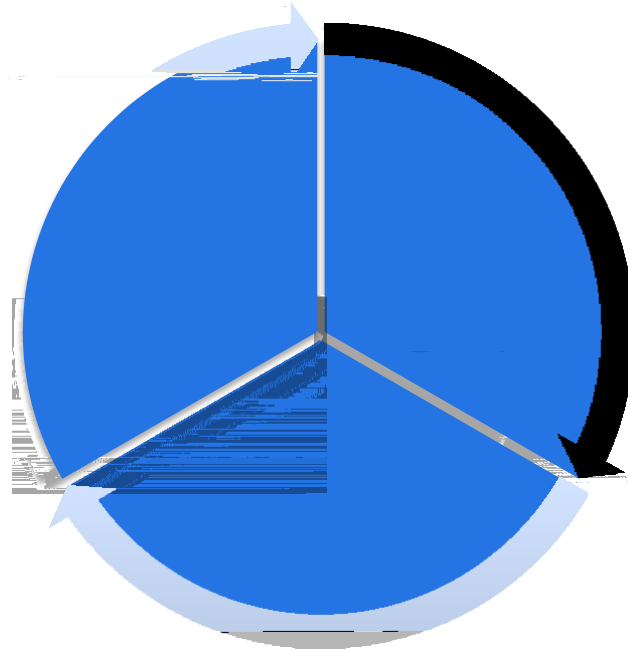


# THE LAY TEACHING COMMITTEE HANDBOOK



## The Intern Program Perkins School of Theology



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## **WELCOME TO THE MINISTRY OF SUPERVISION!**

You are perhaps wondering about your invitation to serve in this important role. Why was I chosen? Am I qualified? Do I bring the appropriate knowledge to the table to be of any assistance to this seminary-trained theologian?

You have been chosen for this work because you can offer this intern insights into ministry from the perspective of the laity. You will give feedback on how sermons and teachings are heard and received. You will share what you see as the growing edges of ministry for the intern. You will help the intern develop the practice of thinking things through in a way that considers not only what is said and done, but also how those things are experienced and perceived by the folks in the pew or the people they work with through the agency they serve.

Be assured that you were chosen because your pastor has seen in your life a baptism you are in ministry already. You have much to offer this student!

## THE INTERNSHIP COURSE

### STATEMENT OF PURPOSE

The aims of the Internship 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.<sup>1</sup> <sup>2</sup> God continues to overcome everything that distorts and destroys life and wholeness.<sup>3</sup> 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 -giving Gospel in their own lives and to advocating the divine blessing/justice for the whole creation in a way that confronts the concrete issues of power, economics, class, gender, and race.<sup>4</sup>

*The primary mission*  
for faithful leadership in Christian <sup>5</sup>

# WHO ELSE IS IN THIS WITH ME?

## Chapter 2: The Supervisory Circle



**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 /  
Internship Seminar Group

---

Faculty Supervisor

---

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



## THE LAY TEACHING COMMITTEE

### *The Composition of the Lay Teaching Committee*

The lay teaching committee comprises six to eight persons committed to the congregation or agency and the mutual learning process of an internship. The members should reflect the composition of the congregation or agency.

In church or agency staff internships, the mentor pastor (or on-site supervisor, if the mentor pastor is not at the placement site) usually selects the persons to serve on the lay teaching committee, with input from the student if he or she is already on staff. Student pastors who are appointed as sole pastor of a student charge select the members of the committee from their congregation(s). If the internship is a dual placement in which the intern will serve two entities, approximately half of the committee members should be drawn from each. Together they represent a single committee.

Those choosing the committee members should remember that the lay teaching committee does not serve the same function as the Pastor-Parish Relations Committee or Personnel Committee and should not be identical to that body.

Persons who will work most effectively on this committee are persons who

Know and are committed to the church and its mission in the local congregation, the community, the denomination, and the world

Have a sense of their own baptismal call to ministry in the church and the world and of their own distinctive gifts for fulfilling that ministry

Recognize the importance of accountability in the church their own and that of others

Are able and willing to invest the necessary time and energy in helping the intern to learn and grow

Can be open to the uniqueness of the intern her/his gifts for ministry, vision of the church, ways of doing things

Appreciate the importance of mutual trust in personal relations and conversations

*Responsibilities of the Lay Teaching Committee*

By preparing for these meetings by reflecting on their experiences with and observation of the intern and reviewing any written material prior to the meetings

By sharing with the intern their honest, constructive opinions on the competencies

By assuring the intern that feedback conversations are privileged communication and will not be shared with anyone outside the internship team

#### D. Evaluation

By attending all evaluation sessions, normally the Ninth Week Evaluation, the Midpoint Evaluation Conference and the Final Evaluation Conference

By sharing with the intern and the faculty supervisor their frank need

By responding in writing to evaluation material provided by the faculty supervisor

### *The Chairperson of the Lay Teaching Committee*

#### A. Selecting the chairperson

The chairperson of the lay teaching committee is selected from the committee members. If the mentor pastor has named those members, he or she may also request a particular individual to serve as chair. When this is not possible, the chairperson is chosen by the committee after the Perkins intern faculty supervisor has conducted the lay teaching committee orientation early in the internship. A chairperson must be named by no later than the second meeting and must be among the members who attended the orientation.

In some cases, a congregation may have recently been a teaching partner in the Perkins intern program and will have some members on the committee who are familiar with the process. Even if the chairperson is

chosen from this more experienced group, he or she is still required to attend the orientation led by the Perkins intern faculty.

In full-time student pastor internships in which the members of the

charge. The chair of the committee does not have to be a member of a major administrative entity in the church, e.g., PPRC or Personnel Committee, as these serve a different function than the lay teaching committee.

#### B. Qualities of an effective chairperson

Scheduling and attending all committee meetings

Learning about the internship process and becoming familiar with the Course Competencies

Assisting the

2

feedback

Being available to meet with the intern between meetings, if necessary

## **A TYPICAL LAY TEACHING COMMITTEE AGENDA**

1. Prayer or devotional
2. Check-In
3. Review of feedback from last meeting, if needed (5 min.)
4. Feedback Session
  - a. Intern offers self-assessment of the ministry experiences and competency achievements.
  - b. Lay teaching committee members offer feedback on the same ministry experiences and competency achievements.
5. Concluding questions to intern
  - What have you heard?
  - How do you feel?
  - What ministries and competencies will we focus on for the next meeting?
6. Confirmation of next meeting date, time, and place
7. Sending forth with prayer

*A typical lay teaching committee meeting will last 60 to 90 minutes.*







# **THE MENTOR PASTOR**

The

## **THE TEACHING CONGREGATION OR AGENCY**

When the placement is in a local church or agency, it becomes the *teaching congregation* or *teaching agency* for the intern. The financial and time commitments of the congregation or agency are spelled out in the placement agreement. Desirable characteristics of a teaching congregation or agency include:

Member involvement and participation in worship, education and program

A commitment to the principle of open itinerancy and equal opportunity without regard to gender, race, ethnic origin or age

The presentation or introduction of the intern either by the mentor pastor or the chairperson of the lay teaching committee

A response by the intern

Word of welcome or reception by the entire congregation

A prayer acknowledging gratitude toward and dependence upon God for this new ministry

WHAT DO YOU  
MEAN BY  
UPERVISION

Chapter 3:  
Supervision in Action

## OUR THEOLOGICAL UNDERSTANDING OF VISION SHARING

The Perkins Intern Program is a program of supervised learning. While each intern is ultimately responsible for her/his own learning, the quality of that learning is directly influenced by the quality of supervision that a student receives during the internship.

But what do we mean by supervision? There are many ways to understand it, but one way of thinking about it is to focus on the vision the sense of seeing, perhaps for the first time, as seeing more fully or deeply, vision in the sense of discerning and understanding something important. **Supervision can be understood as a process whereby people help e**

## **TRUST AND THE FEEDBACK PROCESS**

The feedback process requires healthy trust among and between all parties. This process has two facets that are equally important. The first is clearly defined parameters of **confidentiality** among all parties. The second is a commitment to **regular attendance** at meetings designed to foster trust and relationships.

### **THE IMPORTANCE OF 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. Such conversations are by their nature very personal and are thus most helpful when they take place in a setting in which all of 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 s/he must share something that was said or learned in such conversations with someone who is outside the team. This should only be done after a great deal of thought, prayer and consultation. Such a decision should be discussed both with the intern *and* the faculty supervisor and/or the consultant in order to ensure that communication with persons outside the circle of trust is done in the most responsible and helpful way.**

## **THE IMPORTANCE OF LAY TEACHING COMMITTEE MEETINGS**

The lay teaching committee provides the intern with feedback in many individual and informal ways as its members experience the intern performing ministry in the congregation. Each member is encouraged to observe the student progressing through the Learning Covenant competencies.

*formal* supervision occurs primarily in its regularly scheduled meetings with the intern. In order to discuss all necessary areas of ministry during chairperson and intern should confer in advance of each meeting to work out an agenda.

Trust is fostered by a constant and dependable flow of information between the intern and committee members. This is known as a *feedback system*. A useful way to understand feedback is to think of it as a mirror which reflects back to the person



## SOME TIPS FOR GIVING FEEDBACK

Often we hesitate to say to another person what we are thinking and feeling. There are various reasons why we keep our thoughts to ourselves, some of them justifiable and wise, but other times not so justifiable and wise. When you think about sharing your own thoughts and feelings with the intern, perhaps the following ideas can help.

### WHEN YOU WONDER

*Why should I share my thoughts and feelings?*

*How do I know what to share?*

### THINK ABOUT

How truth can set one free.

How your sharing is a form of service to God and the church

get anywhere else.

Your own experience is unique and important.

No one sees things just exactly like you do.

Whether or not it is important to anyone else, if it is important to you, it is important for the intern to know.

Take a few minutes and share with one another how you would complete the following three sentences.

1. I have the hardest time giving a constructive criticism

2.



7. learner hears similar things from various members of a group, it is more difficult to dismiss or avoid what is being said. Various perspectives contribute to the objectivity of the feedback.
8. ing discussed, the better. When weeks or months pass before feedback is offered, it may be more difficult for a person to recall clearly what actually happened or what was said. Meetings for feedback should be frequent and regular.
9. information or feelings not immediately and directly related to the specific incident under discussion. To clothe anger about one thing in the language of feedback about something else confuses everyone and can hinder learning. The same is true when we attempt to criticize one person by evaluating the behavior of a different one, e.g., criticizing the performance of a pastor by criticizing the work of his/her intern.
10. receiving the feedback is responsible for hearing and making use of the feedback, and the quality of the reception and use will eventually affect the quality of the feedback offered. Sincere and rigorous appreciation will encourage continued and improved feedback.

# OKAY, SO WHAT EXACTLY WILL I SUPERVISE?

Chapter 4:

Work and Learning

## THE LEARNING COVENANT

The Intern Program values interns as adult learners who are responsible for their creativity, build on their experience and vocational goals, and 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

*Revision 2* will be written after the Midpoint Evaluation Conference. The two formal

**WRITING THE LEARNING COVENANT  
PART ONE**

1. Students meet with the mentor pastor (and on-site supervisor, if applicable) on or before the first day of internship and receive recommended ministry activities for the internship.
2. At the Intern Orientation in August, students will bring the ministry activities recommended by the mentor pastor and write the Learning Covenant in consultation with faculty.
3. The intern will collect signatures from the intern faculty and mentor pastor approving the Learning Covenant and will distribute copies to the lay teaching committee.
- 4.

**WRITING THE LEARNING COVENANT**  
**PART TWO**  
**Revision 1 of the Learning Covenant**

The first revision of the intern's 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 will integrate the feedback and also (and )-dd thneithrninis/18(C)9(hgoal)-9(a



**WRITING THE LEARNING COVENANT**  
**PART THREE**  
**Revision 2 of the Learning Covenant**

The intern will use the information gained at the Midpoint Evaluation to write a second revision of the Learning Covenant. Revision 2 will integrate the feedback and also add 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.

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 faculty supervisor will set the exact date that Revision 2 will be distributed to all team members.



## INTERNSHIP EVALUATION

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 the intern has satisfactorily met the requirements.

## **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 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 in the Intern Handbook 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. 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**

2. The mentor pastor will provide verbal and/or written feedback on the

## CLOSING THE INTERNSHIP

We have talked about getting started, working the process month by month, and evaluating the student during the internship. We have now come to the end of our journey together. As the internship nears its closing date, it is time to think about how to mark the conclusion of this experience for the lay teaching committee, the intern, and the teaching congregation. If your student is moving on to another congregation or agency or heading back to campus to finish other course work, it is healthy to celebrate the place she or he has held in the life of your ministry. You will have shared a lot of living over the course of the internship. Relationships have been forged and experiences shared. There is much to mark and celebrate. Even if the student remains on staff with you, his or her role will change from an intentional, service that is evaluated and supervised in different ways. This transition too should be noted.

The committee might want to mark the conclusion of the internship with an informal dinner or a party. (This is most appropriate at some time following the formal committees have asked if they might give the student a farewell gift, and that is perfectly acceptable. You will definitely want to find a way to recognize the conclusion of the internship in worship. Just follow your heart. You will know together.

Thank you for your service to Christ and the Church. Thank you for investing your life in this student. And thank you for partnering with Perkins School of Theology

*Suggestions for both formal and informal closings  
for internship may be found in Appendix C.*

# **Appendix A**

## **Course Competencies for Internship**

### *Course Competencies*

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

[www.smu.edu/Perkins/FacultyAcademics/InternProgram/InternForms](http://www.smu.edu/Perkins/FacultyAcademics/InternProgram/InternForms)

# **Appendix B**

## **Internship Evaluation Forms**

*Perkins Internship Evaluation Form (B-1)*

*A Listener's Guide to Sermons (B-2)*



**A LISTENER'S GUIDE FOR SERMONS**

*INTERN NAME* \_\_\_\_\_ *DATE OF SERMON*

*SCRIPTURE PASSAGE(S)* \_\_\_\_\_

*BEGINNING OF SERMON:*

*DELIVERY:*

1. As you look at the preacher, describe your most prominent impression.
2. How did the delivery (voice, body language, style) enhance and detract from the message of the sermon?
3. \_\_\_\_\_ sermon?
4. How did the sermon gain and maintain your attention?
5. How did the sermon engage your emotions?

*RESPONSE:*

1. How did your own opinions and beliefs fit or not fit with this sermon?
2. What did the sermon challenge you to do?

*SUMMARY:*

1. Share w00912 0 612 792 reW0 612 792 reWf(ha)7(r?E.C /P AMCID 26q0.00000912 0 612 792 reW

# **Appendix C**

## **Sample Liturgies**

*Beginning the Internship (C-1)*

*Formal Liturgical Closing for Internship (C-2)*

*Informal Closing for Internship (C-3)*

*These and other forms and resources in the Intern and  
Lay Teaching Committee Handbooks may be downloaded at*

**BEGINNING THE INTERNSHIP:**  
**A POSSIBLE LITURGY FOR THE INSTALLATION OF A PERKINS INTERN**  
*(to be adapted as desired)*

**Introduction**

The congregation of *(name of church)* has been invited into partnership with Perkins

prepare women and men for

*(beginning date of internship)* until *(closing date of internship)*, we will be the teaching congregation for *(intern's full name)*, who will serve on our pastoral staff as part of her *(degree program: Master of Divinity or Master of Arts in Ministry)*

*Congregation*

As the Teaching Congregation, will you covenant to accept the ministry of (*intern's full name*), to teach her from your lives, and to support her in every way as she grows in her calling?

**We will.**

Let us pray. (*Charles Wesley, United Methodist Hymnal 561*)

with confidence we seek thy face and know our prayer is heard.

This is the bond of perfectness, thy spotless charity;

**Amen.**



*Congregation*

**Thanks be to God for grace to grow.**

**As Teaching Congregation**

**we have offered you our heritage of faith**

**and seen in you**

**the promise of the gospel shared in years to come.**

**God bless, protect and use you**

**today, tomorrow, and forever more.**

**Amen.**

*Suggested hymns:*

Blest Be the Dear Uniting Love

Blest Be the Tie that Binds

God Be with You Till We Meet Again

Go Forth for God

## INFORMAL CLOSING FOR INTERNSHIP

*Informal closing in stories and blessings for worship or fellowship gatherings.*

*Mentor Pastor:*

I remember your growth in . . . .

I offer my blessing for your ministry . . . .

*Lay Teaching Committee Chairperson:*

We remember your growth in . . . .

We offer our blessing for your ministry . . . .

*Intern:*

I give thanks for the ministry of (church) and (mentor pastor)  
supervising my growth in ministry.

I grew when . . . .

I offer my blessing for your ministry . . . .

*Mentor Pastor:*

Let us pray:

we give you(Qq0.00000912 0 1 126.05 444.9 Tm0 g0 G[( )] TJETQ EMC /P ÅMCID



**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

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

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.

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, 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.

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 rev3e Polio91.55 ly3(i)7((be)

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

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



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] \_\_\_\_\_ hips, 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:

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

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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/F1f(pe)7(ns)-6(i)7(on or t)7(e)7(rm)-13(i)7(na)7(t)-13(i)7(on fre12rrY20(i)7(ng offi)7(c)-13(e)7( a