

THE INTERN HANDBOOK



The Intern Program

Perkins School of Theology



SMU | PERKINS
SCHOOL OF THEOLOGY

THE INTERN PROGRAM

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THE INTERNSHIP TEAM

Teaching Congregation / Agency

Lay Teaching Committee

Chairperson:

Mentor Pastor

*On-Site Supervisor (if Mentor Pastor
is not at the internship site)*

Intern

Consultant /
Intern Seminar Peer Group

Intern Faculty Supervisor

Each member of the Internship Team plays an essential role in assisting the intern to achieve his/her learning goals. Nevertheless:

The intern is responsible for his or her own learning during the internship.

THE INTERNSHIP

Statement of Purpose

The aims of this course are based on an understanding of the Gospel, the Church and the mission of Perkins School of Theology.

The Gospel, testified to by the various voices of Scripture and Tradition, is the proclamation that God has created this world and continues to bless it with life and well-being (Gen. 1:28; 12:1-3; John 10:10). God's blessing is peace and justice and human flourishing. God continues to overcome everything that distorts and destroys life and wholeness (Isa. 61:8; Amos 5; John 1:1-5; Rev. 21:3-4). This Gospel, decisively embodied in Jesus Christ, embraces the totality of creation: the personal and the social, the spiritual and the secular, the present and the future.

The Church is called by God to be the community of those who commit themselves in the name of Jesus to embodying God's life-giving Gospel in their own lives and to advocating the divine blessing/justice for the whole of creation in a way that confronts the concrete issues of power, economics, class, gender, and race (Matt. 25:31-46).

The primary mission of Perkins School of Theology is "to prepare women and men for faithful leadership in Christian ministry" (Perkins 2016-17 *Catalog*. p. 13).

The purpose of the Internship Course is to enable students to participate in and reflect upon ministry experiences and their contexts to provide resourceful, faithful Christian leadership in the world. To achieve this, students are placed in a variety of supervised settings. Students will reflect theologically on ministry experiences, the contexts of these experiences, and their own leadership. Students will receive various forms of supervision for the performance of ministry in fulfillment of learning goals and for their personal reflections.

This course seeks to realize this purpose by assisting students to develop several competencies. These competencies are organized in three categories: *Be Aware*, *Think Theologically*, and *Lead Faithfully*. The complete descriptions of all the required competencies are contained in this curriculum guide.

Course Overview

The design of the Intern Program assumes interns to be adult learners who can assess and value their past experiences and vocational goals and build on these creatively and systematically in pursuing the learning opportunities offered at their particular internship site. To that end, the internship curriculum specifies a set of required competencies under the categories *Be Aware*, *Think Theologically*, and *Lead Faithfully*, but students design their own learning goals and corresponding tasks to achieve and demonstrate the competencies.

While the intern carries out the tasks of ministry and systematically reflects on the experience, a trained mentor pastor provides professional and theological supervision; a lay teaching committee gives regular feedback on performance; and the Internship Seminar led by the Intern faculty and/or a mental health consultant offers a place to share ministry stories, receive additional support and wisdom and begin to integrate the internship experience.

Minimum Requirements

1. Ongoing immersion in the internship placement site (minimum 35 hours per week, Master of Divinity degree full-time internship; minimum 25 hours per week, Master of Divinity degree part-time internship; minimum 20 hours per week, Master of Arts in Ministry degree). The minimum hours include the Internship Seminar.
2. Develop specific learning goals to achieve the Course Objectives and Competencies.
3. Write three distinct learning covenants on schedule.
4. Meet regularly with the Lay Teaching Committee according to the proposed schedule.
5. Meet the requirements of the Internship Seminar.
6. Meet the requirements of the written theological reflection papers.
7. Meet the requirement of meeting weekly (full-time) or every other week (part-time) with the mentor pastor to discuss practical issues of ministry. These meetings are consultations in which the student brings a question or a ministry issue to discuss with the mentor pastor or the mentor pastor brings a lesson, an insight, or a relevant experience to share with the student.
8. Meet the requirement to meet with mentor pastors, peers and the faculty supervisor to process theological reflection papers.
9. Be fully prepared for all evaluation conferences.

Supervision and Trust

The purpose of all conversations among the intern, mentor pastor, lay teaching committee, consultant and faculty supervisor—that is, the internship team—is to foster the growth and learning of the intern in her/his pastoral identity. By their nature, such conversations are very personal and thus are most helpful when they take place in a setting in which all the persons involved trust each other. Therefore, the content of these conversations should not be shared with anyone who is not a member of this internship team. To do so would be a serious violation of trust.

In certain exceptional cases, a member of the team may conclude that in order to avert harm—whether to the intern, some other member of the internship team, or other persons in the church or community—he/she must share something said or learned in such conversations with someone outside of the team. This should be done only after a great deal of thought, prayer and consultation. Such a decision should be discussed with both the intern *and* the faculty supervisor and/or the consultant to ensure communication with persons outside the circle of trust is done in the most responsible and helpful way.

The Learning Covenant

The Intern Program values interns as adult learners who are responsible for their growth and learning. The internship course is designed to maximize the interns’ creativity and build on their experience and vocational goals as well as to encourage them to pursue the learning opportunities their particular internship sites offer.

The Course Competencies (Appendix A) will guide the interns to develop learning goals and the corresponding tasks they will perform during internship. A successful internship is measured by how well interns have addressed each of the competencies based on their own learning goals and how they have fulfilled the minimum requirements of the course.

The interns will write a Learning Covenant to guide their work throughout the internship and will have two opportunities to make revisions to it. *Revision 1* will be written after the Ninth Week Evaluation of the intern’s work and learning, and *Revision 2* will be written after the Midpoint Evaluation Conference. These two formal revisions will allow the interns to redirect their activities as they reframe goals to help them achieve a successful internship.

The Learning Covenant has three interrelated components – Course Competencies, Tasks, and Learning Goals.

- The Course Competencies (Appendix A) are organized under three subheadings: *Be Aware, Think Theologically* and *Lead Faithfully*. In order to fulfill the requirements of this course, interns are asked to demonstrate how well they have addressed each competency. The faculty supervisor will provide guidance to students in contextualizing the required competencies.
- The Tasks are the work and responsibilities relating to each competency that interns will implement during the nine-month internship. These are identified in consultation with the teaching congregation.
- The specific Learning Goals help the interns achieve the Course Competencies and correspond to the interns’ tasks and responsibilities. These learning goals will make each competency particular to the intern’s vocational goals, prior successes and struggles in ministry, and the opportunities the internship site presents.

Sample Learning Covenant

	First 8 Weeks		Revision One After the Ninth Week Evaluation		Revision Two After Midpoint Evaluation	
Competency	Learning Goal	Task	Learning Goal	Task	Learning Goal	Task

Writing the Learning Covenant Part One

1. Students will meet with the mentor pastor on the first day of internship or prior to the start of the internship and receive recommended ministry activities for the internship.
2. At the Intern Orientation in August, students will bring the list of ministry activities recommended by the mentor pastor and write the Learning Covenant in consultation with the intern faculty.
3. The intern will collect signatures from the faculty supervisor and mentor pastor approving the Learning Covenant and will distribute copies to the members of the lay teaching committee.
4. The lay teaching committee will meet with the intern every three weeks up to the ninth week of the internship, at which time they will offer the intern written feedback and submit this to the faculty supervisor. The schedule will be as follows:

Week 1: Lay Teaching Committee Orientation

Week 3: Lay Committee Meeting

Week 6: Lay Committee Meeting

Week 9: Lay Committee Ninth Week Evaluation Meeting for first formal feedback and written evaluation

OCTOBER _____

After Week 9: Monthly meetings will review the progress of the learning covenant's activities and goals until the Final Evaluation Conference.

Writing the Learning Covenant
Part Two
Revision 1 of the Learning Covenant

The first revision of the Learning Covenant is due to the faculty supervisor with signatures from the mentor pastor and the lay teaching committee chairperson between the ninth and eleventh week of internship. The intern will write the revision after receiving formal evaluation of his/her work during the first eight weeks of internship. Revision 1 integrates that feedback and also adds new learning goals corresponding to Course Competencies (Appendix A) that were not addressed in the first eight weeks of internship.

The lay teaching committee and the mentor pastor will meet separately with the intern in the ninth week of internship for a formal evaluation of the student's activities and achievement of competencies based on the Learning Covenant. The lay teaching committee and mentor pastor will use an evaluation form provided by the Perkins Intern Program (Appendix B-1) to guide the discussions with the intern. Immediately following the evaluation sessions the committee chairperson and the mentor pastor will send the completed evaluation form to the faculty supervisor.

The intern will review the evaluations from the teaching congregation/agency (the mentor pastor and/or on-site supervisor, and the lay teaching committee) with the faculty supervisor. The mentor pastor and intern will resume meeting for supervisory sessions for theological reflection upon completion of the faculty supervisor's conversation with the intern.

Revision 1 of the Learning Covenant is due to the faculty supervisor no later than the eleventh week of internship. The faculty supervisor will set the exact due date.

Writing the Learning Covenant
Part Three
Revision 2 of the Learning Covenant

The Midpoint Evaluation assesses the intern's overall growth and progress from the start of the internship, including the Ninth Week Evaluation. The intern will write the Midpoint Self-Evaluation Paper using the questions in Appendix B and distribute it to the members of the lay teaching committee, the mentor pastor, and the faculty supervisor five days prior to the Midpoint Evaluation conference. The lay teaching committee and the mentor pastor may be required to prepare a written assessment for this meeting.

The intern will use the information gained at the Midpoint Evaluation to write a second revision of the Learning Covenant. Revision 2 integrates the feedback and also adds new learning goals corresponding to the Course Competencies (Appendix A) that have not yet been addressed during the internship. It also includes any Course Competencies the intern desires to continue to address.

Revision 2 of the Learning Covenant is due to the faculty supervisor with signatures from the mentor pastor and the lay teaching committee chairperson at the end of the first week of January. The exact date will be agreed upon in consultation with the faculty supervisor.

THE INTERNSHIP SEMINAR

The Internship Seminar is inseparable from the supervised ministry in the church or agency and is core to the internship course. It introduces interns to practical tools and strategies for ministry, guides theological reflection on diverse internship experiences, and helps develop intrapersonal awareness and interpersonal relationship skills.

The intern's weekly requirement of work hours includes the time spent in the Internship Seminar.

Full-Time Master of Divinity

Each faculty supervisor will designate the format of the seminars for his/her intern group. These seminars will include leadership by a mental health consultant.

Part-time Master of Divinity and Master of Arts in Ministry

The faculty supervisor will convene part-time interns in a weekly Internship Seminar during the fall and spring semesters of the academic year. The seminar is two hours and fifteen minutes in length and will include work with a mental health consultant, who will also provide two private sessions per semester for each intern.

THE CONSULTANT

The internship provides opportunities for non-therapeutic consultation with mental health professionals to students, mentor pastors and the Intern faculty. These professionals, known in the Intern Program as "Consultants," are part of the internship supervisory team along with the mentor pastor and/or on-site supervisor, the lay teaching committee, and the faculty. They provide non-therapeutic consultation on issues that arise throughout the internship such as, but not limited to, intrapersonal awareness, life changes/stressors and conflict facilitation.

Consultants offer their professional skills to the internship in a variety of ways. Some examples are listed below:

- Lead sessions of The Internship Seminar at the discretion of the faculty.
- Provide one-on-one consultation to students and mentor pastors.
- Provide the Intern faculty consultation as needed.
- Lead a small group of mentor pastors at each Mentor Pastor Colloquy.

THEOLOGICAL REFLECTION PAPERS

Purpose

The purpose of these papers is to guide the intern into developing a lifelong discipline of reflecting theologically on the practice of ministry. The intern participates in a ministry action, pauses to reflect upon that action with the aid of a trained and experienced mentor pastor, and then continues to act in ministry from a place of increased depth and clarity. Through disciplined reflection, the intern can grow continually *to be aware* of self and the dynamics of the ministry context, to integrate her/his education and life experiences, *to think theologically*, and to catch a vision of how *to lead faithfully* in ministry.

Sources

These papers emerge from the student's experiences in the placement and the larger community in fulfillment of learning goals. The ministry experiences evoking the reflection may range from the routine leadership of a class to the failure to achieve a desired outcome. The best learning comes by focusing on challenging issues or questions in terms of ministry performance, interpersonal relationships, and/or intrapersonal awareness.

Assignment

For each theological reflection paper, the student will choose an incident from his/her own ministry experience and use the assignment format on pp. 11-12 to reflect upon it in depth. The format should include the Heading, Prologue, Description, questions and responses under the headings *Be Aware*, *Think Theologically*, *Lead Faithfully*, and the Epilogue. Each question and its corresponding answer should appear on the paper.

The theological reflection papers are to be shared only with the mentor pastor and the faculty supervisor.

Required Number of Papers

Full-Time Master of Divinity:

Full-Time Master of Divinity interns will write ten theological reflection papers throughout the year: five in the fall semester and five in the spring semester.

The student must also turn in the first theological reflection paper to the faculty supervisor for review.

The faculty supervisor has the option of requesting a theological reflection paper or conversation during the internship.

The mentor pastor will supervise ten theological reflection papers in 90-minute meetings scheduled throughout the nine months.

Part-Time Master of Divinity:

Part-Time Master of Divinity interns will write eight theological reflection papers throughout the year: four in the fall semester and four in the spring semester.

The student must also turn in the first theological reflection paper to the faculty supervisor for review.

The faculty supervisor has the option of requesting a theological reflection paper or conversation during the internship.

The mentor pastor will supervise eight theological reflection papers in 90-minute meetings scheduled throughout the nine months.

Master of Arts in Ministry:

Master of Arts in Ministry interns will write six theological reflection papers throughout the year: three in the fall semester and three in the spring semester.

The student must also turn in the first theological reflection paper to the faculty supervisor for review.

The faculty supervisor has the option of requesting a theological reflection paper or conversation during the internship.

The mentor pastor will supervise six theological reflection papers in 90-minute meetings scheduled throughout the nine months.

THEOLOGICAL REFLECTION PAPERS ASSIGNMENT

For each theological reflection paper, the student will choose a ministry experience from his/her internship and use the following format to reflect upon it in depth. Follow the format instructions carefully.

The theological reflection papers are to be shared only with the mentor pastor and the faculty supervisor.

Your responses should be typed double-spaced in 12 pt. font. This assignment is a minimum of seven pages, including the questions.

Theological Reflection Paper #: _____

Name of Intern: _____

Date of Supervision: _____

Prologue

Introduction

1. What about this experience in ministry compelled you to want to reflect on a deeper theological level?
2. What is your practical goal for this supervisory session?

Description

Provide a brief description of an incident that occurred (may be related to one of your course competencies) that raised practical and faith questions. (Two paragraphs, double-spaced minimum. The intern will elaborate on the story verbally with the mentor pastor.)

Faith/Theological Questions

1. As you think about this incident, how did you think about the Godself?
2. What were the qualities of the Godself that came up for you? Were some of these unhelpful? If yes, how so?
3. What were the questions or worries that kept you up at night about this incident? What seemed wrong? What seemed right?
4. **In reviewing your answers 1-3, what are the faith questions of the Gospel, the Godself and Christian ministry that are emerging in this incident that you want to explore? (in other words, what are the theological issues you want to explore?)**

Be Aware

- 1. How did you react emotionally, spiritually, physically and intellectually to this situation/encounter/experience?**
 - a. Reflect on how your Christian beliefs and/or values were challenged or affirmed in this ministry experience.*
 - b. Reflect on the systemic power dynamics present both within the church/agency and within the larger society that might be influencing your feelings and responses, and identify these.*
 - c. How did your reaction affirm your MBTI your self-perception and behavior in this ministry experience?*
 - d. What personal strengths were affirmed and what areas of growth were discovered?*

Think Theologically

- 1. Explore how the lens of your social location and personal identity affects your self-awareness and your awareness of others, and how this lens might be shaping your perception of the Godself in this ministry incident.**
 - a. Based on your responses to the Faith/Theological Questions and to the question above on systemic power dynamics, what courses, lectures, theologians and/or readings are helping you explore further how your understanding of the Gospel and the Godself makes an impact on your practical responses and/or how you understand what has happened? Cite these sources.*
- 2. Describe your understanding of God's intent for Creation that is based on your reflection of the Godself's nature and the Gospel message, and how this understanding might offer you a more helpful response to this incident?**
 - a. Identify and briefly exegete scriptural text(s) that support your understanding of the Godself's intent for Creation that is also connected to your response to question 1a above.*
 - b. How do you see the Godself being revealed and leaning toward God's intent for Creation in this incident?*
 - c. What spiritual disciplines and/or resources have helped you in this situation?*
 - d. What might be a more helpful response to this incident that the reflection based on questions a-c offers?*

Lead Faithfully

- 1. Explore how your practice of faithful leadership might be affirmed and/or strengthened in order to be congruent with your responses to the two questions under *Think Theologically*.**

Epilogue

1. Re-read and reflect on what you have written and answer the following:

- a. *What would you say is the theological framework that you used to explore your faith questions?*
- b. *What questions of faith, theology and ministry practice still remain for you?*

INTERNSHIP EVALUATION

The word “evaluation” is used in this course in a very specific sense. Obviously, it never implies a judgment about the “value” or “worth” of any person. It is separate from any decisions regarding ordination by the church. A successful internship is measured by how well interns have addressed each of the competencies based on their own learning goals and how they have fulfilled the minimum requirements of the course.

In this course there are ninth week, midpoint and final evaluations. The intern is always present for lay teaching committee meetings and formal evaluation sessions.

The designations used in evaluation are:

- *Pass*: The faculty supervisor has determined that the intern has satisfactorily met the requirements of the course.
- *Incomplete*: The intern has not completed the requirements of the course. Unfinished work may be completed and/or reservations resolved if the intern completes or repeats some aspect of the program in a satisfactory manner.
- *No Credit*: The intern has demonstrated a lack of aptitude, interest, or willingness to fulfill the stated requirements of the course.

The faculty supervisor, in accordance with University policy, makes the final decision on whether or not the intern has satisfactorily completed the course.

INTERNSHIP EVALUATION CONFERENCES

The faculty supervisor guides all internship evaluations and will make adjustments to the guidelines listed below, as appropriate.

The Ninth Week Evaluation

The lay teaching committee and mentor pastor will meet separately with the intern in the ninth week of internship for an evaluation of the student's activities and achievement of competencies based on the Learning Covenant. The faculty supervisor will offer guidance in the use of the Perkins Internship Evaluation Form (Appendix B).

The Midpoint Evaluation

In preparation, the intern will write a self-evaluation paper based on a set of guiding questions (Appendix B) and distribute it to the lay teaching committee members, the mentor pastor and the faculty supervisor at least five days prior to the Midpoint Evaluation conference. The lay teaching committee and the mentor pastor may be required to prepare a written assessment for this meeting.

The intern will use the information gained at the Midpoint Evaluation to write Revision 2 of the Learning Covenant. Revision 2 integrates the feedback and also adds new learning goals corresponding to the remaining Course Competencies (Appendix A). It also includes any Course Competencies the intern desires to continue to address.

This second revision is due to the faculty supervisor with signatures from the mentor pastor and the lay teaching committee chairperson on a date agreed upon in consultation with the faculty supervisor.

The Final Evaluation

The Final Evaluation will assess the intern's overall growth and learning. The faculty supervisor guides this process in order to submit the final grade. The faculty supervisor will collect documents from the intern, the lay teaching committee, and the mentor pastor.

1. The intern will write the Final Self-Evaluation Paper based on a set of guiding questions in the Intern Handbook (Appendix B) and will distribute it to the lay teaching committee members, the mentor pastor and the faculty supervisor at least five days prior to the Final Evaluation.
2. The mentor pastor will provide verbal and/or written feedback on the intern's progress to the intern and faculty supervisor.
3. Each lay teaching committee member will provide verbal and/or written feedback on the intern's progress to the intern and faculty supervisor.

Appendix A

Course Competencies for Internship

Master of Divinity Course Competencies(A-1)

Master of Arts in Ministry (A-2)

*All forms in the Intern and Lay Teaching
Committee Handbooks may be downloaded at*

www.smu.edu/Perkins/FacultyAcademics/InternProgram/InternForms.

INTERNSHIP COURSE COMPETENCIES

**Competencies for the first eight weeks of internship*

Master of Divinity

*The faculty supervisor will provide guidance to students
in contextualizing the required competencies.*

Thematic Requirement: Students will disclose how they have critically reflected on social location and personal identity in ministry situations, and how their own location and personal identity affected awareness of themselves, others, and their context.

Section I: Be Aware

- *1. Students will develop and practice a spiritual discipline throughout the internship to prepare them for life as a Christian leader.
- *2. Students will develop and practice listening skills with laity and constituents of the larger community.
3. Students will strengthen their capacity for ethical leadership as they engage in interpersonal and intrapersonal relationships in order to lead a healthy Christian life.
- *4. Students will strengthen their capacity to address personal physical concerns in order to have a healthy, Christian life and ministry.
5. Students will develop and implement a practice of continuing theological and professional, ministerial growth.
- *6. Students will develop the capacity to become aware of the underlying assumptions that impact how they communicate with those with whom they differ, through reflecting on the life experiences/values that formed these assumptions. They will demonstrate this growth in their theological reflection papers and conversations.

Section II: Think Theologically

- *7. Students will develop the capacity to write theological reflection papers and to have serious theological conversations *in the midst of* daily ministry.
8. Students will demonstrate their capacity to critique the theological adequacy of their "in the moment" pastoral responses, characterized by how their inner dialogue integrates theological questions and insights.
- *9. Students will develop their capacity to articulate and appreciate diverse theological frameworks and experiences as they apply these to the ministry experiences that are the subject of the Theological Reflection Papers.

10. Students will demonstrate their capacity to develop a theology of Christian ministry that arises out of their internship ministry experiences. This paper will 1) define Christian ministry using a central Scripture and, if desired, a metaphor/image; 2) critically reflect on the current institutional and intersecting power dynamics (life and death concerns) that affect our society and our Christian churches' witness within society; and 3) offer a vision for Christian ministry practices and the theological framework, theologians and other Scriptures that inform these. This assignment is part of the Final Evaluation Paper.

Section III: Lead Faithfully

- *11. Students will demonstrate their capacity to lead laity and staff in a theological conversation on the outcomes of a student-led contextual study of the congregation and/or agency's mission, ministry/programs and resources and how these relate to the community it strives to serve. The study will begin early in the internship and be completed by a deadline set by the faculty supervisor. The faculty supervisor sets the specific guidelines. A report of the study (5 to 8 pages written, PowerPoint, video, audio, etc.) will be submitted to the faculty supervisor, mentor pastor, the placement supervisor (if not the mentor pastor), and the lay teaching committee.
- *12. Students will demonstrate theological leadership for effective worship experiences that include worship planning, public prayers, and regular preaching (no fewer than four sermons over the course of the internship).
- *13. Students will initiate and/or participate in leadership roles within the church/agency and also in leadership roles in the larger community. Students will choose at least one leadership role in which they have not had prior experience. The student will demonstrate a capacity for effective leadership that includes setting a vision for ministry, working with staff and laity for a sustainable implementation. Examples of these include but are not limited to:
 - imaginative leadership for social change in partnership with the local and/or global community;
 - pastoral care leadership in crisis or non-crisis situations;
 - stewardship and/or fundraising leadership;
 - educational ministries (nurturing, discipleship, formation, etc.);
 - social justice advocacy and entrepreneurial ministries;
 - and social services (charitable) ministries.

Part-Time Interns will choose two leadership role responsibilities.

Full-Time Interns will choose three or more leadership role responsibilities.

Students will choose **one leadership role responsibility in the first eight weeks.*

- *14. Students will demonstrate their capacity to manage their schedules effectively in order to meet their responsibilities to the Internship course, ministry, self and family.

INTERNSHIP COURSE COMPETENCIES

**Competencies for the first eight weeks of internship*

Master of Arts in Ministry

*The faculty supervisor will provide guidance to students
in contextualizing the required competencies.*

Thematic Requirement: Students will disclose how they have critically reflected on social location and personal identity in ministry situations, and how their own location and personal identity affected awareness of themselves, others, and their context.

Section I: Be Aware

- *1. Students will develop and practice a spiritual discipline throughout the internship to prepare them for life as a Christian leader.
2. Students will develop and practice listening skills with laity and constituents of the larger community.
- *3. Students will strengthen their capacity to address personal physical concerns in order to nurture a healthy, Christian life and ministry.
- *4. Students will develop the capacity to become aware of the underlying assumptions that impact how they communicate with those with whom they differ through reflecting on the life experiences/values that formed these assumptions. They will demonstrate this growth in their theological reflection papers and conversations.

Section II: Think Theologically

- *5. Students will develop the capacity to write theological reflection papers and to have serious theological conversations *in the midst of* daily ministry.
6. Students will demonstrate their facility to frame current local and global issues theologically within liturgy and the educational ministry.
- *7. Students will develop the capacity to appreciate and relate in a healthy way to different theologically informed viewpoints and ministry methodologies.
8. Students will demonstrate their ability to write a theology of Christian Education. This paper will 1) critically reflect on the status of Christian faith formation of the persons within and without the church; 2) identify the challenges to faith formation created by the current institutional and intersecting power dynamics (life and death concerns); and 3) offer a vision for an educational ministry and the theological

framework, theologians, and Scripture that informs it. This assignment is part of the Final Evaluation Paper.

Section III: Lead Faithfully

- *9. Students will review the internship placement's educational ministry as they demonstrate their ability to conduct, in partnership with laity and staff, a contextual study of the congregation and/or agency's mission and resources. The study will provide data from which to analyze the educational program's strengths and offer the placement new possibilities for consideration. The study will begin early in the internship and be completed by a deadline set by the faculty supervisor. The faculty supervisor sets the specific guidelines. A report of the study (5 to 8 pages written, PowerPoint, video, audio, etc.) will be submitted to the faculty supervisor, mentor pastor, the placement supervisor (if not the mentor pastor), and the lay teaching committee.
10. Students will demonstrate their ability to teach adults in Christian faith formation with theological insights and resourcefulness.
- *11. Students will demonstrate their ability to resource educational ministries through a working knowledge of various teaching methods to meet the specific and current age level needs of the placement.
12. Students will demonstrate their ability to recruit and train small group leaders, teachers, and other volunteers.
13. Students will demonstrate their ability to design as well as to write, adapt, or choose appropriate educational materials to support diverse educational ministries.
- *14. Students will create and effectively manage their calendars in order to meet their responsibilities to the Internship course, placement, self and family.

Appendix B

Internship Evaluation Forms

Perkins Internship Evaluation Form (B-1)

Midpoint Self-Evaluation Paper (B-2)

Final Self-Evaluation Paper (B-3)

*All forms in the Intern and Lay Teaching
Committee Handbooks may be downloaded at
www.smu.edu/Perkins/FacultyAcademics/InternProgram/InternForms.*

PERKINS INTERNSHIP EVALUATION FORM

Intern: _____ Date: _____

Name of Placement: _____

Name of Evaluator: _____

Mentor Pastor On-Site Supervisor Lay Teaching Committee Member

Part One: Learning Covenant Competencies

1. My observations of your progress in attaining the Learning Covenant's goals and tasks are
2. I observe that you received feedback on your learning goals in the following ways:
3. As you have fulfilled your Learning Covenant responsibilities, I have observed that you have strengths in the following abilities and skills:
4. As you have fulfilled your Learning Covenant responsibilities, I have observed that you have weaknesses in the following abilities and skills:

Part Two: Personhood and Character

1. Based on my observations, I want to affirm the following gifts and personal qualities:
2. The theological or biblical theme(s) that I perceive coming through in your ministry (preaching, teaching, organizing, conversations) is/are

3. Your relationship with the staff, laity and/or program participants is best described as....

4. I would describe your leadership style as

5. I have observed that when tensions arise, you

6. I would describe your communication style as

Part Three: Sending Forth

1. The skills that you lack experience in and that I recommend that you focus on are....

2. A growing edge that I want to see you work on concerning your personal characteristics for ministry is

3. An act of ministry that you contributed that I will remember is

4. My greatest hope for you as you move forward in Christian leadership is

MIDPOINT SELF-EVALUATION PAPER
Master of Divinity and Master of Arts in Ministry

Guiding Questions in Preparation for the Midpoint Evaluation Conference

*The following questions are to be submitted to the lay teaching committee, mentor pastor, and faculty supervisor **five days** prior to the evaluation conference.*

Submit this paper with a cover page that includes: Title, Date, Author, Mentor Pastor, Lay Committee Members designating the Chairperson, and Faculty Supervisor.

Include the questions in the body of your paper.

Intern Name: _____ Date: _____

Placement Site: _____

1. How is your self-awareness increasing? Cite examples from the competencies under *Be Aware*.
2. What are you learning about theological reflection in your context? Cite examples from the competencies under *Think Theologically*.
3. What are you learning about leading faithfully? Cite examples from the competencies under *Lead Faithfully*.
4. Identify the competencies and learning goals you adjusted and give the rationale.
5. Which competencies were most challenging and why?
6. Which competencies were most fulfilling and why?
7. Which competencies will you carry over into the second half of internship and why?
8. What are you learning about yourself with regard to your identity as a Christian leader? Reference feedback from the faculty supervisor, your peers, the mentor pastor, the on-site supervisor (if applicable), and the laity.
9. Write a reflection on your deliberative theology in light of your ministry practices entitled "Ministry Practices in Conversation with Deliberative Theology."
(2½ pages minimum, double-spaced)

In preparation, *please engage in the following three activities*: First, reflect on your practice of ministry during internship; second, review your theological reflection papers and conversations with peers, laity, faculty supervisor and mentor pastor; and third, re-read your Credo or other assignments written for the course, “The Interpretation of the Christian Message.” *The latter is your deliberative theology.*

Include the following in your paper:

- What are the life and death questions facing our cities and world that have kept you up at night? How are these shaping your understanding of the vocation of the Christian leader?
 - As you re-read your Credo or other assignment of that course, discuss where these intersect with the questions arising from your ministry practices.
 - Identify and comment on the texts and metaphors (Biblical, cultural, social, etc.) that best capture the basis of your ministry as a public theologian.
 - Identify and comment on the theological resources from your seminary education that support the basis of your theology as a public theologian.
10. What do you want to discuss, if anything, about your growth and learning not already covered in the questions above?

Distribute to Faculty and Mentor Pastor Only:

11. On a separate page, index your theological reflection papers. List the date of each paper and a phrase describing the subject matter. This index is submitted only to the faculty supervisor and mentor pastor.

Reminder: Revision 2 of the Learning Covenant is due after the midpoint evaluation conference on a date mutually agreed upon with your faculty supervisor.

FINAL SELF-EVALUATION PAPER

Master of Divinity and Master of Arts in Ministry

Guiding Questions in Preparation for the Final Evaluation Conference

The following questions are to be submitted to the lay teaching committee, mentor pastor, and faculty supervisor ***five days*** prior to the evaluation conference.

Submit this paper with a cover page that includes: Title, Date, Author, Mentor Pastor, Lay Committee Members designating the Chairperson, and Faculty Supervisor.

Include the questions in the body of your paper.

Intern Name: _____ Date: _____

Placement Site: _____

1. What has been your most formative experience during the internship and why?
2. As you receive feedback from the faculty supervisor, your peers, the mentor pastor, the on-site supervisor (if applicable), and the laity, what are you learning about yourself with regard to your identity as a Christian leader? (2-3 paragraphs)

Questions 3 and 4 help you to assess your progress in achieving the goals of your Learning Covenant, Revision 1 and Revision 2.

3. Respond to the questions below (“a” and “b”) for **each** section of your Learning Covenant: *Be Aware, Think Theologically, and Lead Faithfully.* (Write 2 paragraphs for each section)
 - a. What did you learn?
 - b. How did you change and/or adjust the competency and learning goals according to your practice and feedback along the way?
4. Review your internship year. The questions below (“a,” “b,” and “c”) will help you to assess particular competencies. (Write 3-4 paragraphs.)
 - a. Which competencies were most challenging and why?
 - b. Which competencies were most fulfilling and why?
 - c. Which competencies will be important goals for your learning beyond the internship?

5. Write a Theology of Ministry paper (*2-1/2 pages minimum, double-spaced*).
 - Refer to the last competency under “Section 2: Think Theologically” of your degree/track program competency list for complete instructions on how to write this paper.
 - Revisit and build on the work you did on Question 9 of the Midpoint Self-Evaluation Paper.
6. What do you want to discuss, if anything, about your growth and learning not already covered in the questions above?

Distribute to Faculty and Mentor Pastor Only:

7. On a separate page, index your theological reflection papers. List the date of each paper and a phrase describing the subject matter. This index is submitted only to the faculty supervisor and mentor pastor.

Appendix C

SMU/Perkins Policy on Sexual Harassment

POLICY ON SEXUAL HARASSMENT SOUTHERN METHODIST UNIVERSITY

The University strives to provide an educational and working environment free of intimidation and harassment for its students, faculty, and staff. Unprofessional treatment of students, faculty, staff, and other colleagues, in any form and from any source related to the University, is unacceptable to the University and will be subject to this Policy.

This statement contains policies on sexual harassment and consensual sexual relationships^[1], and a grievance procedure to govern the resolution of complaints that fall under either policy. The Director of Institutional Access and Equity is available to any member of the University community for counseling regarding any alleged incidents of discrimination, including sexual harassment, and will be notified of all sexual harassment complaints.

A. SEXUAL HARASSMENT

STATEMENT OF POLICY

Southern Methodist University is committed to providing a work and study environment that encourages intellectual and academic excellence and the emotional wellbeing of its students, faculty and staff. Circumstances, facts and conduct that violate this policy contradict the University's educational philosophy and standard.

The University expressly prohibits sexual harassment of its students, faculty or staff, or of applicants who seek to join the University community in any capacity. Sexual harassment constitutes sex discrimination and violates the dignity of the person. Although also an issue of sex, sexual harassment is most often an issue of power. Typically, sexual harassment occurs when a person with power abuses that power. Such abuses create confusion by eliminating boundaries between professional role and personal relationship. In addition, the University is equally committed to preventing peer sexual harassment where issues of power may not be present or may not be apparent. (See the Appendix attached hereto for the definition of *sexual harassment* as used in this Policy.)

In carrying out its responsibility to provide a proper educational and working environment, the University may make decisions that are independent of the wishes of the Complainant and the Accused. The University is not bound to resolve complaints based on agreement between the parties.

B. CONSENSUAL SEXUAL RELATIONSHIPS

1. FACULTY/STUDENT RELATIONSHIPS

For purposes of this policy, a faculty member or a teacher is any member of the full-time or part-time faculty, a teaching or research assistant when acting in a teaching capacity, an academic advisor, or any other person making academic judgments about a student's work.

It is a serious breach of professional ethics for a teacher to initiate or acquiesce in a sexual relationship with a student who is under the personal supervision of the faculty member. Therefore, Southern Methodist University prohibits consensual sexual relationships between a

faculty member and a student enrolled in a course taught by the faculty member, or whose work, academic or otherwise, is supervised by the faculty member. This applies even when both parties appear to have consented to the relationship. A faculty member and/or a student who currently has, or has previously had, a consensual sexual relationship with a person should not enter into, or should immediately disengage from, a student/teacher relationship with that person. The burden to disengage from the student/faculty relationship falls equally on both parties.

The professional relationship between faculty and students is central to the University's educational philosophy. When faculty members interact with students in a student-teacher relationship, they exercise a form of power over the students, whether in the form of criticism, praise, suggestions, corrections or career guidance. Any action in which power is abused, or appears to have been abused, can disrupt this professional relationship and undermine the mutual trust and respect upon which this professional relationship is founded.

A consensual sexual relationship between a faculty member and a student, particularly when the faculty member is in a position of power, will irreparably undermine this professional relationship. The issue of power and control over the student remains so strong in a sexual relationship that voluntary consent by a student is improbable and highly questionable. What one thinks is voluntary consent may be only forced consent, which the hidden, subtle pressure stemming from the faculty member's position of power has transformed into a "voluntary" act. Such a relationship creates an inevitable conflict of interest when the teacher makes judgments about a student's work. The appearance of impropriety to the University community, which such relationships produce, casts doubt on the faculty member's academic decision concerning a particular student's performance, the faculty member's overall professionalism and credibility, and the genuineness of the student's accomplishments where the faculty member is directly supervising and teaching the student. In addition, problems arise when a student who had a prior relationship with the faculty member, needs or wants to take a class taught by that faculty member or otherwise needs his/her assistance. As a result, even where there is no power or authority of the faculty member over the student, consensual sexual relationships are discouraged between faculty/student.

2. STAFF/STUDENT RELATIONSHIPS

As in the case of faculty/student relationships, relationships between staff/student where the staff member has authority or control over the student, a consensual sexual relationship is a violation of University policy.

A consensual sexual relationship between a staff member and a student, particularly when the staff member is in a position of power over the student, will irreparably undermine their professional relationship. The issue of power and control over the student remains so strong in a sexual relationship that voluntary consent by a student is improbable and highly questionable. What one thinks is voluntary consent may be only forced consent, which the hidden, subtle pressure stemming from the staff member's position of power has transformed into a "voluntary" act. Such a relationship creates an inevitable conflict of interest when the staff member makes judgments about the student's work. The appearance of impropriety to the University community, which such relationships produce, casts doubt on the staff member's professional decision concerning a particular student's performance, the staff member's overall professionalism and credibility, and the genuineness of the student's

accomplishments where the staff member is directly supervising and otherwise assisting the student.

Additionally, problems arise when a student who had a prior relationship with the staff member needs his/her assistance. As a result, even where there is no power or authority of the staff member over the student, consensual sexual relationships are discouraged between staff members and students.

3. FACULTY/STAFF RELATIONSHIPS

Relationships between supervisors and subordinates, whether involving faculty or staff members, may become problematic because of the inequality of power in the relationship. Faculty and staff members are encouraged to avoid such relationships. The appearance of impropriety, the perception of pressure on the subordinate, concern for favoritism to the subordinate reflect examples of potential disruption to the professional work environment that result from such relationships. Problems may arise, not only during the course of such relationships, but also when they end. Questions about the propriety of consensual sexual relationships between supervisors and subordinates, who are members of the faculty or staff, should be addressed to immediate supervisors or to the Director, Office of Institutional Access and Equity.

C. GRIEVANCE PROCEDURES:

OVERVIEW

There are two levels of review for complaints of sexual harassment. The first involves an informal complaint procedure to be handled by the administrative official to whom the complaint is first brought (the "Administrative Official"). The second involves a formal action taken by the appropriate authority (the "Appropriate Authority") to whom the Administrative Official refers the Complainant. The goal at both levels will be to perform a thorough, timely review and resolution of the complaint. In either case, an informal, preliminary investigation shall be held in order to determine whether there is a reasonable basis for believing the Complainant's allegations. If the Administrative Official handling the charge, or the Appropriate Authority to whom the case is referred, considers settlement to be a reasonable outcome, settlement between the Complainant and the Accused may be accomplished. If a written settlement is reached, the Administrative Official or the Appropriate Authority must file a copy of the Agreement with the Office of Institutional Access and Equity. A copy of the written settlement agreement shall also be made available, upon request, to each party. If an oral agreement is reached, the Administrative Official or Appropriate Authority must file a summary of the case, including the nature of the agreement, with the Office of Institutional Access and Equity. At the conclusion of the informal proceedings, if an agreement has not been reached, the Complainant may pursue a formal complaint. Persons involved in this process should not publicize or divulge either the nature of the proceedings or the identities of the people involved.

1. INFORMAL PROCEEDINGS

A Complainant may bring an allegation of violation of this policy to an appropriate Administrative Official, who may be any academic or administrative officer such as the

Director of Institutional Access and Equity; a Vice President; a Dean; the Dean of Student Life; or other director, supervisor, department chair or head.

The Administrative Official will counsel the Complainant regarding his/her rights and options available under this policy as well as resources available through the Office of Institutional Access and Equity, Memorial Health Center, Human Resources, Women's Center, and other facilities. The Administrative Official will encourage, but not require, the Complainant to seek first a direct resolution of his/her concerns by stating objections to the alleged behavior orally or in writing to the alleged offending party. If a direct approach results in a satisfactory resolution, the matter will be deemed closed, except that the Administrative Official will notify the Director of Institutional Access and Equity of the allegation and outcome in order to keep appropriate and accurate University records. If the result of the direct approach is unsatisfactory, or if the Complainant chooses not to use it, the Administrative Official will direct the Complainant to the Appropriate Authority to hear the complaint and handle the case under this Policy.

In determining the Appropriate Authority to whom the Complainant shall be referred, the Administrative Official to whom the Complainant initially brings the allegation shall consult the Director of the Office of Institutional Access and Equity. The Director of the Office of Institutional Access and Equity may handle the investigation at her/his discretion. If the Director does not handle the investigation the Administrative official and the Director of the Office of Institutional Access and Equity may choose another Appropriate Authority to handle the investigation. In selecting the Appropriate Authority to handle the investigation, consideration shall be given to the level of authority of such person, his/her ability to utilize effectively all of the procedures and channels of communication available for resolution of the complaint, and his/her ability to ensure that a thorough and timely review of the complaint shall take place. Consideration should also be given to selecting a two-person team (one male, one female as warranted) to serve as the Appropriate Authority to handle the informal complaint resolution. In instances where sexual orientation is at issue, appropriate consideration will be given to the composition of that team as well.

The single Appropriate Authority, or the chosen team, as the case may be, will conduct a preliminary investigation to determine whether there is a reasonable basis for believing that a violation of this Policy has occurred. In the process of this investigation, the Appropriate Authority, single person or team, will meet separately with the Complainant and the Accused and obtain signed written statements from each, if possible. The Appropriate Authority may also meet with any other persons reasonably believed to have knowledge about the allegations and obtain signed written statements from them, if possible. At this stage of the proceedings, the identity of the Complainant shall not be disclosed without the consent of the Complainant. However, failure of the Complainant to allow his/her name to be released may substantially reduce the effectiveness of this Policy in handling the complaint.

If the preliminary investigation reveals that there is a reasonable basis for believing that a violation of this policy did occur, the Accused will be so informed, and the Appropriate Authority will conduct an administrative review of the complaint including:

- a. review of the allegations by the Complainant;
- b. review of the response of the Accused to the allegations;

- c. responses from others;
- d. negotiations to resolve the matter in a manner reasonably acceptable to both interested parties.

If the Appropriate Authority handling the case determines that a violation of this policy has occurred, the Appropriate Authority may structure an agreed settlement which includes, but is not limited to, an oral or written warning, a promise not to commit such an abuse again, an oral or written apology, professional counseling for the individual who violated the policy, or any other sanction which appropriately reflects the severity of the violation of this Policy and other relevant considerations. If an agreement between the parties is reached, which the University approves, appropriate sanctions will take effect. However, the University reserves the right to act as deemed appropriate at any time with or without written statements and without the agreement of a party or parties.

2. DISCONTINUANCE OF INFORMAL PROCEEDINGS AND INITIATION OF FORMAL PROCEEDINGS

Informal proceedings may be discontinued and formal proceedings initiated in one of the following ways:

- a. If, after the informal proceedings, the Appropriate Authority handling the case concludes that there is no reasonable basis for the complaint, the Complainant may request a formal hearing in accordance with the procedures outlined in the next section.
- b. If the Complainant wishes to end the informal process at any time, the Complainant may request formal proceedings as outlined below.

3. FORMAL PROCEEDINGS

Formal proceedings hereunder shall take place in accordance with the following guidelines:

- a. If a complaint is filed against either a full-time or part-time member of the faculty, a teaching assistant or a student teaching assistant in his/her teaching capacity, or any other instructional personnel, the matter shall be submitted to the Faculty Senate Ethics and Tenure Committee for its consideration and action in accordance with its then-current guidelines and procedures;
- b. If a complaint is filed against a University staff member, the matter shall be submitted to the Vice President, or to the person designated by the Vice President, responsible for the unit employing the accused. A formal hearing may be convened in accordance with the University's Grievance Policy and Procedures, Policy 2.8, if appropriate.
- c. If a complaint is filed against a student, the matter shall be submitted to the University Judicial System for adjudication in accordance with the judicial procedures for alleged violations of the Student Code of Conduct.

4. REPORTING

The University authority handling the informal proceedings, and the appropriate reviewing committee, board or panel, in the case of a formal proceeding, shall submit in writing their final recommendation or resolution regarding the complaint to the Director of the Office of

Institutional Access and Equity of the University. The parties shall have an opportunity to be advised of the final outcome.

5. RECORDS

Records of any inquiry or proceeding, formal or informal, must be filed with the University Office of Institutional Access and Equity and be maintained by that office pursuant to the Office of Institutional Access and Equity's records retention policy, which is so long as any party is employed by, and/or is a student at, the University, plus two (2) years. Unless required by law, or unless disclosure to the Board of Trustees or corporate officers of the University should be warranted, as determined by the Office of the General Counsel, the identity of any participant in the record shall be kept confidential from anyone outside the Office of Institutional Access and Equity.

6. ISOLATED AND INADVERTENT OFFENSES

Members of the University community demonstrate insensitivity that necessitates remedial measures when, without establishing a pattern of doing so, they engage in isolated conduct which meets the definition and examples of sexual harassment given in sections A & B in the Appendix, but fail to realize that their actions discomfort or humiliate and constitute acts of sexual harassment. When University administrators become aware that such activities are occurring in their areas, they should direct those engaged in such conduct to undertake an educational program^{[1][2]} designed to help them understand the harm they are doing.

If, after participating in the educational program or failing to participate after being directed to do so, a person continues to engage in the conduct described in this section, the facts and circumstances of the person's activities and conduct shall be reported to the Office of Institutional Access and Equity by the University administrator who requested that the person participate in the educational program. If the Director of the Office of Institutional Access and Equity determines that the person subject to the report has engaged in a pattern of conduct intended to discomfort or humiliate the one to whom the actions or statements are directed, the Director of the Office of Institutional Access and Equity shall forward the findings as a complaint to be acted upon by the appropriate body pursuant to the proceedings for a formal hearing as outlined in University Policy 2.8.

7. PROTECTION OF THE COMPLAINANT AND OTHERS

a. Reasonable actions will be taken to assure that the Complainant and those testifying or participating in other ways in the complaint proceedings will suffer no retaliation as a result of their participation. Steps to avoid retaliation may include:

(1) lateral transfers of one or more of the parties in an employment setting and a comparable move if a classroom setting is involved, and

(2) arrangements that academic and/or employment evaluations concerning the Complainant or others be made by an appropriate individual other than one who may be in a position of authority to retaliate.

b. In appropriate circumstances, the Provost may, at any time during or after an investigation of a sexual harassment complaint, place any faculty member or teaching assistant (acting in a teaching capacity) accused of sexual harassment on administrative leave from teaching

responsibilities if, the Provost reasonably believes (i) the alleged sexual harassment has occurred and (ii) the accused would be in a position to do immediate harm to members of the University community if the accused continues to teach the class. Such leave may be with pay and all benefits in place.

c. In appropriate circumstances, the Vice President, or the Vice President's designee, responsible for the unit employing an accused staff member may, at any time during or after an investigation of a sexual harassment complaint, place any staff member on administrative leave from responsibilities if, the Vice-President reasonably believes that (i) the alleged sexual harassment has occurred and (ii) the accused would be in a position either to retaliate against, or in any way do serious harm to members of the University community, if the accused continues to work in that unit or department. Such leave may be with pay and all benefits in place.

d. In extraordinary circumstances, the Vice President of Student Affairs may, at any time during or after an investigation of a sexual harassment complaint, suspend an accused student from one or more classes or suspend the accused student from the University altogether if, the Vice President of Student Affairs reasonably believes that (i) the alleged sexual harassment has occurred and (ii) the accused would be in a position either to retaliate against, or in any way do serious harm to members of the University community if the accused continues enrollment in that a class or classes or continues living in the University community.

8. FALSE ACCUSATIONS

The accusation of sexual harassment can place a permanent stigma on the Accused, regardless of the ultimate outcome of any inquiries and the truth of the matter. Thus, false accusations of sexual harassment are deemed reprehensible and are prohibited by the University. When this entire process has concluded, and it appears reasonably likely that a Complainant in bad faith, deliberately and knowingly filed a false complaint, the accused and/or the Appropriate Authority who has handled the case may seek redress through appropriate University channels.

APPENDIX

A. DEFINITION OF SEXUAL HARASSMENT

Behavior is defined as sexual harassment from the recipient's perspective, using the reasonable person standard, not through the actor's intent. Sexual harassment includes but is not limited to such behavior as unwelcome sexual advances, requests for sexual favors, verbal or physical conduct of a sexual nature directed towards a student, member of the faculty or staff, or an applicant seeking to join the University community, particularly when any of the following circumstances are present:

1. tolerance of sexual harassment is made an explicit or implicit term or condition of: status in a course, program, activity; academic evaluation or admission; employment, hiring, promotion, job evaluation
2. submission to or rejection of sexual harassment is used as a basis for academic evaluation, or an employment decision affecting such individuals

3. the behavior described has the purpose or effect of creating an intimidating, hostile or offensive environment for work or learning, or unduly interfering with an individual's work performance. For purposes of this policy, "undue interference" is defined as improper, unreasonable or unjustifiable behavior going beyond what is appropriate, warranted or natural

Sexual harassment is not limited to direct, abusive action by an individual in a supervisory position. All persons, including peers and co-workers, who exercise or have potential to exercise any kind of control or review should be careful not to permit the creation of a situation or environment that is abusive, or has potential for being abusive.

In addition, relationships that begin as consensual have the potential to evolve into sexual harassment -- particularly when the persons involved are in unequal positions of power or authority. This potentiality is an inherent risk in faculty/student and staff/student relationships, as well as in supervisor/subordinate relationships involving faculty and staff, and justifies the prohibitions and warnings contained elsewhere in this Policy.

B. EXAMPLES OF SEXUAL HARASSMENT

Sexual harassment may encompass any sexual attention that is unwanted. For purposes of further clarification, and in order to provide some guidance as to what specific behavior constitutes sexual harassment as defined in Section A above, examples of the verbal or physical conduct prohibited by this policy include, but are not limited to:

1. physical assault;
2. direct statements or threats that submission to sexual advances will be a condition of admission, employment, work status, promotion, grades or recommendation;
3. direct proposition of a sexual nature.

In addition, the following examples are intended to illustrate other behavior that may constitute verbal or physical conduct prohibited by this policy. These examples require a more subjective judgment than the foregoing examples and are further qualified by the assumption that the recipient of the conduct described is a reasonable adult, free of hypersensitivities:

1. implied statements or threats that submission to sexual advances will be a condition of admission, employment, work status, promotion, grades or recommendation;
2. subtle pressure for sexual activity, an element of which may be conduct such as repeated and unwanted staring;
3. a pattern of conduct (not legitimately related to the subject matter of an academic course, if one is involved, or to a workplace discussion, if that is the case) intended to discomfort or humiliate, or both, that includes one or more of the following:
 - (a) comments of a sexual nature; or
 - (b) sexually explicit statements, questions, jokes, anecdotes or gestures;
4. a pattern of conduct that would discomfort or humiliate, or both, a reasonable person to whom the conduct is directed, that includes one or more of the following:

- (a) unnecessary touching, patting, hugging or brushing against a person's body;
- (b) remarks of a sexual nature about a person's clothing or body; or
- (c) remarks about sexual activity or speculations about previous sexual experience.

It is important to note that acts of sexual harassment may take many different forms: verbal statements, messages, physical contact, gestures, pictures or other visuals. They may also be posed as direct threats or as jokes. Sexual harassment can be viewed as occurring along a continuum, from acts that annoy to acts that harm and cause fear. Men and women may perceive things differently, culture may influence perception, and our unique experiences may impact our views. Be aware of these differences. A rule of thumb is: WHEN IN DOUBT, DON'T!

Questions about the policy, procedure, or its application may be addressed to the Director, Office of Institutional Access and Equity.

[1] “Consensual sexual relationships” may include amorous or romantic relationships, and the term is intended to indicate conduct between members of the University community which passes beyond what a person of ordinary sensibilities would believe to be a collegial or employment relationship.

[2]As used herein, "educational program" may include non-structured as well as structured programs such as self-evaluation or counseling, community service, etc., combined with other appropriate administrative sanctions (with or without pay).

FOR MORE INFORMATION, CONTACT:

SMU Office of Institutional Access and Equity
 220 Perkins Administration Building
 Phone: 214-768-3601
accessequity@smu.edu
www.smu.edu/aao

ADDITIONAL RESOURCES:

Psychological Services for Women
 Health Center
 214-768-4795

Mental Health Center
 Health Center
 214.768.4502

Women Center at SMU
 3116 Fondren Drive
 214-768-4792

Dean of Student Life
 302 Hughes-Trigg Student Center
 214-768-4564

Counseling and Testing Center
 Health Center
 214.768.2211

Office of the Chaplain
 316 Hughes-Trigg Student Center
 214-768-45

The following is excerpted from
STATEMENT ON SEXUAL HARASSMENT
PERKINS SCHOOL OF THEOLOGY

Sexual harassment, sexual assault, rape, and sexual misconduct are problems which affect the religious community, including seminaries, as well as secular society. Southern Methodist University expressly forbids sexual harassment of any kind, whether involving students, faculty, or staff. Perkins School of Theology regards sexual harassment as a serious violation of the God-given integrity of individuals and as inhibiting the moral and educational mission of the school.

Sexual harassment is costly for the victim, for the harasser, and for the community in which the harassment takes place.

Persons who are subjected to sexual harassment often experience a loss of self-esteem, harbor doubts about their vocation, value, and abilities, and feel isolated and helpless. This often causes stress for their families as well. Victims frequently have difficulty concentrating, with the resultant disruption of academic performance and of religious activity. This disruption and stress often continues over a long period of time. Sexual harassment or the risk of it may cause a student to drop or avoid a course, change a course of study, alter vocational plans, resign from a job, or even withdraw from school.

The harasser's behavior betrays a lack of respect for others and raises questions about the individual's ability to use the power of the pastoral and teaching office appropriately. Such behavior may lead to severe sanctions, including suspension or termination from school or work. If not confronted, this behavior is likely to continue, causing further harm to others, to the harasser's family, and to the harasser's own person.

The community suffers from a loss of trust in its leadership and a loss of security for its members. This will affect the community's ability to minister effectively. In the case of Perkins as a theological seminary, there is the risk that we will lose credibility as a trustworthy institution. An environment in which sexual harassment is allowed to continue undermines the gospel message of the sacred worth of all people, and is in direct conflict with Perkins' stated mission to "prepare women and men for faithful leadership in Christian ministry." (Perkins 2016-17 Perkins *Catalog*, p. 13).