

Faculty Handbook (Yellow Pages)

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

I. Faculty Organization and Policies

1.0 Faculty Organization

1.1 General Faculty Organization

1.1.1 Faculty Meetings

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

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

All faculty with regular, joint, and special appointments have the privilege of the floor and the right to vote. Members sharing a joint appointment shall each be counted for determining a quorum and in voting.

Part-time faculty members shall have the privilege of the floor but not the right to vote.

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

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

1.1.2 Divisions of the College

1.1.2.1 Divisional Organization

Divisions of the College shall consist of the following departments:

- Division of 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 and Computer Science, Physics.
 - Division of Social Sciences: Economics and Management, Geography, Political Science, Psychology, Sociology and Anthropology.
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1.1.3 Departments

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

1.1.3.1 Responsibilities

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

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

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

1.1.3.2 Department Chairs

The department chair serves as the principal liaison between the department and the rest of the college. The department chair is typically a full-time faculty member who serves in this additional capacity by appointment of the Provost. This appointment carries responsibilities for departmental leadership and management and for liaison to administrative offices, faculty groups, and students. The authority of the chair derives from the mutual confidence expressed by 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 ~~Dean~~ Provost and regulating faculty workloads
4. Recommending leaves and special assignments to the ~~Dean~~ 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.
 - 1.1.3.2.4 The Collective Role of the Department Chairs
The department chairs acting as a committee of the whole will advise the Provost on matters affecting the academic programs of the college. The department chairs shall have the status of a standing committee of the faculty for purposes of bringing motions and reporting to the faculty at faculty meetings following consultation with other faculty committees where appropriate.
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1.2 Faculty Committees

The faculty shall elect the following standing committees:

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

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

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

A. Mail Ballot Procedures:

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

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

request.

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

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

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

B. Faculty Committee Service:

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

1.2.2 Faculty Senate

A. Functions

1. To serve as liaison between faculty and administration.
2. To serve as the primary long-range academic planning body for the faculty.
3. To coordinate faculty responsibilities and activities as carried out through the various committees. These duties include, but are not limited to, the following:
 - a. To nominate at-large candidates for the Curriculum Committee, the Academic Operations Committee, the International and Domestic Programs Committee, the Program Assessment and Development Committee, the Personnel Committee, the Faculty Development Committee, the Third Year Review Subcommittee, and the Faculty Review Committee.
 - b. To appoint faculty to the Faculty Committee on Student Life, the Compensation Committee, the Benefits Committee, the Budget Committee, the Honor Board (Section 2.2.12), the Grade Appeals Board (Section 2.2.11), the Faculty Committee for Achievement Recognition and the Special Faculty Assignments.
4. To recommend candidates for honorary degrees to the President and the Board. The Vice Chair of the Senate shall be designated to evaluate proposals for honorary degrees as they are submitted, consult with appropriate members of the academic community, and make recommendations to the Senate.
5. To serve as the review committee as specified in those situations described in the Faculty Manual in Sections 2.6.2.2 and 2.6.2.3.
6. To serve as an appeals committee as specified in *Faculty Manual* Section 3.2.4.3.
7. To act on behalf of the faculty in matters such as faculty may direct.
8. To originate proposals and recommendations as it may deem advisable.

9. To have primary responsibility for updating of the *Faculty Manual* and *Faculty Handbook*. Following the end of each academic year, the outgoing chairperson of the Faculty Senate and the outgoing Faculty Secretary shall have responsibility for final editing.

B. Membership

1. Elected: Each division shall be represented by one member; seven members shall be elected at-large; all shall hold at least the rank of assistant professor. Elected members shall have held at least half-time positions on this faculty and shall be at least in their second year of service at the time of nomination. The President, Vice Presidents, and Academic Deans are not eligible for election to the Faculty Senate. Elected members serve for three-year terms.
2. Members of the Faculty Senate are ineligible for immediate re-election. Any senator elected to fill out less than half of an unexpired term will be allowed to immediately succeed her/himself for one full term, if so elected.
3. Nomination and Election
 - a. Each division shall nominate and elect its divisional representative. The Senate divisional representative will act as convening officer for her or his division.
 - b. The faculty shall elect the at-large representatives. Nominations for at-large positions shall be advanced to the faculty by the Faculty Senate. Additional nominations may be made from the floor of the faculty meeting.
 - c. Election of Faculty Senators shall precede the general elections to committees.
4. Ex officio: President, Provost, Faculty Secretary. Ex Officio members are nonvoting members.

C. Meetings

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

D. Officers

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

E. Subcommittees

1. Compensation Committee
 - A. Functions: To serve as the representative of faculty interests in the discussion of salary and fringe benefits with the administration and as liaison between the administration and the Faculty Senate in such matters.
 - B. Membership: Four members, appointed by the Senate for four-year terms. Appointments shall be staggered, so that one new member shall be appointed each

year.

Consideration shall be given to rank, gender, marital status, knowledge of financial operations of the college, etc. in the selection of appointees, with the intent of representing a broad range of interests within the faculty.

Faculty membership on the College Budget Committee shall be selected by the Senate from this subcommittee and from the faculty representatives on the Benefits Committee.

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

1.2.4 Curriculum Committee

A. Functions

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

B. Membership

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

C. Subcommittee

1. Course Approval Subcommittee (CAS)

A. Functions

1. To recommend to the Curriculum Committee new semester and on-campus January Interim Experience (IEX) courses, graduate credit courses, General Education area approvals, Writing Course approvals, and First Term Seminars.

B. Membership

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

C. Procedures

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

1.2.5 Academic Operations Committee

A. Functions

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

B. Membership

1. Five faculty members elected at-large for staggered three-year terms.
2. Two students, not all of the same class year, selected by the Student Senate, which may specify the length of term (at least one year).
3. Non-voting ex officio: Provost or designee, Dean of Students or designee, Registrar, Chair of the Library, Director of Athletics, and Director of Internships.

1.2.6 Academic Technology Committee

A. Functions:

1. To recommend, review and evaluate implementation of policy in support of GTS' mission as it relates to academic technology.
2. To assist GTS in the planning and implementation of academic technology initiatives.

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

B. Membership:

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

1.2.7 International and Domestic Programs Committee

A. Functions

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

B. Membership

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

A. Functions

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

B. Membership

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

A. Functions

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

B. Membership

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

C. Research, Scholarship, and Creativity Fund

1. Purpose

- a. This fund is restricted to the support of faculty development in the areas of research, scholarship and creativity.
- b. Course improvement projects will not be considered. Expenses for such projects should be covered by departmental budgets or other sources.
- c. All proposals should be aimed toward the production of some tangible result, e.g., the publication of an article, chapter, or book; or an exhibit of works of arts. Private, personal creativity projects will not be considered.

2. Eligibility

- a. All full-time faculty members of Gustavus Adolphus College (including those on sabbaticals and joint contracts) are eligible to make application to the fund.
- b. Funds will be released only to faculty employed full-time (including those on sabbaticals and on joint contracts) during the grant period. Faculty work during the summer is eligible for funding.
- c. Applications involving both faculty and students will be considered if submitted by a faculty member.
- d. Applicants whose previous grant reports are past due will not be eligible to apply.

3. Limits of Funding

- a. The maximum grant amounts and rates for stipends and expenses for any single project will be determined and published by the committee.
- b. The maximum funding period will be one fiscal year, beginning June 1, following the application.
- c. Lower priority will be given to:
 1. Those who have received Research, Scholarship, and Creativity funding in the past two years;
 2. Those who are requesting money for extensions or continuations of projects previously funded from the Research, Scholarship, and Creativity Fund;
 3. Those who have not demonstrated completion of projects previously funded from the Research, Scholarship, and Creativity Fund.
- d. Any equipment purchased with money from the Research, Scholarship, and Creativity Fund becomes the property of the College. Funding will not normally be granted for the purchase of computer equipment.
- e. Travel may be funded provided that it is absolutely necessary for the proposed research, and provided that it cannot be funded from any other College source.
- f. A stipend will normally be awarded to persons submitting successful summer proposals.
- g. If a different source of funding clearly seems more appropriate for a given project, the Committee may recommend that the faculty member seek funding from that source.

- h. In accepting support from the Research, Scholarship, and Creativity Fund, the faculty member assumes the obligation of submitting a final report on his or her project to the Provost.
 - i. Funds can only be used for the proposed project discussed in the Research, Scholarship, and Creativity grant application. Unspent funds will remain with the Research, Scholarship, and Creativity Fund.
 - 4. Submission of Applications: Current information on deadlines, format, and application procedures for Research, Scholarship, and Creativity funds are available in the white pages at: section 1.2.2.
- D. Presidential Faculty/Student Collaboration and Publication Grants
- 1. Purpose: The purpose of this grant is to stimulate and support faculty/student collaborative activity and publication.
 - 2. Eligibility: The eligibility requirements for Presidential Faculty/Student Collaboration and Publication Grants are the same as the eligibility requirements for Research, Scholarship, and Creativity grants.
 - 3. Limits of Funding: Funding limits may vary from year to year. See white pages (<http://gustavus.edu/facultybook/generalinformation/>) section 1.2.7.
 - 4. Submission of Applications: Current information on deadlines, format and application procedures for the Presidential Faculty/Student Collaboration and Publication Grants are available in the white pages (<http://gustavus.edu/facultybook/generalinformation/>) section 1.2.7
- E. Sabbatical Leave
- Policies and procedures for sabbatical leave application and criteria can be found in section 2.1.5.1.1 of this Handbook.
- F. Conflict of Interest Policy
- 1. Committee members will abide by the College's policy on conflict of interest. As such, a committee member will not vote on proposals submitted by herself/himself. A committee member may vote on a proposal submitted by a member of her/his department unless doing so would be a violation of the College's policy on conflict of interest. For details see the All-College Policies handbook: <http://gustavus.edu/facultybook/allcollegepolicies/>
 - 2. Except in cases described in 1) above, the chair of the committee will vote on proposals.
 - 3. Applicants may consult with Faculty Development Committee members with any questions they have as they prepare their application without violating the conflict of interest policy.

1.2.10 Faculty Personnel Committee

A. Functions

- 1. To make recommendations to the Provost regarding promotions and tenure.
- 2. To deal with grievances and appeals in accordance with procedures set forth in the *Faculty Manual*.

B. Membership

- 1. Nine elected members shall serve three-year terms, three members to be elected each year. Members elected for three-year terms shall be ineligible for immediate re-election; members elected for less than one-half an unexpired term are eligible for re-election to succeed themselves. Tenured status shall be required for membership. No member shall serve on the committee during the academic year in which he or she is considered for promotion.

2. The committee shall elect a Chair and a Secretary from within its membership and each of these officers shall serve for one year. The first organizational meeting shall be convened by the previous year's chair or secretary.
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 candidate, in consultation with the Provost and Chair of Personnel, can specify whether letters from interdisciplinary program members are sufficient, or whether the candidate wishes the Personnel Committee to conduct an interview with members of the interdisciplinary program (as they will also do with the candidate's home department). If letters from interdisciplinary program members are sufficient, the letter writer must identify that he or she is writing as a member of a specific interdisciplinary program, and the Provost's Office will establish a separate file for these letters (as is currently done for "solicited," "unsolicited," and "department" letters). If a formal interview is requested, it is expected that the interdisciplinary program will establish procedures for identifying a committee of the whole, which will serve as the liaison to the Personnel Committee.
- d. Collecting Materials
 1. The candidate must submit a complete resume, a written statement which presents evidence in support of each criterion for retention and promotion listed in the *Faculty Manual*, a copy of each course syllabus (including January Term) for the past three years, one copy of publications, and any other information the candidate deems relevant.
 2. The Provost ensures that the third year evaluation letter has been added to the file of each candidate for tenure and promotion to associate professor.
 3. The Committee invites evaluations from faculty (especially all departmental colleagues and, if appropriate, interdisciplinary program colleagues (see item 1.2.10.C.1.c) students, and administrators by public announcement. To the extent possible, all letters should address the candidate's qualifications for each of the criteria for tenure or promotion stated in the *Faculty Manual*.

4. Candidates are asked to have four current letters submitted into their files, two from College colleagues outside their department and two from professional colleagues outside the College.
5. All letters on behalf of candidates for tenure or promotion should be sent to the Provost. The Provost's office will number and log all letters as they are received and add them to the candidate's file.
6. At least two members of the committee interview the candidate; and at least two members of the committee observe classes of each candidate according to a schedule agreed to by the candidate. At least two members of the committee will interview the candidate's departmental colleagues. If appropriate, at least two members of the committee will interview representatives from interdisciplinary programs with which the candidate is involved (see item 1.2.10.C.1.c). During evaluation for tenure and for promotion to the rank of full professor, the entire committee meets with each candidate. The Personnel Committee will also administer evaluations of teaching to students in classes of candidates during the two semesters preceding their evaluation. All teaching evaluations shall be administered according to a schedule agreed to by the candidate

e. Deliberations and Voting

1. The Personnel Committee member shall not participate in the deliberation or vote on the promotion or tenure of departmental colleagues, nor of interdisciplinary program colleagues if the Personnel Committee member has contributed input as specified in section 1.2.10.C.1.c. All other situations are governed by the All College Conflict of Interest Policy for Committee Participation.
2. In accordance with AAUP recommendations, the Personnel Committee reaffirms its character and function as an at-large committee of the faculty which systematically collects information from sources additional to those normally utilized by the departments and which represents interests beyond those necessarily considered by the departments. At the same time, the committee recognizes the special abilities of departments and/or departmental colleagues to evaluate the scholarly contributions of faculty members. The committee, therefore, gives great weight to departmental recommendations.
3. Discussion within the Committee will focus on the criteria for tenure or promotion as specified in the *Faculty Manual* and the evidence presented that addresses these criteria. Appropriate evidence includes written materials in the candidate's file as well as observations by Committee members based on interviews with the candidates and the department and classroom visits, and interview with interdisciplinary program members when appropriate (see item 1.2.10.C.1.c.). At the conclusion of Committee deliberations, the voting members of the Committee will indicate their votes (yes or no) orally and will state the reasons for such.

f. Reports

1. The Committee chair will produce a summary document which tallies the votes of the members and outlines the reasons for the Committee recommendation and will present the document to the Provost in a timely manner.

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

2. Grievances

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

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

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

3. Files, Records and Reports

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

D. Subcommittees

1. The Third year Review Subcommittee

A. Functions

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

B. Membership

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

C. Procedures

1. The Personnel Committee Third year Review Subcommittee will provide evaluations of faculty members in their third year at Gustavus Adolphus College in the following manner:

- a. During the third year of each probationary appointment, the Personnel Committee Third Year Review Subcommittee appoints a review committee for each candidate. The Chair of the Personnel Committee Third Year Review Subcommittee and the Provost, in consultation with the chair of the candidate's department, nominate the membership of the review committee to the Personnel Committee Third Year Review Committee. Normally, the committee consists of one tenured member of the candidate's department, one tenured member of another department (preferably one whose area of expertise relates to the candidate's), and a member of the Personnel Committee Third Year Review Subcommittee who will serve as chair. If the candidate's department has no tenured member, another tenured member of the faculty will be selected. The faculty members of the review committee must be acceptable to the candidate.
- b. A candidate who is being reviewed may indicate to the Provost a desire for input by faculty members from interdisciplinary programs with which the candidate is involved. The candidate, in consultation with the Provost and the Chair of the Personnel Committee Third Year Review Subcommittee, may request that a faculty member from the interdisciplinary program with which the candidate is most involved also serve as an additional member of the review committee.
- c. The purpose of the review committee is to evaluate the candidate's current professional development, to support and encourage activities that will lead to further professional development, to suggest changes that will lead to better performance, and to provide assessment of the faculty member's progress in meeting the criteria for tenure.
- d. The review committee retains the services of an external evaluator in the same discipline as the faculty member under review. The external evaluator must be mutually acceptable to the candidate, the department, and the Provost, and may not have had previous close professional or personal association with the faculty member under review. The committee chair will make the arrangements for the external evaluator. The external evaluator submits a written summary report to the Provost.
- e. The candidate submits a complete resume, a written statement that presents evidence in support of each criterion for retention and promotion listed in the *Faculty Manual*, a copy of each course syllabus (including January term) taught at Gustavus, one copy of publications or other appropriate evidence of scholarly work, and any other information that the candidate deems relevant. The review committee's evaluation will be based on the above materials, the results of interviews with the candidate, class visitations, letters of evaluation from departmental colleagues, the report of the external evaluator, and teaching evaluations administered by a representative from the Personnel Committee Third Year Review Subcommittee to students enrolled in the candidate's classes during the two semesters preceding their review. All teaching evaluations shall be administered according to a schedule agreed to by the candidate.
- f. The review committee meets three times
 1. The first meeting is for organizational purposes.
 2. At the second meeting, the committee reviews the collected materials, including the report of the external evaluator, and discusses the applicant's strengths and weaknesses. The committee chair then drafts

a preliminary letter summarizing the committee's assessment and recommendations and sends the letter to the candidate.

3. At the third meeting, the committee discusses the summary with the candidate. If necessary, the committee chair revises the letter of assessment and recommendations. The committee chair then sends the final letter to the candidate, with copies to the department chair and to the Provost, who includes the letter in the candidate's permanent personnel file. The Provost then invites the candidate to a discussion of the summary and its implications for the candidate's professional development.

1.2.11 Academic Affairs Coordinating Council

A. Functions

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

B. Membership

1. Chairs of the following committees: Curriculum Committee, Academic Operations Committee, International and Domestic Programs Committee, Program Assessment and Development Committee, Faculty Development Committee, Faculty Committee on Student Life, and Faculty Senate. These members shall serve for one year and may be reelected by the respective committees.
2. One representative of the Department Chairs, selected by that body for one year and eligible for reelection.
3. Non-voting ex officio - President, Provost or designee, Dean of Students or designee.

1.2.11.1 Academic Petitions Committee

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 selected by the Academic Affairs Coordinating Council.
2. Ex officio: Provost or Designee, Registrar. Ex officio members are voting members.

1.2.11.2 Academic Probations Committee

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 selected by the Academic Affairs Coordinating Council.
 2. Ex officio: Provost or designee (to serve as chair), Dean of Students or designee, Registrar, Assistant Registrar, Academic Advising Center Director, Academic Advising Center Assistant Director, Counseling Center Clinical Coordinator, Chaplains, Vice President for Enrollment Management or designee, Director of Multicultural Programs. Ex officio members may vote as long as each office has just one vote.

1.2.12 Special Faculty Assignments

1.2.12.1 Elected by Faculty

1.2.12.2 Appointed by Faculty Senate

A. Faculty Secretary

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

A. Faculty Marshals

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

B. Chair of the Lecture Series

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

C. Chair of the Artist Series

1. Duties: To plan and implement a diverse program of concerts and performances in consultation with an *ad hoc* Artist Series Committee and the Fine Arts Coordinator.
 2. Appointment: The Chair of the Artist Series shall be appointed to serve a three-year term. The Chair of the Artist Series **may** be reappointed to successive terms.
- D. Representative to the Minnesota Intercollegiate Athletic Conference (MIAC)
1. Duties: The Faculty Athletic Representative is the voting representative of the College at meetings of the MIAC. The Faculty Athletic Representative is responsible to the MIAC and the NCAA for eligibility certification of all students participating in varsity athletics.
 2. Appointment: The Representative to the Minnesota Intercollegiate Athletic Conference shall be appointed for a three-year term. The Representative may be reappointed to successive terms.
- E. Faculty Representative(s) to Board of Trustees (BOT) Committees
1. Members of the Faculty Senate are invited by the Board of Trustees to attend plenary and committee meetings. The Senate will appoint its members to attend specific committee meetings as representatives of the Faculty. Normally, two senators will be designated for each Board subcommittee.
- F. Honor Board
- Six faculty representatives, nominated by the Academic Operations Committee and appointed by the Senate. See *Handbook* Section 2.2.12.
- G. Grade Appeals Board
- Five faculty representatives, one from each Division, nominated by the Academic Operations Committee and appointed to staggered three-year terms by the Senate. See *Handbook* Section 2.2.11.
- H. Faculty Committee for Achievement Recognition
1. Duties: Working with existing groups such as the Provost's Office, the Faculty Development Committee, the Web Advisory Committee, members of this committee will be responsible for creating and evaluating college-wide venues (e.g. Honors Day, College web pages) where student and faculty academic accomplishments can be shared with the entire Gustavus community. This committee will also serve to solicit and develop descriptions of noteworthy student and faculty achievements so that they can be shared in college publications and other college-wide venues.
 2. Appointment: Three full-time faculty members, to serve staggered terms of three years, appointed by the Faculty Senate.
- I. Faculty Committee on Student Life
1. Functions:
 - a. Originate, review, and recommend policy concerning those aspects of student life that relate to the educational process.
 - b. Review and make recommendations on the effect of co-curricular and extracurricular programs (e.g., athletics, music, publications) on the educational programs and progress of students.
 - c. Serve in an advisory capacity to the Dean of Students on aspects of student life and college student life policy.
 - d. Serve as liaison to the faculty regarding student life policy and issues.
 - e. Designate faculty members to serve on the campus Judicial Board.

2. Membership:
 - a. Appointment: Four members of the faculty appointed by the Faculty Senate, to serve staggered terms of three years (on a three-year cycle, one member will be replaced each of two years and two members will be replaced the third year).
 - b. Non-voting ex officio: President or designee, Provost or designee, the Dean of Students or designee.
 - c. Students: Three students, not all of the same class year, designated by the Student Senate, which may specify the length of term (at least one year).
3. Subcommittees
 - a. College Media Board
 - A. Functions:
 1. Appoint/dismiss the chief editor(s) or manager(s) of each institutionally financed Student Media Organization.
 2. Serve as resource for institutionally financed Student Media Organizations.
 3. Originate and recommend to the Faculty Committee on Student Life as needed, policies and procedures to implement the Gustavus Adolphus College Policy on Student Media Organizations.
 - B. Membership
 1. Elected/appointed annually: one student chosen by the Student Senate, three student representatives of college media organizations chosen by the Faculty Committee on Student Life from a pool consisting of one nominee from each organization, two advisors to college media organizations chosen by the Faculty Committee on Student Life, one faculty member chosen by the Faculty Committee on Student Life.
 2. Ex Officio: Director of Student Activities or designee
- J. Faculty Representatives to the Benefits Committee
 1. Functions: To serve as the representative of faculty interests in the discussion of fringe benefits with the administration and as liaison between the administration and the Faculty Senate in such matters.
 2. Appointment: Three members, appointed by the Senate for three-year terms. Appointments shall be staggered, so that one new member shall be appointed each year. Consideration shall be given to rank, gender, marital status, knowledge of financial operations of the college, enrollment in the College's benefits plan, etc. in the selection of appointees, with the intent of representing a broad range of interests within the faculty. Faculty membership on the College Budget Committee shall be selected by the Senate from these representatives and from the Compensation Committee.

2.0 Faculty Policies and Procedures

2.1 Personnel Policies

2.1.1 Appointment to Faculty

2.1.1.1 Regular Appointments

- A. A position is authorized by the Provost after consultation with the Faculty Senate. That authorization will include information about rank and appointment status.
- B. Upon receipt of written authorization, a department should organize a search. The search is normally organized by the department chair in consultation with other members of the department. A Search and Screen Committee should be formed by the department chair in consultation with the Provost. The Provost or designee will assign a diversity representative (whose duties are described in the *Administrative Guidelines for Academic Department Chairs*) to serve on the Search and Screen Committee. National listing of the position should be made in placement bulletins and other relevant publications. A full description of search procedures may be found in the *Administrative Guidelines for Academic Department Chairs*.

2.1.1.2 Special and Part-time Appointments

- A. A position is authorized by the Provost after consultation with the department. That authorization will include information about rank, appointment status, and length of term.
 - B. Upon receipt of written authorization, a department should organize a search. The search is normally organized by the department chair in consultation with other members of the department. A Search and Screen Committee should be formed by the department chair in consultation with the Provost. For positions of one-year 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*.
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2.1.2 Review and Support of Regular and Joint Appointment Probationary, Special Appointment and Part-time Faculty

2.1.2.1 Guidelines for Departmental Review and Support of Probationary Personnel

Departments are obligated to establish regular procedures to review their regular and joint appointment probationary faculty members annually. While one purpose of this review is to provide professional advice to faculty members, such an evaluation also serves the departments and Provost as a basis for making decisions regarding the reappointment of probationary personnel. These annual reviews will be conducted by departments, except in the year when the Third Year Review Subcommittee conducts the review. (This year is specified in the individual's letter of appointment.)

- A. Normally the chair of the department will be responsible for the evaluation process. (When the chair of the department is to be evaluated, the Provost will designate a committee chair.) The chair of the department will organize a review committee, consisting of the chair (or designee) and at least two other tenured faculty members appointed with the approval of the individual. Preferably one member should be from outside the individual's department.
- B. The evaluation should include class visits and/or interviews, review of course content (syllabi or course materials), and student feedback. In addition to teaching, the review committee should consider scholarly achievements, service, and professional goals.
- C. Except in the year following a Third-Year Review, departmental review committees should function as follows:

1. The committee should establish with the individual the timetable for class visits, interviews, review of syllabi, etc.

2. After a period of evaluation, a formal meeting of the committee will be held to discuss the individual and to prepare an evaluation.

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

4. The Department chair will submit a final evaluation, including the department's recommendation on reappointment, to the Provost's Office according to the following schedule of deadlines: February 20 for first-year faculty, November 15 for second-year faculty, and April 1 for other faculty. The Department chair will provide the individual with a copy of the submitted review.

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

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

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

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

Faculty on continuing special appointment and part-time appointment will be reviewed annually.

A. Normally the chair of the department will be responsible for the evaluation using a process developed by the department.

B. The evaluation should include class visits and/or interviews, review of course content (syllabi or course materials), and student feedback.

1. The department chair will communicate the results of the evaluation to the candidate in writing.

2. Means should be provided for the individual being evaluated to respond to the evaluation before a final evaluation is sent to the Provost.

3. Reviews must be submitted to the Provost by March 1, or as approved by the Provost. The Department chair will provide the individual a copy of the submitted review.

C. A decision of reappointment is made by the Provost based upon the recommendation of the department chair. The annual evaluation would be taken into consideration in making this recommendation. The Provost and the department chair may assist the faculty member to formulate development goals, performance objectives and career plans.

D. As a professional courtesy, departments should offer to include non-continuing faculty in the annual review process.

2.1.3 Faculty Personnel Files

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

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

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

B. Eligibility for Sabbatical Leaves

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

C. Application Procedures for Sabbatical Leaves

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

It is expected that the faculty member, the department, and the department chair will work together to formulate a leave plan that will strengthen and enrich the professional development of the faculty member.

b. A complete leave proposal will include:

1. Cover Sheet

- a. The name, rank, and department of the faculty member.
- b. Indication of the number of years of full-time service at the College
- c. Period of leave requested, i.e. full-year or one semester.
- d. Where applicable, the dates of the last compensated leave, whether from Gustavus or another college or university, and a brief description of the results.

2. Detailed description of the proposed sabbatical leave which addresses the following:

a. For scholarly and artistic activities:

1. Preparation leading up to the sabbatical
2. Description of proposed projects and activities
3. Relation of proposed projects to previous research or artistic work by self and/or others
4. Expected outcomes and future activities related to the leave
5. Value of projects to the individual and the academic community
6. Plans for a public presentation of leave results (departmental seminar, Faculty Forum, recital, art show, article in faculty newsletter, etc.)

b. For professional retraining and revitalization

1. Demonstration of need for retraining and revitalization
2. Description of proposed projects and activities
3. Discussion of the preparation for leave activities (this could include internships or workshops completed, letters of support or confirmation concerning proposed projects, schedules or calendars of proposed activities, bibliographies of relevant work, etc.)
4. Expected outcomes and future activities related to the leave
5. Value of projects to the individual and the academic community
6. Plans for a public presentation of leave results (departmental seminar, Faculty Forum, recital, art show, article in faculty newsletter, etc.)

3. Supporting Documentation

- a. A letter from the chair of the department to the Provost. This letter should include the department's endorsement of the leave plan, and a statement of the department's plans to support the ongoing professional needs of the faculty member (including allocation of departmental resources, assignment of teaching load, and preparation of new courses).
- b. Where applicable, letters confirming arrangements for off-campus leaves.

2.1.4.1.2 Criteria for Evaluation of Sabbatical Leave Plans

- A. Sabbatical Leave Plans will be evaluated according to their potential impact on the professional development of the individual faculty member. They will not be weighted according to the amount of time requested or the leave location. Leave plans will be evaluated on the basis of whether the faculty member has presented a coherent, well-planned proposal that addresses the guidelines outlined in the previous section.
- B. Outside fellowships won by faculty will not affect the Faculty Development Committee's evaluation of a sabbatical leave plan.
- C. The number of years of continuous service at the College may be considered by the Provost should total funding for the College's leave program be insufficient to fund all recommended leaves.

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

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

2.1.4.1.4 Final Report

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

2.1.4.1.5 Faculty Replacement During Leaves of Absence

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

2.1.4.2 Leaves of Absence Without Salary

See Faculty Manual Section 3.2.6.2.2 Faculty Development and Leaves.

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

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

2.1.6 Statement on Faculty Appointment and Family Relationship

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

2.1.7 Statement on Professional Ethics

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

2.2 Academic Policies

2.2.1 Course Approval Policy

All proposals for courses, with the exception of off-campus January Interim Experience (IEX) courses, to be offered as part of the curriculum of the college (including proposals for designation as general education and writing courses) will be reviewed by the Course Approval Subcommittee, which will recommend approval to the Curriculum Committee. Off-campus IEX courses will be reviewed by the International and Domestic Programs Committee, which will recommend approval to the Curriculum Committee. The Curriculum Committee will have final approval of all courses, including area and writing designations recommended by the Course Approval Subcommittee or the International and Domestic Programs Committee.

Closing dates for submitting course proposals to the Course Approval Subcommittee or the International and Domestic Programs Committee will be provided to department chairs no later than the beginning of the academic year.

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

Approval Procedure

- A. By the announced deadline, the proposing department chair will send to the Office of the Provost one electronic copy of the course proposal form, addressing the appropriate criteria for new courses, January Interim Experience (IEX) courses, First Term Seminars, area and writing designations. The form can be obtained from the Office of the Provost.
- B. Upon its receipt, the Office of the Provost will send the proposal to the full Course Approval Subcommittee or the International and Domestic Programs Committee and to the appropriate program director(s) (FTS, Writing, January Interim Experience, Center for International and Cultural Education, and General Education). Copies of pending proposals will 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 International and Domestic Programs Committee (IDPC) will review and discuss all off-campus proposals at its meetings. For semester courses, this review will focus on conformance to the IDPC Program Manual. Recommended off-campus semester courses will be forwarded to the Course Approval Subcommittee. For IEX off-campus courses, this review will include both conformance to IDPC Program Manual and the course approval criteria listed in the Faculty Handbook. The Registrar or designee will be present during IDPC meetings dealing with approval of IEX off-campus courses. Recommended off-campus IEX courses will be forwarded to the Curriculum Committee.
- E. The Course Approval Subcommittee will review and discuss all proposals, except off-campus January Interim Experience (IEX) courses, at its meetings. The faculty member submitting the proposal and/or a departmental representative may be present when the Course Approval

Subcommittee or the International and Domestic Programs Committee discusses the faculty member's proposal.

- F. At the appropriate meeting, the Course Approval Subcommittee or the International and Domestic Programs Committee will take one of the following actions:
1. Approve the course, area, or writing designation and forward this recommendation to the Curriculum Committee.
 2. Approve the course, area, or writing designation contingent upon specific revision. In this case the proposal is returned to the appropriate program director for discussion with the department chair or instructor. The Course Approval Subcommittee or the International and Domestic Programs Committee will then forward its recommendation for approval to the Curriculum Committee.
 3. Forward the proposal to the Curriculum Committee for consideration and a final decision. This action would be taken when:
 - a. The course proposal is closely related to program revisions submitted by a department, such that approval of the new course should be contingent on approval of the program revisions; or
 - b. The course proposal reflects a new curricular precedent or other change that falls under the functions of the Curriculum Committee, such that approval of the new course should be contingent on Curriculum Committee approval of the curricular precedent or change.
 4. Reject the course, area, or writing designation and return it to the department chair or instructor via the appropriate program director for revision/resubmission.
- G. All courses, area and writing designations recommended for approval by the Course Approval Subcommittee or the International and Domestic Programs Committee will be forwarded to the Curriculum Committee. The Curriculum Committee will vote on approval and all courses approved by the Curriculum Committee will be reported to the faculty at its next regularly scheduled meeting. The Curriculum Committee will notify each department affected by the committee's decision.
- H. A course proposal may be withdrawn at any point in the process
- I. Course approval will be based on the criteria in section 2.2.2 of the Faculty Handbook.
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2.2.2 Requirements and Criteria for General Education Courses

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

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.

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

2.3.7 Student Evaluation of Teaching

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

3.0 Amendments to the *Faculty Handbook*

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

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

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

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

Appendix A

Requirements and Criteria for General Education Courses

1.1 Liberal Arts Perspective

A Liberal Arts Perspective course teaches the principles of a particular domain of study, provides its context, questions the values of that domain, and builds bridges towards other disciplines.

A. The Arts (ARTS)

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

Courses in this area will:

1. promote understanding of the interaction among the arts, culture, and society;

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

B. Biblical and Theological Studies (THEOL)

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

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

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

Courses in this area meet the following criteria:

1. The course will be in the Christian tradition, construed to embrace, in its several variations, the developing body of communal belief, thought and action that has served to identify the church of Jesus Christ from its beginnings to the present.
2. The course will be both critically self-conscious and constructive.
 - a. The course will be critically self-conscious, requiring specific attention to the methods used to analyze particular facets of the Christian tradition and presenting the Christian tradition not as an object that a student must accept or reject, but as an empirical and normative historical totality that a student can come to understand.
 - b. The course will be constructive, i.e., critical analysis is to be complemented by the endeavor to present coherently, as a challenging and fruitful religious option, an ecumenical understanding of the Christian tradition.
3. The course will:
 - a. give students an elementary cognitive grasp of some of the historical, contemporary and emerging future expressions of the Christian faith;
 - b. expose students to critical textual interpretations of the Bible, including the historical context in which it was written;
 - c. help students learn to think religiously and theologically, i.e., to recognize the religious and theological dimensions of cultural, political, and intellectual issues;
 - d. introduce students to the nature of religious language and symbolism and the critical interpretations of religious claims; and
 - e. encourage students to think critically about their own religious convictions.

C. Literary and Rhetorical Studies (LARS)

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

Courses in this area will:

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

D. Historical and Philosophical Studies (HIPHI)

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

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

Courses in this area will:

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

E. Mathematical and Logical Reasoning (MATHL)

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

Courses in this area will provide students with:

1. knowledge of the language of mathematics and logic;

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

F. Natural Science Perspective (NASP)

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

Courses in this area will provide students with:

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

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

G. Human Behavior and Social Institutions (SOSCI)

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

Courses in this area will address the following:

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

H. Lifelong Fitness (FIT and ACT)

Students must complete both the Personal Fitness (FIT) requirement (.5 course) and the Lifetime Activity (ACT) requirement (.5 course equivalent).

The Personal Fitness requirement (FIT) encourages exploration of personal values and enables students to recognize and appreciate the importance of lifelong fitness. Students learn how to set

appropriate goals to improve fitness, engage in regular aerobic exercise, and acquire knowledge regarding health promotion, disease prevention, and relaxation.

FIT courses (.5 course) will:

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

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

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

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

I. Non-Western Cultures Requirement (NWEST)

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

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

NWEST courses will:

1. focus predominantly on Non-Western material, i.e., material outside Western European cultures;
2. provide students with an understanding of cultures, societies, religious worldviews and/or political/economic systems outside of the familiar western context;

3. pay attention to the importance of shared beliefs, values, customs, behaviors, and artifacts in the understanding of cultures/societies, as well as the importance of perceived threats to these factors; and
4. provide the student with the tools or opportunity to gain access to an understanding of others' cultures from within the context of those cultures. To meet this goal, the teaching and learning experience in courses which are designated NWEST will include access to some material (written, oral or visual) produced from within the culture/s being studied.

Study Abroad Experience:

1. To meet the NWEST requirement, study abroad must be a semester or yearlong program centered in a Non-Western country.
2. Study abroad will provide students with the opportunity to participate in an intensive exploration of, and experience in, another culture through classroom study and daily living.
3. All students who study in non-English speaking countries must study the language of the host country while abroad.

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

1.1.1 Assessment Plan for General Education (Curriculum I)

Rationale

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

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

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

Course designations not be permanent, but be renewed on a rotating schedule;

Responses will be gathered from students and faculty to inform periodic review of specific course criteria, leading to approval/reapproval of individual course designations;

A review of the whole Curriculum I-Liberal Arts Perspectives program follows each complete cycle of area reviews.

A. Process

Each area of the Curriculum I-Liberal Arts Perspectives will be reviewed separately, one or two areas per year.

Year 1 -

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

This Area review committee will:

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

Year 2 -

The Area committee will

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

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

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

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

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

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

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

B. Timeline

The review of the general education areas could be accomplished using the following rotation and timeline:

Year Area

(2005) (First class matriculates, will graduate in 2009)

2008-09 ARTS - THEOL

2009-10 LARS

2010-11 MATHL - NWest

2011-12 SOSCI - NASP

2012-13 FIT/ACT - HIPHI

2013-14 GENERAL EDUCATION REVIEW
2014-15 General Education Review Contd.
2015-16 ARTS - THEOL
2016-17 LARS
2017-18 MATHL - N WEST
2018-19 SOSCI - NASP
2019-20 FIT/ACT - HIPHI
2020-21 GENERAL EDUCATION REVIEW

1.2 The First Term Seminar

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

Courses approved to be First-Term Seminars must reflect the following philosophy and desired outcomes:

FTS – an Education Centered on “Values”

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

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

Desired Outcomes:

1. Writing. The FTS Writing component promotes writing as a creative and critical process in which writers engage with the ideas of others. In FTS, students write to express their own ideas and to inform and communicate with others. Good writers make both stylistic and content-based choices to accommodate different purposes, contexts, and audiences. These rhetorical choices help writers make their cases in the most effective ways possible.
 - a. Invention. “Invention” is most often associated with the “prewriting” stage, when writers generate ideas, explore topics, and plan strategies; invention activities get writers going.

Focusing on invention will help students learn to: analyze texts, issues, and questions of value; explore their ideas and those of others; practice credible and effective methods of expressing thoughts in writing.
 - b. Arrangement. “Arrangement” is most often associated with form or structure. Focusing on arrangement means helping students learn to consider both global and local issues. While working on arrangement, students will make decisions about what belongs in an introduction and a conclusion, about what sorts of arguments will be persuasive at particular points in a paper, and about structure within paragraphs

Focusing on arrangement will help students learn to: analyze texts in terms of form and structure; create texts that will communicate successfully with readers due to appropriate organization and structure.
 - c. Style. Loosely understood to mean that which makes a writer’s work unique, “style” involves choices in sentence length and structure, word choice and “voice,” and suitability for particular audiences. Since FTS is an interdisciplinary program, students

will certainly read texts that are quite varied stylistically. They should be encouraged to vary their own style when they write as well.

Focusing on style will help students learn to: communicate with an audience more effectively; make deliberate choices regarding voice and word choice; understand writing conventions as context-specific; manipulate those conventions to suit various genres, situations, and audiences

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

Oral Presentation:

- a. Invention. "Invention" is most often associated with generating ideas, exploring topics, and planning strategies.

Focusing on invention will help students learn to: develop a topic in order to inform or persuade their audience; develop a main point (informative presentation) or central argument/thesis (persuasive presentation); construct the presentation with a particular audience in mind; and gather, evaluate, and integrate appropriate evidence to illustrate and support their main point or central argument/thesis.

- b. Arrangement. "Arrangement" is most often associated with form or structure.

Focusing on arrangement will help students learn to: use an appropriate organizational pattern that supports their central argument or thesis.

- c. Style/Delivery. "Style/Delivery" is associated with choices regarding language and voice.

Focusing on style/delivery will help students learn to: use language that is appropriate to the topic and audience, including vocabulary that is correct, precise, simple, and unaffected; use vocal pitch, rate, tone, volume, and gestures appropriate to the topic, the audience, and the location.

Discussion

- d. Invention/Developing Ideas. In this context, "invention" refers to deepening one's understanding of course material and discerning the many different ways to develop ideas through group discussion.

Focusing on invention/developing ideas will help students learn to: provide information; explain an opinion; advocate a particular position; argue a contrary position; synthesize from the ideas of others; summarize the day's discussion.

- e. Arrangement/Advancing Discussion. In this context, "arrangement" refers to discerning how substantive group discussion functions.

Focusing on arrangement/advancing discussion will help students learn to: stay on topic; connect individual comments; actively listen to others in order to create a productive climate for learning

- f. Style/Self-Monitoring. In this context, "style" refers to developing a capacity to identify the role each of us can play in a substantive group discussion.

Focusing on style/self-monitoring will help students learn to: become responsible participants in classroom discussions through speaking, encouraging others to speak, and listening.

3. **Critical Thinking.** The FTS Critical Thinking component promotes a commitment to the application of reason to one's own ideas and those of others, a willingness to consider the perspectives of others, and an awareness of the limits of any given epistemology. These habits of mind, central to the liberal arts, help the individual find a meaningful place in a larger society and form one of the cornerstones of lifelong learning.
 - a. **Reasoning.** Focusing on reasoning will help students learn to: identify the purpose of a text; identify concepts that shape an argument; assess the evidence used to support an argument; present relevant evidence to support their own arguments
 - b. **Assumptions and Implications.** Focusing on assumptions and implications will help students learn to: identify how contexts and unstated assumptions influence arguments; identify the implications and consequences of arguments.
 - c. **Perspective.** Focusing on perspective will help students learn to: articulate their own perspective and the influences that shape it; identify and evaluate alternative perspectives.
 - d. **Questioning.** Focusing on questioning will help students learn to: ask questions of all kinds; find and assess information that answers questions.
4. **Advising.** FTS professors serve as first-semester advisors and until advisees declare a major or are admitted into a certification program (Athletic Training, Education, Nursing). In this capacity, they work alongside students to plan their liberal arts education and refer them to campus resources to think about possibilities during their four years and beyond. At its best, the advising relationship fosters a climate of campus-wide mentoring.

- a. **Developmental Advising.**

Class Registration

Students will: review first semester course selections prior to the start of the school year; search for classes online and use WebAdvisor to register for January and spring classes; identify back-up course options in case first choices are closed; meet with their advisor for approval prior to registration sessions; and know campus policies, procedures, and deadlines.

General Education and Liberal Arts Perspectives

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

Student Strengths and Academic Difficulty

Students will learn to: advocate for themselves, take ownership for their learning, become responsible and accountable as independent learners, and ultimately become their own best advisors.

- b. **Introducing Students to College.** Students will: become familiar with campus resources and out-of-classroom learning opportunities.
- c. **Creating a Mentoring Community.** Students will learn to: experience Gustavus as a community of learners, a place of open inquiry; take responsibility for connecting their in-class and out-of-class experiences in a holistic way; broaden the definition of who an advisor/mentor is to acknowledge the value of work supervisors, coaches, organization advisors, Student Affairs staff, and others

Appendix B

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

Liberal education students should write well and use writing both to discover and construct new knowledge and to communicate their ideas to others. Writing is a complex activity; it is a form of creative expression and critical engagement that serves practical and intellectual purposes. Since writing shapes the views of others, courses that focus on writing should help students understand the effects of their own written language. All courses that fulfill the writing requirement at Gustavus emphasize basic rhetorical principles, or the issues that guide our choices when we write to move or persuade others. Such issues include purpose, audience, context, style, and form.

Gustavus requires students to complete THREE designated writing requirement courses from at least two different departments in order to graduate. One of these courses must be taken in the first year (normally in the First Term Seminar or Curriculum II). At least one designated writing course must be taken as part of a student's major, and at least one must be Level II or higher.

Students fulfill this writing requirement by taking two types of courses, WRITING INTENSIVE (WRITI) and WRITING IN THE DISCIPLINES (WRITD). A central goal for all WRITI and WRITD courses is to ensure that students learn to become good choice-makers as writers, considering issues of purpose, audience, context, style, and form. All WRITI and WRITD courses must provide opportunities for students to revise their work and receive the feedback of their instructors and their peers, preferably before the work is evaluated by the instructor. In addition, all WRITI and WRITD courses can be supported by the use of a handbook or style manual and the Writing Center.

1.1 Criteria for Courses

Writing Intensive (WRITI) courses introduce students to the writing process, writing as a means of learning, rhetorical issues such as purpose, audience, and context, and narrative and argumentative strategies used most frequently by writers educated in the liberal arts tradition. WRITI courses may be offered at levels one and two. Because of the intensive nature of the revision and feedback cycle, WRITI courses should be restricted to enrollments of 20 or fewer students.

A. All WRITI courses should:

1. discuss issues related to students' writing weekly. Students might reflect on their own writing processes, discuss the course writing assignments, or consider issues of audience, purpose, context, and argument as they operate in the readings for the course. Course syllabi should reflect such explicit attention to writing topics;
2. encourage students to use writing as a means of self-expression, critical inquiry, creative expression, argumentation, communication, and exploration;
3. help students to make appropriate rhetorical choices as writers, considering purpose, audience, context, and style whenever they write;
4. model and foster a process-based approach to writing by requiring students to draft, revise, and edit at least three formal writing assignments of appropriate lengths; and
5. offer students opportunities to write informally; informal writing need not be graded.

Writing in the Disciplines (WRITD) courses draw upon students' existing writing skills and focus their attention on disciplinary conventions and research methods, as well as the forms and genres valued most within the disciplines. Since each discipline has its own conventions of form, style, language use, methods, evidence, and citation, each department is required to offer one WRITD course. WRITD courses may only be offered at levels two and three. Because WRITD courses require substantive writing projects and intensive revision cycles, enrollments should be limited to 20 or fewer students.

B. All WRITD courses should:

1. provide students with opportunities to read and analyze examples of discipline-specific writing;

2. require students to complete writing assignments that exemplify the structures, genres, and conventions of the disciplines; and
 3. offer students opportunities to revise their work with the help of an instructor's feedback.
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Appendix C

Requirements and Criteria for Courses Satisfying the Interim Experience (IEX)

1.1 Mission of IEX: The mission of the Interim Experience (IEX) is to provide ways for faculty and students to take advantage of the January interim's unique qualities in developing courses and other learning opportunities that enrich and expand upon (but do not duplicate) the College's regular semester curricular offerings. The institutional mission of the College calls for balancing educational tradition with innovation, study within a general framework that is interdisciplinary and international in perspective, and preparation of students to lead lives of leadership and service. The goals of the IEX are consistent with this larger institutional mission. IEX will provide for experiential learning both on campus and off campus through:

1. International study and domestic study travel courses
2. Career exploration and vocational reflection
3. Courses that are experimental, and/or interdisciplinary
4. Independent studies and student/faculty collaborative research and creativity
5. Institutional exchanges with other 4-1-4 colleges
6. Special opportunities for first-year students to continue their transition to college life and the greater expectations placed on adult learners

1.2 Course Approval: All IEX courses must meet the following criteria:

1. Approved IEX courses will engage students in ways that specifically capitalize on the unique opportunities provided by the one month interim schedule. The course proposal will describe activities that can be better accomplished when students have the opportunity to travel or to spend extended periods of time in the laboratory, the studio, the library, or in other places conducive to discovery and creativity.
2. Approved IEX courses will engage students (alone or collaboratively) in experiential learning activities. Examples include:
 - a. Hands-on classroom activities (active learning)
 - b. Laboratory or field research
 - c. Library scholarship
 - d. Creative / performance projects
 - e. Composition
 - f. Service-Learning / Community Service
 - g. Debates and other presentations
 - h. Day trips and speaker visits.
 - i. Retreats
 - j. Travel (domestic and international)
 - k. Career Exploration

1. Leadership development
3. All IEX one-credit courses will count toward two Interim Experience requirement for graduation.
4. Approved IEX courses will carry major and/or general education credit only in rare cases; when the proposal demonstrates that the above criteria are met and that the goals intended by the major or general education areas are uniquely met through an IEX immersion experience.

1.3 IEX Policies:

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

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

10. **Registration:** IEX course registration follows the same procedure as regular registration (i.e., priority by class year), with exceptions: first-year students register first, followed by sophomores, juniors, and then seniors.
11. **Overloads:** Students may enroll in a maximum of 1.25 courses during the interim term. However, fractional courses beyond 1.0 may not be used to reduce the requirements that each student be enrolled for a normal one-course load in at least two interims. A pro-rated overload fee based on \$1,000 for a full credit overload will be added to a student's account.
12. **Course By Arrangement:** There will be no provision for a regular semester course to be offered as a Course by Arrangement in the interim term, since IEX courses are deemed to be non-equivalent to regular semester courses. If a major or minor program requires a thesis or project, that requirement may be fulfilled in Interim term.
13. **Independent Study:** Independent study courses will be counted as fulfilling an IEX requirement, but will not count for major or general education credit or toward the 32 semester courses required for graduation. If a major or minor program requires an independent study, that requirement may be fulfilled in Interim term.
14. **Travel Courses:** International or domestic travel study courses, including UMAIE courses, will be counted as fulfilling an IEX requirement, but will not count for major or general education credit, except when such a credit exemption is granted in advance.
15. **Housing Policy:** While Gustavus requires only two IEX credits to fulfill graduation requirements, students are allowed to enroll for the interim term each year. Out of courtesy and respect for those who are enrolled, the College has established a policy that non-registered students may not occupy campus housing during the interim term. Exceptions for special circumstances may be granted on a case-by-case basis by appealing to the Director of Residential Life.
16. **Career Exploration (CE)** is an academic program of the College. Course credit must 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. See the IE Office for 4-1-4 transfer policies and procedures.
18. **Students Visiting Gustavus During Interim Term:** Contact the IE Office for 4-1-4 transfer policies and procedures.

Appendix D

Interdisciplinary Studies

General Criteria:

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

Interdisciplinary Programs with approved majors and/or minors are:

1. Environmental Studies
2. Latin American, Latino, and Caribbean Studies
3. Peace Studies
4. Gender, Women, and Sexuality
5. Biochemistry and Molecular Biology
6. Neuroscience
7. Japanese Studies
8. Russian Language and Area Studies

Specific Criteria for Interdisciplinary Courses (listed in the Academic Bulletin as "IDS"):

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

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

Appendix E

Internships and Experiential Learning

Experiential learning theory holds that student learning can occur in an internship setting when: students establish clear, thoughtful learning objectives; students have an opportunity during the internship to analyze and synthesize information, problem-solve, research, and write; and students reflect on the experience during and after the internship.

The Internship Program at Gustavus Adolphus college provides these conditions as it offers students learning experiences in a variety of business, arts, social service, government, scientific, and other settings. The program consists of two components--Semester/Summer Internships and January Term Career Explorations.

Semester and summer internships provide students with entry-level pre-professional experiences, designed to enhance and build skills. Career Exploration is designed to give students an opportunity to work and observe in a professional setting, clarify major and career goals, and plan future course work. Both forms of internship frequently make subsequent course work more meaningful and often lead to increased class participation.

1.1 Internship Program Policies

1. A student is permitted to count a maximum of four internship/career exploration credits toward graduation requirements. Credit toward a major is determined by the individual department.
2. All internships and career explorations are graded on a Pass/Fail basis.
3. A student on academic or disciplinary probation will not be permitted to enroll in an internship. The College reserves the right to remove a student from an internship if the student is placed on probation during the internship period.
4. Semester/summer internships are open to juniors and seniors; Career Exploration is open to sophomores, juniors, and seniors.

1.2 Responsibilities of the Internship Faculty Sponsor

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

Prior to the Internship:

1. Assists the student in the formulation of learning objectives and strategies.
2. Devises academic assignments (See Academic Catalog, "Internship Program") appropriate to the nature, amount of course credit, and duration of the internship.
3. Signs the Registration Form, noting the above assignments as "Means of Evaluation."

During:

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

After:

1. Collects and assesses academic assignments at the conclusion of the internship. Ideally, a personal meeting with the student at this time helps provide closure to the internship experience. You will also receive a copy of the Performance Evaluation from the site supervisor.
 2. Files a grade of Pass or Fail with the Registrar.
 3. Reminds the student to attend a "Wrap-Up" session led by the Internship Director, to discuss the internship experience and to reflect on its connection to other academic work.
 4. Provides the Internship Director with feedback on internship sites (especially outstanding positive or negative experiences).
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