

# THE INTERN HANDBOOK



## The Intern Program



**SMU** | **PERKINS**  
SCHOOL OF THEOLOGY

**THE INTERN PROGRAM**

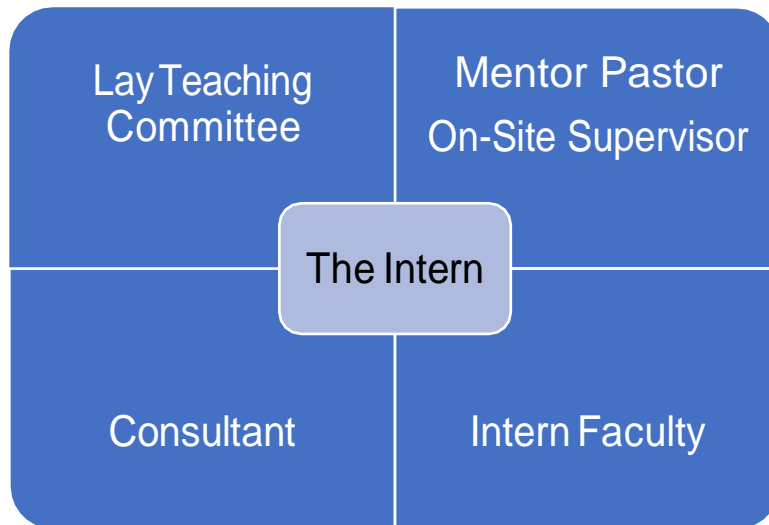
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## The Internship Team



# 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.

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.

## Course Objectives

At the end of this 9-month Internship, Interns should be able to:

1. The Intern is able to analyze and apply theological tenets to the daily practices of ministry in the written Theological Reflection Assignments.
2. The Intern is able to correlate the theological and biblical coursework taken prior and concurrently with the Internship to the daily practices of ministry that The Intern encounters at the Internship placement.
3. The Intern is able to demonstrate how s/he has assessed the feedback from the Internship Team to improve leadership skills.
4. The Intern applies the knowledge learned from the Mentor Pastor and the Internship placement to perform the basic functions of a ministry leader. The basic functions that are assessed are those the Intern chose and are described in the Intern's Learning Covenant.
5. The Intern demonstrates the ability to collaborate with laity and other ministerial staff to design and implement a minimum of one important ministry activity.
6. The Intern demonstrates the ability to generate adaptable approaches to ministry situations encountered throughout the nine-month Internship.
7. The Intern is able to articulate in writing and verbally h/her calling to be a Christian leader.
8. The Intern is able to assess verbally and in written form how their spiritual practices inform their daily practices of ministry.
9. The Intern is able to examine h/her interpersonal relationships for discussion with the Internship Consultant for greater self-awareness.
10. The Intern is able to examine h/her intrapersonal self-awareness for discussion with the Internship Consultant.
11. The Intern is able to compose an original Theology of Ministry assignment that critically assesses and relates the Christian faith, church and its mission to theological tenets that are supported by Master level Biblical exegesis.

## **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** 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:

1. The **Course Competencies** 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.
2. 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.
3. 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.

## Writing the Learning Covenant

### Draft 1

The first draft is due to the Intern Faculty for review a few days prior to the scheduled Intern Orientation on the due date given by the Faculty. In preparation for this assignment, Interns will:

- Schedule a time to discuss with the Mentor Pastor or the On-Site Supervisor (if they have one) the ministry activities that they are expected or recommended to accomplish in the first eight weeks of the Internship.
- Participate in a virtual webinar on The Learning Covenant in late July.

The reviewed and signed (could be electronic signatures of the Mentor Pastor, On-Site Supervisor, Intern Faculty and Intern)) of the Learning Covenant is distributed either in hard or electronic copy to the Mentor Pastor, Intern Faculty and all members of the Lay Teaching Committee in time for it to be accessible to everyone and be discussed at the Lay Teaching Committee Orientation.

### Revision 1

The first revision of the Learning Covenant is due to the Intern Faculty with signatures (could be electronic) from the Mentor Pastor, On-Site Supervisor and Lay Teaching Committee Chairperson no later than ten days after The Ninth Week Evaluation or on a date decided by the Intern Faculty. Revision 1 will reflect any changes to tasks or goals to the original Learning Covenant that integrates the feedback received. It also may include new Course Competencies not included in the original Learning Covenant.

### Revision 2

The second and final revision of the Learning Covenant is due to the Intern Faculty with signatures (could be electronic) from the Mentor Pastor, On-Site Supervisor and Lay Teaching Committee Chairperson on a date decided by the Intern Faculty. 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 that have not yet been addressed during the Internship. It also includes any Course Competencies the Intern desires to continue to address.



## **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.

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.

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

## **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 PAPER INSTRUCTIONS

## Part I: Assignment Overview

### Purpose

The purpose of this assignment is to guide the Intern to develop a lifelong discipline of reflecting theologically on the practice of ministry.

### Pedagogy

Our pedagogy requires Interns to reflect regularly on their practice of ministry by writing Theological Reflection Papers that are discussed with an experienced Mentor Pastor who is theologically trained. This exercise is meant to help Interns approach ministry from a place of increased depth and clarity (action → reflection → action).

The discipline of writing and discussing Theological Reflection Papers on a monthly basis throughout the nine-month span of the Internship offers Interns the opportunity to develop the skills to become lifelong reflective practitioners<sup>1</sup> (action → reflection-in-action → action).

### Learning Outcomes

1. The student reflected theologically on their choices for strategies and course of action during the Internship.
2. The student developed a Theology of Ministry that integrated their ministerial identity and coursework with their Internship experiences.
3. The student critically reflected on how their worldview shapes their theological commitments.

### Requirements

*How many papers are required?*

- Master of Divinity
  - Interns should write a total of eight (8) papers – four each semester
- Master of Arts in Ministry
  - M.A.M. students should write a total of six (6) papers – three each semester

Potential substitutes for Theological Reflection Papers:

- Theology of Ministry assignment if discussed with the Mentor Pastor in a 90-minute session.

<sup>1</sup> Donald A. Schön, *The Reflective Practitioner: How Professionals Think in Action* (New York: Basic Books, 1983).

- Theological questions required by the Board of Ordained Ministry if discussed with the Mentor Pastor in a 90-minute session.

*Who receives these papers?*

The Intern should submit the first two Theological Reflection Papers to **both** the Mentor Pastor and the Faculty Supervisor. Afterwards, the Intern should only submit papers to the Mentor Pastor (unless instructed differently by the Faculty Supervisor).

Faculty Supervisors have the option of requesting papers and scheduling conversations at any time during the Internship. Please note that the Lay Teaching Committee does not receive Theological Reflection Papers.

*Supervisory Session*

1. The Intern and the Mentor Pastor should schedule ninety-minute (90) supervisory sessions to discuss Theological Reflection Papers. These sessions should take place once a month for the Part-Time M.Div. and the M.A.M. Interns, and more often for Full-Time M.Div. Interns who have to write five papers. Students may not stack these papers at the end of the semester to fulfill the assignment.
2. The Intern should submit the Theological Reflection Paper in advance to the Mentor Pastor at a mutually agreed time, but no less than forty-eight (48) hours before the scheduled session.
3. The supervisory session should take place in a professional setting, preferably the Mentor Pastor's office. The Mentor Pastor should aim to keep interruptions to a minimum.

# THEOLOGICAL REFLECTION PAPER INSTRUCTIONS

## PART II: WRITING THE PAPER

### Part I: Assignment Overview

Theological Reflection Paper No:

Date:

Student Intern:

Date of Supervisory Session:

Intern Faculty:

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#### A. Narrative Account (see Writing Instructions)

I. Introduction

II. Description

#### B. Theological Reflection

##### I. *Be Aware*

- a. Try to identify the underlying theological-ethical issue(s) of your narrative account. In a few words, how would you describe the main issue(s) at stake?
- b. What was going on with you internally (what were you thinking and feeling) during this experience?
- c. What assumptions were you making? How did you test your assumptions? How did your awareness of your assumptions affect your subsequent responses and reactions?
- d. What power dynamics (e.g. gender, race/ethnicity, social status, leadership role, etc.) were at play in this incident?
- e. Did you learn anything new about yourself? For instance, did you learn something new about your ability to listen, your faith, your ministerial identity, your communication style, your approach to ministry, or your theological commitments

##### II. *Think Theologically*

- a. How did you experience the presence and activity of the Divine? How did this experience help you to think differently about the Divine and how the Divine relates to us? Was your theological imagination—your views about God and Creation—challenged, expanded, or reinforced? Explain. Alternatively, if you did not experience the presence of the Divine, why do you think that is? Explain.
- b. What doctrines (e.g. Christology, ecclesiology, salvation, creation, eschatology, etc.) were raised in the narrative account?

- c. As you reflect on the main theological-ethical issue at stake in the narrative account, does it promote or oppose the Divine desire for creation? What gaps exist between that intention and the way of the world? Explain.
- d. How did you rely on exegesis of Scripture to address the theological-ethical issue(s)? How did this exegesis help you act in a way consistent with your theological commitments while maintaining a pastoral relationship?
- e. As you consider your seminary education as a whole, what other coursework (besides biblical and theological studies) could you use to deepen your theological analysis of your narrative account? Explain.

**III.** *Lead Faithfully*

- a. What leadership qualities were you trying to embody (e.g. assertive, approachable, inclusive, authoritarian, etc.)? Explain.
- b. How might others describe the leadership you displayed? What, if anything, interfered with your intended leadership?
- c. What spiritual disciplines, if any, did you rely on to lead in this incident? Explain why.
- d. As you re-read your paper and think about this incident, did your leadership enable others to think about their understanding of the faith and their Christian witness in a different way? If so, describe how.
- e. What leadership qualities did you discover about yourself from this incident?

## INTERNSHIP EVALUATION

### Definition of Evaluation for this Course

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 Intern Faculty 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 Intern Faculty, in accordance with University policy, makes the final decision on whether or not the Intern has satisfactorily completed the course.

### Internship Course Requirements

There are two sorts of requirements for the satisfactory completion of an Internship: formal and substantive.

**A. *Formal requirements*** are those that have to do with satisfying the minimum requirements found on 2 of the Intern Handbook and include:

1. Ongoing immersion in the Internship placement site. The minimum hours include the Internship Seminar.
2. Develop specific learning goals to achieve the Course 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 rings 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 Intern Faculty to process theological reflection papers.
9. Be fully prepared for all evaluation conferences.

**B. Substantive requirements** are those that have to do with a person's "gifts and graces" for ordained ministry and include:

1. Fulfillment of the competencies and goals under **Lead Faithfully**, by which the Intern demonstrates leadership in identifying a need; creating a vision of ministry in the church/agency or community; defining a plan for the ministry; recruiting and training volunteers; participating in the ministry; expressing gratitude to the volunteers; and evaluating the ministry.
2. Demonstration that the Intern can *perform* the basic functions of a ministry leader, at least at a beginning level of competence and reliability. This does not imply perfection in all or any of the areas of ministry. In fact, failure in a given area may be a valuable learning experience and actually enhance an Intern's later performance. The Intern should have experience and show ability to function in self-awareness, theological reflection and faithful leadership.
3. Demonstration that the Intern has *learned* about ministry, both in terms of the church and of herself/himself as a minister. This will depend upon how well the Intern has utilized the resources and feedback available for learning, e.g., persons such as the mentor pastor, lay teaching committee, consultant, faculty supervisor, and other persons in the church and community.
4. Demonstration that the Intern has *personal characteristics* which will enable him/her to be a ministry leader. This involves attention to:

*a) Spirituality*

- 1) The Intern's ability to share her/his own calling to be a Christian and a representative minister
- 2) The Intern's sensitivity to his/her own needs for prayer, meditation, devotional time
- 3) The Intern's ability to speak helpfully to others regarding his/her own experiences, resources, practices or disciplines, and so forth.

***b) Interpersonal relationships***

- 1) How the Intern initiates relationships with other persons
- 2) How the Intern relates to other persons (sincere, honest, caring, respectful)
- 3) How the Intern relates to other persons in situations of disagreement or conflict
- 4) How the Intern's relationships reflect his/her understanding of the Christian faith

***c) Intrapersonal awareness***

- 1) The Intern's awareness of how s/he relates to others and how this affects others
  - 2) The Intern's awareness of emotional bases for ways of relating
  - 3) The Intern's awareness of her/his own identity as a professional minister, of role authority, or personal authority.
5. Demonstration that the Intern can relate what s/he is doing in ministry with h/her understanding of the Christian faith. Such theological reflection includes such things as the ability to articulate one's understanding of the church and its ministry and one's call to ordained ministry, and to critically reflect on any act of ministry from one's own faith perspective.

**Summary of Requirements**

***A. Formal***

1. The performance of ministry in the teaching congregation
2. Appropriate use of all required meetings
3. Participation in an Internship Seminar
4. Completion of all written assignments
5. Demonstration of a commitment to achieve learning goals in the Learning Covenant

***B. Substantive***

1. Fulfillment of leadership competencies
2. Demonstration of competence overall
3. Demonstration of learning
4. Demonstration of personal qualities requisite for representative ministry
5. Demonstration of ability to engage in theological reflection



## **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.

### **The Midpoint Evaluation**

In preparation, the intern will write a self-evaluation paper based on a set of guiding questions 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. 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 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.

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

## INTERNSHIP COURSE COMPETENCIES

### Master of Arts in Ministry and Master of Divinity

#### Section I: Be Aware

##### *Cultivating Faith, Formation, and Ministerial Identity*

1. Students will develop daily practices, grounded in the love of God, the love of self, and the love of neighbor, to grow in their faith, formation and ministerial identity. Daily practices should include:
  - Sustainable spiritual disciplines
  - Sustainable self-care that addresses physical, emotional and relationship needs
  - Ethical boundaries for healthy, interpersonal relationships
2. Students will critically reflect on their worldview (influenced by social location and personal identity) and discuss how it impacts interpersonal communication, Biblical interpretation, and theological commitments in the Theological Reflection Papers.
3. Students will demonstrate the ability to integrate constructive feedback from the Internship Team in their Learning Goals and ministry practices.
4. Students will cultivate the discipline necessary for continual theological, professional and ministerial growth by completing the Internship Seminar assignments in a timely manner.

#### Section II: Think Theologically

##### *Integrating Theological Disciplines with Praxis*

5. Students will demonstrate the ability to identify and critically assess the theological commitments undergirding their ministry responses in the Theological Reflection Papers.
6. Students will reflect on how their ministry responses are both appropriate and congruent with their theological commitments in the Theological Reflection Paper assignments and to engage in substantive theological conversations with Mentor Pastors, Intern Faculty, and Internship peers.
7. Students will develop the ability to bring their coursework in theology, Bible, and church history into dialogue with their Learning Goals and Tasks (in the Learning Covenant), and to explore how each informs the other, and how, together, these are re-shaping their theological commitments.
8. Students will develop a Theology of Ministry grounded in their internship experience. This competency is part of the Final Evaluation Paper.

Section III: Lead Faithfully  
*Learning While Leading*

9. Students will develop the ability to lead a team to conduct and analyze data gained from a focused Ministry Context Study (gathering demographic and other data, conducting interviews and/or surveys) that will offer new information that may assist the placement site achieve its mission. A written team report, spearheaded by the Intern, should be submitted to the Lay Teaching Committee and other church teams, as appropriate. *MAM: Skip and go to #10.*
10. Students will explore the role of Christian leadership in public theology by participating in at least one event or meeting of an interfaith community organization.
  - Examples of interfaith organizations are: Texas Impact, Faith Forward Dallas, Faith in Texas, National Faith in Action, Dallas Peace and Justice Center, *La Red*, International Rescue Committee, Community Action Partnership, Texas Freedom Network, National Council of Churches, the BJC for Religious Liberty, etc.
11. Students will demonstrate the capacity to collaborate with a team to plan and lead worship services while reflecting on the underlying theological dimensions of worship. **Students are expected to preach at least four sermons over the course of the Internship.** *MAM: Skip and go to #12.*
12. Students will demonstrate **effective collaborative leadership** by recruiting and resourcing a team that **defines a theological vision** and **develops strategies** for **sustainable** ministries after the Internship concludes.

**Two leadership responsibilities are required of Part-time Interns and three leadership responsibilities are required of Full-time Interns.** Examples of leadership responsibilities include but are not limited to:

- administrative, stewardship, fundraising, and/or financial leadership
  - educational ministries (e.g. nurturing, discipleship, formation, etc.)
  - social justice advocacy
  - social entrepreneurship
  - charitable ministries
  - pastoral care in crisis or non-crisis situations (e.g. Stephen Ministries, hospital and nursing home visitation)
  - new church plants
13. Students will demonstrate the ability to effectively organize and adjust their schedules in order to balance Internship, self-care, family, and academic responsibilities.

**APPENDIX B**  
**THE MIDPOINT SELF-EVALUATION PAPER**  
**THE FINAL SELF-EVALUATION PAPER**

**The 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.

# The 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 THE LEARNING COVENANT

### THE LEARNING COVENANT

MAM    MDiv

**INTERN:** (FULL NAME)

**PLACEMENT AND CITY/STATE:**

**MENTOR PASTOR:** (TITLE AND NAME)

**CHAIRPERSON NAME:** (NAME) **PHONE:** (xxx)-(xxx)-(xxxx)      **E-MAIL:** xx@xxx.xxx

**COMMITTEE MEMBERS' NAMES:** (FIRST AND LAST NAMES OF EACH MEMBER)

---

DATE OF ORIGINAL COVENANT:

DATE OF REVISION 1:

DATE OF REVISION 2

---

#### A. BE AWARE

1. Students will develop daily practices, grounded in the love of God, the love of self, and the love of neighbor, to grow in their faith, formation and ministerial identity. Daily practices should include:

*Sustainable spiritual disciplines*

*Sustainable self-care that addresses physical, emotional and relationship needs*

*Ethical boundaries for healthy, interpersonal relationships*

##### 1.1. Learning Goals

1.1.1. I will learn....

1.1.2. I will learn...

1.1.3. I will learn...



- 1.2 Tasks
  - 1.2.1. I will...
  - 1.2.2. I will...
  - 1.2.3. I will...
- 2. Students will critically reflect on their worldview (influenced by social location and personal identity) and discuss how it impacts interpersonal communication, Biblical interpretation, and theological commitments in The Theological Reflection Papers.
  - 2.1 Learning Goals
    - 2.1.1. I will learn...
    - 2.1.2. I will learn...
    - 2.1.3. I will learn...
  - 2.2 Tasks
    - 2.2.1. I will...
    - 2.2.2. I will...
    - 2.2.3. I will...
- 3. Students will demonstrate the ability to integrate constructive feedback from the Internship Team in their Learning Goals and ministry practices.
  - 3.1 Learning Goals
    - 3.1.1. I will learn...
    - 3.1.2. I will learn...
    - 3.1.3. I will learn...
  - 3.2. Tasks
    - 3.2.1. I will..
    - 3.2.2. I will...
    - 3.2.3. I will...
- 4. Students will cultivate the discipline necessary for continual theological, professional and ministerial growth by completing the Internship assignments in a timely manner.
  - 4.1 Learning Goal
    - 4.1.1. I will learn...
    - 4.1.2 I will learn...
    - 4.1.3. I will learn...
  - 4.2. Tasks
    - 4.2.1. I will...
    - 4.2.2. I will...
    - 4.2.3. I will...

## B. THINK THEOLOGICALLY

- 5. Students will demonstrate the ability to identify and critically assess the theological commitments undergirding their ministry responses in the Theological Reflection Papers.

## 5.1 Learning Goals

- 5.1.1. I will learn...
- 5.1.2. I will learn...
- 5.1.3. I will learn...

## 5.2. Tasks

- 5.2.1. I will...
- 5.2.2. I will...
- 5.2.3. I will...

6. Students will reflect on how their ministry responses are both appropriate and congruent with their theological commitments in the Theological Reflection Paper assignments and to engage in substantive theological conversations with Mentor Pastors, Intern Faculty, and Internship peers.

## 6.1 Learning Goals

- 6.1.1. I will learn...
- 6.1.2. I will learn...
- 6.1.3. I will learn...

## 6.2 Tasks

- 6.2.1. I will...
- 6.2.2. I will ...
- 6.2.3. I will...

7. Students will develop the ability to bring their coursework in theology, Bible, and church history into dialogue with their Learning Goals and Tasks (in the Learning Covenant), and to explore how each informs the other, and how, together, these are re-shaping their theological commitments.

## 7.1. Learning Goals

- 7.1.1. I will learn...
- 7.1.2. I will learn...
- 7.1.3. I will learn...

## 7.2. Tasks

- 7.2.1. I will...
- 7.2.2. I will...
- 7.2.3. I will...

8. Students will develop a Theology of Ministry grounded in their internship experience. (This competency is part of the Final Evaluation Paper).

## 8.1. Learning Goals

- 8.1.1. I will learn...
- 8.1.2. I will learn...
- 8.1.3. I will learn...

## 8.2. Tasks

- 8.2.1. I will...
- 8.2.2. I will...
- 8.2.3. I will...

## C. LEAD FAITHFULLY

9. Students will develop the ability to lead a team to conduct and analyze data gained from a focused Ministry Context Study (gathering demographic and other data, conducting interviews and/or surveys) that will offer new information that may assist the placement site achieve its mission. A written team

report, spearheaded by the Intern, should be submitted to the Lay Teaching Committee and other church teams, if appropriate. **MAM: SKIP AND GO TO #10.**

9.1. Learning Goal

- 9.1.1. I will learn...
- 9.1.2. I will learn...
- 9.1.3. I will learn...

9.2. Tasks

- 9.2.1. I will...
- 9.2.2. I will...
- 9.2.3. I will...

10. Students will explore the role of Christian leadership in public theology by participating in at least one event or meeting of an interfaith community organization. Examples of interfaith organizations are: Texas Impact, Faith Forward Dallas, Faith in Texas, National Faith in Action, Dallas Peace and Justice Center, *La Red*, International Rescue Committee, Community Action Partnership, Texas Freedom Network, National Council of Churches, the BJC for Religious Liberty, etc.

10.1 Learning Goals

- 10.1.1. I will learn...
- 10.1.2. I will learn...
- 10.1.3. I will learn...

10.2. Tasks

- 10.2.1. I will...
- 10.2.2. I will...
- 10.2.3. I will...

11. Students will demonstrate the capacity to collaborate with a team to plan and lead worship services while reflecting on the underlying theological dimensions of worship. **Students are expected to preach at least four sermons over the course of the Internship. MAM: SKIP AND GO TO #12.**

11.1 Learning Goals

- 11.1.1 I will learn...
- 11.1.2. I will learn...
- 11.1.3. I will learn...

11.2. Task

- 11.2.1 I will...
- 11.2.2. I will...
- 11.2.3. I will...

12. Students will demonstrate **effective collaborative leadership** by recruiting and resourcing a team that **defines a theological vision** and **develops strategies** for **sustainable** ministries after the internship concludes.

One leadership responsibility is required of MAM, two for Part-time MDiv Interns and three for Full-Time MDiv Interns. *Refer to the Course Competencies for a list of examples of responsibilities.*

12.1. Learning Goals

- 12.1.1 I will learn...
- 12.1.2. I will learn...
- 12.1.2. I will learn...

12.2. Tasks

- 12.2.1. I will...
- 12.2.2. I will...
- 12.2.3. I will...

## **APPENDIX D**

### **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<sup>[1]</sup>, 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; review of the response of the Accused to the allegations;
- b. responses from others;
- c. 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

## 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<sup>[1][2]</sup> 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.

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.

b. 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.

c. 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. 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.

### 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:

- a) physical assault;

- b) direct statements or threats that submission to sexual advances will be a condition of admission, employment, work status, promotion, grades or recommendation;
- c) 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:
4. comments of a sexual nature; or sexually explicit statements, questions, jokes, anecdotes or gestures;
5. 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:
  - unnecessary touching, patting, hugging or brushing against a person's body;
  - remarks of a sexual nature about a person's clothing or body; or
  - 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.

“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. 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:  
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