Research, Scholarship, and Creativity Grants

Grants are available for student research, scholarship, and creativity expenses.

Visit the Kendall Center website for more information: [www.gustavus.edu/kendallcenter/undergraduate-research](http://www.gustavus.edu/kendallcenter/undergraduate-research)

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**1.4.10 Academic Honesty Policy**

General Information (White Pages)
Located in section 2.2.9 in the *Faculty Handbook*.

As proposed by the Academic Operations Committee, and passed by the faculty on February 20, 2002, revised November 2006.

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1.4.11 Daily Class Schedule

*(David Fienen, Provost and Vice President for Academic Affairs - 11/06)*

[Link To Daily Class Schedule: gustavus.edu/provost/documents/DailySchedule.pdf]

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1.5.1 Admission to College Events

*(JoEllen Schulz, Director of Telecommunications - 6/03)*

Staff identification cards are issued each year at the Switchboard to all full-time employees and extended part-time faculty members at Gustavus and their spouses for admission to home athletic events, Lyceum programs, and plays.

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1.5.2 Budget Information

*(John Clementson - 7/09)*

**Department Budget**

Each department submits in the fall a budget request for the next fiscal year which begins June 1. This covers positions (including clerical assistance), supplies and expenses, major items of equipment. The department does not project actual figures under salary; its request in terms of personnel enables the administration to arrive at specific sums. The department does ask for definite allocations to cover both equipment and expendable items. The administration reviews departmental requests and informs the chair in the spring semester or early summer what the approved figures are. It is the responsibility of the department to operate within these allocations; the Finance Office sends monthly statements of total charges.

The Finance Office processes all purchase orders for instructional materials. It also arranges for maintenance and repair of office equipment, the cost of which is charged to the department. Not so charged, however, is business stationery, available at Print Services in the Jackson Campus Center.

The Book Mark handles all orders for class texts, while requests for desk copies are made directly to the publisher by the instructor or department. Most clerical supplies, from class record...
books to paper clips are available at the Book Mark. The individual staff member may take care of his or her own needs in this area, but in the interest of efficiency, departments should order and have on hand the supplies that instructors are sure to need. (A separate description of the Book Mark facilities and services is available.)

**Library Budget**

The major responsibility for ordering books to build up and maintain adequate resources for their departments, within limits of available funds, rests with the respective departments. Chairs are informed of the amount allocated for each fiscal year and are sent subsequent statements of balance unspent. April 1 is the deadline for making departmental orders for each fiscal year.

**1.5.3 Insurance**

(Kenneth C. Westphal, Vice President for Finance and Treasurer - 6/03)

Gustavus carries liability, property, and automobile insurance. In the event of an accident, it should be reported to the College Finance Office (Attn: Treasurer) within 24 hours of the event.

**1.5.4 Parking Regulations**

(Ray Thrower - 8/09)

Use the link below to reach the current parking regulations:

[link]

**1.5.5 Academic Calendar Structure**

Revised 10/25/06

(Kristianne Westphal, Registrar - 8/09)

- Each semester has at least fourteen weeks, including at least 66 class days (previously 64) but not more than 70.
- Four days are reserved for final exams.
- Fall classes begin on the Tuesday following Labor Day.
- Nobel Conference is the first Tuesday and Wednesday of October.
- Fall Break is Monday and Tuesday of the eighth week (Previously was Friday and Monday).
- Thanksgiving Break includes the Wednesday before Thanksgiving.
- January Term is four weeks (at least 19 class days, all M-F) and begins no earlier than January 3.
- A one-week travel-touring period separates January Term and spring semester.
- A one-week Spring Break separates the halves of the spring semester.
• Whenever Easter doesn't occur during the Spring Break, Good Friday and the next Monday are an Easter recess.
• Whenever the end of the Spring Break falls within one week of Easter Recess, the two shall be combined.
• The MAYDAY Conference is scheduled the Wednesday closest to May 1.
• Honors Day is the first Saturday in May.
• Commencement is the Sunday following final exams.

1.5.6 Investigator Financial Disclosure/Conflict of Interest Policy

(Robert M. Weisenfeld, Assistant Vice President for Corporate and Foundation Relations - 8/09)

This policy is available as a PDF file at the following web link: Investigator Financial Disclosure/Conflict of Interest Policy

Hardcopies of this policy are also available from the Office of Corporate and Foundation Relations

1.5.7 Procedures for Reporting and Dealing with Possible Misconduct in Research

(Robert M. Weisenfeld, Assistant Vice President for Corporate and Foundation Relations, 8/09)

This policy is available at the following web link: Procedures for Reporting and Dealing with Possible Misconduct in Research

Hardcopies of this policy are also available from the Office of Corporate and Foundation Relations

1.5.8 Program Incentive Policy for Principal Investigators/Project Directors

(Robert M. Weisenfeld, Assistant Vice President for Corporate and Foundation Relations, 08/09)

The policy is available as a pdf file at Program Incentive Policy.

Hardcopies of this policy are also available from the Office of Corporate and Foundation Relations

1.5.9 Student Entry into Locked Academic Areas

(David Fienen - 7/09)
It is the policy of the College to allow Safety and Security staff to open locked areas of academic buildings for students only when entry is authorized by a faculty member. To have a door unlocked, a student must provide a note signed by a faculty member with their name(s), time and date of authorized entry and brief description of purpose. Specialized forms are available from department chairs and the Director of Safety and Security for this purpose.

Questions and clarifications of this policy should be referred to Ray Thrower, Director of Campus Safety.

**Key Policy**

The College's current key policy can be found on Campus Safety's website: gustavus.edu/safety/policies/keys.php

(Ray Thrower, Director of Campus Safety - 6/01)

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1.5.10 Faculty Office Assignment Policy

(David Fienen - 7/09)

**Regular Contract Faculty**

Faculty in tenured or tenure-track positions will, whenever possible, have single offices. Faculty offices will normally be grouped by department. Individual office assignments will be made by consensus within the department. If consensus cannot be reached, the department chair or Provost will make the assignment.

**Special Appointment and Part-time Faculty**

The College will provide faculty in special appointment or part-time positions with appropriate office space. Contract length, years of service to the institution, course load, and other factors related to the teaching assignment will be taken into consideration when assigning offices. When possible, faculty teaching full-time (4/7 or more) will not share an office. Faculty teaching less than 4/7 may share an office with at least one other faculty member. When at all possible, office space will be provided in or near the appropriate departmental cluster. Departments are expected to make arrangements for visiting and adjunct faculty within their area. If space is not available within the departmental area, the Provost should be contacted regarding other possible locations on campus. Faculty members on leave are expected to vacate their faculty office so that the office and computer may be used by their replacement.

**Faculty Emeriti**

The Provost will work to establish a group office space for faculty emeriti. Until such time as space is available, faculty emeriti will be provided office space if they have a teaching contract using the criteria for part-time faculty.
Due to the scarcity of office space on campus, it may sometimes be necessary to house faculty from one department in the office cluster of another. Unassigned or vacant faculty office space should be reported to the Provost by the department chair and may not be converted to other use (i.e. workroom, student office, etc.) without approval.

1.5.11 Faculty Salaries

The Faculty Salary Report is found in Appendix B of the Faculty Manual. The report is updated each year.

1.5.12 Travel Policy

See the All-College Policies (Gray Pages)

1.5.13 The Role of the Diversity Representative at Gustavus Adolphus College

(John Clementson - 10/09)

Introduction

The use of Diversity Representatives on faculty hiring committees is a key component in the College's attempt to become a more culturally diverse and welcoming place. The Diversity Representative works in conjunction with the hiring department to insure that all position descriptions are written in such a way as to not exclude people of color, women and other underrepresented groups. The Diversity Representative serves as a voting member of the search committee reviewing applicants and interviewing candidates. In addition to providing assistance to the search with regard to multicultural issues, the Diversity Representative is often the only person on the search committee from outside the department and therefore also serves as a representative of the faculty as a whole. Diversity Representatives are full-time faculty at the College who serve at the request of the Dean of the Faculty. A brief training session is conducted each year for new Diversity Representatives.

Assignment

The Dean of the Faculty assigns Diversity Representatives. The assignment will be upon the mutual agreement of the Diversity Representative, the department chair and the Dean of the Faculty.

Job Responsibilities and Timeline

Step One-Learning the Needs of the Department
After being assigned to a search the Diversity Representative should meet with the chair of the search committee. Usually this will be the department chair. This meeting should be informational in nature and is a chance for the committee chair to give the Diversity Representative background information on the position.

Step Two-Expanding the Pool

The Diversity Representative should also encourage members of the search committee to contact acquaintances in the minority community in order to make them aware of the position and encourage their application. Search committee members should also be encouraged to contact colleagues at other institutions for help in identifying potential minority candidates. Identified candidates should be contacted to apprise them of the availability of the position and to encourage their application.

Individual faculty and chairs should be encouraged to network continually. Many women and faculty of color hires result from personal contact rather than public advertisement. Networking with an eye towards faculty diversity should be encouraged whenever faculty or administrators travel to meetings. If faculty keep the diversity goal in mind when attending national meetings and in dealing with the community, they can turn up many useful leads and prospects. An institution that actively seeks interaction with all its communities will have a much better chance of establishing a productive network.

Step Three-Reviewing Files

Before reviewing the files the Diversity Representative should initiate a discussion with the search committee regarding:

- Possible professional and personal biases that are pertinent to each field
- How the process will ensure the equal treatment of all candidates
- How candidates will be ranked, i.e. what is absolutely essential, what is secondary, etc.

The Diversity Representative is expected to review all applicant files.

Step Four-Candidate Selection

Search committees will develop their own way of "ranking" candidates to decide whom to bring to campus. It has been found to be helpful to use the principle of the "acceptable candidate." Using this method a list of all candidates who could successfully perform the job is created and used as the first narrowing criterion.

Step Five-Participate in the On-Campus Interview

The Diversity Representative should participate fully in the on-campus interview process. It is especially important for the Diversity Representative to attend each candidate's class presentation. The Diversity Representative should be prepared to meet alone with the candidates, should they request it, to address issues related to campus climate for diversity, etc.

Step Six-Final Recommendation
The Diversity Representative should be included in the final discussion regarding hiring recommendations. If and when a vote of the search committee is necessary, the Diversity Representative has one vote.

Step Seven-Wrap-up

While no formal report is necessary from the Diversity Representative, suggestions for improvement are welcomed by the Associate Provost and Dean of the Faculty.

Problem Searches

Occasionally the search process has its challenges. The role of the Diversity Representative can serve as an independent voice in the process. Diversity Representatives are encouraged to talk to the Associate Provost and Dean of the Faculty regarding any issues that may arise during the search.

It is the responsibility of the entire search committee to conduct the search in a way that maintains the integrity of the process and the institution.

1.5.14 Reimbursement for alcoholic beverages

(Kenneth C. Westphal, Vice President for Finance and Treasurer - 6/03)

On-campus events sponsored by the College where alcohol is served will follow the procedures outlined in the College Alcohol Policy. Alcohol for such events will be purchased and supplied by the College Dining Service.

Alcohol provided at off-campus events sponsored by the College should, whenever possible, be purchased by the College Dining Service. Reimbursement to employees of the College for the purchase of alcohol for College sponsored events will only be permitted for events related to recruitment and/or fund-raising. All such reimbursements must be approved by the appropriate vice president.

(Policy clarified by the Administrative Council, July, 1999)

1.5.15 Reporting Grades

(Kristianne Westphal, Registrar - 8/09)

Faculty policy requires that mid-term and final grades be reported for all students either via the web grading screens or on official grade report forms to the Registrar's Office within the published time lines of the academic calendar. The course instructor must sign all submitted grade reports. Direct fax service to the Registrar's Office is available by using 507-933-6258.
1.5.16 Mid-Term Grade Policy

Kristianne Westphal, Registrar -8/09)

Faculty will report mid-term grades for all students. The options for each class include either A-F grading or S/U (satisfactory/unsatisfactory).

1.5.17 Van Policy

(Ray Thrower, Director of Campus Safety - 6/03)

See the Van Policy at this link: gustavus.edu/security/policies/vanpolicy.pdf

Vehicle Reservation Instructions:

1. **To Reserve a Vehicle:** Call the Switchboard (0) Monday Friday, 8:00 AM 4:00 PM.
2. **Before Checking Out a Vehicle:**
   - Complete Section 1, AUTHORIZATION, on the VEHICLE AUTHORIZATION AND INVOICE form and bring to the Switchboard. It is important that all the information is provided and that the form is properly signed by the department to which the mileage is to be charged.
   - Please note: College Vehicles may not be checked out for personal use.
3. **When Picking Up Keys:**
   - Keys can be checked out at the Switchboard Monday through Friday, 8:00 AM 4:00 PM. Sign-out will be required.
   - NOTE: 15 Passenger Vans can ONLY be checked out by the driver of the vehicle. The driver MUST present their certified training card and ID at check-out time.
   - The Switchboard will complete Section 2, DISPATCHING AND KEY SIGN-OUT.
4. **When entering the vehicle for the first time:**
   - Take all parts of the form with you when you pick up the vehicle in the carpool parking lot.
   - Complete Section 3, DRIVER - BEGINNING Mileage information.
5. **When the vehicle is returned:**
   - Complete Section 3 DRIVER - RETURN Mileage, Keys Returned By, and Vehicle Problem information.
   - Leave all copies of the vehicle slip in the car so the car can be refueled and serviced for the next driver.
   - The driver is responsible for returning the vehicle with the interior picked-up and clean. There will be a $15.00 clean-up charge for a vehicle returned with the interior in unsatisfactory condition. There is a garbage receptacle located below the key drop box.
   - Take the keys to the vehicle key drop box near the vehicle return location.
6. When you receive the yellow department copy of the form, please review it carefully and let the Switchboard know about any possible discrepancies. Keep this copy of the form for your records.
7. When the Finance Office receives their white copy of the form, the total charge is posted to the account number entered in Section 1.
8. **Cancellation of Vehicles:** Due to the limited number of vehicles, please cancel the vehicle reservation ASAP if no longer needed.
Rationale

The mission of the college is to provide all students with a liberal arts education. It is at the very core of what we do. The General Education portion of the curriculum is an important way we ensure that all Gustavus students receive a broad liberal arts education.

Recognizing the variety and diversity of student needs and choices, we have chosen to build the General Education requirements in such a way to make certain that all students have a serious exposure to what we call "liberal arts perspectives" rather than developing a set of specific outcomes or knowledge and skill sets to be acquired.

Focusing on "courses" rather than "skills" places a challenge on how we approach assessment of the General Education program. In order to ascertain that the general education requirements as well as the criteria for courses fulfilling the requirements are providing students with a serious exposure in an effective and efficient manner, and to keep alive the ongoing conversation about the role of General Education in the Gustavus curriculum, we propose that:

- Course designations not be permanent, but be renewed on a rotating schedule;
- Responses be gathered from students and faculty to inform periodic review of specific course criteria, leading to approval/reapproval of individual course designations;
- A review of the whole Curriculum I-Liberal Arts Perspectives program follows each complete cycle of area reviews.

Process

Each area of the Curriculum I-Liberal Arts Perspectives will be reviewed separately, one or two areas per year.

Year 1

The Program Assessment and Development Committee (PADC), in consultation with the chair of the Curriculum Committee and the Director of General Education, will appoint a three-person committee to review each Area(s) being assessed. At least one of the three will be from outside the division or departments most responsible for delivery of the particular Area(s).

This Area review committee will:

- a. Study the Area criteria and work with the Director of General Education, the PADC, and the Institutional Research officer to develop questions to be included with the annual Senior Survey that solicits response from students relative to their experience with the particular Area under review.
- b. The area committees will ask faculty to submit representative samples of course work which they feel demonstrate how students have been exposed to this Area in their course. Examples of this work might include lecture notes, test questions, descriptions of class activities, research papers, lab reports, creative projects or student portfolios.
c. Faculty who teach such courses will be invited to participate in a focus group meeting with the review committee.
d. Written faculty comments regarding the Area criteria will also be solicited by the committee.

Year 2

The Area committee will

1. (a) Review the data collected.
2. (b) Recommend any proposed Area changes to the Curriculum Committee.

Once the faculty has approved any Area changes, all courses desiring to carry that Area designation must be resubmitted to the Area Committee, which will forward its recommendation to the Director of General Education and then on to the Curriculum Committee. For this round, course proposals must also include course syllabi that describe how the Area is addressed in the course. No previous Area designations will persist beyond this point in the process.

The Area Committee will submit a written report of its work to be kept on file by the Curriculum Committee, with copies to the Director of General Education.

The review of Areas will begin in the spring of 2009, when this year's FY students will be seniors, and hence mostly have completed their General Education coursework.

Each year, another Area (or two) will begin the process. The number of Areas reviewed each year will depend on the number of courses that hold that Area designation.

A larger committee composed of three members from the Curriculum Committee and four members at-large, will review the entire Curriculum I Liberal Arts Perspectives program once all Areas have accomplished the individual reviews. The purpose of this larger review is to analyze what has been learned from the Area review cycle and to consider whether there are any essential changes that should be made to the General Education program.

**Note:** This assessment plan focuses only on the nine Area requirements and does not include the writing requirement, non-English language, First Term Seminar, Curriculum II, or any other graduation requirements. The Curriculum Committee recommends that these programs, which have missions complementary to but unique from Curriculum I, have separate assessment plans.

**Timeline**

The review of the general education areas could be accomplished using the following rotation and timeline:

- Year Area
- (2005) (First class matriculates, will graduate in 2009)
- 2008-09 ARTS - THEOL
- 2009-10 LARS
- 2010-11 MATHL - NWEST
- 2011-12 SOSCI - NASP
- 2012-13 FIT/ACT - HIPHI
- 2013-14 GENERAL EDUCATION REVIEW
1.5.19 Removing W from Courses

(Curriculum Committee - 9/06)

The Curriculum Committee established the following procedure to allow departments to remove WRIT designations from a course: A department, through the chair, may request removal of WRITI or WRITD designations from a course by providing a rationale for the request and an explanation for how, in the case of WRITD, students will be able to meet this requirement in the major. This request must be submitted to the Associate Dean for consideration by the Curriculum Committee nine months (excluding summer) before the course is to be taught. Once WRIT designation has been removed from a course, it can only be reinstated by going through the WRIT course approval process.

1.5.20 Language Proficiency Guidelines

(Curriculum Committee)

Report from the ad hoc Language Task Force

Members: Kurt Irvin (Chair), Denis Crnkovic, Laurent Dechery, Glenn Barnette, Rob Gardner, Roger McKnight

The task force was formed by the Curriculum Committee in Fall 2005 and charged with handling any transitional issues that arose with the implementation of the new language requirement. Among the issues we have considered are these:

- Whether to allow students who are proficient in a language not offered at Gustavus to receive recognition for satisfying the language requirement.
- If so, what kind of language proficiency exam is appropriate and who bears the cost for that if it is a language not taught here.
- Any other transitional issues that have arisen as a result of implementation of a language requirement.

The faculty approved the following recommendations from the task force in April 2006:

1. That we define "non-English speaking international students" as those who completed their secondary education in a country where English is neither the primary spoken language of the country nor the language of instruction in the student's secondary school. For these students, we will accept their secondary education as satisfying the language requirement. Their degree of
competence in the foreign language is demonstrated by their graduation from secondary school and their acceptance at Gustavus implies general academic proficiency.

Rationale: Students who are from non-English speaking countries have demonstrated their ability with another language by virtue of acceptance into Gustavus [Proof of English language proficiency (minimum acceptable score of 550 or 213 CBT on the Test of English as a Foreign Language-TOEFL).]. There is no need for further testing or requirement that they learn yet another language.

2. To demonstrate proficiency in a language which Gustavus does not teach and for which we do not have an existing examination protocol, non-international students whose first language is not English may obtain a letter, on letterhead stationary, from a respected member of the community who is proficient in the language. This might be a leader in a community organization, a church leader, someone who teaches the language to younger members of the community, a supervisor with whom the student has worked. This individual should write a letter verifying that the student can both speak and has proficiency in either reading or writing the language. The writer of the letter should indicate in what capacity he or she has known the student and how they know of the student's language proficiency. The student's Gustavus Adolphus College ID number should be included on the letter, which can be sent to Registrar, Gustavus Adolphus College, Saint Peter, MN 56082. The Registrar will serve as the certifying officer on the basis of this letter, and will consult with members of the Modern Languages and Cultures Department as needed.

Rationale: Gustavus does not have the resources to arrange testing in languages other than those we teach, but we want to welcome speakers of other languages into our community and validate their second-language experiences and achievements. These students often acquire linguistic skills through more experiential means than Gustavus students who take formal language instruction in our courses or in high school learning environments. A community-based validation procedure allows us to reach out to the new students' community members for assistance in affirming their acquisition of second-language skills, which also complements Gustavus' affirmation of the value of experiential learning. Please note: The Curriculum Committee has approved the following rubric for such an assessment, which can be provided to the community member:

**Gustavus Language Equivalency Rubric (approved by Curriculum Committee 11/06)**

In order to satisfy the language requirement in languages not assessed at Gustavus Adolphus College (including ASL), students should demonstrate all of the following:

**Language**

1. Students are able to engage in basic conversations: greet another person, introduce themselves and talk about their academic interests, family members and family life, likes and dislikes, sports/pastimes, travel, weather, daily routine, cultural/family celebrations, where they live, or other basic conversational topics.
2. Students understand and interpret written and/or spoken language or discourse on a variety of basic topics. This may include short conversations or readings about the target culture.
3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics, such as those listed in #1 above.
4. Students should have the ability to use past and future tenses to talk/write and read about familiar topics, although certain errors may be present. If tense is not an important aspect of the language
or if it is considered beyond the reach of a novice learner, this feature of language need not be present for the student.

*Culture*

Students show a basic understanding of the practices and perspectives of the target language culture. For example, students know how to speak with appropriate politeness or informality in the language; how to greet others appropriately; how to ask for information, give advice, and perform other basic language tasks that reveal an understanding of what is appropriate in the culture.

Rationale: This rubric was designed by the task force after consulting the national standards for assessment of the National Council of Teachers of Foreign Languages, and after consultation with language faculty on campus.

1.5.21 Course Deactivation

(Curriculum Committee)

By direction of the Faculty, a course and its number will be inactivated if it has not been taught at least once in four years. The Registrar is instructed to inform departments of such action. Departments may choose to petition the Curriculum Committee for an exemption to course inactivation, providing a coherent rationale for the request.

1.5.22 Pilot - Course Cross Listing

Proposal to Cross List Courses

We propose a three year pilot program to cross list courses. Under this proposal, the same course could have several acronymic designations if it meets the guidelines specified below. To demonstrate how this would work, imagine a course entitled “The Sexual Brain.” Structured in the appropriate manner and with the collaboration of the relevant departments and programs, this course could rightfully claim to be a BIO course, PSY course, and a GWS course. If taught by a biologist, the course would have its origination and home in the biology department. The complete course description would be found in the biology department’s offering. The course would also be listed in the psychology offerings as well as the gender and women’s studies offerings. In these two cases, the catalogue copy would read, “This course is the same as BIO xxx. The complete course description can be found there.” The expectation is that cross listed courses would have the same course number, such as BIO 337, PSY 337, and GWS 337 in order to minimize confusion.
1.6.1 Academic Procession

(Richard Leitch, Faculty Marshal - 6/09)

Order of Academic Procession

- Faculty Marshal
- President of the College
- Provost and Dean of the College
- College Chaplain
- Honored Guests or Platform Speakers
- Board of Trustees
- Professors Emeriti
- Faculty and Administration

1.6.2 Academic Seniority

(Shanon Nowell, Assistant to the Provost - 6/10)

1965 Bruce McClain, Horst Ludwig

1969 Timothy Robinson

1970 Richard Martin, Barbara Simpson

1971 Kevin Byrne, Ronald Rietz

1973 Robert Douglas, Thomas Emmert, David Fienen

1974 Douglas Huff

1976 John Holte, Linnea Wren

1977 Deborah Downs-Miers, Karen Larson

1978 Deane Curtin, Jeanne Herman, Richard Hilbert, Terry Morrison, Ann Pesavento

1979 Dennis Henry, David Reese, Stan Shetka, James Welsh

1980 George Georgacarakos

1981 Mark Kruger, Rick Orpen, Jeffrey Rosoff

1982 John Lammert

1983 Karl Knight, Garrett Paul, Lawrence Wohl

1984 Denis Crnkovic, Barbara Kaiser, Patricia Kazarow
1985 Steven Mellema, Charles Niederriter, Brian O'Brien

1986 Hayden Duncan, Paul Estenson, Bruce H. Johnson, Gregory Kaster, Kate Wittenstein

1987 Barbara Fister, Michael Hvidsten, Robert Irvin, Douglas Nimmo

1988 Laurent Déchery, Anne-Marie Gronhovd, Lisa Heldke, Colleen Jacks, Daniel Mollner, Michele Rusinko

1989 Philip Bryant, Eric Eliaison, Thomas Huber, Lois Peterson

1990 Florence Amamoto, Eric Josef Carlson, Max Hailperin, Phillip Voight, Steve Wright

1991 Christopher Gilbert, Michael Jorgensen, Paschal Kyooore

1992 Elizabeth Baer, Carolyn Dobler, Donald Scheese, Patricia Snapp, Bruce VanDuser

1993 Paul Saulnier, Joyce Sutphen

1994 Carolyn O'Grady, Toshiyuki Sakuragi

1995 Jennifer Ackil, Gregory Aune, Cindy Johnson, Terence Morrow,

1996 Rita Curtin, Richard Leitch, Margaret O'Connor, Mary Solberg, Paula Swiggum

1997 Glenn Barnette, Leila Brammer, John Cha, Timothy Peterson, Debra Pitton, Amy Seham

1998 Mark Bjelland, Michael Ferragamo, Nancy Hanway, D. Scott Moore, Donald Myers, Marie Walker, Suzanne Wilson

1999 Patric Giesler, Henry Hays, Darrell Jodock, Pamela Kittelson, Jill Potts

2000 Rebecca Fremo, Sue Gunness, Michele Koomen, Jill Locke, Thomas LoFaro, Michelle Twait, Barbara Zust

2001 Eric Dugdale, Patricia English, Loramy Gerstbauer, Deborah Goodwin, Jon Grinnell, Elizabeth Jenner

2002 Aaron Banks, Jeffrey Dahlseid, Casey Elledge, Jeffrey Jeremiason, Brenda Kelly, Kristofer Kracht, Matthew Panciera, Todd Swanson, Janine Wotton

2003 Priscilla Briggs, Scott Bur, Mary Dixon Gaebler, Margaret Bloch Qazi, Sujay Rao, San Skurlattanakulchai


2005 Thia Cooper, Patricia Costello, Martin Lang, Karl Larson, Baker Lawley, James Miller, Kyle Momsen, Rebekah Richards, Brandy Russell, Katherine Knutson, Terena Wilkens

General Information (White Pages)
2006 Sidonia Alenuma, Joel Carlin, Maria Isabel Kalbermatten, Amanda Nienow, Tim O'Brien, Jeffrey Owen

2007 Ana Adams, Janet DeMars, Seán Easton, Eric Elias, Julie Gilbert, Yurie Hong, Jeff A. Jenson, Sarah Johnson, Kent Kalm, Helena Karlsson, Kris Lowe, Micah Maatman, Henry MacCarthy, Mary McHugh, Heidi M. Meyer, Daniel Moos, Melissa Rolnick, Mary Strey, Lori Steffen

2008 Bruce Smith, Kyle Chambers, Baili Chen, Sean Cobb, Sarah Hankerson, Elizabeth Harsma, Katrina Imison-Mázy, Mary Jenatscheck, Barbara Leibundguth, Karla Marz, Stephen Miller, Rajan Murgan, David Obermiller, Stephanie Otto, So Young Park, Mira Reinberg, Adam Rossmiller, Emily Sapa, Lianying Shan, Dwight Stoll, Anna Versluis

2009 Cyndee Ahlquist, Julie Bartley, Samuel Boerboom, Laura Bowyer, J. Blake Couey, Pamela Freeman, Joshua Harbiz, Robert Kendrick, Justin Knoepfel, Glenn Kranking, Sun Hee Lee, Kimberly Murphy, Susan Owen, Jeffrey Peterson, Jessie Petricka, Rita Ray, David Ryan, Maria Beatriz Torres, Rodney Urtel, Amy Vizenor, Carolyn Wanamaker, Beth Winterfeldt

2010 Kristian Braekkan, K. Angelique Dwyer, Lauren Hecht, Asli Ilgit, Ruth Lu Lin, Kjerstin Moody, Valerie Walker

1.6.3 Gustavus Adolphus College

(Jolene Christensen, Assistant to the President - 9/05)

For A List Of Trustees' Names And Addresses, Contact The President's Office.

1.6.4 Churches (Saint Peter)

Listing available in local phone book.

1.6.5 Department Chair Terms

(Shanon Nowell, Assistant to the Provost - 7/09)

A listing of the names, telephone numbers, and email addresses of the Chairpersons of the Academic Departments is available at: www.gustavus.edu/provost/deptchairs/chairs.php

1.6.6 Head Residents

(Charles Strey, Director of Residential Life - 6/00)
Follow this link for a current listing of Residential Life Staff: gustavus.edu/reslife

1.6.7 Hours - Campus Facilities

The most current hours will be found by going directly to the web links below, where available.

- Activities Office (x7598)
- Book Mark (x7587)
- Carlson Admin. Building - Monday thru Friday 8:00 a.m. - 4:45 p.m.
- Cashier's Desk (Business Office x7501) - Monday thru Friday 8:00 a.m. - 4:00 p.m.
- Chapel (x7446) - Monday thru Friday 10:00 a.m. - 10:20 a.m.
  Sunday: Holy Communion 10:30 a.m.
- Computer Laboratories (Locations and hours)
- Gustavus Adolphus College Marketplace (Dining Service) (x7608)
- Health Service - Open to students only (x7630)
- Library (x7567)
- Lund Center (x7666)
- Media Services (x7459)
- Post Office (x7589, or x6086 for mailroom) - Monday through Friday 8:00 a.m. - 4:30 p.m.
  Saturday and Sunday Closed
  *UPS services are also available through the GAC Post Office for individuals or departments.
- Telephone Switchboard (ph. 0 or 933-8000)
- Ticket Center (x7590 or x7598) - Monday through Friday 8:00 a.m. - 4:45 p.m.

1.6.8 Minnesota Private College Council

(Jolene Christensen, President's Office - 9/05)

Minnesota Private College Council Members

- Augsburg College, 731 21st Ave S, Minneapolis 55454
- Bethany Lutheran College, 700 Luther Dr, Mankato 56001
- Bethel College, 3900 Bethel Dr, Saint Paul 55112
- Carleton College, Northfield 55057
- College of Saint Benedict, 37 S College Ave, Saint Joseph 56374
- College of Saint Catherine, 2004 Randolph Ave, Saint Paul 55105
- College of Saint Scholastica, 1200 Kenwood Ave, Duluth 55811
- Concordia College-Moorhead, Moorhead 56562
- Concordia University-Saint Paul, 275 N Syndicate, Saint Paul 55104
- Gustavus Adolphus College, 800 W College Ave, Saint Peter 56082
- Hamline University, 1536 Hewitt Ave, Saint Paul 55104
- Macalester College, 1600 Grand Ave, Saint Paul 55105
- Minneapolis College of Art and Design, 2501 Stevens Ave, Minneapolis 55404
- Saint John's University, Collegeville 56321
- Saint Mary's College of Minnesota, 700 Terrace Heights, Winona, MN 55987
- Saint Olaf College, 1520 Saint Olaf Ave, Northfield 55057
- University of Saint Thomas, 2115 Summit Ave, Saint Paul 55105
1.6.9 Professors Emeriti

(Shanon Nowell, Assistant to the Provost - 6/10)

- Myron Anderson
- Nancy Baker
- Helen Baumgartner
- Paul Baumgartner
- Robert Bellig
- Ann Brady
- John Braun
- Claude Brew
- Milton Brostrom
- Claus Buechman
- John Bungam
- Keith (Joe) Carlson
- Verlin Carlson
- Jane Coleman
- Ruth Dannehl
- Bernard Erling
- Robert Esbjornson
- Guenter Esslinger
- Aaron Everett
- Stewart Flory
- Patricia Freiert
- William Freiert
- Richard Fuller
- Judy Gardner
- Robert Gardner
- Arthur Glass
- Thomas Gover
- Victor Gustafson
- Michael Haeuser
- Sally Harding
- William Heidcamp
- Dennis Henry
- Stephen Hilding
- Bernard Hoogenboom
- Conrad Hyers
- Samiha Ibrahim
- Hazel Johnson
- Ellis Jones
- Gretchen Koehler
- Mark Lammers
- Arne Langsjoen
- Amado Lay
- Gerald Lewis
- James Malmquist
- Gregory Mason
- John McKay
- Roger McKnight
- Claire McRostie
- Kay Moline
1.6.10 Contact Persons for Scheduling Events in Building

All campus individuals who need to use classrooms or other campus facilities throughout the academic year are asked to call the person or number designated for the specific building or location as follows:

Room Reservation Information... All campus individuals who need to use facilities throughout the academic year are asked to call the person or number designated for the specific location as follows:

To reserve classrooms between 8 a.m. and 4:30 p.m. on weekdays during the academic year, contact the registrar's office (x7495).

To reserve classrooms after 4:30 p.m. on weekdays and all day on weekends during the academic year, call the telephone number listed below:

- Confer/Vickner - Jenny Tollefson x7391
- Library Seminar Rooms - Sylvia Straub x7556
- Lund Classrooms - Larry Zelenz x7699
- Nobel - Marilyn Frederick x7333
- Old Main - Janine Genelin x7317
- Olin - Linda Hewitt x7483
- Schaefer Buildings
  - Fine Arts (art) - Colleen Hanson x7019
  - Fine Arts (music) - Nancy Sanderson x7364
  - Fine Arts (theatre) - Jo Nickels x7353
- Social Science Center - Jane Chouanard x7414

To reserve all other locations that have variable schedules and are booked solely by an individual office, call the telephone number listed below:
- Campus Center - Cassandra Nelson x7598
- Christ Chapel - Kathy Matz x7446
- Confer Computer Classrooms - Teri Bauman x7605
- Dining Service Rooms - Margi Willmert x6245
- International Center - Linda Shaw x7545
- Interpretive Center - Shirley Mellem x6181
- Library AV
  - Classrooms (and equipment) - Ginny Bakke x7571
  - Conference Rooms - Sylvia Straub x7556
- Lund Center
  - Facilities and fields - Larry Zelenz x7699
- Retreat Center - Brian Beckstrom x7001
- Schaefer Buildings
  - Anderson Theatre - Terena Wilkens x6280
  - Bjorling Recital Hall - Al Behrends x7363
- Johnson Student Union
  - Alumni - Cassandra Nelson x7598
  - Linner Lounge - Cassandra Nelson x7598
  - The Dive/Conference Room - Cassandra Nelson x7598
  - To reserve facilities in the summer, call Kevin Birr in Summer Programs (x6245).

When booking the facilities, note that reservations only secure the space: they do not ensure that the rooms will be set up and unlocked. The person reserving the room is responsible for making all arrangements by contacting Media Services to obtain any audio-visual equipment; Physical Plant for necessary chairs and tables; and Campus Safety to unlock a building or room if they will be locked at the reserved time. For assistance or to receive an event planning checklist, contact the Office of Marketing and Communication (x7520).

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2.1 Miscellaneous Answers

Persons on campus to contact concerning specific problems are listed below:

- Academic Problems:
  - Faculty Advisor, Academic Counselor (Julie Johnson)
  - Associate Provost and Dean of Academic Programs (Barbara Kaiser)
  - Registrar (Kristianne Westphal), Assistant Registrar (Mary Gunderson)
  - Dean of Students (Jeff Stocco)
- Athletic Eligibility:
  - Health & Exercise Science Department Chair (Bruce VanDuser) or the Director of Athletics (Al Molde)
- Books and Other Supplies
  - Book Mark (Karen Zins)
- Building Maintenance
  - Head Resident
  - Director of Physical Plant (Warren Wunderlich)
- Director of Student Financial Assistance
  - (Doug Minter)
- Car Registration
  - Director of Physical Plant (Warren Wunderlich)
- Career Center
- Director of Career Counseling (Cynthia Favre)
- Director of Placement (Cynthia Favre)
- Internship Director (Brian Koeneman)
- Course Requirements and College Catalog:
  - Vice President of Enrollment Management (Mark Anderson)
  - Registrar (Kristianne Reinholtzen), Assistant Registrar (Mary Gunderson)
  - Course of Study Academic Counselor (Julie Johnson)
  - Associate Provost and Dean of Academic Programs (Barbara Kaiser)
  - Advisor (Julie Johnson)
- Damage or Repairs
  - Head Resident
  - Director of Physical Plant (Warren Wunderlich)
- Discipline Problems
  - Head Resident
  - Security Officer
  - Dean of Students (Jeff Stocco)
- Emergency Transportation Security Officer
  - Head Resident
- Finances, Fees, Tuition
  - Finance Office (x7501)
  - Director of Student Financial Assistance (Doug Minter)
- Dining Service
  - Director (Steven Kjellgren)
- First Term Seminars
  - Director of First Term Seminars (Sujay Rao)
- Foreign Study Programs
  - Director of International Education (Carolyn O'Grady)
  - Registrar (Kristianne Reinholtzen)
- Foreign Students
  - Director of International Education (Carolyn O'Grady)
- Grades
  - Registrar (Kristianne Reinholtzen), Assistant Registrar (Mary Gunderson)
  - Associate Provost and Dean of Academic Programs (Barbara Kaiser)
- Grade Appeals
  - Associate Provost and Dean of Academic Programs (Barbara Kaiser)
- College Catalog
  - Registrar (Kristianne Reinholtzen)
- Graduation Requirements
  - College Catalog
  - Registrar (Kristianne Reinholtzen), Associate Registrar (Mary Gunderson)
- Health Problems
  - Student Health Service (lower level-Jackson Campus Center)
- Honors Day
  - Associate Provost and Dean of Academic Programs (Barbara Kaiser)
- Housing, Campus
  - Director of Residential Life (Charles Strey)
- I.D. Cards (Three Crowns Card)
  - Dining Service Director (Steven Kjellgren)
- Independent Study
  - Professor
• Department Chair
  • Insurance
    • Department of Human Resources
  • International Education
    • Director of International Education (Carolyn O'Grady)
  • Intramural Programs
    • Intramural Director
  • January Term
    • Associate Provost and Dean of Academic Programs (Barbara Kaiser)
  • Organizations & Clubs
    • President of organization or club in question
  • Personal Problems
    • Collegiate Fellow
    • Head Resident
    • Campus Counseling Center (Jacqueline Alvarez)
    • Chaplain (Brian Johnson)
    • Dean of Students (Jeff Stocco)
  • Post Office Boxes
    • Postmaster (Naomi Quiram)
  • Probation (Academic)
    • Academic Dean (Eric Eliason)
    • Registrar (Kristinie Reinholzen)
    • Associate Registrar (Mary Gunderson)
    • Advising Center (Julie Johnson)
  • Quiet
    • Christ Chapel
  • Recreation
    • Campus Center
    • Dive
    • Lund Center
    • Handball Court
    • Tennis Courts
    • Intramural Fields
  • Religious Concerns
    • College Chaplain (Brian Johnson)
    • Religion Department Members
  • Room Changes
    • Director of Residential Life (Charles Strey)
  • Scholarships
    • Director of Financial Aid (Doug Minter)
  • Selective Service Info.
    • Dean of Students (Jeff Stocco)
  • Study
    • Library
    • Residence Hall Study Room
    • Lounges
  • Theft
    • Head Residents
    • Dean of Students (Jeff Stocco)
    • Security Officer
  • Three Crowns Card (I.D. Card)
    • Dining Service Director (Steven Kjellgren)
  • Transcripts
2.2 Campus Groups - Sigma XI

Sigma Xi, a national honor society devoted to encouraging research in the basic sciences has a local chapter at the College. The Chapter sponsors an annual Sigma Xi National Lecture on campus. Each year the Chapter is responsible for processing student science research applications for financial assistance from the O. W. Holcomb Science Research Fund. In addition, each spring the Chapter holds the Albert G. Swanson Undergraduate Research Symposium at which science students present reports on the results of their own research conducted during the year.

2.3 MAYDAY! Conference

(Dean Wahlund - 6/03)

The first day of May has traditionally been devoted to celebrating the renewal of life and hope. The signal MAYDAY! MAYDAY! is recognized as an international distress call. The annual MAYDAY! Conference on peace, held on or near May 1 at Gustavus Adolphus College since 1981, has grown out of this dual significance of both warning and hope.

A committee of faculty, administrators, and students plans the MAYDAY! Conference each year. Efforts are coordinated with the College's Peace Studies Program. Recent topics have included: Immigration and Social Justice, Toward a World Ban on Landmines, and Revisiting the Treaty of Traverse Des Sioux after 150 years.

2.4 Nobel Conference

(Dean Wahlund - 8/05)

Since 1965 Gustavus Adolphus College has sponsored an annual Nobel Conference (registered trademark), centered on a science-based topic and its social, moral, and scientific implications. A campus committee led by Timothy Robinson, Professor of Psychology, plans each conference.
Nobel Conference XXXXI, "The Legacy of Einstein", will be held Sept. 27-28, 2005.

For information about the annual Nobel Conference, contact the Office of Public Relations at (507) 933-7520 or visit the conference website at gustavus.edu/events/Nobel/

2.5 Community Audit Program

(Phyllis Kuhlman - 8/09)

The Community Audit Program allows community persons to audit selected classes at Gustavus. Please contact the Registrar's Office (x7594) for more information.

2.6 Indemnification

(Kenneth C. Westphal, Vice President for Finance and Treasurer - 6/03)

Indemnification

Minnesota State Law Information

Questions arise from time to time regarding coverage by the College for faculty and staff if they were to be sued for damages as a result of actions they have taken as Gustavus employees. State law requires the College to indemnify employees against the financial costs and reasonable expenses incurred in connection with legal proceedings threatened, pending or completed, provided certain conditions are met, as follows:

- The employee acted in good faith and within the scope of his or her duties.
- The employee has not been indemnified by another organization with respect to the same event.
- The employee received no improper personal benefit.
- The employee reasonably believed that the conduct was in the best interests of the College.
- In the case of a criminal proceeding, the employee did not have reasonable cause to believe the conduct was unlawful.

The Board of Trustees or the Executive Committee will make the initial determination of whether the above conditions are met. A copy of the state statute is available from the Department of Human Resources. If there are any questions about this, please contact Ken Westphal at x7499.