

Gustavus Adolphus College

Saint Peter, Minnesota

2016-17 Faculty Book

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To the Gustavus Community

We are pleased to share with you our 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,
The Office of Human Resources

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.

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.

Policy Regarding the Use of College Funds to Express Condolences at the Time of a Death or to Recognize an Individual

Upon learning of the death of a current or former member of the College community, including a faculty member, staff member, student, Board member, or donor, an employee should, as soon as possible, alert the Human Resources Office. Similar notification should be made when a spouse, child, or parent of members of the community pass away.

The Human Resources Office will alert employees and offices who need to know of the death, including the Marketing and Communication Office for inclusion in appropriate publications. In addition, Campus Safety will be contacted by the Human Resources Office and the Gustavus Flag will be flown at half-staff for a period of three days in memory of deceased faculty and staff (former and present) and current students. An announcement regarding a death should not be sent unless the person affected, or that person's family or representative, gives permission.

Further, in the case of the death of a current or former member of the College community, including a faculty member, staff member, student, Board member, or donor, the College typically will send flowers or a fruit basket on behalf of the College. Floral arrangements shall be sent to the funeral home or location of the memorial service or a fruit basket will be sent to the immediate family. In some circumstances when a death has occurred, the family may request a donation in lieu of flowers or a fruit basket. College policy prohibits using institutional funds for charitable donations.

Human Resources or the President's Office will coordinate arrangements except for the death of a student. In that instance, the Student Life Office will coordinate arrangements.

If departments or individuals would like to send a condolence at the time of a death of a faculty or staff member or a member of their family in addition to the condolence being sent by the College, you are encouraged to do so by using funds personally contributed by members and friends of the department. Similarly, expenditures for gifts or flowers that a department would like to make to recognize a colleague or other community friend or family member on any occasion, i.e., birth, retirement, illness, etc., are encouraged and must be paid for by funds personally contributed by members and friends of the department.

Approved by the President's Cabinet: October 15, 2013

Consensual Relationships Policy

1. Employee-Student

Due to the inherent risk of favoritism, conflicts of interest, sexual harassment, and coercion, Gustavus Adolphus College employees are prohibited from engaging in any dating, romantic, or sexual relationship with a currently enrolled Gustavus student. This policy applies even to relationships considered to be consensual. This policy does not apply to previously existing employee/student marriages or domestic partnerships, as defined by College policy, or to a student worker in a consensual relationship with another student over whom they exercise no supervisory or evaluative authority.

An employee who violates this all-college policy will be subject to discipline up to and including dismissal. Furthermore, should any legal claims arise out of a relationship violation of this policy, Gustavus Adolphus will not indemnify the offending employee and will seek to recover its legal fees and expenses incurred to defend such claims.

As with other violations of college policies, anyone who becomes aware of such a relationship is expected to use one of the following reporting mechanisms to share this information:

- Contact the Director of Human Resources (507-933-7304)
- Contact the Campus Conduct hotline (866-943-5787)
- Make a report through Campus Safety (<https://gustavus.edu/safety/silentwitness/>)

2. Employee-Employee

To the extent possible, dating, sexual, or romantic relationships between employees working within the same department or unit should be avoided even when the relationship is considered to be consensual.

Consensual dating, romantic, or sexual relationships between Gustavus Adolphus College employees in a supervisory relationship are prohibited. Where an amorous relationship previously exists or develops during the course of employment, the person in the position of greater authority or power will bear the primary burden of accountability. The superior must ensure that he or she does not exercise any supervisory or evaluative function over the other person in the relationship. In such instances, the superior must promptly notify his or her supervisor or dean in writing of the relationship and the dean or supervisor must implement alternative supervisory or evaluative arrangements.

An employee who fails to follow this policy will be subject to discipline up to and including dismissal. Furthermore, should any legal claims arise out of a relationship violation of this policy, Gustavus Adolphus College will not indemnify an employee accused of harassment or other unlawful conduct and will seek to recover its legal fees and expenses incurred to defend against such claims.

Approved by the Gustavus Adolphus College Board of Trustees: April 22, 2016.

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.
4. Confidentiality.

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.

Implemented: March 18, 1989. Reviewed by the Gustavus Adolphus College Board of Trustees: June 28, 1993.

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

(See also the Parental Leave Policy)

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.

Fundraising Guidelines for Faculty, Staff and Campus Organizations

1. Purposes

- a. To distinguish between (a) fundraising efforts in which Gustavus Adolphus College (hereafter “the College”) is an intended beneficiary and (b) fundraising activities in which the College is not a beneficiary but members of the College community may be participants,
- b. To set limits and offer assistance for members of the Gustavus Adolphus College community who wish to engage in fundraising activities outside those conducted in support of the College’s established priorities for philanthropic support,
- c. To clarify the College’s legal, fiduciary and moral responsibilities for acknowledging and stewarding the gifts it receives, and
- d. To provide education and guidance that will help prevent actions that could jeopardize Gustavus Adolphus College’s tax-exempt status.

2. Background

a. The Office of Institutional Advancement

The purpose of the Office of Institutional Advancement is to enable Gustavus Adolphus College to fulfill its mission by communicating its distinctiveness, facilitating life-long relationships and securing human and financial resources. Accordingly, the Office of Institutional Advancement must strive at all times to ensure that its policies and procedures are in compliance with local, state and federal regulations in regard to the solicitation and acceptance of gifts. Any deviation from the Internal Revenue Code could result in fines, public embarrassment and/or the loss of the College’s tax-exempt status.

For these and many other reasons, all fundraising requests made in the name of Gustavus Adolphus College must be approved in advance by the Vice President for Institutional Advancement or the Vice President’s designate.

b. Gustavus Adolphus College’s Tax-Exempt Status

The ability of Gustavus Adolphus College to seek and receive philanthropic gifts and grants is dependent upon the continuing recognition of its tax-exempt status by the IRS. The College must protect this status by abiding by all relevant laws and regulations, including using its tax-exempt status solely for its own benefit and by not sharing it with other organizations. The Office of Institutional Advancement is charged by the College with responsibility for monitoring and protecting its tax-exempt status.

3. Policy

This Policy shall apply to any and all members of the Gustavus Adolphus College community, as well as to any other individuals or organizations who may represent themselves to be members of the College community or who claim to be acting on behalf the College. This Policy does not apply to members of the College community when they are engaged in fundraising activities for other organizations and/or when they have explicitly stated that their fundraising activities are unrelated to the College.

a. Definition of “College Fundraising” Activities

A College fundraising activity is one that employs the name, image or reputation of Gustavus Adolphus College in an effort to secure financial contributions and also meets at least one of the following criteria:

- The activity claims to be for the benefit of Gustavus Adolphus College,
- The activity does in fact benefit the College,
- Checks will be made payable to Gustavus Adolphus College,
- Donors will expect gift receipt for tax purposes or will be promised a gift receipt.

b. Advance Approval of Fundraising Activities

All fundraising activities meeting the definition of “College fundraising activity” (see Section C1 above) must be approved in advance by the Vice President for Institutional Advancement or the Vice President’s designate.

c. Gift Receipting

The only College office authorized to issue an official gift receipt on behalf of Gustavus Adolphus College is the Office of Institutional Advancement. Such receipts will be issued only when a donor’s gift has been given for a purpose consistent with the College’s mission and when the donor has not retained any control over the gift’s use or demanded goods or services in consideration for their gift.

d. Process for Seeking Approval

Any potential fundraising activities on behalf of a College program or initiative must first be formally communicated to the appropriate divisional director or vice president before a request for assistance is directed to the Office of Institutional Advancement. Examples of proposed fundraising activities might include, but are not limited to: departmental grants, underwriting of conference participation, sponsorship of an on-campus symposium, student or faculty travel, equipment, or departmental awards and banquets.

If a divisional director or vice president, or their designate, endorses a proposed fundraising project, it may then proceed to the Office of Institutional Advancement.

e. Appeal Process

Any fundraising activity or solicitation that is not approved by the Office of Institutional Advancement may be appealed, in writing, to the Vice President for Institutional Advancement.

f. Counsel and Training

The Institutional Advancement staff will offer assistance to members of the College community interested in advancing the College through fundraising techniques; however, no formal planning for specific fundraising projects will be conducted without the approval of the appropriate vice president(s). Once approval for a fundraising activity is received, the Institutional Advancement team is available to consult with faculty, staff and student leaders on strategies and tactics for their College-endorsed initiatives. Responsibilities for follow through will also be assigned and an appropriate Institutional Advancement contact person may be identified.

g. Lists of Donors and Potential Donors

The Office of Institutional Advancement will not share lists of donors or other constituents with individuals and organizations. The lists will be processed and sent directly to the mailroom for completion. The College will honor the wishes of donors who ask that their giving to the College be anonymous.

h. Processing of Gifts

Contributions received in response to an approved fundraising initiative must be submitted to the Office of Institutional Advancement within 48 hours. Cash contributions must be accompanied by the original envelope in which they are received. The donor's name and address must be clearly written on the envelope.

4. The College and Non-College Fundraising Initiatives

The College is aware that students and employees often engage in fundraising activities for which the College is not the intended beneficiary. These activities may range from campus-based efforts to raise funds for groups such as the Susan G. Komen Breast Cancer Foundation or Habitat for Humanity to employee or student participation in their local churches or clubs.

As stated above, when the activities are intended to benefit Gustavus Adolphus College, they must be approved in advance by the Vice President for Institutional Advancement or the Vice President's designate. When an activity is not intended to benefit Gustavus Adolphus College, administrative approval is not required, but the utmost care must be taken to make that distinction clear and to not lead outsiders to believe the activity is a College-supported effort.

a. Actions that suggest College participation and support:

- Asking that checks be made payable to Gustavus Adolphus College
- Employing the College's name or logo in promotions or solicitations
- Using College stationery
- A volunteer stating, "As a Gustavus Adolphus College student/faculty/staff member, I am asking you...."

b. Actions that avoid confusion:

- Stating that "This is an event that will benefit [Name of Charity]"
- Asking that checks "Be made payable to [Name of Charity]"
- Stating that "This event is not affiliated with Gustavus Adolphus College"

c. When is College Approval Needed?

Here is a simple test to determine if College approval is needed: If it appears that the contemplated fundraising activity cannot be conducted without making contribution checks payable to Gustavus Adolphus College, then the activity is one that will require prior approval by the Vice President for Institutional Advancement or the Vice President's designate and organizers should follow the process outlined in Section C.4. above.

d. Prohibited Activities

Even when a fundraising activity is not one that benefits the College directly or is sanctioned by the College, members of the College community are prohibited from engaging in the following tactics and activities:

- Using home addresses from the College telephone directory to compile calling or mailing lists*
- Using the Gustavus Adolphus College Alumni Directory to compile calling or mailing lists*
- Using one's status as a Gustavus Adolphus College employee or student to secure a gift commitment
- Using "blast e-mails" on the campus intranet system to solicit gifts
- Conducting lotteries or similar games of chance, which the State of Minnesota defines as gambling.

* Note: The publishers of these directories also consider these activities to be violations of their copyrights.

Harassment and Sexual Harassment Policy

Section 1 - Introduction

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 fails 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.

This policy applies to all complaints of harassment, whether brought against faculty members, staff members, or students.

Complaints of sexual harassment or sexual misconduct brought against faculty or staff will be addressed by this policy.

Complaints of sexual misconduct brought against a student will be addressed by the Student Sexual Misconduct Policy.

Complaints of harassment by a student which are not sexual misconduct will be addressed under this policy.

Complaints of sexual harassment directed toward a student and brought against a student will be addressed by this policy.

Complaints of sexual harassment directed toward a faculty or staff member by a student and where the faculty or staff wishes to pursue a claim against the student will follow the process outlined in this policy.

Once a complaint is investigated under one policy, it cannot be re-investigated under a different policy.

Section 2 - Definitions

“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.

“Sexual Harassment” is any behavior of a sexual nature that is unwelcome, offensive, or fails to respect the rights and dignity of others whether directed towards a person of the opposite or same sex. 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.

Examples of sexual harassment might include, but are not limited to:

- 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 engaging in unwelcome 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.

“Sexual misconduct” includes Non-Consensual Sexual Contact (or attempts to commit same) Non-Consensual Sexual Intercourse (or attempts to commit same) and Sexual Exploitation and is defined as follows:

Non-Consensual Sexual Contact is

- any intentional sexual touching,
- however slight,
- with any object or body part,
- by an individual upon another individual,
- that is without consent and/or by force.

Non-Consensual Sexual Intercourse is

- any sexual intercourse (vaginal, anal, or oral)
- however slight,
- with any object or body part,
- by an individual upon another individual,
- that is without consent and/or by force.

Intercourse includes, but is not limited to:

- vaginal penetration by a penis, object, tongue or finger, anal penetration by a penis, object, tongue, or finger, and oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.

Sexual Exploitation

Occurs when an individual takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses.

Sexual Exploitation may include, but is not limited to:

- intentional and repeated invasion of sexual privacy (e.g., walking into the other person's room or private space);
- prostituting another person,
- non-consensual video or audio-recording or electronically broadcasting (e.g., with a web cam) of sexual activity,
- intentionally allowing others to view/hear a sexual encounter without consent (such as letting individuals hide in the closet to watch consensual sex),
- engaging in voyeurism,
- knowingly transmitting an STI or HIV to another student without their knowledge,
- exposing one's genitals or breasts in non-consensual circumstances; inducing another to expose their genitals or breasts,
- stalking and/or bullying may also be forms of sexual exploitation.

Section 3 - Power Differentials and "consent"

In light of the power differential inherent in the relationship between faculty and students and between a supervisor and subordinate, and in light of 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.

Section 4 - Resources for Addressing Harassment and Sexual Harassment Concerns

The College designates Harassment Advisors and Harassment Grievance Officers. Harassment Advisors 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. Harassment Grievance Officers are trained 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. To locate the names of Harassment Advisors and Harassment Grievance Officers, interested parties should contact:

- Human Resources Department, 507-933-6075
- Office of the Provost, 507-933-7541
- Office of the Dean of Students, 507-933-7526

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. In all circumstances, the Advisor will explain the procedure for contacting a Harassment Grievance Officer and filing a complaint

of harassment. 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.

Immunity

The College community encourages the reporting of incidents of harassment and sexual harassment. Sometimes, victims or witnesses are hesitant to report to College officials or participate in grievance processes because they fear that they themselves may be accused of policy violations, such as underage drinking at the time of the incident. It is in the best interests of this community that as many victims as possible choose to report to College officials and that witnesses come forward to share what they know. To encourage reporting, the College may offer victims and witnesses who are students immunity from policy violations related to the reported incident. While serious violations cannot be overlooked, the College reserves the right to waive lesser charges (such as violations of the alcohol policy) in cases that involve harassment or sexual harassment.

Retaliation

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 sanctions. Cooperating with an investigation, however, will not prevent discipline as appropriate for an individual who is found to have violated this policy.

Section 5 - Procedure for Harassment and Sexual Harassment Complaints

Interim Accommodations

Upon hearing of a complaint or concern regarding harassment and/or sexual harassment, a Harassment Advisor will speak with the complaining party to discuss any interim accommodations that might need to be made concerning the complaining party's classroom, living or employment arrangements.

A complainant may request that the College provide relief from intimidating work, classroom, or living situations which relate specifically to the alleged harassment during the period when the allegations are being addressed. The College reserves the right to determine what kind of relief is reasonable.

Possible Steps

The Harassment Advisor then will take one of three actions.

1. 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 Director of Human Resources. If this informal resolution cannot be reached, either the complainant or the Harassment Advisor will refer the case to the Harassment Grievance Officer.
2. If the complaint is for sexual harassment and is brought against a faculty or staff member, the complaining party will be directed to this policy. If the complaint is for sexual misconduct including harassment and the complaint is brought against a student, the complainant will be directed to the Student Sexual Misconduct Policy.
3. The Harassment Advisor will refer the case to a Harassment Grievance Officer. 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.

Referral of a Complaint to a Harassment Grievance Officer

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. If a written response is submitted, it will be shared with the complaining party. After the written notification has been delivered, the Grievance Officer will investigate the complaint as follows:

1. The Grievance Officer, working whenever possible with another College Grievance Officer, will investigate the complaint by collecting evidence and interviewing witnesses as necessary. The investigators are neutral information gatherers in this process.
2. The investigation may be terminated whenever a resolution is found that is acceptable to both the person bringing the complaint and the person against whom the allegations were made.
3. Upon concluding the investigation, the Harassment Grievance Officer will prepare a written report including the written statement of charges, the written response of the accused, if any, a summary of the investigation, and the Harassment Grievance Officer's conclusions. In reaching these conclusions, the Harassment Grievance Officer will be guided by the "preponderance of the evidence" rather than the standard of "reasonable doubt."
4. The Harassment Grievance Officer will forward the written report and a recommendation for action to the appropriate College officer (usually the Provost or a Vice President) for implementation.
5. All reasonable efforts will be made to complete the written report and recommendation for action within 60 days of receipt of the complaint by a Harassment Advisor or other responsible employee of the College.
6. The Harassment Grievance Officer will file a copy of the report with the Director of Human Resources if the incident involves staff as either a complainant or a responding party. The Harassment Grievance Officer will file a copy of the report with the Provost's Office if the incident involves faculty as either a complainant or a responding party. If the incident involves a student as either the complainant or the responding party, the Harassment Grievance Officer will file a copy of the report with the Vice President for Student Life.

College Officer's Response to the Complaint

The College officer receiving the Harassment Grievance Officer's report will determine what disciplinary action, if any, is warranted.

- A. If the Dean of Students concludes that disciplinary action is warranted against a student, appeal will be coordinated within the Student Conduct System. In the case of expulsion, a final appeal is available to the President.
- B. If a supervising Vice President concludes that disciplinary action is warranted against a member of the staff, a recommendation will be made to the President.
- C. If the Provost concludes that the conduct of a faculty member justifies a major or minor sanction, s/he will follow appropriate sections of the faculty manual regarding disciplinary and appeal procedures.

While these disciplinary and appeal proceedings are active, the administration may take whatever actions regarding the faculty member required by law or by the need to ensure the welfare of students or other members of the Gustavus Adolphus College.

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

Individuals bringing forth complaints of harassment and/or sexual harassment will be informed in writing of the outcome of their complaint, essential findings, and any sanctions.

Every effort will be made to deal with harassment and sexual 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.

Complaints against a Vice-President or the President

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. Alternatively, an individual may contact a Harassment Advisor, 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.

Section 6 - Harassment Advisors and Confidentiality

A person who wishes that a complaint or concern regarding harassment or sexual harassment be investigated is encouraged to contact a Harassment Advisor. A person who believes that she or he has experienced harassment or sexual harassment may also, at his or her choice, take the concern directly to a Harassment Grievance Officer. To locate the names of Harassment Advisors and/or Harassment Grievance Officers, interested parties may contact:

- Human Resources Department, 507-933-6075
- Office of the Provost, 507-933-7541

An individual who talks with a Harassment Grievance Officer, a Harassment Advisor, or any other "responsible employee" 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.

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.

Harassment Advisors are not confidential resources. There is no confidentiality in cases of employee on employee harassment.

The College takes incidents of harassment and sexual harassment seriously when formally reported, and will investigate and resolve incidents through administrative procedures. Formal reporting means that only people who need to know will be told, and information will be shared only as necessary with investigators, witnesses, and the accused individual.

Other Reporting Options – Law Enforcement and Office for Civil Rights

Harassment and sexual harassment incidents may always be reported to the Saint Peter Police Department by the victim. The College reserves the right in certain circumstances to report the incident to the Saint Peter Police Department.

Individuals with complaints of harassment and/or sexual harassment also have the right to file a formal complaint with the United States Department of Education, Office for Civil Rights (OCR). Discrimination based on sex is prohibited by Title IX of the Education Amendment of 1972 and is enforced by OCR.

A **complaint of discrimination** can be filed by anyone who believes that an education institution that receives Federal financial assistance has discriminated against someone on the basis of sex, as well as other categories such as race, color, national origin, disability, or age. The person or organization filing the complaint need not be a victim of the alleged discrimination, but may complain on behalf of another person or group. Generally, a complaint must be filed with OCR within 180 calendar days of the last act that the complainant believes was discriminatory. More information can be obtained regarding filing a complaint with OCR at the following link:

<http://www2.ed.gov/about/offices/list/ocr/complaints-how.html>

Section 7 - Confidentiality, Privacy, and Reporting Policy with respect to Sexual Harassment not covered by the Student Sexual Misconduct Policy

Anyone wishing to report or discuss sexual harassment incidents should be aware that employees on campus have different reporting responsibilities and different abilities to maintain confidentiality or privacy, depending on their roles at the College. Further information on these reporting responsibilities is provided in the Student Sexual Misconduct Policy (<https://gustavus.edu/deanofstudents/policies/gustieguide/sexual-assault.php#misconduct>).

Approved by the Cabinet – April 16, 2013

Hazing Policy

Minnesota Statute

Subdivision 1. Definitions. (a) “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization.

(b) “Student organization” means a group, club, or organization having students as its primary members or participants.

Introduction

From a legal perspective, hazing is a crime. From an individual student’s perspective, hazing damages the self-esteem of those being hazed. From an organizational perspective, hazing degrades the values of the organization. From a campus community perspective, hazing creates an environment of disrespect that contradicts the College’s values of excellence, community, justice, service, and faith in our community. For all these reasons, the College takes a strong position against any and all forms of hazing.

Hazing is typically understood to be activity in which high-status group members require or suggest that members engage to join or continue affiliation with the group. Individuals, organizations and groups affected by this policy are expected to take primary responsibility for implementing the policy and for periodically

reviewing their activities with respect to compliance with it. Officers and members of the organization may be held individually responsible for violation.

College Policy

Gustavus Adolphus College does not tolerate hazing in any form by any individual, group, or organization. Hazing is defined as any action taken or situation created, intentionally or unintentionally, whether on or off campus premises, to produce mental or physical discomfort, fatigue, humiliation, intimidation, embarrassment, harassment or ridicule or that disrupts community life or academic commitments regardless of the intent or end result. Such actions may be perpetrated by an individual, group, or organization against an individual or individuals.

This list of examples is not exhaustive because many things can be hazing or non-hazing activities depending upon the context and many other factors.

- Break laws or college policies
- Compromise personal morals or values
- Endure physical abuse or harm
- Endure psychological abuse or harm, such as deception of members which is designed to convince a member that s/he will not be accepted to the organization or that s/he will be hurt during the activity
- Submit to abuse of power or power differential
- Undergo branding, tattooing, or any mutilation of the skin
- Have substances thrown at, poured on, or otherwise applied to the body
- Consume alcohol, drugs, food or beverages
- Undergo exposure to the environment without appropriate dress
- Exercise that serves no purpose (e.g. calisthenics)
- Undergo physical detention, kidnapping, being held against one's will, or abandonment
- Perform or participate in dangerous, degrading, or embarrassing public stunts, dares, displays, games, or activities
- Undergo prevention or deprivation of sleep, normal amounts of food or water, or adequate study time
- Perform an excessive number of tasks such that they encroach upon time needed for sleeping, studying, and attending to personal matters
- Participate in activities that interfere with scheduled class meetings, study sessions, or school-sponsored extracurricular activities
- Wear uncomfortable or inappropriate apparel or otherwise alter appearance which is conspicuous and/or atypical
- Experience public degradation
- Experience verbal harassment (such as degrading nicknames, derogatory references, yelling or screaming)
- Create or use explicit songs or perform sexist or racist acts
- Assume a submissive role
- Perform acts of personal servitude (such as cleaning, buying gifts, or making meals)
- Make excessive purchases (such as gifts, food, and clothing)
- Implementing ambiguous rules that serve no purpose, including but not limited to:
 - Keep silent or refrain from visiting non-group members
 - Not permitting members to talk for extended amounts of time

- Carrying items for any period of time
- Having members line up to report facts, count off, or perform other unnecessary acts
- Learn trivia about members and about the group; ask members to learn chapter history or information if such a request interferes with academic study

Hazing can take place with or without the consent of the hazed. The consent of those hazed will not be accepted as a justification for hazing activities. Apathy or acquiescence in the presence of hazing are not neutral acts.

Consequences

Gustavus Adolphus College takes violations against the college hazing policy very seriously. Individuals, groups, and organizations are held accountable for acts of hazing. Furthermore, the College will treat the hazing action of even one member of a group as constituting hazing by the group. Those found responsible for hazing may be subject to severe sanctions including suspension or expulsion of the individual, group, or organization from the College.

Additionally, anyone who knew or who reasonably should have known of the hazing and did not make an attempt to prevent it may be adjudicated through the College’s conduct system. Every member of the campus community is required to report any incidents of hazing or suspicions of hazing that come to their attention.

Reporting

Campus community members are expected to report any practice or action believed to constitute hazing immediately. Reports may be made 24 hours a day to the Dean of Students (507-933-7526) or Campus Safety (507-933-8888). In addition, online reporting capabilities are available at gustavus.edu/safety/silentwitness/. The college will not tolerate harassment of or retaliation towards individuals who have reported hazing incidents and will investigate any allegations of hazing that are reported.

Adopted Fall 2005 – Revised Spring 2014

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

Institutional Complaint Policy and Procedure

A Gustavus Adolphus College student, parent, employee or guest may feel the need to lodge a formal complaint with the College, which they wish to have addressed.

To be considered a formal complaint, the complaint must meet the following criteria:

1. Be Written; (Complaints received via email would qualify as written)
2. Be received by the College President, Provost, or one of the Vice Presidents; and
3. Include a complainant's name and signature.

All formal complaints will be reviewed by the senior administrator to whom it was sent for credibility. Senior administrators may respond to the complaint or forward it on to appropriate parties within the College for response. All formal complaints will be responded to by written answer to the complaining party within one week. If the response to the complaint takes longer to answer than one week, a written timeline will be sent to the complaining party outlining when they could expect a response. All answers shall be deemed final and shall have no appeal process.

When applicable, responses to formal complaints will inform the complaining party of how the institution will integrate the complainant's concerns into plans for college process and/or improvement.

All formal complaints and documentation of responses will be maintained within the Office of the Provost for a period of ten years.

This Institutional Complaint Policy is not a substitute for the more specific grievance and appeal processes maintained by college offices (such as the Office of the Registrar, Academic Affairs, Human Resources, etc.), Faculty Personnel Files policy 2.1.3 in the Faculty Handbook or the Student Conduct Policies and Procedures.

Cabinet Approved: January 8, 2013

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

Pet Policy

Purpose: The purpose of this policy is to promote the wellbeing and safety of Gustavus Adolphus College students, faculty, staff, and visitors and to protect the College's property/assets. This policy is intended to provide clear guidelines for the allowance of pet/service animals on campus.

Scope: This policy applies to all on-campus, College-controlled properties, including the arboretum and all athletic facilities. This policy standardizes the College's position on the management of animals on Gustavus property. Campus Safety is charged with enforcement of this policy.

Rationale: Pets can pose various health and safety risks to the campus community including allergic reactions to animal dander, excessive noise, discomfort around animals, fear of animal bites, and disease transmission. Individuals that require the use of a service animal are at particular risk. For example, a dog running at large poses a hazard to an individual using a service dog, should there be a confrontation between the two animals.

Definitions

1. College-Controlled Property: Property that is owned, operated, and/or maintained by the College.
2. Service Animal: A guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability. St. Peter Police K-9s are also considered service animals as well as other animals that work for emergency personnel. Comfort animal use prescribed and documented through a healthcare professional will also be considered service animals for the purpose of this policy.
3. Research and Teaching Animals: Approved animals used directly in support of the College's mission of teaching, research, and/or clinical programs as used in accordance with guidelines established by the Office of the Provost and the Institutional Animal Care and Use Committee.
4. Pets at Large: An animal that is either unattended and/or unrestrained by its owner.

Inside/Outside Facility Guidelines

It is prohibited to bring dogs, cats, or other pets inside any College-controlled buildings, except for the animals listed in the exemption section of this policy. While on College-controlled properties, pets must be maintained on a leash of six feet or shorter, on a restraining harness, or in a caged enclosure. With the exception of the animals listed in the exemption section, pets are not allowed in the arboretum, or at/on any indoor or outdoor athletic facilities. Pets will not be allowed (leashed or unleashed) at any special events or College functions (e.g., Nobel Conference, Homecoming, athletic venues) with the exception of any specific event that has been approved 45 days in advance by the Vice President for Finance and Treasurer, who serves as the college's officer for risk management issues.

Pet owners are responsible for cleaning up any messes made by their pet. Anyone who brings a pet on College-controlled property assumes all financial responsibility for any damages to property or injury to individuals caused by the animal.

Pets may not be tethered to College buildings, structures, motor vehicles, trees, railings, light poles, benches, posts, or other structures.

Prohibited Animals (Non-Service)

Animals such as poisonous reptiles, constricting snakes (e.g., Boas, Pythons, and Anacondas) and other potentially dangerous or aggressive animals are prohibited from all College-controlled property (inside and outside) at all times, except those used for approved academic or experimental purposes.

Failure to Comply

1. **Prohibited Animals on College-Controlled Property:** Any prohibited animals on a College-controlled property must be removed immediately. If a prohibited animal is observed on a College-controlled property, the owner may face disciplinary measures by appropriate authorities, which may include Campus Safety, Residential Life, Provost or Human Resources.
2. **Unattended or Unrestrained Animals:** If an unrestrained/unattended animal is observed, a reasonable attempt will be made to locate the animal's owner. If the owner is located, he/she may face disciplinary measures by the appropriate disciplinary authorities (see above). If attempts to find the animal's owner are unsuccessful, the City of St. Peter Community Service /Animal Control Officer will be contacted and will be asked to remove the animal from College property.
3. **Property Damage:** The College will seek restitution for any animal-related damage to College-controlled property, facilities, or grounds. The repair or replacement cost of damaged property is the sole responsibility of the owner of the animal that caused the damage.

Exempted Pets and Other Animals

The animals listed below are permitted inside College-controlled property:

1. Service / prescribed comfort animals.
2. Research and testing animals.
3. Fish in containers of fifteen (15) gallons or less.
4. Pets at/in the President's House or residence hall professional staff apartments.

Although these animals are permitted within the buildings and facilities, these animals must remain under the control of the owner at all times. The care or supervision of an exempted animal is solely the responsibility of its owner. The College reserves the right to exclude an exempted animal whose behavior poses a threat to the wellbeing or safety of others.

Cabinet Approved: February 2016, Effective June 1, 2016

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

Full-time employees, part-time employees who have worked an average of 20 hours or more per week for 12 months, and part-time faculty employed for at least 12 months preceding the commencement of a parental leave, are eligible for six weeks of paid parental leave for maternity, paternity, or adoption. If a female

employee 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 six weeks of paid leave and an additional six weeks of unpaid leave 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 may be completed anytime within a twelve-month period following the birth or adoption. Parental Leave will run concurrently with leaves available under the FMLA and Minnesota Parental Leave Law. An employee who has already 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. The College's contribution for health, disability and life insurance premiums shall be paid in full during all parental leave arrangements. 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 or chair, 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.

Faculty members should refer to the additional policies below.

Terms and Conditions

Eligible faculty members who welcome a child in the summer may take leave anytime within nine months of the resumption of their contract period to be arranged with the department and the Provost's Office. Parental Leave will run concurrently with leaves available under the FMLA and Minnesota Parental Leave Law. A faculty member, who has used FMLA leave for purposes other than birth or adoption, may be eligible for up to six weeks of unpaid leave.

The *Faculty Manual* governs the timing of tenure decisions.

Menu of Possible Options

The following is a sample of several past parental leave arrangements with full benefits. This list is not comprehensive, nor is it guaranteed that all of these past arrangements will be possible in every instance. The Provost's Office recognizes that circumstances may necessitate arrangements not covered by this list; faculty should work with their Department Chair and Dean to develop a mutually agreeable leave plan.

- six weeks paid and an additional 6 weeks unpaid
- one semester leave at 2/3 salary
- one course release at full salary
- combination of one course release and shifting remaining course load to January or a different semester at full salary
- teaching courses on an accelerated schedule at full salary (must be approved by the AOC)
- co-teaching courses that will allow the faculty member going on leave to be absent for a portion of those courses

- six weeks paid leave and administrative duties for the remainder of the semester
- intermittent leave arrangements

Adopted by the Gustavus Adolphus College Board of Trustees: April 24, 2015

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.

File Category	Item	Retention Period
Corporate Records	By-laws and Articles of Incorporation	Permanent
	Corporate resolutions	Permanent
	Board and committee meeting agendas and minutes	Permanent
	All-College Policies	Permanent
	Conflict-of-interest disclosure forms	4 years
Finance and Administration	Financial statements (audited)	Permanent
	Auditor management letters	7 years
	Payroll records	7 years
	Check register and checks	7 years
	Bank deposits and statements	7 years
	Chart of accounts	7 years
	General ledgers and journals (includes bank reconciliations)	7 years
	Investment performance reports	7 years
	Equipment files and maintenance records	7 years after disposition
	Contracts and agreements	7 years after all obligations end
Insurance Records	Correspondence — general	3 years
	Policies — occurrence type	Permanent
	Policies — claims-made type	Permanent
	Accident reports	7 years
	Safety (OSHA) reports	7 years
	Claims (after settlement)	7 years
Real Estate	Group disability records	7 years after end of benefits
	Deeds	Permanent
	Leases (expired)	7 years after all obligations end
	Mortgages, security agreements	7 years after all

File Category	Item	Retention Period
		obligations end
Tax	IRS exemption determination and related correspondence	Permanent
	IRS Form 990s	Permanent
	Charitable Organizations Registration Statements (filed with Minnesota Attorney General)	Permanent
Human Resources	Employee personnel files	Permanent
	Retirement plan benefits (plan descriptions, plan documents)	Permanent
	Employee handbooks and faculty manuals	Permanent
	Workers compensation claims (after settlement)	7 years
	Employee orientation and training materials	7 years after use ends
	Employment applications	3 years
	IRS Form I-9 (store separate from personnel file)	Greater of 1 year after end of service, or three years
	Withholding tax statements	7 years
	Timecards, including electronic time reports	3 years
Technology	Software licenses and support agreements	7 years after all obligations end

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

Smoking Policy

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

Approved by the Administrative Council of Gustavus Adolphus College: September 14, 1993. Reviewed by the Gustavus Adolphus College Board of Trustees: June 27, 1994.

Tax Exempt Bonds Policy

Purpose of Policy

Tax exempt debt used for the benefit of Gustavus Adolphus College ("the College") by the Minnesota Higher Education Facilities Authority ("MNHEFA") is a lower cost alternative to taxable debt and a valuable tool for financing capital projects. The interest on the bonds that is paid to bondholders is excluded from Federal and Minnesota income tax if applicable Federal tax laws are satisfied. The requirements fall under two categories – prior to issuance and after issuance. A signed bond counsel opinion at closing is assurance that the requirements that must be satisfied on or prior to issuance have been addressed. In order for the bonds to remain tax exempt through maturity, certain other requirements must be met.

Who Needs to Know This Policy

College staff involved in some aspect of any bond issue who direct or influence the following processes:

- Pre-issuance processes and decision-making including identification of eligible projects and due diligence on tax aspects of the project(s)
- The use of bond proceeds and timing of expenditures
- Investing of bond proceeds and arbitrage yield restriction and rebate processes
- Private use of property financed by tax-exempt bonds, including leases, and management and services agreements
- The creation and retention of documentation relating to use of proceeds, investment restrictions and arbitrage rebate calculation, return filings, and private usage
- Recording and reporting of financial transactions related to tax-exempt bonds and bond financed projects

Definitions

Qualified 501 (c)(3) bonds – Tax-exempt bonds, the proceeds of which are used by a 501 (c)(3) charitable organization in furtherance of its exempt purpose. The bonds are issued by a state or local government agency such as the Minnesota Higher Education Facilities Authority and are supported by a repayment obligation from the charitable organization to the governmental agency.

Private business use – Examples of private business use include: 1). Unrelated trade or business use and 2). Private use by parties other than the charitable organization of the tax-exempt debt-financed property. Generally, no more than 5% of the proceeds of tax exempt bonds may be used for private business use of the tax-exempt financed property. For purposes of the 5% limit on private business use, bond issuance costs financed with bond proceeds (approximately 2%) are included as private business use, so typically, private business use is limited to 3%.

Arbitrage – Investment earnings on bond proceeds in excess of bond interest paid to bondholders during the construction period, adjusted for certain expenses.

Applicable Federal law – Includes the Internal Revenue Code and regulations promulgated thereunder, including IRC sections 145-150 and related regulations. Note: IRS Publication 4077, Tax-Exempt Bonds for 501 (c)(3) Charitable Organizations Compliance Guide provides guidance and explanation for most areas of tax-exempt financing relevant to the College.

Tax certificate – The loan agreement and certificate as to tax matters signed by the College at the closing of the bond issue in which the College makes certain representations, warranties and covenants relating to its 501 (c)(3) status, the tax eligibility of the project(s) and the College's operations.

Treasurer's Office – The employee of the College holding the title of Vice President for Finance and Treasurer.

Policy

It is the College's policy to comply with applicable Federal tax laws to ensure that bonds issued for its benefit maintain their tax exempt status. The College will incorporate the guidelines of the office of Tax-Exempt Bonds of the Internal Revenue Service, Tax Exempt and Governmental Entities division, in Publication 4077 and the Article "TEB Post Issuance Compliance: Some Basic Concepts" to establish post issuance compliance procedures. The procedures will be reviewed annually and updated as needed to reflect changes in requirements or the IRS guidelines for post issuance compliance procedures.

Use of bond proceeds and project eligibility - The College will comply with all applicable Federal, State and contractual restrictions regarding the use and investment of bond proceeds. Bond proceeds shall be disbursed for:

- Project costs
- Capitalized interest
- Bond issuance costs, including arbitrage rebates

To be an eligible project, the property being funded must be owned or, under certain circumstances, leased by the College and the intended use must be consistent with the College's 501 (c)(3) exempt purposes. In addition, the project's address must be listed in the TEFRA notice. The Treasurer's Office will apply additional technical criteria to determine eligibility of the project(s) (e.g. useful life of project(s)).

Timing of the use of bond proceeds – At the time that the bonds are issued, it must be intended and expected that the project(s) will be completed within three years of issuance.

Private business use of tax-exempt financed property – Five percent or less of bond issue proceeds may be used for private business purposes, and such use may only occur if in accordance with tax certificate provisions and in compliance with applicable Federal law. Costs of issuance are counted against the 5% limit. The Treasurer's Office annually analyzes the status of the tax-exempt financing with regard to the private use limitations.

Change of use – Change of a project’s use or contemplated change of use must be reported to the Treasurer’s Office prior to the implementation of the proposed change in use to ensure compliance with applicable regulations.

Arbitrage – The Internal Revenue Code (Section 148 and the Regulations thereunder) provides that interest on bonds is not exempt from tax if the bonds are arbitrage bonds. To the extent required by applicable laws, regulations and bond covenants, the College will comply with all arbitrage rebate requirements. The Treasurer’s Office will annually determine any accrued rebate liability, record the liability in the financial statements, and make provisions for reserving funds for rebate purposes.

Sale of property involving bond proceeds – Prior to the time that property involving bond proceeds is sold, the Treasurer’s Office will contact the Executive Director of MNHEFA and bond counsel of the College to discuss potential ramifications.

Filing of returns – The Treasurer’s Office works with Springsted Incorporated, the financial advisor for the MNHEFA, to prepare and file returns with the IRS relating to arbitrage.

Annual monitoring – The Treasurer’s Office will monitor for compliance of College debt with bond covenants and Minnesota and Federal laws and regulations. A debt covenant spreadsheet is updated on an annual basis by the Treasurer’s Office.

Education – The Treasurer’s Office will seek education and training on updates to Federal tax law regarding tax-exempt bonds from MNHEFA.

Record retention – The records relating to tax-exempt bonds (use and investment of proceeds) shall be maintained for the entire term of the bonds issue plus three years, or in the case of an issue refunded by one or more subsequent issues, for the combined term of the issues plus three years.

Noncompliance-If discovery that any applicable tax restrictions regarding use of bond proceeds and bond-financed assets may be violated, the College will consult promptly with bond counsel and the Executive Director of MNHEFA to determine a course of action to remediate all non-qualified bonds, if such counsel advises that a remedial action is necessary.

December, 2013

Technology Acceptable Use Policy

Approved by the Administrative Council of Gustavus Adolphus College: April 15, 2003.

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.

Approved by the Administrative Council of Gustavus Adolphus College: April 15, 2003.

Travel Policy

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, 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.

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

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.

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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.

1.2.4 Faculty Senate Membership 2016-17

- Education Division: Aaron Banks (Fall 2016) / Barb Zust (Spring 2017)
- Fine Arts Division: Yumiko Oshima-Ryan (2014-18)
- Humanities Division: Seán Easton (2016-19)
- Natural Sciences and Mathematics Division: Ron Rietz (2014-17)
- Social Science Division: Jeff Owen (2016-19)
- At-Large: Jennifer Ackil (2015-18)
- At-Large: Ana Adams (2015-17)
- At-Large: Jeff Dahlseid (2014-17) **Vice Chair**
- At-Large: Greg Kaster (2016-19)
- At-Large: Michele Koomen (2016-17) **Chair**
- At-Large: Chuck Niederriter (2015-18)
- At-Large: Michelle Twait (2016-19)
- Non-voting ex officio: President Rebecca Bergman
- Non-voting ex officio: Provost Brenda Kelly
- Non-voting ex officio: Faculty Secretary Cindy Johnson

Subcommittees

Compensation Committee Membership

- Josh Brown (2016-20)
- David Obermiller (2016-20)
- Kathi Tunheim (2015-19)
- Yurie Hong (2014-18)

Nominations Committee Membership

- Faculty Senate Vice Chair: Jeff Dahlseid (2015-18) **Convener**
 - Education Division: Aaron Banks (Fall 2016) / Barb Zust (Spring 2017)
 - Fine Arts Division: Yumiko Oshima-Ryan (2014-18)
 - Humanities Division: Seán Easton (2016-19)
 - Natural Sciences and Mathematics Division: Ron Rietz (2014-17)
 - Social Science Division: Jeff Owen (2016-19)
-

1.2.5 Faculty Review Committee Membership 2016-17

Regular Members:

- Pam Kittelson (2016-19)
- Paul Saulnier (2016-18)
- Martin Lang (2015-17)

Alternate Members:

- Kate Knutson (2016-19)
- Colleen Jacks (2016-18)

1.2.6 Curriculum Committee Membership 2016-17

- Education Division: Katrina Imison (2014-17)
- Fine Arts Division: James Patrick Miller (2015-18)
- Humanities Division: John Cha (2015-17)
- Natural Sciences and Mathematics Division: Tom LoFaro (2016-19) **Chair**
- Social Science Division: Kayla De Lorme (2015-18)
- At-Large: Open
- At-Large: Jill Locke (2016-19)
- At-Large: Mary McHugh (2014-17)
- At-Large: Sarah Ruble (2015-18)
- Student representative: Linh Chu (2016-19)
- Student representative: Christina Rowe (2016-18)
- Student representative: Julia Rydberg (2016-17)

Voting ex officio:

- Ex officio: Provost Brenda Kelly

Non-voting ex officio:

- Registrar: Kristianne Westphal / Assistant Registrar Mary Gunderson
- College Librarian: Julie Gilbert
- Director of General Education: Dean Eric Dugdale
- Director of Three Crowns Curriculum: Lori Carsen Kelly
- Director of the Center for International and Cultural Education: Roger Adkins
- Director of Writing Across the Curriculum: Deborah Goodwin
- Director of First Term Seminar: Katherine Knutson
- Director of January Term: Dean Eric Dugdale
- College Assessment Director: Daniel Moos

Subcommittees

Course Approval Subcommittee (CAPSUB) Membership

- Education Division: Barbara Fister (2016-19)
- Fine Arts Division: Michael Jorgensen (2014-17)
- Humanities Division: Carlos Mejía Suárez (2015-17)
- Natural Sciences and Mathematics Division: Jon Grinnell (2015-18)
- Social Science Division: Open
- Student representative: Julia Rydberg (2016-17)
- Voting ex officio: Provost or designee: Provost Brenda Kelly
- Non-voting ex officio: Curriculum Committee Representative: Open
- Director of Center for International and Cultural Education
- Non-voting ex officio: Registrar: Kristi Westphal
- Non-voting ex officio: Director of General Education: Dean Eric Dugdale
- Non-voting ex officio: Director of Three Crowns Curriculum: Lori Carsen Kelly
- Non-voting ex officio: Director of Writing Program: Deborah Goodwin

- Non-voting ex officio: Director of First Term Seminar: Kate Knutson
- Non-voting ex officio: Director of January Term: Dean Eric Dugdale
- Non-voting ex officio: Library Chair or designee: Julie Gilbert

General Education Subcommittee (GENSUB) Membership

- Director of General Education (**Convener**): Dean Eric Dugdale
- At Large: Rebecca Fremo (2016-18)
- At Large: Amy Seham (2016-19)
- Voting ex officio: Curriculum Committee Chair or designee: Tom LoFaro
- Voting ex officio: Director of First Term Seminar: Kate Knutson
- Voting ex officio: Director of January Term: Dean Eric Dugdale
- Voting ex officio: Director of the Three Crowns Curriculum: Lori Carsen Kelly
- Voting ex officio: Director of Writing Across the Curriculum: Deborah Goodwin
- Non-voting ex officio: College Assessment Director Daniel Moos
- Non-voting ex officio: Provost or designee: Dean Eric Dugdale
- Non-voting ex officio: Registrar: Kristianne Westphal

1.2.7 Academic Operations Committee (AOC) Membership 2016-17

- At-Large: Lauren Hecht (2016-19)
- At-Large: Anna Hulseberg (2015-18)
- At-Large: Yuta Kawarasaki (2016-17)
- At-Large: Ursula Lindqvist (2014-17) **Co-Chair**
- At-Large: Henry MacCarthy (2015-18) **Co-Chair**
- Student representative: Alicia Lhotka (2016-19)
- Student representative: Emily Roose (2016-18)
- Non-voting ex officio: Provost or designee: Dean Micah Maatman
- Non-voting ex officio: Dean of Students or designee: Megan Ruble
- Non-voting ex officio: Registrar: Kristianne Westphal
- Non-voting ex officio: Library Chair: Julie Gilbert
- Non-voting ex officio: Director of Athletics: Kari Eckheart
- Non-voting ex officio: Director of Internships: Janine Knutson
- Non-voting ex officio: Director of Academic Support Center or designee: Margo Druschel

1.2.8 Academic Technology Committee (ATC) Membership 2016-17

- Education Division: Heidi Meyer (2015-18)
- Fine Arts Division: Brandon Dean (2014-17)
- Humanities Division: Maddalena Marinari (2016-19)
- Natural Sciences and Mathematics Division: Dwight Stoll (2015-18) **Chair**
- Social Science Division: Open
- Student representative: Joseph Huff (2016-18)
- Student representative: Riley Viner (2016-17)

- Voting ex officio: Provost or designee: Dean Micah Maatman
 - Voting ex officio: Library Chair or designee: Julie Gilbert
 - Voting ex officio: Associate Director of Instructional Services: Marni Dunning
-

1.2.9 Global Engagement Committee (GEC) Membership 2016-17

- Education Division: Amy Vizenor (2015-18)
 - Fine Arts Division: Michele Rusinko (2014-17) **Co-Chair**
 - Humanities Division: Denis Crnković (2016-19)
 - Natural Sciences and Mathematics Division: Cindy Johnson (2016-19)
 - Social Science Division: Annika Ericksen (2015-17)
 - At-Large: Kate Keller (2016-19)
 - At-Large: Jeff La Frenierre (2016-19)
 - At-Large: Carlos Mejía Suárez (2014-17) **Co-Chair**
 - Student representative: Muhammad Ahmed Bahram Khan (2016-18)
 - Student representative: Megan Johnson (2016-18)
 - Non-voting ex officio: Provost or designee: Dean Micah Maatman
 - Non-voting ex officio: Director of January Term or designee: Dean Eric Dugdale
 - Non-voting ex officio: Director of International and Cultural Education or designee: Roger Adkins
 - Non-voting ex officio: Director of Multicultural Student Programs or designee: Jaime Hollis
 - Non-voting ex officio: Director of Community-Based Service and Learning or designee: Jeffrey Rathlef
-

1.2.10 Committee for the Assessment of Student Learning (CASL) Membership 2016-17

- At-Large: Pam Conners (2016-19)
 - At-Large: Tom Huber (2015-18)
 - At-Large: Dave Stamps (2015-18)
 - At-Large: Open
 - At-Large: Open
 - Student representative: Cody Kirk (2016-18)
 - Student representative: Sam Benson (2015-17)
 - Non-voting ex officio: Provost or designee: Dean Julie Bartley
 - Non-voting ex officio: College Assessment Director: Daniel Moos
 - Non-voting ex officio: Director of Institutional Research David Menk
-

1.2.11 Faculty Development Committee (FDC) Membership 2016-17

- At-Large: Betsy Byers (2015-18)
- At-Large: Lauren Hecht (2015-17) **Co-Chair**
- At-Large: Jessie Petricka (2016-19)
- At-Large: Jim Welsh (2014-17)

- At-Large: Suzanne Wilson (2014-17) **Co-Chair**
 - At-Large: Sheng Yang (2016-19)
 - At-Large: Open
 - Non-voting ex officio: President Rebecca Bergman
 - Non-voting ex officio: Provost or designee: Dean Julie Bartley
 - Non-voting ex officio: Kendall Center Director: Leila Brammer
-

1.2.12 Faculty Personnel Committee (PC) Membership 2016-17

- At-Large: Sidonia Alenuma-Nimoh (2016-18)
- At-Large: Sean Cobb (2015-18)
- At-Large: Laurent Déchery (2016-19)
- At-Large: Jeff Jeremiason (2016-19)
- At-Large: Kathy Lund Dean (2016-19)
- At-Large: Daniel Moos (2014-17) **Chair**
- At-Large: Stephanie Otto (2015-17)
- At-Large: Melissa Rolnick (2015-17)
- At-Large: Dwight Stoll (2015-18)
- Non-voting ex officio: President Rebecca Bergman
- Non-voting ex officio: Provost Brenda Kelly

Subcommittee

Third-Year Review Subcommittee Membership

- At-Large: Blake Couey (2016-18)
 - At-Large: Mary Gaebler (2016-17)
 - At-Large: Amanda Nienow (2014-17)
 - At-Large: Bonnie Reimann (2016-19)
 - At-Large: Beatriz Torres (2016-19) **Chair**
 - At-Large: Open
-

1.2.13 Academic Affairs Coordinating Council (AACC) Membership 2016-17

- Chair of Academic Operations Committee: Ursula Lindqvist and Henry MacCarthy
- Chair of Academic Technology Committee: Dwight Stoll
- Chair of Committee for the Assessment of Student Learning: Open
- Chair of Curriculum Committee: Tom LoFaro
- Chair of Department Chairs and Program Directors Committee: Open
- Chair of Diversity, Equity, and Inclusion Committee: Karl Larson
- Chair of Faculty Senate: Michele Koomen
- Chair of Faculty Development Committee: Lauren Hecht and Suzanne Wilson
- Chair of Faculty Committee on Student Life: Open
- Chair of Global Engagement Committee: Michele Rusinko and Carlos Mejía Suárez
- Non-voting ex officio: President Rebecca Bergman

- Non-voting ex officio: Provost or designee: Provost Brenda Kelly
 - Non-voting ex officio: Associate Dean or designee: Eric Dugdale
 - Non-voting ex officio: Associate Dean or designee: Micah Maatman
 - Non-voting ex officio: Dean of Students or designee: JoNes VanHecke
-

1.2.14 Diversity, Equity, and Inclusion Committee (DEIC) 2016-17

- Education Division: Karl Larson (2015-18) **Chair**
 - Fine Arts Division: Beatriz Torres (Spring 2014-17)
 - Humanities Division: Paschal Kyoore (2014-17)
 - Natural Sciences and Mathematics Division: Brandy Russell (2016-19)
 - Social Science Division: Open
 - At Large: Angelique Dwyer (2015-18)
 - At Large: Louis Yu (2014-17)
 - Student Representative: Alexandra Nelson (2016-17)
 - Student Representative: Taylor Wicklund (2015-18)
 - Non-voting ex officio: Provost or designee: Provost Brenda Kelly
 - Non-voting ex officio: Director of Multicultural Student Programs or designee: Jaime Hollis
 - Non-voting ex officio: Director of International and Cultural Education or designee: Roger Adkins
 - Non-voting ex officio: Director of Human Resources or designee: Julie Kline
 - Non-voting ex officio: Director of Kendall Center for Engaged Learning or designee: Thia Cooper
-

1.2.15 Faculty Committee on Student Life (FCSL) 2016-17

- At Large: Justin Knoepfel (2014-17)
- At Large: Martin Lang (2016-19)
- At Large: Fuad Naeem (2016-19)
- At Large: Darío Sánchez-González (2015-18)
- At Large: Jessica Stadick (2015-18)
- Education Division: Lisa Dembouski (2016-18)
- Fine Arts Division: Open
- Humanities Division: Open
- Natural Sciences and Mathematics Division: Laura Triplett (2016-19)
- Social Sciences Division: Open
- Student representative: Ngan Kim Hoang (2016-18)
- Student representative: Melissa Saholt (2015-18)
- Student representative: Olivia Ward (2016-18)
- Non-voting ex officio: President or designee: Rebecca Bergman
- Non-voting ex officio: Provost or designee: Dean Julie Bartley
- Non-voting ex officio: Dean of Students or designee: JoNes VanHecke
- Non-voting ex officio: Registrar or designee: Kristi Westphal

Subcommittees

Honor Board Membership

- FCSL representative: Open
- Student representative: Jennifer Facendola (2015-17)
- Student representative: Grace Henry (2016-18)
- Student representative: Sean Hinnenkamp (2015-17)
- Student representative: Grace Holbrook (2015-17)
- Student representative: Sabrina Repke (2015-18)
- Student representative: Taylor Wicklund (2015-18)
- Ex officio: Provost or designee: Dean Julie Bartley

Grade Appeals Board Membership

- Education Division: Lisa Dembouski (2016-18)
- Fine Arts Division: Open
- Humanities Division: Open
- Natural Sciences and Mathematics Division: Laura Triplett (2016-19)
- Social Science Division: Open
- Non-voting ex officio: Provost or designee: Dean Julie Bartley

Academic Petitions Board Membership

- FCSL representative: Open
- FCSL representative: Open
- Voting ex officio: Provost or designee: Dean Julie Bartley
- Voting ex officio: Registrar Kristianne Westphal

Academic Probations Board Membership

- FCSL representative: Open
- FCSL representative: Open
- FCSL representative: Open
- Voting ex officio: Provost or designee: Dean Julie Bartley Chair
- Voting ex officio: Dean of Students or designee: JoNes VanHecke
- Voting ex officio: Registrar: Kristianne Westphal / Assistant Registrar Mary Gunderson
- Voting ex officio: Academic Support Center Director: Margo Druschel
- Voting ex officio: Counseling Center Director: Lisa Rinehart
- Voting ex officio: Chaplain: Brian Konkol
- Voting ex officio: Vice President of Enrollment Management or designee: Tom Crady
- Voting ex officio: Director of Multicultural Student Programs: Jaime Hollis

1.2.16 Special Faculty Assignments 2016-17

- Faculty Secretary: Cindy Johnson (2016-17)
- Assistant Faculty Secretary: Mimi Gerstbauer (2016-18)
- Faculty Marshal: Richard Leitch (2016-18)
- Assistant Faculty Marshal: Yuta Kawarasaki (2016-19)
- Chair of Lecture Series: Betsy Byers (2016-19)
- Chair of Artist Series: Patricia Snapp (2016-19)
- MIAC Representative: Jeff Owen (2015-18)

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

Note: Board appointments run for one year, July through June

Academic Affairs Committee

- Faculty Senate Representative: Open
- Curriculum Committee Representative: Open
- DCPDC Representative: Open
- Michele Koomen (Faculty Senate Chair, non-voting ex officio)
- Jeff Dahlseid (Faculty Senate Vice Chair, non-voting ex officio)

Advancement Committee

- Open
- Open

Budget Committee

- Internal Budget Committee Representative: Open

Enrollment Management Committee

- Open
- Open

Marketing and Communication Committee

- Open
- Open

Student Life Committee

- Open
- Open

Faculty Representatives to the Benefits Committee

- Aaron Banks (2015-17)
- Kate Keller (2016-19)
- Henry MacCarthy (2015-18)

Faculty Representatives to the Internal Budget Committee

- Colleen Jacks (2015-18)
- Mark Kruger (2015-19)
- David Obermiller (2016-20)

Faculty Representatives to the College-Wide Assessment Committee

- At-large: Marta Podemska-Mikluch (2016-19)
- At-large: Patricia Reeder (2016-18)

1.2.17 Department Chairs and Program Directors Committee (DCPDC) Membership 2016-17

- Art and Art History: Kristen Lowe
- Biology: Joel Carlin
- Chemistry: Amanda Nienow and Dwight Stoll
- Classics: Mary McHugh
- Communication Studies: Leila Brammer
- Economics and Management: Sheng Yang
- Education: Debra Pitton
- English: Baker Lawley and So Young Park
- Geography: Anna Versluis
- Geology: Jim Welsh
- Health and Exercise Science: Aaron Banks (Fall 2016) and Karl Larson
- History: David Obermiller
- Library: Julie Gilbert
- Mathematics, Computer Science, and Statistics: Baili Chen and San Skulrattanakulchai
- Modern Languages, Literatures, and Cultures: Marisa Kalbermatten
- Music: Yumiko Oshima-Ryan
- Nursing: Heidi Meyer
- Philosophy: Peg O'Connor
- Physics: Tom Huber
- Political Science: Chris Gilbert
- Psychological Science: Marie Walker
- Religion: Sarah Ruble
- Scandinavian Studies: Glenn Kranking
- Sociology and Anthropology: Elizabeth Jenner
- Theatre and Dance: Michele Rusinko
- African Studies: Paschal Kyoore
- Arts Administration: Open
- Biochemistry and Molecular Biology: Jeff Dahlseid
- Comparative Literature: Denis Crnković
- Environmental Studies: Jim Dontje
- Film and Media Studies: Sean Cobb
- First Term Seminar: Kate Knutson
- Gender, Women, and Sexuality Studies: Martin Lang
- Japanese Studies: John Cha
- Latin American, Latina/o, and Caribbean Studies: Thia Cooper
- Neuroscience: Mike Ferragamo

- Peace Studies: Seán Easton
 - Russian and Eastern European Studies: Denis Crnković
 - Three Crowns Curriculum: Lori Carsen Kelly
 - Non-voting ex officio: Provost Brenda Kelly
 - Non-voting ex officio: Dean Julie Bartley
 - Non-voting ex officio: Dean Eric Dugdale
 - Non-voting ex officio: Dean Micah Maatman
-

1.2.18 Faculty Representative to Administrative Technology Advisory Committee (ATAC) 2016-17

- Glenn Kranking (2016-19)
 - Student Representative: Andrew Boge (2016-17)
-

1.2.19 College Accreditation Committee (convened by the President; Provost presides)

- Faculty Senate Designee: Michele Koomen (2016-19)
- Curriculum Committee Designee: Mary McHugh (2014-17)

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I. Faculty Organization and Policies

1.0 Faculty Organization

1.1 General Faculty Organization

1.1.1 Faculty Meetings

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

1.1.1.2 Quorum, Privilege of the Floor, Voting. A quorum shall consist of at least seventy-five (75) full-time faculty members.

All faculty with regular, joint, 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 Education: Elementary and Secondary Education, Health and Exercise Science, Library, Nursing.
 - Division of Fine Arts: Art and Art History, Music, Communication Studies, Theatre and Dance.
 - Division of Humanities: Classics, Greek and Latin, English, History, Modern Languages, Literatures, and Cultures, Philosophy, Religion, Scandinavian Studies.
 - Division of Natural Sciences and Mathematics: Biology, Chemistry, Geology, Mathematics, Computer Science, and Statistics, Physics.
 - Division of Social Sciences: Economics and Management, Geography, Political Science, Psychological Science, 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.

- 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.

1.2 Faculty Committees

1.2.1 Elections to Committees

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

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

A. Electronic Ballot Procedures:

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

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

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

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

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.

C. Vacated Positions

When a faculty member goes on a leave of absence, sabbatical, or is otherwise off campus for at least a semester, that person's position on any faculty committee or special faculty assignment will be declared

vacant. When a position is vacated in this manner or any other, another faculty member will be elected or appointed (whichever is normal for the position) for the remainder of that term. If there is less than a year remaining in a multiple-year term, the replacement should normally be chosen for a full term plus the remainder.

1.2.2 Committee officers

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

1.2.3 Electronic Participation in Committee Meetings

1. Each meeting of a faculty committee shall be called to assemble in a physical room and each member is responsible for coming to that room if possible. However, any member unable to participate in person may respond to the call by requesting from the committee chair the privilege of participating electronically. The electronic medium chosen must allow, at minimum, for all participating committee members to hear one another.
 2. The chair of a faculty committee has discretion whether to grant a request for electronic participation, taking into consideration such factors as the ease with which the request can be granted, the likely impact on the deliberative character of the meeting, any specific connection the requesting member may have with an agenda item, and the necessity of the member's absence.
 3. A committee member participating electronically shall not be counted toward quorum.
 4. A committee member participating electronically may engage in discussion and debate and may make motions. The participant and the chair should agree in advance how the participant will request the floor. For example, if the electronic medium is audio-only, the participant may use an audible request when a raised hand would be used in person. The chair may also periodically check with the participant.
 5. No committee member may vote while participating electronically.
-

1.2.4 Faculty Senate

A. Functions

1. To serve as liaison between faculty and administration.
2. To serve as the primary long-range academic planning body for the faculty.
3. To consult with the Provost over the creation of Tenure Track and Continuing Instructor positions.
4. To coordinate faculty responsibilities and activities as carried out through the various committees. These duties include, but are not limited to, the following:
 - a. To nominate candidates for all standing committee positions elected at large.
 - b. To appoint faculty to all positions specified by this *Faculty Handbook*.
5. To recommend candidates for honorary degrees to the President and the Board. The Vice Chair of the Senate shall be designated to evaluate proposals for honorary degrees as they are submitted, consult with appropriate members of the academic community, and make recommendations to the Senate.

6. To serve as the review committee as specified in those situations described in the *Faculty Manual* in Sections 2.6.2.2 and 2.6.2.3.
7. To serve as an appeals committee as specified in *Faculty Manual* Section 3.2.4.3.
8. To act on behalf of the faculty in matters such as faculty may direct.
9. To originate proposals and recommendations as it may deem advisable.
10. To have primary responsibility for updating of the *Faculty Manual* and *Faculty Handbook*.
Following the end of each academic year, the outgoing chairperson of the Faculty Senate and the outgoing Faculty Secretary shall have responsibility for final editing.
11. To participate through its Chair or the Chair's designee in the College Accreditation Committee.

B. Membership

1. Elected: 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, ordinarily in accord with the calendar established by the Academic Affairs Coordinating Council. Thereafter the Senate may set the time and place of its own meetings or through inaction allow its Chair to set the meeting times and places in accord with the calendar established by the AACC.
2. Special meetings of the Senate may be called, with sufficient notice, by any of the following: the Chair of the Senate, two members of the Senate, three non-Senate faculty members, the President of the College or the Provost.

D. Officers

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

E. Subcommittees

1. 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.

2. Nominations Committee

A. Functions:

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

B. Membership:

1. Vice chair of the Faculty Senate (who will convene the sub-committee meetings).
2. Divisional representatives of the Faculty Senate.

1.2.5 Faculty Review Committee (see *Faculty Manual* 3.2.4.3.3.9 Charter of the Faculty Review Committee)

1.2.6 Curriculum Committee

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

A. Functions

1. To recommend curricular plans, policies, and programs to the faculty.
2. To review and recommend to the faculty the creation and termination of departmental and interdepartmental programs, major and minor programs, other degree programs and graduation requirements, as well as changes to requirements for existing majors and minors. In keeping with AAUP guidelines, initiatives emerging from educational considerations will originate primarily from the faculty in the departments and programs affected, as well as the faculty as a whole.
3. To advise the Provost, at the earliest opportunity, on the effects of tenure and non-tenure staffing decisions on departmental and interdepartmental programs, major and minor programs, other degree programs, general education and graduation requirements (e.g., in the Liberal Arts Perspective Curriculum and the Three Crowns Curriculum). To best advise the Provost and the Faculty Senate, the Curriculum Committee will seek input from affected departmental and interdepartmental programs.
4. To recommend to the Faculty Senate new or revised handbook language concerning curricular programs.
5. To report to the faculty new semester and January Term courses, graduate credit courses, General Education Area approvals, Writing Course approvals, First Term Seminars, and changes in course credit.

6. To participate through its Chair or the Chair's designee in College Accreditation Committee.
7. To appoint ad hoc working groups, as needed.

B. Membership

1. Elected: Each division shall elect one representative and four additional members shall be elected at-large. Two of the at-large members must be tenured at the time of election. Members shall be elected to three-year terms.
2. Students: Three students shall be 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 Three Crowns Curriculum, Director of International and Cultural Education, Director of Writing Program, Director of First Term Seminars, Director of January Term, College Assessment Director. With the exception of the Provost or designee, ex officio members are non-voting members.

C. Subcommittees

1. Course Approval Subcommittee (CAPSUB)

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 CAPSUB.
2. Elected: Each division shall elect one representative. Members shall be elected to staggered three-year terms.
3. Students: One student of at least sophomore standing shall be elected by the Student Senate. The Student Senate may choose the length of term for its representative (at least one academic year).
4. Ex officio: Curriculum Committee chair, Provost or designee, Registrar, Director of General Education, Director of Three Crowns Curriculum, Director of Writing Program, Director of First Term Seminar, Director of January Term and a representative of the Library faculty. With the exception of the Provost, ex officio members are non-voting members.

C. Procedures

1. The Course Approval Subcommittee shall follow the established Course Approval Policy (*Faculty Handbook*, section 2.2.1) in carrying out its functions.

2. General Education Subcommittee

A. Functions

1. To advise the Director of General Education as needed.
2. To report regularly to the Curriculum Committee on the General Education Program.
3. To recommend revisions to the General Education curricula to the Curriculum Committee.
4. To recommend new General Education programs and initiatives to the Curriculum Committee.

B. Membership

1. The Director of General Education acts as convener.
2. Voting: Director of Three Crowns Curriculum, Director of Writing Program, Director of First-Term Seminar, Director of January Term, Curriculum Committee chair or designee, and two at-large faculty members at least one of whom is tenured at the time of election.
3. Non-voting: Provost or designee, Registrar, College Assessment Director.

1.2.7 Academic Operations Committee

A. Functions

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

B. Membership

1. Five faculty members elected at-large for staggered three-year terms.
2. Two students, 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,
4. Registrar, Chair of the Library, Director of Athletics, Director of Internships, and Director of the Academic Support Center or designee.

1.2.8 Academic Technology Committee

A. Functions:

1. To recommend, review and evaluate implementation of policy in support of GTS's 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).
 5. Voting ex officio: Associate Director of Instructional Services
 6. The voting members will elect a committee chair.
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1.2.9 Global Engagement Committee

A. Functions

1. To participate in developing and executing policies and plans for integrating a culture of global engagement into the curriculum and life of the College.
2. To work with administrative offices and other faculty committees to implement global literacies and skills into the College curriculum.
3. To advise and make recommendations as appropriate regarding the work of the Center for International and Cultural Education (CICE).
4. To collaborate with CICE, the College Assessment Director, and other campus units in articulating, assessing, and promoting student learning outcomes for off-campus study.
5. To maintain the GEC Policy Manual to guide off-campus teaching curriculum, policies, and procedures.
6. To consider and approve proposals for new and repeat for-credit, off-campus January term courses, and semester off-campus programs. Particular attention will be paid to their conformance to the GEC Policy Manual. When proposed for a semester program, such courses will be submitted to the Course Approval Subcommittee.
7. To work in collaboration with other campus units to encourage and support hiring decisions and retention goals that promote geographic representation domestically and internationally, discipline-specific diversity, and representation from underrepresented groups.
8. To work in collaboration with other campus units to periodically assess the College's progress on achieving its curricular and institutional goals for global engagement.

B. Membership

1. Eight faculty members elected for three-year terms, five elected by divisions and three elected at-large, with staggered terms.
 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 or designee, Director of International and Cultural Education or designee, Director of Multicultural Student Programs and Services or designee, Director of Community-Based Service and Learning or designee.
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1.2.10 Committee for the Assessment of Student Learning

A. Functions

1. To serve as the primary body with the faculty governance structure tasked with leadership and oversight of assessment of student learning. The committee shall report to the faculty on all matters pertaining to the assessment of student learning in the College. The committee should work

collaboratively with the College Assessment Director(s), Director of the Kendall Center, Office of the Provost, and Office of Institutional Research in the formulation and development of all proposals dealing with assessment of student learning.

2. To collaborate with the College Assessment Director(s) in prioritizing and supporting institutional goals for the assessment of student learning, including the operation of ongoing systems of assessment of student learning and the review of departmental and program mission statements, objectives, plans, and reports as they relate to the assessment of student learning.
3. To maintain a clearinghouse of resources related to the assessment of student learning, including departmental practices and data.
4. To collaborate with the Kendall Center and College Assessment Director(s) to provide faculty development opportunities related to the assessment of student learning.
5. To advise the Director of General Education on assessment of student learning in the following areas: First Term Seminar, Liberal Arts Perspective, Three Crowns Curriculum, Writing Across the Curriculum, and Interim Experience.

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, the College Assessment Director, and the Director of Institutional Research.
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1.2.11 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. Non-voting 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 on the John S. Kendall Center for Engaged Learning website.

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. Current information on funding is available on the John S. Kendall Center for Engaged Learning website.
4. Submission of Applications: Current information on deadlines, format and application procedures for the Presidential Faculty/Student Collaboration and Publication Grants are available on the John S. Kendall Center for Engaged Learning website.

E. Sabbatical Leave

Policies and procedures for sabbatical leave application and criteria can be found in section 2.1.4.1.1 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.
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1.2.12 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.
3. Non-voting ex officio: President, Provost.

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 Personnel Committee Chair will notify the chair of the interdisciplinary program that the request has been made, and that letters are required of tenured faculty as identified by the program chair. The letter writer must specify that 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).
- d. Collecting Materials
 1. The candidate must submit a complete curriculum vitae, a written statement of approximately 2,000-5,000 words presenting evidence in support of each criterion for retention and promotion listed in the *Faculty Manual*, a copy of each course syllabus (including January Term) for the past three years, one copy of publications, and any other information the candidate deems relevant (for example, an annotated bibliography of works published or presented, documentation of exhibitions and performances, etc.).
 2. The Provost ensures that the letter of assessment and recommendations written by the candidate's third year review committee have been added to the file of each candidate for tenure and promotion to associate professor.
 3. The Committee invites evaluations from faculty (especially all departmental colleagues and, if appropriate, interdisciplinary program colleagues (see item 1.2.11.C.1.c) students, and administrators by public announcement. To the extent possible, all letters should address the candidate's qualifications for each of the criteria for tenure or promotion stated in the *Faculty Manual*.
 4. Candidates are asked to have four current letters submitted into their files, two from College colleagues outside their department and two from professional colleagues outside the College.
 5. All letters on behalf of candidates for tenure or promotion should be sent to the Provost. The Provost's office will number and log all letters as they are received and add them to the candidate's file.
 6. Candidate Meeting: At least two members of the committee interview the candidate.
 7. Department/Program meetings: Within one week of reviewing the files, a candidate may request that the Personnel Committee Chair schedule an interview between two members of the Committee and all members of the candidate's department (or interdisciplinary committee if the candidate has opted for their official participation) who submitted letters to the candidate's file. The candidate who requests such an interview will do so in writing, providing an explanation of the reason for the request and stating specifically

the matter(s) requiring clarification and explanation.

The Personnel Committee may also invite all members of the candidate's department (or interdisciplinary committee if the candidate has opted for their official participation) who submitted letters to participate in an interview between two members of the Personnel Committee and all those who submitted letters. Such an interview would only be scheduled if the Committee deems it necessary to seek clarification and explanation of material contained in the file.

8. Teaching Observation: Each unique course (not section) taught by a candidate will be visited by one Personnel Committee member up to a maximum of three class observations. In no instance will any candidate have fewer than two class observations. Each class observation should, where possible, be conducted by a different Personnel Committee member.
9. Student Evaluations: The Chair of the Personnel Committee will coordinate the administration of student evaluations of teaching (SETs) in all classes of candidates for tenure and promotion during the two semesters preceding the closing of the candidate's file. SETs will be administered by the candidate's department chair (if tenured) or by a tenured member of the candidate's department. In the event that there are no tenured members of the department or none on campus during the applicable semesters, the Personnel Committee will assume the task of administering SETs to that candidate's classes. The Personnel Committee Chair will provide a brief statement of purpose to be read when SETs are administered. All teaching evaluations shall be administered according to a schedule agreed to by the candidate.
10. Full Committee Candidate Meeting: During evaluation for tenure and for promotion to the rank of full professor, the entire Personnel Committee meets with each candidate in a group interview.

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 1.2.11.C.1.c. All other situations are governed by the All College Conflict of Interest Policy for Committee Participation.
2. In accordance with AAUP recommendations, the Personnel Committee reaffirms its character and function as an at-large committee of the faculty which systematically collects information from sources additional to those normally utilized by the departments and which represents interests beyond those necessarily considered by the departments. At the same time, the committee recognizes the special abilities of departments and/or departmental colleagues to evaluate the scholarly contributions of faculty members. The committee, therefore, gives great weight to departmental recommendations.
3. Discussion within the Committee will focus on the criteria for tenure or promotion as specified in the *Faculty Manual* and the evidence presented that addresses these criteria. Appropriate evidence includes written materials in the candidate's file, classroom observations by Committee members, and any Committee interviews with the candidate, the candidate's department, and/or

the candidate's interdisciplinary program committee. At the conclusion of Committee deliberations, the voting members of the Committee will indicate their votes (yes or no) orally and will state their reasons.

f. Reports

1. The Committee chair will produce a summary document which tallies the votes of the members and outlines the reasons for the Committee recommendation and will present the document to the Provost in a timely manner.
2. The Provost will provide the committee's recommendations and rationale to the President in a timely manner, along with either a written recommendation to concur or a contrary recommendation supported by a detailed, written statement of compelling reasons. The decision to recommend tenure ultimately rests with the President. (See *Faculty Manual* Sections 2.5.0 and 3.1.3.)
3. After the President's decision is made, the Provost will convey this decision to the candidate. Upon receiving a written request from the candidate, the Provost will provide the candidate with written copies of the Committee's and the Provost's recommendations and rationales. The President will forward tenure decisions to the Board of Trustees for final review and approval.

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 Subcommittee. 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 must submit a complete curriculum vitae, a written statement of approximately 2,000-5,000 words presenting evidence in support of each criterion for retention and promotion listed in the *Faculty Manual*, a copy of each course syllabus (including January term) for the past three years, one copy of publications, and any other material the candidate deems relevant (for example, an annotated bibliography of works published or presented, documentation of exhibitions and performances, etc.). The review committee's evaluation will be based on the materials in the candidate's file, classroom observations, interviews with the candidate, and the report of the external evaluator.
A representative of the Third Year Review Subcommittee will coordinate the administration of student evaluations of teaching (SETs) in all classes of

candidates during the two semesters preceding the closing of the candidate's file. SETs will be administered by the candidate's department chair (if tenured) or by a tenured member of the candidate's department, in all courses taught during the two semesters preceding the closing of the candidate's file. In the event that there are no tenured members of the department or none on campus during the applicable semesters, the Third Year Review Committee will assume the task of administering SETs to that candidate's classes. The Chair of the Third Year Review Subcommittee will provide a brief statement of purpose to be read when SETs are administered. All teaching evaluations shall be administered according to a schedule agreed to by the candidate.

- f. The review committee meets three times
 1. The first meeting is for organizational purposes.
 2. At the second meeting, the committee reviews the collected materials, including the report of the external evaluator, and discusses the applicant's strengths and weaknesses. The committee chair then drafts a preliminary letter summarizing the committee's assessment and recommendations and sends the letter to the candidate.
 3. At the third meeting, the committee discusses the summary with the candidate. If necessary, the committee chair revises the letter of assessment and recommendations. The committee chair then sends the final letter to the candidate, with copies to the department chair and to the Provost, who includes the letter in the candidate's permanent personnel file. The Provost then invites the candidate to a discussion of the summary and its implications for the candidate's professional development.

1.2.13 Academic Affairs Coordinating Council

A. Functions

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

B. Membership

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

1.2.14 Diversity, Equity and Inclusion Committee

A. Functions

1. To work to encourage diversity, equity, and inclusion at every level of college life.
2. To participate in developing and executing policies and plans for integrating a culture of inclusion into the basic functions of the College.
3. To gather and disseminate diversity-related information, innovative strategies, and appropriate policies to departmental faculty and staff, administrative offices, and other faculty committees.
4. To encourage and support hiring decisions and retention goals that promote geographic representation domestically and internationally, discipline-specific diversity, and representation from underrepresented groups.
5. To work in collaboration with other campus units to periodically assess the College's progress on achieving its goals for diversity and retention.
6. To review and make recommendations as appropriate on employee policies in order to enhance the campus climate for inclusion, so that its aspiration to be "a community of persons from diverse backgrounds who respect and affirm the dignity of all people" is realized.

B. Membership

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

1.2.15 Faculty Committee on Student Life

A. Functions

1. Originate, review, and recommend policy concerning those aspects of student life that relate to the educational process.
2. Appoint members of FCSL to serve on the Academic Petitions Board, Academic Probations Board, Grade Appeals Board, and Honor Board, to provide continuity and perspective on student academic life to the faculty
3. Review and make recommendations on the effect of co-curricular and extracurricular programs (e.g., athletics, student clubs, publications) on the educational programs and progress of students.
4. Serve in an advisory capacity to the Dean of Students on aspects of student life and college student life policy.
5. Serve as liaison to the faculty regarding student life policy and issues.
6. Recommend faculty members to serve on the Student Conduct Board in consultation with the Dean of Students Office.
7. Recommend one faculty member for the Student Organization Recognition Committee.
8. Approve/dismiss with due process the chief editor(s) or manager(s) of each institutionally financed Student Media Organization at the recommendation of the organization's faculty or staff advisor.

B. Membership

1. Ten faculty members elected for three-year terms: five elected by divisions, and five elected at-large, with staggered terms.
2. Non-voting ex officio: President or designee, Provost or designee, the Dean of Students or designee, Registrar or designee.

3. 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).

C. Subcommittees

1. Honor Board

A. Function: To assist in resolving alleged cases of academic dishonesty as described in Section 2.2.6.

B. Membership:

1. Six faculty representatives, appointed by and from the membership of the Faculty Committee on Student Life with staggered three year terms.
2. Ex Officio: Provost or Designee.
3. Six students designated by the Student Senate.

2. Grade Appeals Board

A. Function: To assist in resolving grade appeals as described in Section 2.2.5.

B. Membership:

1. Five faculty representatives appointed from the Faculty Committee on Student Life membership from each Division, with staggered three year terms.
2. Ex Officio: Provost or Designee non voting

3. Academic Petitions Board

A. Functions

1. To review requests for exceptions to academic policies such as the following:
 - College-wide graduation requirements.
 - Changes in registration beyond established deadlines.
2. To report its actions to the Provost and the Dean of Students.

B. Membership

1. Two faculty members appointed by and from the Faculty Committee on Student Life membership with staggered three year terms.
2. Ex officio: Provost or Designee, Registrar. Ex officio members may vote, as long as each office has just one vote.

4. Academic Probations Board

A. Functions

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

B. Membership

1. Three faculty members appointed by and from the Faculty Committee on Student Life membership with staggered three year terms.
2. Ex officio: Provost or designee (to serve as chair), Dean of Students or designee, Registrar, Assistant Registrar, Academic Support Center Director, Academic Support Center Assistant Director, Counseling Center Clinical Coordinator, Chaplains, Vice President for Enrollment Management or designee, Director of Multicultural Student Programs and Services. Ex officio members may vote as long as each office has just one vote.

1.2.16 Special Faculty Assignments

1.2.16.1 Appointed by Faculty Senate

A. Faculty Secretary

1. Duties

- a. To keep and maintain proper records of meetings of the Faculty and the Faculty Senate, promptly post minutes online once approved, and see that full copies of each are placed in the College Archives at the end of the academic year.
- b. To have responsibility for annually, at minimum, updating *Faculty Manual* and *Faculty Handbook*, Green pages, and the Academic Committee Calendar in accordance with established procedures for amendments to such documents.

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

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

B. Assistant Faculty Secretary

1. Duties

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

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

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

C. Faculty Marshals

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

D. Chair of the Lecture Series

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

E. Chair of the Artist Series

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

F. Faculty Athletics Representative

1. Duties: The Faculty Athletics Representative (FAR)
 - a. ensures the academic integrity of the College athletics program by representing the College and its faculty to the NCAA and MIAC,
 - b. provides advice to the Athletics Director and the President, and

- c. promotes a balance between academics, athletics, and the social lives of student athletes to ensure they enjoy the full spectrum of collegiate experiences available to students generally.
 - 2. Appointment: The President appoints a faculty member as FAR who does not hold an administrative or coaching position in the athletics department, engaging the Faculty Senate in the following process:
 - a. The Vice Chair of the Senate and the President jointly create a mutually agreeable “long list” of candidates.
 - b. The Senate votes to either approve the entire long list or narrow it.
 - c. The President, after consulting the Athletics Director, appoints a FAR from the resulting “short list” for a term of three years.
 - d. At the conclusion of the FAR’s term, the President may either (1) reappoint the incumbent, provided the Senate votes to consent, or (2) reinstate the selection process.
 - e. If the FAR vacates the position prior to the conclusion of the term, the President and Vice Chair reinstate the process.
- G. Faculty to Serve on Committees and Subgroups of the Board of Trustees Groups
 - 1. Members of the faculty may be invited by the Board of Trustees to serve on committees and subgroups of the Board groups. Annually, the Faculty Senate will provide the President and the Provost with the names of faculty nominated to serve on committees and subgroups of the Board. The faculty nominees will then be recommended by the President to the Chairs of the Board groups, and ultimately to the Chair of the Board for final approval and appointment.
 - 2. Ordinarily, two faculty members will serve on each committee, at least one from the Faculty Senate, and one nominated by a relevant faculty committee. These nominations will be solicited as needed by the Faculty Senate. Every effort will be made to ensure continuity of faculty serving on committees and subgroups of the Board.
- H. 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.
- J. Faculty Representatives to the Internal Budget Committee
 - 1. Functions: Faculty representatives are to fulfill the responsibilities listed in the charter of the Internal Budget Committee or its successor, ensure that faculty viewpoints are included in the committee's discussions, and act as a liaison between the committee and the Faculty Senate.
 - 2. Appointment: The Senate shall appoint the number of faculty members specified in the committee’s charter to staggered four-year terms. At least one of these members must be a member of the Compensation Committee. Strong financial expertise and experience is desired; all members should be able to comprehend the entire financial picture of the College. Members may be reappointed to consecutive terms and some continuity of membership is desirable.

1.2.16.2 Elected by the Faculty

- A. Faculty Representatives to the College-Wide Assessment Committee
 - 1. Two faculty members elected at-large for three-year terms. Past service on the Curriculum Committee, Committee for the Assessment of Student Learning, or Faculty Committee on Student Life is desirable but not required.
 - 2. College Assessment Director (ex officio).
 - 3. The committee is convened by the Provost.
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1.2.17 Department Chairs and Program Directors Committee (DCPDC)

A. Functions:

1. To elect a chair for a one-year term. In addition to chairing the meeting, the chair shall provide a written report for the faculty meeting packet and take on such other duties as the committee requests.
2. To set the agenda for monthly discussions. All suggestions for the agenda are submitted to the chair. The agenda is drafted by the chair for committee approval.
3. To discuss such matters of college policy, academic program, and departmental administration as affect most or all departments/programs, as deemed necessary and/or appropriate. Such matters may be submitted for discussion by any members of the committee (including non-voting members), or by other faculty committees.
4. To solicit from the Provost, the Associate Provosts, and/or other Vice Presidents such information as shall be considered necessary for informed discussion.
5. To forward to the appropriate faculty committee(s) such proposals for policies and/or programs as shall be deemed appropriate.
6. To bring motions to the full faculty for its consideration as shall be deemed appropriate.
7. To establish and appoint members to short-term *ad hoc* subcommittees as needed.

B. Membership:

1. Voting: department chairs; directors of all interdisciplinary programs with majors and/or minors; directors of curricular programs that offer courses but not majors/minors (e.g. Three Crowns Curriculum and First Term Seminar Program). Each department/program has one vote. Voting by proxy is allowed.
 2. Non-voting: Provost, Associate Provosts
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2.0 Faculty Policies and Procedures

2.1 Personnel Policies

2.1.1 Appointment to Faculty

2.1.1.1 Regular and Continuing Instructor Appointments

- A. A position is authorized by the Provost after consultation with the Faculty Senate. That authorization will include information about rank and appointment status. For Continuing Instructors, the authorization will also delineate the responsibilities of the position and the criteria according to which the instructor is to be evaluated.

- 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 Other Special and Part-time Appointments

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

2.1.1.3 Distinguished Endowed Chair Appointments

The Distinguished Endowed Chair will normally be identified through a national search, using a Search and Screen Committee, whose chair will be the chair of the relevant academic department or his/her designee. The Committee will be formed by the President working together with the Committee chair and the Provost. Faculty members from the relevant academic department(s) will constitute a majority of the committee. The Committee will include a diversity representative and may include additional members to represent other College constituencies. The recommendation to the President and the Provost of finalists for the position, who are to be invited for on-campus interviews, will be agreed upon by the Committee and the relevant academic department(s). The Committee and the relevant academic department(s) together will subsequently make final recommendations regarding the appointment to the President and the Provost. The appointment is made by the President, in consultation with the Provost, and in accordance with the principles expressed in section 3.1.3 of the *Faculty Manual*. A description of additional search procedures may be found in the *Administrative Guidelines for Academic Department Chairs*.

2.1.2 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 Regular and Joint Appointment Probationary Personnel

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

- A. Normally the chair of the department will be responsible for the evaluation process. (When the chair of the department is to be evaluated, the Provost will designate a committee chair.) The chair of the department will organize a review committee, consisting of the chair (or designee) and at least two other tenured faculty members appointed with the approval of the individual. Preferably one member should be from outside the individual's department.
- B. The evaluation should include classroom observations conducted during each semester, review of course content (syllabi or course materials), and student evaluation of teaching (SET) results or other student feedback. In addition to teaching, the review committee should consider scholarly achievements, service, and professional goals.
- C. During the **First** Year, the faculty member and Department chair will meet to discuss progress and/or specific recommendations for improvement related to teaching, to research/scholarship/creativity, and to campus service. No formal evaluation will be written, but the Department chair will submit a departmental recommendation letter concerning reappointment to the Provost's Office by February 15 in order to meet the March 1 deadline in the *Faculty Manual*. During both semesters of the first year, the chair (or designee) should also collect and save course material to be used during the more formal evaluation which will take place the following fall.
- D. In the fall of the **Second** Year, departmental review committees should function as follows:
 - 1. The committee should establish with the individual the timetable for class visits, interviews, review of syllabi, etc.
 - 2. After a period of evaluation, a formal meeting of the committee will be held to discuss the individual and to prepare an evaluation.
 - 3. The committee will communicate the results of this evaluation to the individual in writing, and provide a process for the individual to respond before a final evaluation is submitted.
 - 4. The Department chair will submit a final evaluation, including the department's recommendation on reappointment, to the Provost's Office by November 15 for second-year faculty in order to meet the December 15 deadline for the *Faculty Manual*. The Department chair will provide the individual with a copy of the submitted review.
- E. The **Third** Year Review Subcommittee conducts that review on a timetable specified in the individual's letter of appointment.
- F. During the spring semester of the **Fourth** year or the year following the formal "Third Year" Review, the department shall conduct a review mirroring the process described above for the Second Year review, and the Department chair will submit a departmental recommendation concerning reappointment to the Provost's Office by April 1st. The Department chair will again provide the individual with a copy of the submitted evaluation and recommendation.
- G. During the **Fifth** Year, the faculty member and Department chair will meet to discuss progress and/or specific recommendations for improvement related to teaching, to research/scholarship/creativity, and to campus service. No formal evaluation will be written, but the Department chair will submit a departmental recommendation letter concerning reappointment to the Provost's Office by April 1st.
- H. The Provost will make an annual decision on reappointment, taking into consideration the recommendation of the Department chair and the review committees. The Provost and Department chair may assist the faculty member to formulate development goals, performance objectives, and career plans.
- I. With the approval of the Provost, departments and individuals may agree to alterations to these review processes.

2.1.2.2 Guidelines for Departmental Review and Support of Ongoing Visiting and Adjunct Special Appointment and Part-time Appointment Faculty

Faculty on ongoing special appointment with visiting or adjunct status and those on ongoing part-time appointment will be reviewed annually.

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

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

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

- A. During the **First Year** the chair of the department or program will be responsible for the evaluation using a process developed by the department or program. The Department chair/Program director will submit a departmental/program recommendation letter concerning reappointment to the Provost's Office by February 15 in order to meet the March 1 deadline in the *Faculty Manual*. During both semesters of the first year, the chair/director (or designee) should also collect and save course material to be used during the more formal evaluation which will take place the following fall.
- B. In the fall of the **Second Year**, the review should function as follows:
 - 1. The chair/director should establish with the individual the timetable for class visits, interviews, review of syllabi, or other materials as appropriate to the position, etc.
 - 2. After a period of evaluation, the chair/director will prepare an evaluation.
 - 3. The chair/director will communicate the results of this evaluation to the individual in writing, and provide a process for the individual to respond before a final evaluation is submitted.
 - 4. The department chair or program director will submit a final evaluation, including the department's/program's recommendation on reappointment, to the Provost's Office by November 15 for second-year faculty in order to meet the December 15 deadline for the *Faculty Manual*. The Department chair will provide the individual with a copy of the submitted review.

- C. During the spring semester of the Third Year a formal review is conducted by a Continuing Instructor Review Committee.
 - 1. Normally the chair of the department or program director will be responsible for the evaluation process. The chair/director will organize a review committee composed of members of the individual's department/program and two other faculty members from outside the department/program, one of whom is a Senior Continuing Instructor, when possible, appointed with the approval of the individual.
 - 2. The evaluation should include classroom observations conducted during each semester, student evaluation of teaching (SET) results or other student feedback, examination of annual departmental/program reviews, and a file submitted by the Continuing Instructor addressing teaching excellence and sympathy with the mission of the college.
 - 3. The chair/director will communicate the results of this evaluation to the individual in writing, and provide a process for the individual to respond before a final evaluation is submitted.
 - 4. The department chair or program director will submit a final evaluation, including the department's recommendation on reappointment, to the Provost's Office by April 1st. The department chair will provide the individual with a copy of the submitted review.
- D. During the spring semester of the **Fourth Year** or the year following the formal "Third Year" Review, the department/program shall conduct a review mirroring the process described above for the Second Year review, and the Department chair/Program director will submit a departmental/program recommendation concerning reappointment to the Provost's Office by April 1st. The Department chair/Program director will again provide the individual with a copy of the submitted evaluation and recommendation.
- E. During the spring semester of the **Fifth Year**, the department/program shall conduct a summative review mirroring the process described above for the Third Year review, and the department chair or program director will submit a departmental/program recommendation concerning promotion to Senior Continuing Instructor to the Provost's Office by April 1st. The chair/director will again provide the individual with a copy of the submitted evaluation and recommendation.
- F. The Provost will make an annual decision on reappointment, taking into consideration the recommendation of the Department chair/Program director and the review committees. The Provost and Department Chair/Program Director may assist the faculty member to formulate development goals, performance objectives, and career plans.
- G. With the approval of the Provost, departments/programs and individuals may agree to alterations to these review processes.

2.1.2.3.2 Faculty on continuing special appointment with Senior Continuing Instructor status will be reviewed every fifth year following promotion to Senior Continuing Instructor status. Departments/Programs are obligated to establish regular procedures to review Senior Continuing Instructors, strictly adhering to deadlines stated below in order to comply with dates for nonrenewal stipulated in *Faculty Manual* section 2.6.2.1. While one purpose of this review is to provide professional advice to faculty members, such an evaluation also serves the departments, programs and Provost as a basis for making decisions regarding the reappointment of Senior Continuing Instructors to a subsequent 5-year-term.

- A. During the spring semester of the **Fifth** year following the last formal review, a review is conducted by a Senior Continuing Instructor Review Committee.
 - 1. Normally the chair of the department or program director will be responsible for the evaluation process. The chair/director will organize a review committee composed of members of the individual's department/program and two other faculty members from outside the

department/program, one of whom is a Senior Continuing Instructor, appointed with the approval of the individual.

2. The evaluation should include classroom observations conducted during each semester, student evaluation of teaching (SET) results or other student feedback, examination of annual departmental/program reviews, and a file submitted by the Continuing Instructor addressing teaching excellence and sympathy with the mission of the college.

3. The chair/director will communicate the results of this evaluation to the individual in writing, and provide a process for the individual to respond before a final evaluation is submitted.

4. The department chair or program director will submit a final evaluation, including the department's/program's recommendation on reappointment to another 5-year term, to the Provost's Office by April 1st. The Department chair will provide the individual with a copy of the submitted review.

- B. The Provost will make a decision on reappointment to a 5-year term, taking into consideration the recommendation of the Department chair/Program director and the review committee. The Provost and Department Chair/Program Director may assist the faculty member to formulate development goals, performance objectives, and career plans.
 - C. With the approval of the Provost, departments/programs and individuals may agree to alterations to these review processes.
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2.1.3 Faculty Personnel Files

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

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

- A. When the College receives any unsolicited accusatory or derogatory statements regarding a faculty member, the appropriate administrator will:
 - 1. disregard and destroy the material, or
 - 2. return the statement to its author
 - a. with no acknowledgment or comment, or
 - b. with an explanation that the College has its own adequate methods for assessing the fitness of faculty personnel, and, as a matter of policy, does not accept statements from extra-institutional sources or from intra-institutional sources not functioning in their officially defined capacities, or
 - 3. inform the sender of the letter that the letter can be retained by the institution and placed in the faculty member's file only if the faculty member is informed of the identity of the sender and furnished with a copy of the letter, so that the faculty member may, if he wishes, reply or defend herself or himself against any charges, accusations or criticisms, and take any other action which she/he may deem necessary to protect her/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.
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2.1.4 Leaves of Absence

2.1.4.1 Compensated Academic Leaves

2.1.4.1.1 Sabbatical Leaves for Regular Professional Development

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

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

A. Duration of Sabbatical Leaves

1. Full year leave of absence means two regular semesters and the intervening or one contiguous January Term.
2. One semester leave of absence may begin or conclude with the contiguous January Term. The teaching assignment for a faculty member with regular appointment normally consists of three courses or the equivalent during an academic year containing a one semester leave of absence.

B. Eligibility for Sabbatical Leaves

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

C. Application Procedures for Sabbatical Leaves

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

2.1.4.2 Leaves of Absence Without Salary

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

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

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

2.1.6 Statement on Faculty Appointment and Family Relationship

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

2.1.7 Statement on Professional Ethics

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

2.2 Academic Policies

2.2.1 Course Approval Policy

2.2.1.1 Regular Courses. All proposals for courses, 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 Global Engagement Committee, which will recommend approval to the Curriculum Committee. The Curriculum Committee will have final approval of all courses, including area and writing designations recommended by the Course Approval Subcommittee or the Global Engagement Committee. Closing dates for submitting course proposals to the Course Approval Subcommittee or the Global Engagement Committee will be provided to department chairs no later than the beginning of the academic year.

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

Approval Procedure

- A. By the announced deadline, the proposing department chair will send to the Office of the Provost one electronic copy of the course proposal form, addressing the appropriate criteria for new courses, 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 Global Engagement 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 be available to all faculty through the Office of the Provost.
- C. The program director(s) will review the proposal, contacting the department chair or course instructor(s) for possible clarification or revision, if necessary. The program director(s) will recommend approving or rejecting their specific part of the proposal to the full subcommittee.
- D. The Global Engagement Committee (GEC) will review and discuss all off-campus proposals at its meetings. For semester courses, this review will focus on conformance to the GEC Program Manual. Recommended off-campus semester courses will be forwarded to the Course Approval Subcommittee. For IEX off-campus courses, this review will include both conformance to GEC Program Manual and the course approval criteria listed in the *Faculty Handbook*. The Registrar or designee will be present during GEC meetings dealing with approval of 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 Global Engagement Committee discusses the faculty member's proposal.
 - F. At the appropriate meeting, the Course Approval Subcommittee or the Global Engagement Committee will take one of the following actions:
 - 1. Approve the course, area, or writing designation and forward this recommendation to the Curriculum Committee.
 - 2. Approve the course, area, or writing designation contingent upon specific revision. In this case the proposal is returned to the appropriate program director for discussion with the department chair or instructor. The Course Approval Subcommittee or the Global Engagement Committee will then forward its recommendation for approval to the Curriculum Committee.
 - 3. Forward the proposal to the Curriculum Committee for consideration and a final decision. This action would be taken when:
 - a. The course proposal is closely related to program revisions submitted by a department, such that approval of the new course should be contingent on approval of the program revisions; or
 - b. The course proposal reflects a new curricular precedent or other change that falls under the functions of the Curriculum Committee, such that approval of the new course should be contingent on Curriculum Committee approval of the curricular precedent or change.
 - 4. Reject the course, area, or writing designation and return it to the department chair or instructor via the appropriate program director for revision/resubmission.
 - G. All courses, area and writing designations recommended for approval by the Course Approval Subcommittee or the Global Engagement Committee will be forwarded to the Curriculum Committee. The Curriculum Committee will vote on approval and all courses approved by the Curriculum Committee will be reported to the faculty at its next regularly scheduled meeting. The Curriculum Committee will notify each department affected by the committee's decision.
 - H. A course proposal may be withdrawn at any point in the process
 - I. Course approval will be based on the criteria in section 2.2.2 of the *Faculty Handbook*.
- 2.2.1.2 Special Topics Courses. Special topics courses are used to supplement regular course offerings.
- A. Special topics courses do not require approval by the Curriculum Committee.
 - B. Special topics courses can carry area or WRIT designations. Special topics courses obtain these designations via the same procedures as regular courses.
 - C. If a given special topics course is offered three times in any six-year time frame, then that course will need to be approved as a regular course using the procedures in section 2.2.1.1 before being offered again.
- 2.2.1.3 Delisting Courses. Courses that have not been taught in the past four years will be delisted from the catalog. Departments may ask for an exemption to the process by contacting the chair of the Curriculum Committee when the course comes up for cancellation.

2.2.2 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.

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.

2.2.7 Disability Services

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

Gustavus Adolphus College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or you think you may have a disability of any nature) and, as a result, need reasonable academic accommodation to participate in class, take tests or benefit from the College’s services, then you should speak with the Disability Services Coordinator for a confidential discussion of your needs and appropriate plans. Course requirements cannot be waived, but reasonable accommodations may be provided based on disability documentation and course outcomes. Accommodations cannot be made retroactively; therefore, to maximize your academic success at Gustavus, please contact Disability Services as early as possible. Disability Services (<https://gustavus.edu/advising/disability/>) is located in the Advising Support Center.

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.

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.

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 College enroll in the Bachelor of Arts program without a declared major, and they are advised in the first year by the instructor of their First Term Seminar or a faculty member teaching in Three Crowns Curriculum. Subsequent enrollment in a major is accomplished by completing a declaration of major form, normally by the end of the sophomore year, in consultation with a major advisor. Students may select the major requirements of any academic catalog during the years of their institutional enrollment.

2.3.7 Student Evaluation of Teaching

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

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, theater, 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. foster the development of personal expression and creativity;
2. develop an understanding of the creative process;
3. promote an understanding of the interaction among the arts, culture, society, artist and audience;
4. develop analytical, interpretive, or evaluative skills appropriate to the study, performance, and/or creation of at least one of the visual and performing arts;
5. develop intellectual and experiential awareness of the form and content of at least one of the visual and performing arts.

ARTS Learning Outcomes

1. Students will expand and challenge their personal and world views by assessing and participating in broad artistic endeavors.
2. Students will demonstrate an understanding of the relationship between a work of art and its historical, cultural, and aesthetic context by identifying, analyzing, and evaluating works of art.
3. Students will demonstrate the aptitude and skills of creative scholarship by producing or researching artistic work(s) of significance within the context of their chosen discipline.

B. Biblical and Theological Studies (THEOL)

Requiring one regular semester course in the Christian tradition is a curricular expression of the College's long-standing institutional commitments, as articulated in its Mission Statement.

This course will meet three goals:

1. Foster a mature understanding of the Christian faith, including the role of religion in human life.
2. Encourage an understanding of the importance of religion as part of a liberal arts education through a biblical and theological study of the Christian tradition.
3. Help students develop a critical understanding and appreciation of the Christian tradition as an important element in American society and other world cultures.

Courses in this area meet the following criteria:

1. The course will be substantially 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. Help students learn to think religiously and theologically, i.e., to recognize the religious and theological dimensions of cultural, political, and intellectual issues;
 - c. Expose students to critical textual interpretations of the Bible, including the historical context in which it was written;

- d. Introduce students to the nature of religious language and symbolism and the critical interpretations of religious claims; and encourage students to think critically about their own religious convictions.

Student learning outcomes:

1. Students will demonstrate a basic understanding of selected historical, contemporary, and emerging expressions of the Christian faith.
2. Students will evidence an awareness of critical textual interpretations of the Bible, including the historical contexts in which it was written.
3. Students will be able to articulate a basic understanding of the nature of religious language and symbolism.
4. Students will be able to recognize and articulate the religious and theological dimensions of cultural, political, and intellectual issues.
5. Students will demonstrate a basic understanding of critical interpretations of religious claims.
6. Students will think critically about their own religious experience.

C. Literary and Rhetorical Studies (LARS)

GOALS

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

CRITERIA

Courses in this area meet the following criteria:

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 to raise issues of meaning and value.
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.

STUDENT LEARNING OUTCOMES

1. Students will identify conventions that situate a text within a literary or rhetorical genre.
2. Students will describe the historical and cultural contexts in which texts are produced and received and explain the mutual influence between specific texts and contexts.
3. Students will engage critically with literary or rhetorical discourses in a variety of ways, which may include close reading, critical interpretation, personal reflection, creative expression, formulating questions, and raising issues of meaning and value.

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.

GOALS

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 cover a range of times, places, cultures, and peoples. Individual courses need not be comparative.

COURSE CRITERIA

Courses in this area will:

1. promote understanding of human thought or historical events in one or more times, places, and/or cultures;
2. promote understanding of human thought or 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 or history as well as in other academic disciplines; and
5. prepare students to formulate their own questions and undertake their own investigations into philosophical or historical studies.

STUDENT LEARNING OUTCOMES

1. Students will demonstrate understanding of human thought or historical events in one or more times, places, and/or cultures.
2. Students will construct an informed response to one or more fundamental questions about the creation and construction of meaning, value, and knowledge.
3. Students will evince an awareness of notions of and assumptions about truth in the discipline of the course.
4. Students will undertake an investigation into philosophical or historical studies based on questions of their own formulation.

E. Mathematical and Logical Reasoning (MATHL)

Courses in Mathematical and Logical Reasoning are intended to provide students with the opportunity to develop and acquire mathematical and logical habits of mind. These habits of mind include analytical reasoning, problem-solving, and communication.

GOALS

The goals of the Mathematics and Logical Reasoning area are:

1. to develop a conceptual understanding of mathematics, formal logic, or statistics;
2. to cultivate the ability for solving real-world problems in a mathematical, logical, or statistical context; and
3. to acquire the capacity for analytical reasoning through mathematical, logical, or statistical thought, reflection, explanation, and justification;

COURSE CRITERIA

Courses in this area will address:

1. the language, foundations, and historical context of one or more areas of mathematics, formal logic, or statistics;
2. the conceptual understanding of mathematical, logical, algorithmic, or statistical methods;
3. the formulation, representation, and solution of mathematical, logical, algorithmic, or statistical problems;
4. the methods of proving, justifying, or explaining mathematical, logical, or statistical conjectures and theorems; and
5. the applications of mathematical, logical, algorithmic, or statistical methods to other disciplines.

STUDENT LEARNING OUTCOMES

Students satisfying the Mathematical and Logical Reasoning requirement will:

1. communicate and represent mathematical, logical, or statistical problems in symbolic, graphical, or numerical forms;
2. formulate and solve problems using mathematical, logical, or statistical methods; and
3. provide proof or justification of mathematical, logical, or statistical results using deductive reasoning.

F. Natural Science Perspective (NASP)

GOALS

Liberal Arts Perspective courses in Natural Science introduce the student to the mechanisms 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.

COURSE CRITERIA

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.

STUDENT LEARNING OUTCOMES

1. Students will demonstrate factual knowledge about some aspect of the natural world.
2. Students will describe the ways by which scientists organize knowledge into fundamental principles or theories that explain facts and make predictions about the natural world.
3. Students will employ scientific concepts, principles, and methodologies to solve problems or generate explanations about the natural world.
4. Students will describe the historical and/or cultural context and analyze the philosophical implications of one or more important scientific concepts.
5. Students will engage critically with the ethical and social impacts of science and technology.

G. Human Behavior and Social Institutions (SOSCI)

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 will 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.

GOALS

Social science courses enable students to analyze and understand interactions of the numerous social factors that influence behavior at the individual, cultural, societal, national, or international level. They use

the methods and theories of social science inquiry to develop critical thought about current social issues and problems.

COURSE CRITERIA

Courses in this area will address the following as they relate to the social and behavioral science:

1. theories and principles to explain human behavior and social principles;
2. the development of a particular social and behavioral science;
3. methods of collecting and presenting information; and
4. social and ethical issues concerning human behavior.

STUDENT LEARNING OUTCOMES

1. Students will demonstrate knowledge of major concepts and methods used in a social or behavioral science.
2. Students will describe the historical development of the theories and principles of at least one discipline in the social sciences.
3. Students will analyze influences on social institutions and human behavior.
4. Student will apply disciplinary knowledge to understand ethical and social issues in at least one discipline in the social sciences.

H. Lifelong Fitness (FIT and ACT)

Courses in Lifelong Fitness provide opportunities to explore movement and discover lifetime activities that promote health and wellbeing. By engaging in a variety of fitness activities, and through acquisition of knowledge and skills, students are better able to appreciate the importance of disease prevention and health promotion. To fulfill the Life Long Fitness and Activity requirement, students complete both the Personal Fitness (FIT) requirement (.5 course) and the Lifetime Activity (ACT) requirement (.5 course equivalent). No more than one FIT course and a maximum of .5 ACT courses may be counted toward completion of the requirement.

Personal Fitness (FIT) (.5 course)

The Personal Fitness requirement (FIT) encourages exploration of cardiorespiratory fitness and its importance. Students learn how to set appropriate goals to improve fitness, engage in regular aerobic exercise, and acquire knowledge regarding health promotion, disease prevention, wellbeing, and relaxation.

Courses in this area will:

1. explore multiple dimensions of personal wellbeing, with emphasis on the physical dimension;
2. encourage the development of physical skills necessary for participation in moderate-to-vigorous physical activities;
3. promote health enhancement through participation in moderate-to-vigorous physical activity;
4. encourage healthy exercise patterns, safety, and goal-setting within an exercise program;
5. foster an appreciation for the importance of a physically active lifestyle.

Student Learning Outcomes:

1. Students will analyze elements of their personal wellbeing and learn to set appropriate and achievable health goals.
2. Students will learn and apply fitness-related principles, set fitness goals, and monitor individual progress by designing an individual fitness plan.
3. Students will demonstrate an appreciation for lifelong fitness by fully participating in prescribed moderate-to-vigorous physical activity.

Lifetime Activity (ACT) (.125-.25 course)

The Lifetime Activity requirement (ACT) encourages students to select courses across a range of activity areas based on personal interest to develop an appreciation for lifetime physical activity and skills associated with such activities.

Courses in this area will:

1. allow students to explore a variety of lifetime activities based on personal needs, interests, and abilities;
2. encourage students to use physical activity as an avenue for self-expression.
3. engage students through physical activity designed to promote elements of fitness such as muscular strength, muscular endurance, flexibility, and healthy body composition
4. explore the connection between mind and body;
5. help students appreciate lifetime activity, and its potential impact on health promotion and reduction of risk behavior.

Student Learning Outcomes

1. Students will have opportunities to demonstrate improvement in elements of fitness such as muscular strength and endurance, flexibility, and body composition.
2. Students will improve knowledge of rules, strategies, skills, and safety associated with the lifetime activity courses they choose to complete;
3. Students will develop skills that promote personal health, reduce risk behaviors, and explore the body-mind connection.

I. Global Cultures and Perspectives Requirement (GLOBL)

The nature of contemporary world events makes an understanding of 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.

Courses in this area meet three goals:

1. Develop in students intercultural and/or cross-cultural understanding and empathy.
2. 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.
3. Enable students to recognize difference and reflect on their place in a pluralistic and interconnected world.

Courses in this area meet four criteria:

1. Provide students with an understanding of past or contemporary cultures, societies, religious worldviews and/or political/economic systems different from those of the dominant groups in the United States, Canada, and Western Europe. These may include one or more of the following: (1) the populations of South America, Asia, the Middle East, Oceania, and/or Africa; (2) the indigenous peoples of North America and/or Australia; (3) ethnic minority communities in Europe, such as Sami or Roma peoples. These populations may be studied in their original geographical settings and/or diasporic settings.
2. Address the shared beliefs, values, customs, behaviors, and artifacts in the cultures/societies being studied, as well as the existence of multiple perspectives within these cultures/societies.
3. Equip students with the tools or opportunity to identify, describe, and understand these cultures/societies, using materials (written, oral and/or visual) produced within those cultures/societies when possible.
4. Create an awareness in students of how aspects of cultures/societies are constructed and contested.

Courses in this area achieve four student learning outcomes:

1. Students will show knowledge of the contemporary or past cultures, societies, religious worldviews, and/or political/economic systems of the populations being studied in the course.
2. Students will articulate an informed understanding of the shared beliefs, values, customs, behaviors, and artifacts of the cultures/societies being studied, as well as of multiple perspectives within those cultures/societies.
3. Students will identify, describe and understand the cultures/societies being studied using written, oral and visual materials produced within the cultures/societies where applicable.
4. Students will demonstrate an awareness of ways that aspects of cultures/societies being studied are constructed and contested.

1.1.1 Review of the Liberal Arts Perspective Program (Curriculum I)

The Curriculum Committee, in conjunction with the Committee for the Assessment of Student Learning and the Director of General Education, will carry out an ongoing assessment of the Liberal Arts Perspective program of Curriculum I. This assessment will consist of a review at the course level, the area level, and the program level.

At the course level, evidence relating to established student learning outcomes will be collected annually by the above committees in order to be used in the 5-7 year review of the area.

At the area level, each area within the Liberal Arts Program is to be reviewed on a 5-7 year cycle. This review will consist of a review of the current area description, course criteria, and student learning outcomes. Any revisions to the area will be sent to the Curriculum Committee which then proposes handbook language changes (if necessary). If there are revisions, all courses in that area will come up for reapproval for area credit.

At the program level, after each cycle of area reviews is complete, the entire Liberal Arts Perspective program will be reviewed. This review will utilize the information obtained by the annual course data and the information gained from the area reviews. Any changes to be made at the program level will be sent to the Curriculum Committee which then proposes handbook language changes (if necessary).

1.2 The First Term Seminar Program

As part of their first semester course schedule, Liberal Arts Perspective 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 address the following criteria and student learning outcomes: First Term Seminars promote 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.

Programmatic Student Learning Outcome: Having examined the conflicting value choices of the ethically complex world in which we live, and reflected on how these values shape their ethical decisions, students will be able to articulate their own values and communicate those values to others.

1. Writing Goal: 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. In FTS courses, students will use writing as a means of creative expression and

intellectual growth; learn to make effective choices as writers, considering purpose, audience, context, and style whenever they write; cultivate an awareness of the values that inform choices made by writers, themselves and others; and develop flexible strategies for generating ideas, drafting, revising, and polishing their writing.

Writing Criteria: FTS courses will

1. Provide frequent opportunities to write informally as a way to master unfamiliar concepts, explore ideas, and to practice techniques for communicating effectively.
2. Engage students in a process-based (iterative) approach to writing by having multiple opportunities for planning, drafting, and revising their work with instructor and peer feedback.
3. Guide students through at least two (and preferably more) formal assignment(s), grounded in the writing process, and focused on building skills in critical inquiry, argumentation, and communication to a public audience.

Student Learning Outcome: (SLO #1) Students will be able to identify different purposes, contexts, and audiences for their writing; they will demonstrate the ability to adapt the style and content of their writing in order to communicate effectively in a variety of situations.

2. Oral Communication Goal: The FTS Oral Communication component promotes reasoned discourse, creative expression, and development of one's own values and 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 Communication Criteria: FTS courses will

1. Provide frequent opportunities to participate in classroom discussions as a way to learn to articulate ideas, actively listen to others, consider alternative positions, and to practice techniques for communicating effectively in different contexts.
2. Guide students through at least one (and preferably more) formal assignment(s), in which students will learn to develop a topic in order to inform or persuade their audience.
3. Teach students how to use language that is appropriate to the topic, audience, purpose, and context.

Student Learning Outcome: (SLO #2) Students will be able to identify different purposes, contexts, and audiences for their oral communication; they will demonstrate the ability to adapt the style and content of their oral communication in order to communicate effectively in a variety of situations including discussions and formal presentations.

3. Critical Thinking Goal: 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 and values 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.

Critical Thinking Criteria: FTS courses will

1. Provide frequent opportunities to identify the purpose of a text, identify concepts that shape an argument, and assess the evidence used to support an argument.
2. Provide frequent opportunities to identify how contexts and unstated assumptions influence arguments, identify the implications and consequences of arguments, and to identify and evaluate alternative perspectives.
3. Allow students to articulate their own perspective, identify the influences that shape it, present relevant evidence to support their own arguments, and develop original and creative solutions to complex problems.

Student Learning Outcome: (SLO #3) Students will be able to thoughtfully analyze questions from multiple perspectives; will identify how contexts and unstated assumptions influence arguments; will identify the

implications and consequences of arguments; will develop original and creative solutions to complex problems; and will identify and evaluate alternative perspectives.

4. Advising Goal: The FTS advising component promotes a holistic approach to advising, emphasizing both academic advising and developmental advising designed to introduce students to College resources and to foster a mentoring community on campus. FTS professors serve as first-year advisors 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, refer them to campus resources, and help them to think about possibilities for their college career and beyond.

Advising Criteria: FTS Courses will

1. Introduce students to the process of academic planning, searching for classes, using WebAdvisor, and reading degree audits.
2. Introduce students to College policies, procedures, and deadlines.
3. Encourage students to advocate for themselves, take ownership for their learning, become responsible and accountable as independent learners, and ultimately become their own best advisors.
4. Introduce students to campus resources and out-of-classroom learning opportunities with the goal of experiencing Gustavus as a community of learners.

Student Learning Outcome: (SLO #4) Students will demonstrate an understanding of the liberal arts curriculum at Gustavus; will demonstrate familiarity with campus resources related to advising, including using WebAdvisor; and will demonstrate an understanding of how the College functions as a community of learners.

1.3 The Three Crowns Curriculum

The Three Crowns Curriculum is a second way to fulfill general education requirements at Gustavus Adolphus College. Departments offer faculty to teach within the curriculum as part of their contribution to general education. As an alternative, integrated approach to general education, it explores our intellectual history, the relatedness of various fields of learning, and a theme of “individual and community.” Students are challenged to address ethical values questions both in class and in out-of-class Three Crowns-sponsored cultural, social, and intellectual activities. Three Crowns Curriculum courses are open to Three Crowns students only. The program is available to any entering first-year student, subject only to a limitation of 60 students per entering class. It is supported by a grant from the National Endowment for the Humanities and enrolls students from all the major fields of study.

The Three Crowns Curriculum explores connections among academic disciplines and introduces students to different ways of knowing, providing a breadth of knowledge and a depth of understanding, which complements the more specialized study that is represented by a student’s major. It consists of a specially prepared sequence of discussion-oriented courses, which students take together in a cohort. Integrated courses build upon each other to create a common body of knowledge that is shared among students. Students find themselves consciously and continually making connections among disciplines that at first glance may appear quite disparate, as well as making connections between education and character, ideas and values, learning and lives. In our tradition as a church-related liberal arts college, students study a broad spectrum of disciplines to develop their whole persons: body, mind, and spirit. A distinguishing feature of the Three Crowns Curriculum is the ethical component that runs through the program, from the beginning course Individual and Morality to the capstone Senior Seminar. The program helps each student to develop his or her capabilities and grow into a balanced and well-rounded person, prepared for both a vocation and a life.

The Three Crowns Curriculum seeks to give students the capacity for a critical examination of themselves and their traditions—to understand the history that has shaped them, their ideas, and their world, and to ponder the big questions. Students develop and demonstrate knowledge of the evolution of ideas and cultures across time and learn to appreciate the artistic, literary, religious, philosophical, and scientific roots that

underlie our modern society. The Three Crowns Curriculum presents the history of ideas through the study of classical and biblical texts, ethical and political philosophy, artistic and literary works, and social and physical science. Students are challenged to analyze the role of the Western canon and how it is formed, to articulate and evaluate the validity of ideas, and to question unstated assumptions, both past and present. An important component of the program is how students learn to posit and defend answers to 3cc integrating questions, while developing an understanding of answers that may differ from their own. It is our hope that through the exploration of enduring questions, students may come to accept responsibility for themselves, for each other, for their communities, and for the earth.

Three Crowns Curriculum classes are especially effective in promoting the open exchange of ideas and the individual pursuit of learning. Students find that since the classes are discussion-oriented, built from a common base of knowledge, and because there is a heightened level of trust, the resulting conversations can be deeper and more candid. Although the Three Crowns Curriculum is not an honor's program due to its commitment to egalitarian values, it nonetheless pushes and supports all of its students to attain their full personal and intellectual potential through a combination of challenge and care. The total experience of the Three Crowns Curriculum should nurture intellectual curiosity and integrity, foster reasoned and responsible citizenship, and enable students to answer 3cc integrating questions within a bonded community of learners.

The Three Crowns Curriculum Integrating Questions:

1. What are different ways of knowing?
2. What does it mean to be human?
3. What can we learn about the human condition or human history from an artistic or literary work?
4. What constitutes moral and ethical behavior?
5. How did society come to be this way?
6. How do individuals construct local and global community?
7. What makes for a good life?

The Three Crowns Curriculum encourages students to think critically while emphasizing connections, ideas, and values—the three crowns of the 3cc general education curriculum.

The Three Crowns Curriculum meets the institutional student learning outcomes of the college as a whole.

The Three Crowns Curriculum Student Learning Outcomes:

1. Academic Skills and Abilities

Students will master academic skills and exhibit certain essential abilities, such as critical thinking, analytical argumentation, written and oral communication, and creative expression.

2. Knowledge of Intellectual History

Students will demonstrate knowledge of the artistic, literary, religious, philosophical, and scientific roots that underlie our modern society and develop an understanding of the evolution of ideas across time.

3. Interdisciplinarity and Integration of Knowledge

Students will demonstrate their comprehension of the connections between fields of knowledge. Students will apply the seven integrating questions in Three Crowns courses and other relevant learning opportunities.

4. Ethical Reflection and Moral Development

Students will reflect upon ethical theories, demonstrate their capacity to engage in moral argumentation, consider the practical implications of moral choices, and apply ethical principles to their lives.

5. Relationship between Individual and Community

Students will explore their relationships with the various local and global communities of which they are a part. Informed by their education and experiences in the Three Crowns Curriculum, students

will solidify their individual worldviews as they identify ways in which they might better serve their communities.

6. Intentional Building of Community

Students will form personal and intellectual relationships with Three Crowns faculty and students through shared experiences, both within the curriculum cohort and during out-of-class Three Crowns Curriculum community building activities.

Appendix B: Requirements and Criteria for Courses Satisfying the Writing Requirement (WRITI and WRITD)

The Writing Across the Curriculum Program affirms that students can best learn the conventions of academic writing by taking writing intensive courses in multiple disciplines. In the process, they use writing to discover and construct new knowledge and to communicate their ideas to others. Courses that fulfill the writing requirement focus on developing students' rhetorical knowledge, meaning their ability to analyze and act on understandings of audience, purpose, and context. Such courses also should contribute to students' growth in critical thinking, that is, their ability to analyze a situation or text and respond by making thoughtful decisions grounded in reading, research, and writing.

Writing Across the Curriculum courses help students attain interdisciplinary competence. Also, by teaching students to write for audiences with a variety of cultural and disciplinary values, these courses prepare Gustavus students to participate fully as citizens. They contribute to the College's central purpose: "... to help its 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."

Gustavus requires students to complete THREE designated writing requirement courses from at least two different departments in order to graduate. Generally, one of these courses should be taken in the first year (typically in the First Term Seminar or the Three Crowns Curriculum equivalent). Students then complete the writing requirement by taking two additional courses (WRITI, WRITD). At least one designated writing course must be taken as part of a student's major and one must be a WRITD course.

Writing Across the Curriculum: Program Goals and Student Learning Outcomes

Writing Across the Curriculum courses demonstrate that writing is always an act of negotiation, in which readers and writers from different cultural or disciplinary contexts must help one another understand their beliefs, values, and choices. As they learn to negotiate meaning with diverse audiences, students are equipped to become members of diverse communities and to participate fully within them. To achieve this larger purpose, Writing Across the Curriculum courses should address the following goals.

Goal 1: Develop rhetorical competency. Writing Across the Curriculum courses enable students to make effective choices of form, style, and content suited to the purpose, audience, and circumstances for a given writing task. Such rhetorical competency enables full civic participation.

Student Learning Outcome 1: Students choose effective rhetorical strategies shaped by their appreciation for the purpose, audience, and context for the writing task.

Goal 2: Foster creativity and self-expression. Writing Across the Curriculum courses encourage students to use writing as a means of creative self-expression and intellectual exploration, by providing opportunities for students to write both formally and informally. Such creativity and self-expression helps Gustavus students develop their full potential as persons.

Student Learning Outcome 2: Students use writing as a tool to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning.

Goal 3: Promote critical thinking through the effective use of argumentation. Writing Across the Curriculum courses promote critical thinking – thoroughly exploring issues, ideas, and values before accepting or

formulating a judgment or conclusion – by requiring students to analyze how written works explain, persuade, and communicate with diverse audiences. In their course work, students will evaluate their own use of evidence, assumptions, and argumentative strategies when writing to explain, persuade, and communicate with diverse audiences.

Student Learning Outcome 3: Students use writing to evaluate texts critically, and to create arguments that communicate effectively with varied audiences, while acknowledging the limits of their own judgments.

Goal 4: Develop the writing process. All Writing Across the Curriculum courses provide multiple opportunities for students to draft, revise, and edit their work. They require students to examine their own writing practices, identify the processes that work best for them as they move from one writing situation to another, and practice these processes.

Student Learning Outcome 4: Students develop a flexible process for writing that includes self-reflection and strategies for responding to feedback, enabling them to draft, revise and polish written work effectively.

Goal 5: Promote fluency in disciplinary conventions. WRITI courses introduce students to scholarly conversations and writing conventions, which may be pertinent to the course’s disciplinary “home.” In WRITD courses, students examine the rhetorical and formal conventions that distinguish the scholarly discourse of the discipline represented by the course. They will complete assignments that exemplify the discipline’s structures, genres, and conventions. Active use of disciplinary conventions enables students to recognize the “ways of knowing,” and communicating, distinctive to their fields.

Student Learning Outcome 5: Students create written works that exemplify the structures, genres, and conventions of the discipline.

Writing in First Year Courses (FTS and Three Crowns Curriculum)

The First Year writing component promotes writing as a creative and critical process in which writers engage with the ideas of others. In First Year writing courses, students write to express their own ideas and to inform and communicate with others. Good writers make both stylistic and content-based choices to address different purposes, contexts, and audiences. These rhetorical choices help writers make their cases in the most effective ways possible.

Goals: In First Year courses, students will

1. Learn to make effective choices as writers, considering purpose, audience, context, and style whenever they write, based on models introduced in the course;
2. Use writing as a means of creative expression and intellectual growth;
3. Cultivate an awareness of the values that inform choices made by writers, themselves, and others;
4. Develop flexible strategies for generating ideas, then drafting, revising, and polishing their writing.

Criteria: In First Year courses, students will

1. Have frequent opportunities to write informally as a way to master unfamiliar concepts, explore ideas, and practice techniques for communicating effectively;
2. Engage in a process-based (iterative) approach to writing by having multiple opportunities for planning, drafting and revising their work with instructor and peer feedback;
3. Be guided through at least two formal assignments focused on building skills in critical inquiry, argumentation, and communication to a public audience, using a process-based approach.

Student Learning Outcomes

Student Learning Outcome 1: Students choose effective rhetorical strategies shaped by their appreciation for the purpose, audience, and context for the writing task.

Student Learning Outcome 2: Students use writing as a tool to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning.

Student Learning Outcome 3: Students use writing to evaluate texts critically and to create arguments that communicate effectively with varied audiences, while acknowledging the limits of their own judgments.

Student Learning Outcome 4: Students develop a flexible process for writing that includes self-reflection and strategies for responding to feedback, enabling them to draft, revise and polish written work effectively.

WRITING INTENSIVE (WRITI) COURSES: Writing Intensive (WRITI) courses build on and expand the goals set for writing in First Term Seminars or the Three Crowns Curriculum equivalent. They require students to use writing as a tool for learning and as a way to enter scholarly conversations about topics presented in a course. As a general guideline, writing in various forms should account for at least 40 percent of the student's final grade. Because WRITI courses require substantive writing projects and intensive revision cycles, enrollments should be limited to 20 or fewer students.

Goals: In WRITI courses, students will

1. Complete assignments that build on writing skills they have practiced in other courses;
2. Use writing-to-learn exercises to increase their understanding of material, writing informally and often as a way to master unfamiliar concepts and content. This writing can be ungraded, or selectively graded with the goal of evaluating a student's curiosity, creativity, persistence, engagement, and capacity for metacognition;¹
3. Enter course-related scholarly conversations via writing-to-communicate exercises, in which they supply accurate evidence, support an argument logically, and provide adequate documentation of their sources;
4. Engage in multi-stage writing projects.²

Criteria: In WRITI courses, students will

1. Complete at least one major writing assignment (in stages, with revision cycles), or a series of smaller writing projects (3-5), at least some of which may be revised before final grading.
2. Engage, during class time, in aspects of the writing process, which may culminate in the development of a scholarly work. That is, the final "product" of the course need not be a written work, but extensive and frequent writing supports its development.
3. Students might respond to, evaluate, and revise their own and others' writing, or discuss formal and informal writing assignments and ways to approach them. These courses do not require instruction in grammar, punctuation, or the mechanics of writing, although that is an option.
3. Have frequent opportunities to practice making effective rhetorical choices, in which they successfully suit the form of communication to a situation and audience typical of the discipline represented by the course.
4. Receive feedback from instructors at multiple stages of writing projects.

Student Learning Outcomes, WRITI courses:

Student Learning Outcome 1: Students choose effective rhetorical strategies shaped by their appreciation for the purpose, audience, and context for the writing task.

Student Learning Outcome 2: Students use writing as a tool to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning.

Student Learning Outcome 3: Students use writing to evaluate texts critically, and to create arguments that communicate effectively with varied audiences, while acknowledging the limits of their own judgments.

Student Learning Outcome 4: Students develop a flexible process for writing that includes self-reflection and strategies for responding to feedback, enabling them to draft, revise and polish written work effectively.

Writing in the Disciplines (WRITD) courses build on students' existing writing skills but focus their attention on particular disciplinary conventions and research methods, as well as the forms and genres valued most within a given discipline. Since each discipline has its own conventions of form, style, language use,

¹ For a discussion of these terms, see the "Framework for Success in Postsecondary Writing" (2011), issued jointly by the Council of Writing Program Administrators (CWPA), the National Council of Teachers of English (NCTE), and the National Writing Project (NWP), <http://wpacouncil.org/framework>

² WRITI courses should require students to engage in substantive revision that reflects new knowledge and results in changes or additions to the content and organization of their texts. While it is important for students to fix errors in spelling and grammar, correcting surface features is not the same as substantive revision of content or structure. Also, assignments and due dates should be spread out over the semester, so that students can develop skills they learn in earlier assignments.

methods, evidence, and citation, each department is required to offer at least one WRITD course, annually if possible. WRITD courses ideally should be at level three but may be offered at level 2.

Taken together, all of the writing assignments in the course must count substantially toward the students' final grades in the course. Because WRITD courses require substantive writing projects and intensive revision cycles, enrollments should be limited to 20 or fewer students.

Goals: In WRITD courses, students will:

1. Develop and use a range of writing strategies typically used in the discipline to explore and develop new ideas and/or research questions.
2. Use discipline-specific genres to communicate information, based on models introduced and discussed in the class.

Criteria: In WRITD courses, students will

1. Be required to search for at least some of the texts, data, artifacts, artworks, etc., that they will be writing about (in some courses, students may generate some or all of their own data through interviews, experiments, observations, artwork, composition, etc.);
2. Engage in writing assignments that develop students' ability to find, evaluate, and incorporate outside source material into their writing, as appropriate to the discipline;
3. Complete one or more major writing assignments (in stages, with revision cycles), or a series of smaller writing projects (3-5), at least some of which may be revised before final grading.
4. Spend some class time engaged in activities involved in the writing process.

Student Learning Outcomes:

Student Learning Outcome 1: Students choose effective rhetorical strategies shaped by their appreciation for the purpose, audience, and context for the writing task.

Student Learning Outcome 2: Students use writing as a tool to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning.

Student Learning Outcome 3: Students use writing to evaluate texts critically, and to create arguments that communicate effectively with varied audiences, while acknowledging the limits of their own judgments.

Student Learning Outcome 4: Students develop a flexible process for writing that includes self-reflection and strategies for responding to feedback, enabling them to draft, revise and polish written work effectively.

Student Learning Outcome 5: Students create written works that exemplify the structures, genres, and conventions of the discipline.

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 generally 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 and domestic study away 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 requirements for graduation.
4. Approved IEX courses may carry major credit when the proposal demonstrates that the above criteria are met and that the goals intended by the major requirements are met through an IEX immersion experience.
5. Approved IEX courses may carry general education credit only in rare cases, when the proposal demonstrates that the above criteria are met and that the goals intended by the general education area are met through an IEX immersion experience. In this case, exemption requests must be approved by the Curriculum Committee. Please refer to the Curriculum Committee website (<https://gustavus.edu/committees/curriculum>) for criteria and the procedure for requesting an exemption.

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 the graduation course total but may satisfy major or general education requirements. Students will not receive credit for an interim course (4-1-4 exchange included) if the course is similar to 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. Such courses should not represent the sole method that students have available to them to satisfy a given major/area requirement (exceptions to this policy will only be made with the approval of the Curriculum Committee and for compelling reasons which must be stated in detail).
6. First-year students: First-year students are strongly encouraged to enroll in an IEX course. First-year students may apply for any of the January off-campus study courses offered through the Center for International and Cultural Education. 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, study abroad programs, or off-campus IEX 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. These 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 off-campus IEX 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 will be added to a student's account.
 12. Course by Arrangement: Only IEX approved courses may be offered as a Course by Arrangement during the interim term. 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 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 off-campus study courses will be counted as fulfilling an IEX requirement, but generally will not count for major or general education credit, unless approval is granted, in advance, by the Curriculum Committee.
 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 be 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. For a complete list of current 4-1-4 colleges, see the Provost's Office. Contact the Provost's Office for 4-1-4 transfer policies and procedures.
 18. Students Visiting Gustavus During Interim Term: Contact the Provost's Office for 4-1-4 transfer policies and procedures.
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Appendix D: Interdisciplinary Studies

General Criteria:

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

to consider interdisciplinary course innovations that involve experiential learning, international study, service-learning, and undergraduate research.

Interdisciplinary Programs with approved majors and/or minors are:

1. Arts Administration
2. African Studies
3. Biochemistry and Molecular Biology
4. Environmental Studies
5. Film and Media Studies
6. Gender, Women, and Sexuality Studies
7. Japanese Studies
8. Latin American, Latina/o, and Caribbean Studies
9. Neuroscience
10. Peace Studies
11. Russian Language and Area Studies
12. Comparative Literature

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).
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Last modified: 22 June 2016 by Thia Cooper, Faculty Secretary (*Caveat lector!*)

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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 six courses or the equivalent during an academic year. Teaching assignments for ranked librarians include reference, instruction, collection development, and the shared management of the library. Such faculty members with regular appointments may also be assigned responsibilities in connection with advising, directing, and supervising independent studies and serving 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. For joint appointments, teaching responsibilities and benefits are specified at the time of hire.

1.1.3 Faculty Members with Distinguished Endowed Chair Appointment

Distinguished Endowed Chair positions are funded by a substantial endowment, and the faculty members holding these appointments will be recognized scholars and intellectual leaders in their fields. They will normally teach two to four courses per year, devoting significant time to such work as writing, publishing, performing, initiating/running symposia, and other intra- and extra-mural activities appropriate to the focus of their Chair. If coming to Gustavus from a tenured position elsewhere, the Distinguished Endowed Chair may be appointed with continuous tenure, following approval by the relevant academic department(s), the Faculty Senate, Provost, President, and the Board of Trustees.

1.1.4 Faculty Members with Special Appointment

Special appointment faculty whose teaching or equivalent assignment consists of four or more courses during an academic year are either Visiting (fixed-term) or Adjunct (ongoing), Continuing Instructor (ongoing), or Senior Continuing Instructor (ongoing) and are not eligible for tenure. These appointments may include Visiting Instructor/Assistant Professor, Adjunct Instructor/Assistant Professor, Continuing Instructor (or appointment-specific title), Senior Continuing Instructor (or appointment-specific title), Research Professor, Artist, Composer or Writer-in-Residence, Lecturer, Field Study or Internship Supervisor, Laboratory Instructor, leave replacement, 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 unless specifically designated to do so in their Position Description.

1.1.5 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 members are permitted but not expected to accept committee or other assignments. They are not eligible for tenure; provisions regarding notice of renewal or termination will be specified at the time of appointment.

1.1.6 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.

1.1.7 Faculty/Administration Appointments

1.1.7.1 Appointment of Faculty to Administrative Positions

A faculty member may be appointed to a full-time, fixed-term administrative position for up to three years. 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. The academic department(s) concerned will normally be permitted to search for a full-time visiting special appointment faculty member to replace their colleague during this fixed-term administrative appointment.

A faculty member who accepts a full-time administrative appointment beyond three years retains rank and tenure status. At the time this appointment is accepted, the academic department(s) will normally be permitted to search for a tenure-track faculty replacement. Administrators holding tenured faculty status will have the option of assuming a regular faculty appointment upon leaving the administration. Should they do so, their appointment normally will constitute an additional faculty position in that department.

1.1.7.2 Appointment of Administrators to Faculty

The President, the Provost, or other senior administrators who hold a terminal degree may be offered faculty status or tenured faculty status. Faculty status may be offered following approval by the designated academic department and the Faculty Senate. If coming to Gustavus from a tenured position, tenured faculty status may be offered following approval by the academic department, the Faculty Senate, and the Board of Trustees. Administrators holding tenured faculty status will have the option of assuming a regular faculty appointment upon leaving the administration. Should they do so, their appointment normally will constitute an additional faculty position in that department.

1.1.7.3 Part-time Appointment of Administrators to Faculty

Administrators may be appointed as faculty to teach courses in J-Term or during the semester with the approval of the Provost and the appropriate academic department. When serving as faculty, administrators have all the rights and privileges of part-time faculty.

1.2.0 Types of Appointment

1.2.1 Term Appointments

Continuing instructors will be appointed to one-year terms that are probationary toward Senior Continuing Instructor status and may be renewed, though no such appointment implies a presumption of renewal. Senior Continuing Instructors will be appointed to five-year renewable terms with a presumption of annual renewal to the end of the term except in circumstances of financial exigency. Other faculty members on special appointment and part-time faculty members will be appointed for terms of one year or other stated periods, which 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. The probationary period may be interrupted by time not counted as probationary service if the faculty member is substantially incapacitated (for example, due to prolonged illness) or devotes substantial time to an activity such as military service, public office, or caring for a child or disabled adult, independent of whether the faculty member has been granted a leave. To request an interruption of the probationary period, the faculty member must notify the Provost in writing no later than 6 months after the conclusion of the interruption and prior to the start of tenure proceedings. The general presumption is that the Provost should grant such requests. When the probationary period is interrupted, the tenure review will ordinarily be delayed a year and will be conducted in accordance with the usual standards; that is, the faculty member will not be expected to have used the additional elapsed time to accomplish more professional work. 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: for those hired before 2012, the master's degree in nursing.
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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 following criteria will be considered in reviewing nominations for promotion to the designated rank. In addition to the criteria listed below, librarians may have professional responsibilities in addition to teaching and scholarship. Their ability to set strategic initiatives, develop policies, organize, and manage in a given area of service may merit consideration.

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

2.4.3 To Professor

Faculty who wish to be considered for promotion to full professor will indicate their desire in writing in accordance with the timetable established by the Personnel Committee. 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.

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

Each Continuing Instructor in their final probationary year is evaluated for promotion to Senior Continuing Instructor status by the department or program to which they are appointed. Ordinarily this will be in the fifth year, unless a shorter probationary period was agreed to at the time of initial appointment. The probationary period may be interrupted by time not counted as probationary service under the same circumstances as for appointments with continuous tenure. Upon completion of the evaluation, the department or program will recommend either that the Provost promote the candidate to Senior Continuing Instructor or that the Continuing Instructor appointment be brought to a conclusion in accordance with section 2.6.2.1.

2.4.4.1 Criteria

A candidate for promotion to Senior Continuing Instructor normally will obtain an overall superior rating on the criteria established for them as a Continuing Instructor 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, concerns for student learning and continued academic preparation and improvement.
 2. Continuing evidence of sympathy with the aims and purposes of Gustavus Adolphus College as stated in the Mission Statement of the College.
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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. Regular and joint appointment faculty will be considered for appointment with continuous tenure in the semester specified at the time of hire or in accordance with a written modification of that agreement. 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.
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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. Faculty members who wish to resign shall notify the Provost's Office in writing within ten days of receiving a contract for the next academic year.

2.6.1.2 Retirement

The College does not have a mandatory retirement age. Faculty members who wish to retire shall notify the Provost's Office in writing by March 1 preceding the academic year in which they plan to terminate employment.

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 approve 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.
 8. to regularly assess student learning.
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3.1.2 Teaching, Committee, and Ceremonial Responsibilities

In addition to teaching assignments, regular and joint appointment faculty, not on leave, whatever their teaching assignment, are expected to accept committee or other special assignments and to attend convocations and ceremonial occasions, including 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 Policy Against Harassment 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 harassed may seek redress under the Policy Against Harassment, 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.

- 3.2.4.2.1 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 under the Personnel Committee in the *Faculty Handbook*.
- 3.2.4.2.2 Major Sanction Proceedings
 - 3.2.4.2.2.1 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. Promptly upon suspending a faculty member, the administration will notify the Senate concerning the propriety, the length, and the other conditions of suspension.
 - b. Except in cases originating from Title IX complaints, 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.
 - 3.2.4.2.2.2 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, such that the hearing is scheduled no later than the twentieth class day subsequent to the twentieth calendar day after the statement of charges is presented.
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. Fitness for duty requires, but is not limited to, refraining from harassment or discrimination prohibited by state or federal law. 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 hearing record.
 - 3.2.4.2.2.3 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) calendar 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. Reasonable efforts 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.
In the event that anything in this policy conflicts with state or federal law, the state or federal law takes precedence.
 - 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.
- o 3.2.4.2.2.4 Disposition

- a. Within fourteen (14) calendar days after the hearing, 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. 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.
- b. Within 14 calendar days of the Senate's report, either party may provide the other party a written request for review by the Board of Trustees. If neither party requests a review, the President will accept the Senate's conclusion.
- c. A request for review must include specific arguments supporting one or more of the following propositions: (1) the Senate's conclusion was based on improper procedure that materially prejudiced the party seeking review, (2) the Senate's conclusions were clearly erroneous or not reasonably supported by evidence contained in the hearing record, or (3) one or more of the Senate's recommendations was substantially disproportionate to the Senate's findings. The non-requesting party will have a 14-calendar-day opportunity to respond in writing to the requesting party's argument. The President will transmit to the Board of Trustees the record of the case, request for review, and response (if any).
- d. The review by the Board of Trustees or the Executive Committee of the Board will be based exclusively on the record of the Faculty Senate's hearings, the written argument submitted by the party requesting review, and any written response submitted by the other party. Within 30 calendar days, the decision of the Faculty Senate will either be sustained, or the proceedings returned to the Faculty Senate with specific objections. The President will notify the faculty member of the decision by the Board or Executive Committee. If the proceedings are returned to the Faculty Senate, the Faculty Senate will then reconsider, taking into account the stated objections and receiving new evidence if necessary. Within 14 calendar days of reconsideration, the Senate will communicate a revised report to both parties. The Board of Trustees, at its next regularly scheduled meeting, will make a final decision, which it will communicate to both parties, 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 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; and (2) 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 3.2.4.3.2).

- 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 Appeals of decisions regarding tenure or promotion are initiated with the Faculty Review Committee. The charter for this committee can be found in section 3.2.4.3.2.9.

- 3.2.4.3.2.1 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.

- 3.2.4.3.2.2 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.
- o 3.2.4.3.2.3 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.

o 3.2.4.3.2.4 Appeal Procedures

a. 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.

b. 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.

c. 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 3.2.4.3.2.5.d.

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.
- o 3.2.4.3.2.5 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 3.2.4.3.2.6. 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.

o 3.2.4.3.2.6 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.

o 3.2.4.3.2.7 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.

- o 3.2.4.3.2.8 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.
- o 3.2.4.3.2.9 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 3.2.4.3.2.9.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 3.2.4.3.2.9.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 regular appointment faculty 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).

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.

- 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 discussed. The written notice will indicate the date of the faculty meeting at which the proposal will be discussed. Once the vote has been called, faculty will have no less than one week to vote on the amendment. A simple majority of faculty votes cast 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 Fringe Benefits may be

amended annually by the Board of Trustees or its designees after consultation with the Faculty Senate or its designees and the Budget Committee.

2. Approval by the Faculty and the Board of Trustees is required for an amendment to be adopted.
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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

Note: The salary and fringe benefits schedules listed below are an indication of intention only and carry no contractual commitment beyond the contract year. Specific provisions of the salary and fringe benefits schedules are subject to annual review by the appropriate committees, the administration, and the Board of Trustees.

2016-17 Step System for Regular-Appointment Faculty

Step	Assistant	Step	Associate	Step	Professor
105	\$54,070	208	\$57,489	318	\$69,804
106	\$55,060	209	\$58,554	319	\$70,973
107	\$56,050	210	\$59,619	320	\$72,142
108	\$57,039	211	\$60,684	321	\$73,310
109	\$58,029	212	\$61,748	322	\$74,479
110	\$59,019	213	\$62,813	323	\$75,648
111	\$60,009	214	\$63,878	324	\$76,817
112	\$60,998	215	\$64,943	325	\$77,986
113	\$61,988	216	\$66,007	326	\$79,155
114	\$62,978	217	\$67,072	327	\$80,324
115	\$63,967	218	\$68,137	328	\$81,493
116	\$64,957	219	\$69,202	329	\$82,662
117	\$65,947	220	\$70,266	330	\$83,831
118	\$66,937	221	\$71,331	331	\$85,000
119	\$67,926	222	\$72,396	332	\$86,169
120	\$68,916	223	\$73,460	333	\$87,337
121	\$69,906	224	\$74,525	334	\$88,506
122	\$70,896	225	\$75,590	335	\$89,675
123	\$71,885	226	\$76,655	336	\$90,844
124	\$72,875	227	\$77,719	337	\$92,013
125	\$73,865	228	\$78,784	338	\$93,182
126	\$74,854	229	\$79,849	339	\$94,351
127	\$75,844	230	\$80,914	340	\$95,520

Fringe Benefits

All eligible full-time employees receive the following fringe benefits. For complete terms and conditions of each benefit see the *Employee Benefits Booklet*, published annually by the Office of Human Resources.

1. Comprehensive medical insurance
2. Dental insurance
3. Term life insurance
4. Short-term salary continuation (for salaried employees)
5. Short-term disability (for hourly employees)
6. Long-term disability income insurance
7. A tax shelter retirement plan
8. Tuition Scholarship Plan for Dependent Children
9. Employee and Spouse/Domestic Partner Tuition Benefit Plan.

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.
-

Appendix C: Faculty Emeriti Privileges

Privileges of faculty emeriti shall include:

1. Medical insurance benefits, if eligible, as provided in Gustavus Adolphus College Post-Employment Medical Benefits Plan (see *All-College Policies*);
 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.
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Last modified: 22 June 2015 by Thia Cooper, Faculty Secretary.

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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

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 Statutes, 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 1: 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

Warren Beck
4421 West 52nd Street
Edina, MN 55424

Thomas G. Boman
2045 Woodland Avenue
Duluth, MN 55803

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

Edgar M. Carlson
5320 Brookview Avenue
Minneapolis, MN 55424

Ogden P. Confer
Chairman of the Board
Hubbard Milling Company
424 North Front Street
Mankato, MN 56001

James Hansen
R.R. 2
Brookings, SD 57006

Dwight Holcombe
Hok Ridge Farm
11349 219th Avenue, N.W.
Elk River, MN 55330

Ben Johnson
1628 13th Avenue, N.W.
St. Cloud, MN 56301

Carl M. Johnson
Route 3, Box 60
Saint Peter, MN 56082

Edgar F. Johnson
520 Ninth Street, N.E.
Waseca, MN 56093

John S. Kendall
President
Gustavus Adolphus College
Saint Peter, MN 56082

Theodore M. Kunze
603 Ninth Avenue, North
St. James, MN 56081

Harold R. Lohr
Bishop, Red River Valley Synod
Lutheran Church in America
1351 Page Drive, Suite 320
Fargo, ND 58103

Patricia Lund
4814 Lakeview Drive
Minneapolis, MN 55424

Peter Erickson
Deputy Bishop, Minnesota Synod
of the Lutheran Church in America
122 West Franklin, Room 600
Minneapolis, MN 55404

Kim Erickson Cornell
Director of Risk Management
The Pillsbury Company
200 South 6th Street
Minneapolis, MN 55402

Thomas O. Dahlstrand
556 North Prospect Street
Hartville, OH 44632

Richard A. DeRemee
2209 5th Avenue, N.E.
Rochester, MN 55904

Lloyd Engelsma
5208 Dundee Road
Minneapolis, MN 55436

Rev. Dr. Paul A. Gustafson
Box 61
Warroad, MN 56763

Eric J. Gustavson, Jr.
1700 Baywood Shores Drive
Mound, MN 55364

Paul A. Magnuson
Judge
754 Federal Court Building
St. Paul, MN 55101

John Manz
2114 Palace Avenue
St. Paul, MN 55105

Terry R. Morehouse
Minister, Trinity Lutheran Church
111 Sixth Avenue, South
Princeton, MN 55371

Gwendolyn Peyton
1005 Carroll Avenue
St. Paul, MN 55104

Marge Pihl
2605 North Shore Drive
Wayzata, MN 55391

Dennis M. Sobolik
Hallock, MN 56728

Florence Sponberg
Route 2, Box 9
Mankato, MN 56001

Lloyd O. Swanson
249 Interlachen Road
Hopkins, MN 55343

Gretchen Taylor
625 Owatonna Street
Mankato, MN 56001

Sybil L. Wersell
5124 Tifton Drive
Edina, MN 55435

Phyllis M. Young
414 Forest Avenue, North
Fargo, ND 58102

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

Gustavus Shared Governance Principles

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In 2013 the Gustavus Adolphus College Board of Trustees created a Shared Governance Working Group. This document is the product of working group deliberations that drew on various sources and took into account differing perspectives. Most notably, the working group relied heavily on input gathered through a series of well-attended open meetings under the umbrella title “Revitalizing Our Covenant: A Discussion of Shared Governance at Gustavus, In Which the Trustees, Administration, and Faculty Work Together to Understand Working Together.”

Effective governance is a shared responsibility and is essential for a healthy academic community. We recognize the need for the active engagement of all members of the community in order to live the Gustavus mission and core values to their fullest extent. This recognition is consonant with the liberal arts and Lutheran higher education traditions and positions Gustavus Adolphus College with confidence and high aspiration for the 21st century and beyond.

With this document, the Board, Administration, and Faculty of Gustavus Adolphus College clarify and recommit to the foundational principles and best practices of a shared governance model, which also undergird the College’s Amended Constitution (By-Laws) and Faculty Manual. The intention of this document is to contextualize shared governance as discussed in the Constitution, Faculty Manual, and other properly enacted policy documents of the College, and not to amend or replace them. While this document is mostly concerned with the relationship between the three principal shared governance parties, namely the Board, the Faculty, and the Administration, we also recognize the importance of staff and students in fostering and maintaining a productive and healthy community of learners.

Principles

Mission and Vision

The entire Gustavus Adolphus College community participates in fulfilling the College's mission and envisioning its future. Tradition and best practice bring the Board of Trustees, the Administration, and the Faculty together in a cooperative spirit of engagement around shared governance in order that the College's mission might be realized.

Academic Excellence

Students are at the center of our mission, and all parties to these principles commit to operate in a way that prioritizes academic excellence and student academic success in both the short and long term.

Strategic and Financial Planning

The College's mission and vision will be realized through effective advance planning with respect to programs, facilities, and related resources. This planning is an essential joint effort in our approach to shared governance. Strategic and financial planning will be led by the Administration and approved by the Board. It will feature early and continuous involvement from the Faculty and, where appropriate, other interested members of the community. Planning aims to anticipate institutional challenges and determine overall strategic direction to create and maintain distinction. This allows the prioritization of objectives, which should act to reduce unpleasant surprises and provide a context for discussing trade-offs and resource allocation. All parties are responsible for playing their part – initiating discussions early and digging in to craft solutions ahead of need.

Budgeting

Budget development and execution is primarily the domain of the Administration. Although necessarily including elements that are confidential, budgeting will be done with the early and continuous involvement of the Internal Budget Committee (IBC) or its successor, consulting relevant constituencies as appropriate. The internal budgeting process should recognize the formal governance role afforded to the Faculty¹ by providing for representation on the IBC or its successor through standard faculty procedures.

Curriculum

Curriculum development and execution within resource constraints is primarily the domain of the Faculty in accordance with the 1966 Statement. When disagreements arise relating to curriculum development or execution, the parties involved should work to (a) respect and, wherever possible, concur with faculty judgment on these matters; and (b) maintain open lines of communication until a final decision has been reached. As in matters of faculty status, final curricular decisions “should be exercised adversely (to faculty judgment) only in exceptional circumstances, and for reasons communicated to the faculty.”²

¹ AAUP 1966 Statement on Government of Colleges and Universities.

² AAUP 1966 Statement.

Faculty Status

In matters of faculty status, the composition of the faculty, as well as processes for appointment, advancement, and termination are all articulated in the Faculty Manual. Once the Faculty has exercised its professional judgment regarding appointment and advancement, the Board and Administration commit to generally respect that judgment in keeping with the 1966 Joint Statement. In particular, for high-profile faculty appointments (e.g., Distinguished Endowed Chairs, Artists-in-Residence) the Board, Administration, and Faculty commit to communicate clearly so that the full range of qualifications is reflected in the position description at the outset of any search.

Selection of President

The Board selects the President. It commits to engage a diverse set of members of the community and to provide formal roles for the Faculty, Administration, and Board in the search process. The final decision should seek to concur with the sentiment of the working group convened for purposes of the search.

Selection of Chief Academic Officer

Selection of the Chief Academic Officer should be a joint effort including the Faculty, Administration, and members of the Board. The President's recommendation to the Board for appointment should take into account the considerations of the Faculty, Administration, and Board, and the basis for the recommendation should be communicated to the Board.

Reviews

For all employees, the ethic of performance reviews should be honest and developmental in the interest of joint effort and shared governance.

Presidential reviews will be conducted in accordance with a Board policy made available to the College community and consist of a mix of annual reviews and comprehensive reviews as defined in that policy. The contents of these reviews will not be public, but their occurrence should be known and all members of the Board should have access to their contents. (The President, though a member of the Board, will naturally have limited access to some elements of the review file.) This approach recognizes the formal governance role played by the Faculty by providing a specific mechanism for its inclusion in any comprehensive review of the President.

The President will establish the process for evaluating the Provost's performance. That process will conform to the College's governing documents. The process, among other things, will provide a role for faculty participation. Again, the contents of these reviews will not be public, but their occurrence should be known and members of the faculty should have the opportunity to provide input.

Communication

With this document the Board, Administration, and Faculty of Gustavus Adolphus College recommit to open, honest, and respectful communication while pledging to maintain confidentiality when appropriate. We further pledge to address serious disagreements by developing and regularly exercising a shared mechanism to improve communication and to engage in productive conflict resolution strategies as appropriate. In support of a culture of continuous improvement, our individuals and organizational entities will also communicate to provide and obtain constructive, developmental advice.

Appendix

Governance practices requiring clarification via a collaborative process, which should be initiated by the primarily responsible body

1. Selection and review of the President and Provost.

Primary Responsibility for Selection and Review of the President: Board; Primary responsibility for Selection and Review of the Provost: President

The Board, Administration, and Faculty agree that the selection and review of the leadership of the College shall be conducted in accord with the College's governing documents and the widely accepted best practices of higher education shared governance in the United States. We pledge to work cooperatively towards a future in which such best practices are documented, standard procedure at Gustavus.

2. Faculty Status

Primary Responsibility for Determining Faculty Status: Faculty

Gustavus has long subscribed to the norm that "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."³ Despite this general consensus, the matter of faculty status may, in some particular instances, intersect strongly enough with Administrative or Board interests to benefit from engagement deeper than routine concurrence. We seek to work collectively to anticipate such intersections and develop a protocol specified in the Faculty Manual for dealing with them.

3. Curriculum Development and Implementation

Primary Responsibility for Curriculum Development and Implementation: Faculty

The mission of the College is advanced by adhering to the broadly accepted principle that "the faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process."⁴ Each governance constituency pledges to collectively develop a mechanism, based on clear two-way communication, to resolve any curricular disputes.

4. Strategic Plan Development and Resource Allocation

Primary Responsibility for Strategic Plan Development and Resource Allocation: Administration

All decisions regarding resource allocation and the offering of curricular and co-curricular programs ought to be driven by the College's strategic priorities. Because these priorities intersect the core concerns of all constituencies, and because prioritization inherently involves tradeoffs, strategic planning ought to be a prime example of joint effort and shared governance. The Board, Administration, and Faculty commit to develop a college wide strategic plan through a shared governance process. Furthermore, all parties will seek to work collaboratively to ensure that future resource allocations are in harmony with this strategic vision.

³ AAUP 1966 Statement.

⁴ AAUP 1966 Statement.

5. Disagreement Resolution

Primary Responsibility for Disagreement Resolution: The entire community⁵

We must make good on our pledge to develop and regularly exercise a shared mechanism to improve communication and deal with outstanding governance questions before they have a chance to become acute. Although our priority is to resolve disagreements without allowing them to become conflicts, we will develop conflict resolution mechanisms for use when needed.

6. Ongoing Self-Assessment of Shared Governance Structures and Mechanisms

Primary Responsibility for Self-Assessment: President

We will develop specific practices for ongoing self-assessment of shared governance structures and mechanisms including regular review of this document.

Working Group: *Becky Bergman, Mark Braun, Dan Currell, Bill Frame, Jim Gale, Max Hailperin, Paul Saulnier, Kathi Tunheim, Ken Westphal*

Endorsed by the Faculty on December 12, 2014, the Cabinet on December 16, 2014, and the Board of Trustees on January 23, 2015.

⁵ The collaborative clarification process is to be initiated by the President.