**Foreword**

The *Administrative/Faculty Handbook* is designed to assist individual faculty members and administrative officers to participate in the affairs of the College by suggesting the means through which they have a role in planning and policy making. It also provides basic information regarding policies and procedures. Thus the *Handbook* should help to coordinate the diverse interests of the community.

The *Administrative/Faculty Handbook* contains a statement of principles concerning certain decision-making aspects of governance at Gordon College. It defines the structure and function of committees and directs attention to those areas which are implied when one speaks of the Gordon community.

Sections 1, 2, 5 and 6 are developed and maintained by the President’s Cabinet.

Section 3 describes the governance and the committee structure of the College. The Academic Programs Committee is responsible for developing and maintaining this section.

Section 4 describes the personnel policies governing the faculty. The Faculty Senate is responsible for developing and maintaining this section.

Any changes to the policies in Sections 3 and 4 must be approved by the faculty and ratified by the administration and the Board of Trustees.

All decisions relative to faculty are based upon the current *Administrative/Faculty Handbook* because each new document is deemed to supersede those in prior existence.
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Section 1. Introduction to Gordon College

1.1 The Christian Liberal Arts College in Historical Perspective

Higher education, past and present, owes a great debt to the Christian Church. Major universities of Europe and the most prestigious institutions of America trace their origin directly back to the Church’s determination to undergird worship and service with learning. The preponderance of church-serving colleges demonstrates that Christians have long been committed to the pursuit of God’s truth in its entirety. The Christian liberal arts colleges, as they now exist in the twenty-first century, are no exception to this generalization.

It must be confessed, however, that the conceptual foundations of the Christian college remain somewhat obscure. Such institutions, and Gordon is typical, appear to have evolved as the Church sought to respond to the succession of crises with which it has been confronted. Characteristically, the rationale seems to have come after the experience. In the colonies and on the frontier the need for an educated clergy required the establishment of schools for their preparation. With the advent of the modern missionary movement, such vocational education was expanded as training schools were founded. Gradually, colleges were urged to provide preliminary education for other professions in addition to the Christian ministry. The American liberal arts college has seldom been free from the cross-currents of professional, pre-professional and vocational education.

In the latter decades of the nineteenth century and the first third of the twentieth century, the growth of education as a mandate of the Christian community was seriously checked by the disillusioning sight of secularism in many Christian schools. For a time it appeared that a triumphant theological liberalism in the churches and in the educational institutions would dissolve the link between Christian faith and learning. Some of the faithful were led to question the propriety of education in the arts and sciences or, at the very least, to doubt the priority of such learning.

For some of the faithful in the Christian community, the gravity of the situation led to the rejection of liberal arts studies on the grounds that they constituted a tacit denial of the centrality of scriptural knowledge. Concurrently, “worldliness” threatened the sanctity of the Church. Christian institutions of learning were conceived as citadels for the protection of the young from ideological and moral subversion. As a result of these defensive measures, there is still within the Church a more-or-less latent residue of uneasiness about education in the liberal arts tradition.

By the mid-point of the twentieth century, the evangelical movement had given its allegiance to the Christian college as the place where education was combined with genuine personal piety and zeal in service with effective witness to the Gospel. The Church, the nation and the world stand much indebted to graduates of such institutions. Still, the Church is only now developing its rationale for what it had earlier established on the basis of pragmatics and its best instincts.
Educationally, for instance, most Christian colleges have patterned themselves upon the curricula of their secular counterparts, adding, of course, required Bible courses. Moreover, chapel and other religious exercises were held to constitute the distinctives of the Christian college. And, to be sure, the behavioral standards and forms of ministry of evangelicals collectively were incorporated into the institutional profile. It may be concluded then that such institutions sought faithfully to reflect the Church for whose service they had been established and to reproduce, to the limited extent that resources permitted, the educational processes of the best secular colleges of the arts and sciences.

Today, however, the Christian college has arrived at a point of maturity that demands a reflective, balanced articulation of its philosophical foundations. The Church, the world and the college itself must be helped to understand the bases upon which the institution rests. Further, the purposes which motivate it and the ends it pursues must be recognized by the entire college community, including students, faculty, administration, trustees and various constituencies. The growth and development of the Christian liberal arts college must be directed within a well-developed conceptual framework and must be evaluated in the light of this self-understanding. It is instructive to scan the historical roots of such a concept of collegiate education and to observe the Church’s struggle to clarify the nature and purposes of such an institution.

The liberal arts tradition has a long and honorable, though pluralistic, history dating back to the paideia of the Greeks. In those days of western culture such “polite” education was intended to perfect the character and capabilities of the young and to promote both reason and virtue. Without denying this concept of education, the Romans designed a course of study fit for free persons whose aim was to fulfill their humanity through loyal citizenship and through eloquent leadership in its affairs. Neither slave nor alien was to receive such training in the arts of the liber homo. More recently, of course, these arts have been regarded not only as the possession of the free but also as the very means of liberation from ignorance, parochialism, prejudice and fear. It is appropriate, perhaps, that both of these emphases be maintained in balance as one considers the liberal arts.

Although there was a hesitant minority with reservations about classical learning, the early Christian church was on the whole eager to produce cultured persons who combined the best of Greco-Roman literature and philosophy with a thorough knowledge of biblical truth. Before long, however, the keen mind of Augustine found such accommodation of the faith and classical culture to be superficial. His radical reexamination of the roots of knowledge convinced him that genuine understanding was only possible subsequent to the exercise of a faith-commitment by the knower. Faith was not the culmination of knowledge but just the opposite. It is not less true in our own day that genuine knowledge can never be attained apart from a purposive commitment to a scheme of values. Pure objectivity in the pursuit of truth, even if it were desirable, remains elusive. The object and nature of our faith, then, must be consciously acknowledged. We come to our tasks as regenerated members of the community of scholarship with firm allegiance to the biblical God of revelation and redemption. Our faith motivates, sustains and illuminates our understanding of God, ourselves and our natural and social environments.
With the founding of the medieval universities, philosophy was formally added to the curriculum to support and to integrate the seven liberal arts: grammar, rhetoric, logic, arithmetic, geometry, astronomy and music. Ignoring the Augustinian point of view, revelation was regarded as an addition to rational efforts rather than as their source and continuing guide. The whole of this program of studies was made prerequisite to professional preparation in the graduate faculties of theology, law and medicine. The ideal of disinterested inquiry was modified also to allow the necessary foundations for professional training to be laid.

Such ambivalent objectives have characterized liberal education into our own day. Educators struggle to balance free inquiry with professional training. If the arts of inquiry are emphasized, the proponents of the pre-professional function will lose patience. But should the latter gain the ascendancy, they are in danger of committing the complementary offense of treating liberal education merely as a means to more elaborate vocational preparation. Such considerations do, in the very least, require continuing vigilance lest the temptations of professional and vocational education, quite legitimate preparations in their own right, subvert commitment to liberal arts education. Learning of this latter sort is to establish and develop people for any and every calling.

The Renaissance brought the humanist’s appreciation of classical culture and saw these values transform the aim of liberal arts education into the development of cultured persons. This was admired by Christian humanists, too, who saw it as evidence that the fallen still enjoyed in rich measure divine graces and gifts. To study such wisdom of old was to be exposed to an indirect manifestation of the wisdom and goodness of God. These classical resources provided much for emulation stylistically. The eloquence, grace and expressions of ancient culture remain as goals today. The graduate of the Christian liberal arts college ought to deserve the title “person of letters.”

Meanwhile, the Reformers were bringing an entirely new conception of humanity’s end and purpose. No longer were Christians to follow the Aristotelian suggestion that the intellectual contemplation of God was the chief end. Rather, all were to be engaged actively in the service of God. Everyone was called to such service, regardless of vocation, profession or station in life. Moreover, the knowledge, worship and service of God were inextricably bound up in one consuming exercise.

Liberal education, then, was intended, above all, for preparation for service to God both in the Church and in society. If the Gospel was to reform culture and society as well the Church, a solid education in the arts and sciences, under God, was necessary. Both the education and the life of service to follow were seen as extensions of the redeeming work of God among us and through humanity. The practice of the liberal arts was to be conducted with reverence as a deeply spiritual exercise of the whole person. For members of the learning community, uncommitted neutrality in matters of faith was inexcusable. Every member of such an enterprise was called upon to submit to the sovereign reign of God. Today the Christian liberal arts college must recapture this same breadth of mission and intensity of divine calling.
During the centuries of modern history, the British institutions of higher education were devoted in the main to the preparation of individuals fitted for careers in civil service and for training in the professions. The English graduate was to be capable of leadership, cultured and equipped with sound judgment and proper discretion. Such a goal was insufficient for the ambitions of the German universities, however, where learning soon became the master, not servant. These German universities took as their ideal the free inquiry which was no longer subject to religious or political supervision. In particular the Christian faith was explicitly rejected as an integrating principle or framework of organization for knowledge. Such free inquiry was to be both exhaustive and objective. Research and the advance of knowledge were held up as the primary ends of the educational enterprise. The Christian liberal arts college sees in this program a lost balance and a mistaken judgment of priorities. To advance the borders of knowledge through research is a legitimate function of the liberal arts college as well as an integral part of the liberating study of the arts and sciences. The notion that such research is the sole or highest end of the collegiate program is not consistent with the ideals of the Christian liberal arts.

A point of agreement may be found with German scholarship in its insistence that the pursuit of truth should not suffer censorship from any source. However, knowledge is not served best by pure objectivity if, in fact, such is even possible. Such barren intellectualism is unempirical and is contrary to an adequate view of humanity. The record of the last few generations should lay to rest once and for all the myth of autonomous reason. Genuine scholarship requires an axiological base and an interpretive perspective. The only real question concerns what these should be. For the Christian liberal arts college, it is the general biblical conceptions which meet these demands most adequately. All our knowing activities are infused with the purposes and values established within us according to the Christian doctrine of vocation. The selection of data and the discerning judgments of theoretical thought find interpretive nuance in the rudiments of a biblically informed worldview.

Such affirmations as this, however, reveal yet another fundamental difference between the Christian liberal arts college and this antithetical style of scholarship as exemplified by the tradition flowing from the German universities of the last century. The majority of institutions down to the present have, in the act of repudiating the Christian worldview, effectively courted fragmentation of knowledge. To be sure, the pressure to specialize and the natural tendency toward parochialism have contributed to the loss of unity and coherence in learning. But primarily, meaningful integration of the various disciplines and sub-disciplines can be achieved only with the forthright acknowledgement of the perspective of faith. There remains a complementary sense in which most of those engaged today in the practice of education have, through their repudiation of the Christian understanding, shut themselves off from the possibilities of genuine integration of truth and value. The Christian liberal arts college takes as one of its major goals the identification of the interpenetrating and mutually dependent relationships of revelation and the findings of all the arts and sciences. Among the tasks of the Christian educator, none is more important than that which seeks the integration of faith, learning and living.
1.2 History of Gordon College

Gordon was founded in Boston in 1889 by a small group of Christians who recognized the need for church and society to have educated leadership. They organized what was first called the Boston Missionary Training Institute. Chief among the founders, and the first president, was the Reverend Dr. Adoniram Judson Gordon, a prominent Boston pastor whose name the school adopted after his death in 1895.

Gordon developed into a liberal arts college with a graduate seminary and moved to its present several-hundred-acre North Shore campus in 1955. In 1970 the divinity school was merged with the Conwell School of Theology from Philadelphia to form the new and separate Gordon-Conwell Theological Seminary located in South Hamilton, Massachusetts.

Barrington College was founded in 1900 as the Bethel Bible Training School in Spencer, Massachusetts, and was later located in Dudley, Massachusetts, and Providence, Rhode Island. It added Barrington to its name in 1951 when it purchased land in that Rhode Island town to expand its campus. Gordon and Barrington were merged as the united college on the Wenham campus in 1985.

Building on a long history of quality undergraduate teacher education, in May 1996 Gordon College was approved by the State Board of Education and the Higher Education Coordinating Council (HECC) to offer the Master of Education in Curriculum and Instruction degree with 14 concentration areas.

Over the years Gordon has been a leader in three clusters of colleges and universities to provide a wide range of added study options both at home and abroad. The groups are the Christian College Consortium, the Council for Christian Colleges and Universities, and the Northeast Consortium of Colleges and Universities in Massachusetts.

1.3 Mission

Gordon College strives to graduate men and women distinguished by intellectual maturity and Christian character, committed to lives of service and prepared for leadership worldwide.

1.4 Objectives

As a Christian community of learners, Gordon College acknowledges the great commandments to love God with our hearts, souls and minds, and to love others. These commandments provide the foundation for learning, character and service. At Gordon the curricular and the cocurricular programs emphasize that the integration of who one is, what one knows and what one does is vital to the College’s mission.

The union of intellectual maturity and Christian character is essential to prepare graduates for lives of servanthood and leadership. This is developed as the community is challenged to:

- Pursue truth as revealed by God in Christ, Scripture and creation
• Develop a Christian worldview as a basis for both informed reflection and a
  reformation of culture
• Practice spiritual disciplines to promote lives marked by virtue
• Begin a journey of lifelong, faith-directed learning
• Grow in intellectual curiosity through foundational studies in the liberal arts and
  specialized studies in a field of knowledge
• Cultivate a frame of mind that embraces critical thinking, discernment and
  perseverance
• Communicate with clarity, conviction and humility
• Build strong and caring relationships among families, friends, congregations and
  communities
• Commit to a life of physical and emotional health while balancing time spent in work
  and recreation
• Become a responsible world citizen whose love for God expresses itself through the
  wise stewardship of creation, care for the weak and vulnerable, and respect for the
  uniqueness of individuals and cultures
• Respect the heritage of the Church and serve the Body of Christ with commitment,
  fidelity and self-sacrifice
• Acquire a sense of vocation and calling before God
• Proclaim and live out the gospel as an agent of reconciliation and transformation in
  all dimensions of life

1.5 Foundations of Gordon’s Philosophy of Education

Gordon College approaches its educational task from within the fixed reference points of
biblical theism, which provides a coherent perspective on life and the world. The principal
ingredients of our “academic profession of faith” are as follows:

God – We acknowledge the centrality of God’s person and authority over all of life. God
reveals Himself through His created order, the Scriptures, the work of His Spirit and
uniquely in His Son, Jesus Christ. Those within the Gordon community who have come to
experience God as Father by faith in his Son know God in a personal way and seek to
submit to His kingly authority in all aspects of life.

Humankind – Men and women are created by God for a unique role, that of responsible
image-bearers and responsive servants. As such, they have dignity and worth. Although
fallen creatures, they are the object of God’s redeeming love and through Christ can know
God and His revelation. Because humans are called to honor God with their whole being,
the College is committed to the total development of its students.
Creation – All creation testifies to the God Who called it into existence, sustains it and remains sovereign over it. From this, creation derives its coherence and meaning. By virtue of the redeeming work of Christ, creation can be directed to God’s service and glory. The world of creation is entrusted to us. Our task is to discover, responsibly develop and care for it for the benefit of all.

Faith and Learning – Truth has its origins in God, Who has chosen to reveal Himself and His truth to us. Knowledge of God is the proper setting for all understanding. Reason exercised in the framework of a faith commitment to God will nurture our faith and expand our knowledge. For us faith and learning are inseparable.

Christian Calling – The Christian’s purpose in life is to enjoy God and His creation; to serve God and others; to bear witness to the Lordship of Christ; and to reform society, culture and the Church by the application of Christian thought and values in all dimensions of human endeavor.

Academic Freedom – At Gordon College we recognize that God’s eternal Word is the ultimate source and foundation of all truth. Thus, the integrity of scholarship and loyalty to intellectual honesty are basic commitments in the search for truth.

Both the student and professor are accorded the right to know all pertinent data and relevant interpretations in all areas of study. Moreover there must be mutual insistence upon candor in revealing assumptions and in clarifying perspectives. Within our common commitment to the Bible, from which the Gordon College Statement of Faith (see Section 1.6) is derived, each person in the College community may exercise the right of free judgment. If scholarship is to proceed without coercion, there must be freedom within our commitment to raise questions and explore diverse viewpoints.

Gordon College maintains that the common bonds of faith and commitment to the elements of Christian education that unite us present no impediment to the pursuit of truth, but rather provide an integrative approach to our scholarly endeavors.

1.6 Statement of Faith

This declaration expresses the beliefs common to the administrative officials and the faculty.

I. The 66 canonical books of the Bible as originally written were inspired of God, hence free from error. They constitute the only infallible guide in faith and practice. A careful translation, such as the New International Version, is sufficiently close to the original writings in text and meaning to be entitled to acceptance as the Word of God.

II. There is one God, the Creator and Preserver of all things, infinite in being and perfection. He exists eternally in three Persons: the Father, the Son and the Holy Spirit, Who are of one substance and equal in power and glory.

III. Humankind, created in the image of God, through disobedience fell from a sinless state at the suggestion of Satan. This fall plunged humankind into a state of sin and spiritual death and brought upon the entire race the sentence of eternal death. From this...
condition humankind can be saved only by the grace of God, through faith, on the basis of the work of Christ and by the agency of the Holy Spirit.

IV. The eternally preexistent Son became incarnate without human father by being born of the Virgin Mary. Thus in the Lord Jesus Christ divine and human natures were united in one Person, both natures being whole, perfect and distinct. To effect salvation He lived a sinless life and died on the cross as the sinner’s substitute, shedding His blood for the remission of sins. On the third day He rose from the dead in the body which had been laid in the tomb. He ascended to the right hand of the Father, where He performs the ministry of intercession. He shall come once again, personally and visibly, to complete His saving work and to consummate the eternal plan of God.

V. The Holy Spirit is the third Person of the Triune God. He applies to humankind the work of Christ. By justification and adoption humankind is given a right standing before God; by regeneration, sanctification and glorification, humankind’s nature is renewed.

VI. The believer, having turned to God in penitent faith in the Lord Jesus Christ, is accountable to God for living a life separated from sin and characterized by the fruit of the Spirit. It is the responsibility of the believer to contribute by word and deed to the universal spread of the gospel.

VII. At the end of the age the bodies of the dead shall be raised. The righteous shall enter into full possession of eternal bliss in the presence of God, and the wicked shall be condemned to eternal death.

1.7 Life and Conduct at Gordon College

1.7.1 Introduction

Gordon College is a Christian community, distinguished from other Christian communities by its primary commitment to provide a liberal arts education. As a Christian community it seeks to maintain itself by fostering those ideals and standards that are consistent with a Christian worldview. These ideals and standards are broadly moral; they would be characteristic of any community that was self-consciously Christian. This document is an attempt to specify those ideals and standards.

Given an atmosphere of free inquiry on a college campus, it is not surprising that the legitimacy of certain standards has traditionally been discussed, debated and argued. Nor is it surprising that such debate is more intense in these days when the orientation of our society is toward freedom and self-determination. Nonetheless, the demands of community life require some mutual understandings, and neither the difficulty of the task nor the imperfection of the end result should deter us from attempting to establish reasonable, viable expectations. A Christian approach to life and conduct seeks to promote freedom without becoming antinomian and to promote responsibility without becoming legalistic. Historically, it has always been difficult to embrace at the same time both the need for rules and the role of individual freedom under the guidance of the Holy Spirit. Nonetheless, we believe, is the biblical model, and so the course we have chosen.
This statement of life and conduct at Gordon College sets forth (1) those assumptions and principles which should guide the conduct of responsible Christians and (2) the specific rules and regulations which seem most likely to require explicit statement in a community such as Gordon College.

1.7.2 Assumptions and Principles

1.7.2.1 Basic Assumptions

Gordon College strives to maintain its identity as a Christian academic community of students, faculty and staff. The College expects that all members of the College community will:

1. Call themselves Christian by virtue of the grace of God and their personal commitment to Jesus Christ.
2. Recognize the Bible to be the Word of God and hence fully authoritative in matters of faith and conduct.
3. Have a sincere desire for that commitment to mature both in insight and behavior.

1.7.2.2 Biblical Principles

The community recognizes that biblical principles are foundational for corporate life and individual behavior. Those principles which seem most pertinent are the following:

1. Life within a Christian community must be lived to the Glory of God, daily conforming ourselves to the image of Christ and recognizing the Lordship of Christ in every activity (Matthew 22:36-38, I Corinthians 10:31, Colossians 3:9, 10, 17).
2. Love for and accountability to God should motivate Christian conduct (Deuteronomy 6:5, II Corinthians 5:10).
3. Consistent with the example and command of Jesus Christ, love and justice must be the determinative factors in the relationship of Christians with others (John 15:12-17, I John 4:7-12).
4. Christians bear responsibility for service to others. They are responsible to serve their neighbors and be involved in the process of alleviating such pressing worldwide problems as poverty, hunger, disease, illiteracy and racism (Matthew 7:12, 25:31-46, Galatians 5:14, 6:10).
5. The actions of Christians within a community are not solely a private matter. Accordingly members of the Gordon community must hold their neighbors accountable for the implications of their conduct.
when it directly affects the welfare of community living (Matthew 18:15-17).

6. The community collectively and members individually are responsible for the effective stewardship of abilities, opportunities and institutional resources (Luke 19:11-27, I Corinthians 4:2).

7. Attaining common goals and ensuring orderly community life may necessitate the subordination of some individual prerogatives. Specifically, as servants of Christ we are called to practice forbearance. Christian freedom includes the option of not doing some things in order to contribute to the good of the larger community (I Corinthians 8:9-13, 9:19-23, 10:23-33).

8. Certain actions are expressly prohibited in Scripture and are, therefore, wrong. Christians are responsible to avoid those practices which are called sinful in Scripture. Similarly, Scripture commends some actions which are, therefore, right. There are other actions which are matters of individual conviction based on the given situation. In this latter area care must be exercised so as not to judge one another or to cause another to stumble or ourselves to fall (Matthew 7:1, Romans 14:1-23).

9. Christians are not asked to live the Christian life simply on the basis of their own moral character and strength. God has provided the authoritative Word of Holy Scripture, the guiding power of the indwelling Holy Spirit and the counsel of the Church—the body of believers both past and present. Christians are expected to study and obey the Scriptures, to cultivate a heart attitude which allows for the guidance of the indwelling Holy Spirit and to give serious consideration to the counsel of the people of God (II Timothy 3:16, II Peter 1:19-21, I John 2:27, I Peter 5:1-6).

10. Important to an understanding of all behavioral standards is the obligation of Christians to separate themselves from worldliness (Romans 12:2, I John 2:15). Worldliness is a subtle issue involving uncritical conformity to the prevailing spirit of the age. One’s disposition concerning such matters as materialism, secularism, isolationism, security, success, injustice, hedonism and moral relativism must stand in perpetual review.

1.7.2.3 General Principles

We acknowledge that it is impossible to create a community whose behavioral norms will be totally acceptable to every Christian. Nonetheless, we believe it is imperative for us to specify certain behavioral patterns which must be sustained in order that the objectives of the College can be met. Therefore, it is assumed that individuals who have voluntarily joined the Christian academic community at Gordon College and are striving to exhibit the behavior characteristic of a mature person will:
1. Understand that they have become part of an evangelical Christian tradition which is to be respected and valued but which is continually subject to review and evaluation. They also have the freedom to offer constructive criticism of this tradition.

2. Explore the broad range of human options and ideas without necessarily engaging in the whole range of human behavior.

3. Strive to exemplify those positive elements of Christian behavior which are taught in Scripture (Romans 12:6-21, Galatians 5:22, 23, Colossians 3:12-17, II Peter 1:5-9).

4. Be concerned about the welfare of other individuals within the community and of the community as a whole.

5. Assume responsibility for their own behavior as it reflects upon their Lord, their community and themselves, particularly in the area of personal freedom, where discretion, moderation and restraint must be practiced.

6. Continually assess themselves, their personal growth and their place within the Gordon community.

1.7.3 Behavioral Standards

In light of the above assumptions and biblical principles of Christian conduct, the specific expectations which follow are established for students, faculty and staff of Gordon College. It will be noted that these behavioral standards distinguish between practices governed by Scripture and practices governed by consent of the community for its common good. The latter, which are established to enhance the quality of community living, are not to be confused with specific God-given directives, which are required of all Christians.

1.7.3.1 Practices Governed by Scripture

The following behavioral expectations are binding on all members of the Gordon community.

1. Those acts which are expressly forbidden in Scripture, including but not limited to blasphemy, profanity, dishonesty, theft, drunkenness, sexual relations outside marriage, and homosexual practice, will not be tolerated in the lives of Gordon community members, either on or off campus.

2. Members of the Gordon community will strive to overcome “sins of the spirit,” notably pride, covetousness, jealousy, lust, immodesty, as all are destructive to the unity of the Body of Christ. Instead, each member of the Gordon community will enable and help others to nurture the fruit of the Spirit—love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.
3. Recognizing the Christian obligation to submit to governing authorities (Romans 13:1, I Peter 2:13), individuals related to Gordon College are expected to uphold the laws of the local community, the Commonwealth and the nation, except on those rare occasions wherein obedience to civil authorities would require behavior in conflict with the teaching and principles of Scripture (Acts 5:29).

1.7.3.2 Practices Governed by Consent of the Community for Its Common Good

In addition to behavioral obligations set forth in Scripture, members of this community choose to impose upon themselves the following rules for behavior out of the conviction that they serve both the long-range interests of this institution and the immediate good of its individual members. Violations, therefore, must be regarded as serious breaches of integrity with this community to which each member has voluntarily chosen to associate.

1. The principle of resting one day in seven was instituted by God for the benefit of the creatures made in God’s image. Because Jesus declared Himself to be Lord of the Sabbath and because the Church celebrates His resurrection on Sunday, the College will avoid business as usual on Sunday, particularly in terms of scheduling events and the use of facilities during the Sunday morning worship hours, unless necessary.

2. Members of the Gordon community will not use tobacco products on campus, on adjacent properties or while attending College-related events or on College-related business. This standard is in keeping with the findings of medical authorities concerning the danger to one’s health in the use of tobacco products. Further, it recognizes that Christians are responsible to be stewards of their bodies and considerate of the rights of others.

3. Members of the Gordon community will neither possess nor use alcoholic beverages on campus, nor on adjacent properties. Use of alcohol is prohibited while attending College-related events where students are present. While it is recognized that abstinence is not biblically mandated, members of this community are encouraged for reasons cited above to consider abstinence as a personal practice. This position reflects the College’s concern with the physical, social and personal effects of alcohol use (see II. B. 6, 7 above). At no time will the illegal use or abuse of alcohol be tolerated by members of the Gordon community.

4. Members of the Gordon community are not to use drugs illegally. This includes the use of those drugs prohibited by law and the abuse of those drugs controlled by law.
Section 2. Administrative Organization

2.1 Board of Trustees

Gordon College is governed by an independent self-perpetuating Board of Trustees consisting of not more than thirty-six persons. One class of trustees is elected annually to serve a term of four years. They are governed by the Articles of Organization, as amended and By-Laws, which are available for download on the following webpage: http://www.gordon.edu/bot.

The president and faculty are, in final analysis, subject to the authority of the Board and of the Executive Committee, as representatives of the Board.

The Board of Trustees has the responsibility of ensuring that the College accomplishes its mission. This is achieved through its role in determining policies and strategies, and in giving financial oversight. Thus the board is a forward-looking body, taking into consideration the larger trends and challenges in higher education.

The Board of Trustees is a legislative body whose primary responsibility is as a policy-making body. The Board is not an administrative body. The execution of policies should be left in the hands of the president.

The authority of the trustees lies in the whole, not individual trustees. Trustees may initiate individual action affecting the College only when specifically commissioned to do so by the Board. The board thus functions as a group or corporate body with a view toward executing the mission.

2.2 Administration

2.2.1 President

The President is the chief executive officer of the College, administratively responsible to the Board of Trustees. The President exercises administrative responsibility for the entire College and is the one officer with an overview of the entire institution, and as such, must promote the mission and purpose of the College in its broadest dimensions.

The President maintains an overview of the institution by regularly meeting with the President’s Cabinet, which is composed of Vice Presidents and Provost. The Cabinet serves as the College’s personnel committee and oversees all parts of College life.

In the President’s absence, the duties of the president are assumed by a Vice President or Provost.
The President acts as the medium of communication between the Board of Trustees (or its Executive Committee) and the faculty, and between the Board (or its Executive Committee) and the students. The President is also a medium of communication between the College and its various constituencies. The interpretation and presentation of policy and major proposals to the Board of Trustees belongs in the Office of the President.

The President selects the members of his administrative team in consultation and with the advice of appropriate parties.

2.2.2 Administrative Divisions

The College is organized into administrative divisions, whose general descriptions follow: Academic Affairs, Finance and Administration, Office of the Executive Vice President, Marketing and Strategic Communications, Student Life, and Advancement

2.2.2.1 Finance and Administration

The Finance and Administration Division is overseen by the Vice President for Finance and Administration who reports to the President and exercises administrative supervision over the budget, the controller’s office, dining services, human resources, auxiliary services, physical plant, technology, campus police, and the Center for Balance, Mobility and Wellness.

2.2.2.2 Office of the Executive Vice President

The Office of Executive Vice President is responsible for the Offices of Admissions, Student Financial Services, Career Services, Advising, Academic Support Center, Institutional Research, and for legal services. This includes oversight of student recruiting, retention, international student support, financial aid strategies, internships, and the College’s global strategy.

2.2.2.3 Student Life

The purpose of the Student Life Division is to educate our students as whole persons who are committed to Jesus Christ and to challenge students to fulfill their responsibility to serve in the Church and the world. To achieve this goal, we seek to create an educational environment, providing resources, services and experiences that assist students in integrating all dimensions of life, including the intellectual, emotional, physical, aesthetic, social and spiritual.
The Center for Student Development is overseen by the Vice President for Student life who reports to the President, serves as a member of the President’s Cabinet, and exercises administrative supervision for the Dean of Student Life (who oversees the health center, counseling center, early alert system and the director of residence life), the Dean of Student Engagement (who oversees student clubs and organizations, orientation, and recreation and intramurals) and the areas of athletics, chapel, multicultural initiatives, residence life, community engagement and service-learning and the La Vida Center for Outdoor Education and Leadership.

2.2.4 Marketing and Strategic Communications

The Vice President for Marketing and Strategic Communications reports to the President, serves as a member of the President’s Cabinet, and exercises administrative supervision for the offices of College Communications, the Design Center and the Director of Web. When requested by the President, the Vice President may serve as the College’s spokesperson.

The Vice President for Marketing and Strategic Communications is responsible for the institutional identity of the College, both the visual identity and the messaging and communications vehicles. The Vice President’s team develops and manages an integrated communications and “Gordon brand” marketing program that helps build awareness, support and engagement with Gordon among external and internal audiences and stakeholders. Specifically the Vice President is charged with the following responsibilities:

- To develop a coordinated plan that integrates marketing principles in the context of student recruitment, advancement initiatives and event support.
- To develop and manage branded Gordon communications tools, from print publications to electronic (e.g. web) and social media, to tell the Gordon College story in its various facets with consistent visual identity and messaging.
- To utilize media and public relations and other advocacy tools to manage the public perception and reputation of the College.

2.2.5 Advancement

The Senior Vice President for Advancement reports to the President, serves as a member of the President’s Cabinet, and exercises administrative supervision for the Offices of Development and Alumni and Parent relations.

The Senior Vice President for Advancement is responsible for cultivating support among the various constituencies of the College in order to secure
the resources required to fulfill Gordon’s educational mission. The Office of Advancement strives to achieve these goals through a rigorous fund development, stewardship, and alumni and parent relations program.

2.2.2.6. Academic Affairs Division

The Academic Affairs Division is responsible for the academic program of the College. This includes oversight of the faculty, faculty hiring and evaluation, faculty development, curricular development and evaluation, leadership development, and planning, as well as oversight of the library, global education, and registrar. The Provost, as Chief Academic Officer, is responsible for the Academic Affairs Division.

2.2.2.6.1 Department Chairs

Department chairs are part of the administrative structure of the academic division and report to the Dean of the Faculty. Normally, a department chair does not also serve as a division moderator. In the absence of a department chair, the Dean of the Faculty will designate someone in the department (or under extenuating circumstances, someone outside the department) to assume the department chair’s responsibilities.

Department chairs are appointed by the Dean of the Faculty after consultation with faculty members of the respective departments. Appointments are for three-year renewable terms, with a 360 review completed by the Dean of the Faculty at the end of the second year of a three-year term. Normally department chairs should hold at least the rank of associate professor and have attained the terminal degree.

2.2.2.6.2 Division Moderators

Functions

Division moderators report to the provost. In the absence of a division moderator the dean of the faculty will assume the division moderator’s responsibilities or appoint a temporary chair.

Each division moderator is charged with the following responsibilities:

- To coordinate the administrative affairs of the division.
• To represent the division on the Academic Programs Committee and the Nominating Committee.
• To provide oversight and control of divisional budgets.
• To chair division meetings.

Appointment Procedures

Division moderators are appointed by the dean of the faculty after consultation with faculty members of the respective divisions. Appointments are for three-year renewable terms. Normally division moderators should hold at least the rank of associate professor and have attained the terminal degree.
Section 3. Faculty Committees

3.1 Introduction: General Principles

Gordon has established numerous committees that enable the College to pursue its mission. The committee structure is designed to aid in decision-making and to ensure that administrators, faculty, staff and students participate in community governance.

An academic community, particularly a Christian one, should be characterized by collegiality and good will rather than self-interest. Collaboration, not competition or authoritarianism, should define the decision-making process of the College. Since it is impractical for everyone to participate directly in every decision, the governance system at Gordon relies extensively on representation. Committees consist of members who serve as representatives of various constituencies within the College, and views should be expressed through these representatives. Committee members are to consider themselves responsible to the constituencies they represent. This section of the Handbook describes the advisory and decision-making responsibilities of standing faculty committees.

In the overall governance structure of the College, the Board of Trustees is responsible for defining the College’s mission and establishing general policies that guide the educational programs and the management of the College, while the president and the President’s Cabinet are responsible for implementing the mission and general policies. In the spirit of collaboration, committees are regularly asked to make recommendations to the administration about personnel and policy matters. The president and the President’s Cabinet have the responsibility for considering these committee recommendations and, when appropriate, conveying them to the Board, as well as for informing the College community about actions taken by the Board.

The faculty is responsible for developing the curriculum and the academic policies of the College. As much as possible, refinements to the curriculum should be made by the relevant academic department. Significant changes, such as addition of new courses, changes in departmental admissions or graduation policies, and addition or elimination of majors and programs, must also be approved by the appropriate academic division and the Academic Programs Committee. Furthermore, the addition or elimination of academic majors or programs must be approved by the faculty during a faculty meeting, and all changes to the academic program that affect the institutional budget must be approved by the President’s Cabinet.

Apart from the exceptions noted in this section of the Handbook, all committees organize and elect officers at the first meeting each year. All committee meetings are held at the call of the chair, unless otherwise specified in this section.

The Nominating Committee is entrusted with the responsibility of ensuring that all faculty members have equitable committee loads. Major committees include the Faculty Senate, the Academic Programs Committee, the Core Committee, the Faculty Development Committee
and the Faculty Welfare Committee. Ordinarily a faculty member serving on a major 
committee is not expected to serve on other committees.

The minutes for meetings of the faculty, the Academic Programs Committee and the Faculty 
Welfare Committee are available for review in the Provost’s Office. Minutes for the Core 
Committee, the Faculty Development Committee and the Convocation Committee are 
available in the Academic Dean’s Office.

The president and all members of the President’s Cabinet are ex-officio members of all 
committees under their specific offices. An ex-officio member is not required to attend, is 
not counted in determining a quorum unless present, and has voting privilege unless it is 
explicitly denied through a bylaw in this Handbook.

3.2 Faculty

3.2.1 The Faculty as a Committee of the Whole

3.2.1.1 Membership and Voting Privilege

The faculty consists of all who hold faculty rank (see Sections 4.2.1-4.2.2) 
or faculty status (see Sections 4.2.3-4.2.5). The ranked faculty is defined 
to be the full-time faculty of Section 4.2.1 and the pro-rata ranked faculty 
of Section 4.2.2. The voting faculty consists of ranked faculty, all “per 
course” faculty of Section 4.2.4 who are teaching at least half-time per year, 
the president, the provost, the academic dean, the dean for global education, 
the registrar, the director of the Center for Christian Studies and the 
director of library services. Those having faculty status but not explicitly 
listed above may attend and participate in faculty meetings but do not have 
voting privilege.

3.2.1.2 Officers

The provost serves as chair of the faculty.

The academic dean serves as the vice-chair of the faculty, and the chair of 
the Faculty Senate serves as a temporary chair of the faculty in the absence 
of the chair and vice-chair. If none of these officers is available at a 
particular faculty meeting, a temporary chair will be elected from the 
faculty for that meeting.

The faculty secretary and parliamentarian are elected annually by the 
faculty.
3.2.1.3 Responsibilities

- To establish policies governing the academic life of the institution.
- To establish academic standards relating to students’ admissions, status, retention and degree requirements.
- To recommend candidates for degrees to the provost for approval by the Board of Trustees.
- To communicate faculty opinion and counsel to the administration and College committees on issues affecting the faculty and other aspects of College life.
- To establish, maintain, review and revise the academic program of the College in order to ensure its continuing success.

3.2.1.4 Meetings

The schedule for regular faculty meetings is determined by the Academic Programs Committee, in consultation with the provost and the academic dean.

Special meetings may be called by the president, the provost, the academic dean or any five faculty members. A quorum for the conduct of business is one-half plus one of the current voting membership.

Faculty meetings are governed by Modern Parliamentary Procedures by Ray E. Keesey.

3.2.2 Committees of the Faculty

3.2.2.1 Faculty Senate

Membership:
- Seven faculty members chosen at large by the faculty from the rank of full professors who are in good standing (one of whom is elected chair and one of whom is elected vice-chair)
  - Faculty senators are elected each spring by weighted ballot prior to the work of the Nominating Committee, along with two alternates who serve in place of faculty senators away on sabbatical or leave.
  - The term is for three years with no faculty senator succeeding self.
  - In any year in which there is no faculty senator from a particular division, the chair of that division sits on the Faculty Senate with voting power during consideration of personnel or other matters relating to that division. In no case does the division moderator sit in self-evaluation; the chair of the Faculty Senate appoints another divisional representative when the chair of an unrepresented division is to be evaluated.
- Provost (non-voting)
Responsibilities:
• To interview each candidate for a full-time or part-time faculty position and advise the provost whether that candidate would be acceptable for hiring by the College.
• To make recommendations to the provost concerning faculty candidates for promotion and tenure.
• To recommend sanctions to the provost in cases of faculty misconduct.
• To administer all Six Year Reviews and to advise the provost on Third Year Reviews. In no case does a faculty senator sit in self-evaluation.
• To keep Section 4 of the Administrative/Faculty Handbook under study, in order to update this section to reflect current titles and names of College programs and, when warranted, to recommend to the faculty changes to policies in this section.

3.2.2.2 Academic Programs Committee

Membership:
• Division moderators
• Core coordinator
• Provost (chair)
• Academic dean
• Dean for global education
• Registrar
• Director of library services

Responsibilities:
• To formulate, recommend to the faculty, and implement academic policies and procedures governing the instructional program of the College concerning such matters as new course approval, teaching load, program approval, academic calendar, academic advising, academic requirements, field trips, grading and other matters referred to the committee.
• To recommend to the faculty for vote any new programs which may or may not require hiring new faculty, as well as substantial changes in Core or major requirements which may or may not require new budget commitments.
• To advise the provost an academic dean on the agenda for faculty meetings, divisional and departmental budgets, faculty research policy and other faculty concerns.
• To project the long-range academic development of the College.
• To receive appeals of decisions related to academic petitions.
• To keep Section 3 of the Administrative/Faculty Handbook under study, in order to update this section to reflect current titles and names of College programs and, when warranted, to recommend to the faculty changes to policies in this section.
3.2.2.3 Core Committee

Membership:
- The Core coordinator, who is appointed from the faculty by the provost to a three-year term (chair)
- One faculty member from each division
- First-Year Seminar coordinator
- Provost or designee (non-voting)
- One student appointed by the Gordon College Student Association

Responsibilities:
- To review the Core curriculum regularly with respect to content, staffing and sequencing matters.
- To consider proposals for new Core courses.
- To recommend improvements, modifications and exceptions in the Core curriculum to the Academic Programs Committee.

3.2.2.4 Faculty Development Committee

Membership:
- One faculty member from each division, each of whom may serve no more than three consecutive years, and one of whom is elected as chair
- Academic dean (non-voting)

Responsibilities:
- To review and award funding for baseline faculty development grants, initiative grants, and other requests for faculty development funds.
- To consider sabbatical proposals and make recommendations to the provost and president regarding sabbaticals.
- To collaborate with the administration on distribution of external funds for faculty development.
- To plan faculty workshops and other professional development activities.
- To consider policies regarding faculty development programs and recommend to the faculty significant policy changes.

3.2.2.5 Faculty Welfare Committee

Membership:
- Two full professors
- Two associate professors
- Two faculty members who have either assistant-professor or instructor rank
  — The above members are elected on a rotating schedule, serve for three years and may not succeed themselves.
— A tenured faculty member from the above list shall be elected as chair.
• Provost (non-voting)

Responsibilities:
• To advise the provost and the President’s Cabinet on faculty salaries and fringe benefits as a regular part of the annual budget cycle and at other times when significant changes are being contemplated.
• To investigate other human-resource matters that may be of concern to the faculty.

3.2.2.6 Educational Technology Council

Membership:
• Four faculty members
• Director of the Center for Educational Technologies
• Director of information systems
• One representative from the Jenks Library

Responsibilities:
• To work collaboratively with Center for Educational Technologies to:
  — select and implement appropriate technologies, tools and means to support faculty teaching objectives.
  — define priorities for academic technical support services.
  — identify and create faculty development opportunities to support the integration of technology into instruction and research.
  — provide an ongoing assessment of the academic technical support services of the Center and to define future strategic initiatives.

3.2.2.7 Academic Support Center Advisory Committee

Membership:
• Three faculty members
• One representative from the Academic Support Center
• One representative from the Admissions Office
• One representative from the Center for Student Development
• One representative from the Registrar’s Office

Responsibilities:
• To support and assist the Academic Support Center in carrying out its mission.
• To serve in an advisory capacity to the Academic Support Center staff.
• To recommend to the Academic Programs Committee academic policies regarding the mission of the Academic Support Center.
To foster communication and act as a liaison among the Academic Support Center, the faculty, the Admissions Office, the Center for Student Development, the Registrar’s Office and the student body.

To promote appropriate use of the Academic Support Center.

3.2.2.8 Convocation Committee

Membership:
- Four faculty members
- Director, Center for Christian Studies (chair)
- One representative from the Chapel Office
- One student appointed by the Gordon College Student Association

Responsibilities:
- To plan and implement a convocation program that encourages broad discussion within the campus community.
- To host convocation participants coming from off-campus.

3.2.2.9 Global Education Committee

Membership:
- Three faculty members
- Dean for global education (chair)
- One student appointed by the Gordon College Student Association

Responsibilities:
- To establish guidelines for evaluating proposed global education experiences for credit.
- To make recommendations to the dean for global education regarding individual student proposals for global education experiences for credit.
- To monitor existing global education programs.
- To recommend to the Academic Programs Committee proposals for new global education programs.
- To function as an information source and advisory body for global education programs for credit offered through the College.

3.2.2.10 Faculty Scholarship Committee

Membership:
- One faculty member
- Registrar

Responsibilities:
- To the process whereby the recipient of the Faculty Scholarship is chosen.
3.2.2.11 Graduate Education Committee

Membership:
• Dean of graduate education (chair)
• Two faculty members from within the Division of Education
• One faculty member from outside the Division of Education
• One adjunct faculty member who teaches in the Master of Education program
• Registrar

Responsibilities:
• To admit applicants to the Master of Education program.
• To recommend policies and procedures regarding the Master of Education program to the Division of Education.

3.2.2.12 Grievance Committee

Membership:
• Three faculty members, who are elected for one year and may succeed themselves

Responsibilities:
• To assist faculty members in ascertaining whether or not a probable cause for grievance exists.
• To refer a faculty member with a grievance to the proper agent for adjudication.
• To submit the recommendation of the Grievance Committee to the provost for placement in the permanent file of a faculty member named in a grievance.

3.2.2.13 Health Professions Committee

Membership:
• Four faculty members
• Pre-health professions advisor (chair)

Responsibilities:
• To provide guidance for students who are interested in entering medical, dental, veterinary and other health-professions schools.
• To provide mock interviews for health-professions students.
• To support the Pre-health professions advisor in signing committee letters and providing letters of recommendation as needed for applications to health-professions programs.
3.2.2.14 Nominating Committee

Membership:
• Division moderators
• Academic dean (chair)

Responsibilities:
• To recommend to the faculty candidates for all committees on which faculty serve, by presenting a slate of members for each committee with blanks for additional names. The slate for a given academic year is to be submitted at least two days before the last faculty meeting of the preceding academic year. The vote will be taken at the first faculty meeting of the academic year.
• To ensure that all committees have chosen a chair who is in good standing, and are engaged in the work assigned.

3.2.2.15 Pike Honors Committee

Membership:
• One faculty member from each division
• Academic dean
• Registrar (chair)

Responsibilities:
• To coordinate dissemination of information regarding the Pike Honors Program.
• To evaluate and provide feedback to students concerning their preliminary applications to the Pike Honors Program.
• To approve students’ Pike programs.
• To recommend to the Academic Programs Committee for approval Pike programs involving contract majors.
• To assign a Pike advisor to each student in the Pike Honors Program.
• To review the Pike Honors Program and when necessary propose changes to the Academic Programs Committee, in order to ensure the continued academic focus and integrity of the program.

3.2.2.16 Pre-Law Committee

Membership:
• Two faculty members

Responsibilities:
• To advise students who are interested in a law career.
3.2.2.17 Teacher Education Committee

Membership:
• One faculty member recommended by the director of teacher certification from each department offering a program in secondary teacher education
• Director of licensure (chair)

Responsibilities:
• To act as a liaison between the education program and the departments having programs in secondary teacher education.
• To serve as departmental representatives during evaluations of the teacher education program.

3.2.2.18 Institutional Review Board

Membership:
• At least one member whose primary expertise is in a scientific area
• At least one member whose primary expertise is in a non-scientific area
• At least one member who is not otherwise affiliated with Gordon College and who is not part of the immediate family of a person affiliated with the institution
  — There must be a minimum of five members.
  — The membership must include both males and females.

Responsibilities:
• To review all research activities at Gordon College that involve the use of human participants.
• To prepare and maintain adequate documentation of Institutional Review Board activities, including maintaining copies of all research proposals reviewed along with supporting materials, and minutes of meetings in sufficient detail to show attendance and actions taken.
• To maintain confidentiality regarding the deliberations and decisions of the Institutional Review Board and substantive information associated with specific projects or research activities, to the extent permitted by Massachusetts law.
• To conform and operate in compliance with all applicable laws, including Title 45 of the Code of Federal Regulations, Part 46, which is administered by the Department of Health and Human Services.

3.2.2.19 Sustainability Committee

Mandate: The committee initiates and promotes policies and practices related to sustainability.
Membership:
- Three faculty members (one will serve as chair) who represent both research interests and curricular interests in sustainability
- Two physical plant representatives
- One representative of the Center for Student Development
- Student appointed by GCSA
- VP for Finance and Administration
- Provost or designee (ex officio)
- Director of Institutional Research (ex officio)

Responsibilities:
- Serve as an advisory group to the Vice President of Finance
- Promote learning around environmental stewardship
- Initiate policies and practices that promote the wise use of natural resources and the stewardship of ecological systems including actions that lead to a reduced carbon footprint
- Set goals and track its progress in moving the campus toward greater environmental sustainability

Reporting Structure: The committee reports to the Vice President of Finance and to the Provost related to academic issues.

3.3 Admissions Office

3.3.1 A. J. Gordon Scholarship Committee

Membership:
- Vice president for enrollment
- All other admissions recruitment staff
- Eight to ten faculty members (normally including both first-year and returning faculty members, none of whom have spring sabbaticals)
- At least one representative from the Center for Student Development

Responsibilities:
- To interview high-school students for acceptance into the A. J. Gordon Scholar Program.
- To recommend to the Admissions Office candidates for the A. J. Gordon Scholarship.

3.3.2 Admissions Committee

Membership:
- Vice president for enrollment
- Three members of the Admissions staff, as designated by the vice president for enrollment
• Four faculty members
• Registrar
• Director of the Academic Support Center
• One representative from the Center for Student Development
• One representative from the Department of Athletics

Responsibilities:
• To recommend to the vice president for enrollment and the President’s Cabinet policies relating to admissions.
• To review the credentials of applicants who do not automatically meet the requirements for acceptance.
• To make recommendations to the Academic Programs Committee concerning new or special curricular offerings.
• To assist in admissions research, recruitment and retention.

3.4 Center for Student Development

3.4.1 Athletics Committee

Membership:
• Director of athletics
• NCAA senior woman administrator
• Three faculty members, including the NCAA faculty athletics representative (appointed by the president), who will serve as chair
• Two students (one male, one female) appointed by the Gordon College Student Association

Responsibilities:
• To evaluate existing programs and policies and recommend to the President’s Cabinet new programs and policies for intercollegiate and intramural athletics programs.
• To recommend to the Department of Athletics guidelines regarding scheduling (e.g., lengths of seasons, numbers of games).
• To make recommendations to the director of athletics regarding participation by teams or individuals in postseason tournaments.
• To make recommendations to the Academic Programs Committee regarding eligibility regulations.

3.4.2 Cultural Events Committee

Membership:
• Two faculty members (one of whom is elected as chair)
• One student appointed by the Gordon College Student Association
• One representative from the Center for Student Development.
• Director of communications
Responsibilities:
• To recommend to the President’s Cabinet policy for campus events such as art exhibits, lecture series, artist series, music series and other cultural activities.

3.4.3 Judicial Board

Membership:
• One associate dean of students appointed by the dean of students (chair)
• Two faculty members
• One at-large member of the College staff appointed by the dean of students
• Three students appointed by the Gordon College Student Association
  — A quorum consists of four members with at least one faculty member and one student member.

Responsibilities:
• To hear the evidence relating to a charge of student misconduct and render a decision based on the evidence presented.
• To prepare a summary of the hearing, including the decision. The chair shall report the decision of the Judicial Board and the sanctions to the dean of students and the accused student.

3.5 Chapel Office

3.5.1 Chapel Committee

Membership:
• Dean of chapel (chair)
• Associate dean of chapel
• At least two faculty members (one from the Department of Music)
• At least two staff members (one from the Center for Student Development)
• Two students appointed by the Gordon College Student Association

Responsibilities:
• To assess current programs of the Chapel Office and evaluate their effectiveness.
• To assist the Chapel Office in the planning and implementation of small group chapels and in setting policy for these programs.
• To work with the Chapel Office in the planning and development of staff and faculty opportunities to interact with guest speakers.
• To act as an advisory board for policies and problems concerning student ministries, including adherence to established College guidelines for fundraising.
• To assist the Chapel Office in searches for new Chapel Office staff.
Section 4. Faculty

4.1 Definition of the Faculty

The faculty consists of all who hold faculty rank (see Sections 4.2.1-4.2.2) or faculty status (see Sections 4.2.3-4.2.5). The ranked faculty is defined to be the full-time ranked faculty of Section 4.2.1 and the pro-rata ranked faculty of Section 4.2.2. The voting faculty consists of the ranked faculty, all “per course” faculty teaching at least half-time per year, the president, the provost, academic deans, the registrar, the director of the Center for Faith and Inquiry, the director of the Academic Support Center, and the director of library services. Those having faculty status but not listed directly above may attend and participate in faculty meetings but do not have voting privileges.

4.2 Definition of Academic Ranks and Titles

4.2.1 Full-time Ranked Faculty

The terms “master’s degree” and “doctorate” as used below are terms which include the international equivalents of these degrees. In disciplines where the doctorate is not traditionally expected as the terminal degree or in disciplines where availability of candidates with the doctorate is limited, the Faculty Senate and the provost may agree that, on the basis of appropriate academic training and experience, an individual may be considered within the same time periods for appointment, promotion, and tenure as one holding the doctorate. In exceptional cases, in certain academic disciplines and circumstances, unusual experience in attainment or recognition may be considered equivalent to the doctorate. Because of fluctuations in the availability of candidates with advanced terminal degrees, the continuation of this exception will be reviewed annually by the provost and the Faculty Senate before contracts are offered to new appointees in these disciplines.

Exceptions in Section 4.1-4.9 of this Handbook may be granted only when the provost and the Faculty Senate, in consultation with the department, are in agreement.

The term “experience” as used below means: (1) full-time college teaching experience, or (2) full-time teaching experience other than on the college level, figured at one-half rate, or (3) cognate professional experience, subject to the discretion of and evaluation by the Faculty Senate, or (4) any combination of these.

Faculty may be given credit for prior experience when the provost, after consulting with the Faculty Senate, determines initial placement in the salary scale and the number of years required in rank before one is eligible for promotion. These matters should be communicated to the faculty candidate at the time that the initial contract is signed. However, in all cases, candidates for promotion must serve a minimum of three years in rank at Gordon before being eligible for promotion.
4.2.1.1 Instructor

Requires a master’s degree or equivalent professional education and experience directly related to the teaching specialty. Those appointed at the instructor level with the expectation that the doctorate be completed will be held to that requirement before being eligible for promotion or tenure. On completion of the doctorate, an instructor may immediately apply for promotion to assistant professor, the new appointment to take place from the beginning of the next academic year.

4.2.1.2 Assistant Professor

Requires an earned doctorate or its equivalent (as defined in Section 4.2.1). Under exceptional circumstances, candidates may be hired at this level when the candidate and dissertation director indicate the dissertation will be completed within one academic year from appointment.

4.2.1.3 Associate Professor

Requires an earned doctorate or its equivalent (as defined in Section 4.2.1) and six years at the assistant professor level or in related professional experience.

4.2.1.4 Professor

Requires an earned doctorate or its equivalent (as defined in Section 4.2.1) and twelve years experience in the other ranks or in related professional experience.

4.2.2 Pro-rata Ranked Faculty

In some instances faculty are contracted to serve more than half-time but less than full-time. If the appointment requires fulfillment of all the responsibilities of a full-time faculty member but on an agreed-upon reduced percentage, this is termed a pro-rata contract. Faculty in this category will be required to meet the appointment qualifications of full-time faculty and will undergo periodic evaluation similar to the review undergone by full-time faculty. The Faculty Senate, in consultation with the provost, will set the timetable for these evaluations. The salary will be based on a percentage of the full-time salary of comparable rank, experience, and length of service. Pro-rata faculty will be assigned the rank for which they qualify under the Administrative/Faculty Handbook.
4.2.3 Special Appointment Faculty

4.2.3.1 Term Faculty

Term faculty are those with teaching appointments that are time limited by contractual agreement beyond which the college bears no formal obligations to the appointee except those required by law. A term appointment does not lead to tenured status, but does carry rank. A person with a term appointment can apply for a tenure track appointment if such a position becomes available.

4.2.3.2 Distinguished Visiting Scholar

Distinguished visiting scholars are individuals of national or international reputation from other institutions who, by mutual agreement, have agreed to contribute to the campus intellectual life for a defined time period through research collaborations, special lectures for the campus or in the classroom, or through consultation and informal mentoring. Such scholars cannot teach courses unless recommended by Faculty Senate and approved by the provost for faculty status. Typically the Center for Faith and Inquiry serves as the host for distinguished visiting scholars.

4.2.3.3 Visiting Scholar

Visiting scholars are individuals who are invited to spend a defined period of time on campus, participating in and contributing to the campus intellectual life. Such scholars cannot teach courses unless recommended by Faculty Senate and approved by the provost for faculty status.

4.2.3.4 Distinguished Professor

The distinguished professor designation honors faculty members for their sustained excellence in scholarship, teaching, research, or creative activity in their discipline. Appointment as a distinguished professor recognizes the individual’s role as an intellectual leader and change agent, resulting in a significant impact on his or her academic discipline or work of the institution.

4.2.3.5 Professor in the Practice

Professor in the practice is typically designed to bring individuals with extensive experience outside of academia to teach in their field of expertise. The goal is to provide a unique educational experience that cannot be provided by tenure-track faculty. Such appointments are non-tenure track but made for up to a three-year contract period, which is
renewable. Such appointments do not lead to tenured status, but do carry rank with an opportunity for promotion. Reviews of such faculty follow the processes laid out for the third-year faculty evaluations, with the addition that a Senate recommendation would be required for decisions involving promotion.

4.2.3.6 Teaching Professor

Teaching professors are typically designed for positions that develop into primarily teaching-intensive assignments with no expectations for research and with limited and clearly defined institutional service commitments. Such appointments are non-tenure track but can be made for up to a three-year contract period which is renewable. Such appointments do not lead to tenured status, but do carry rank with an opportunity for promotion to Associate Teaching Professor. Reviews of such faculty follow the processes laid out for the 3rd year faculty evaluations with the addition that a Senate recommendation would be required for decisions involving promotion.

4.2.3.7 Creative Artist in Residence

In special cases, a person may be appointed “artist in residence” by the president. Performance will be evaluated by the person to whom responsibility for supervision is assigned. Such scholars cannot teach courses unless recommended by Faculty Senate and approved by the provost for faculty status.

4.2.3.8 Emeritus Status

A member of the Gordon community who retires having held a faculty appointment for at least 10 years is eligible for consideration for emeritus status. This status is intended to recognize and honor those who have served the College with merit. Retired faculty eligible for consideration will be reviewed by the Faculty Senate. The review will be conducted to ascertain that persons have consistently given of themselves to support Gordon College’s mission as evidenced by their contribution to the life of the College, performed at the merit level as educators, and performed at the merit level in either scholarly and professional activity or institutional service.

Emeritus status is granted upon recommendation of the Faculty Senate to the provost, upon approval of the president, and upon final ratification by the Board of Trustees, and shall continue at the pleasure of the Board. Announcements of appointments to emeritus status will be made no sooner than at the next graduation following the appointment.
To provide for their continuing participation in the life of the institution, emeritus status allows for the following: a continuing affiliation with Gordon College, including the use of the College’s name; library privileges; a mailing address and office facilities (space permitting); receipt of the institution’s publications; secretarial services (personnel permitting); participation in convocations and academic processions; participation in faculty functions, including faculty meetings (without voting privilege); and, listing in the College Catalog with other emeritus faculty at the rank held upon retirement.

4.2.4 The “Per Course” Faculty

4.2.4.1 Teaching Fellow (a part-time appointment)

Requires such qualifications as are necessary to perform certain teaching assignments under direct supervision of a faculty member.

4.2.4.2 Lecturer (a part-time appointment)

Requires a master’s degree, or in certain cases a bachelor’s degree, relevant experience, and evidence of performance as a teacher.

4.2.4.3 Adjunct Status (a part-time appointment)

Part-time faculty who meet all requirements for regular faculty appointment at Gordon and who have either held academic appointment elsewhere or attained significant recognition in a nonacademic field, may be designated as Gordon adjunct faculty at the rank to be determined by the Faculty Senate upon review of the candidate’s credentials.

4.2.5 Administrative Officers and Librarians

4.2.5.1 Administrative Officers

The following officers of the administration hold all privileges of ranked faculty except tenure: the president, the provost, academic deans, the registrar, the director of the Center for Faith and Inquiry, the director of the Academic Support Center, and the director of library services.

The following administrative officers shall hold faculty status without rank and vote:

- All members of the President’s Cabinet not mentioned in the preceding paragraph
- Assistant and associate deans of students
- Director of athletics
- Director of cooperative education and career services
• Director of the Center for Teaching Excellence
• Professional librarians

The Faculty Senate, in consultation with the provost, may modify the above lists of administrative officers having faculty rank or faculty status in the event of administrative changes that, in its judgment, warrant such modifications.

In the case of an appointee who has both administrative and teaching duties, faculty rank will be assigned if the individual has at least one-half of a normal teaching load or has held a commensurate academic position prior to administrative appointment; otherwise, faculty status will be assigned. To be eligible for faculty evaluation for promotion and tenure, one must teach at least one-half time.

4.2.5.2 Librarians

Library staff personnel are appointed and evaluated in accordance with the staff classification system. Professional librarians have faculty status.

4.3 Policies on Recruitment and Appointment

4.3.1 Recruitment

Recruitment is a responsibility of the academic department and the provost. The provost is responsible to coordinate the process and to communicate with all candidates on behalf of the institution. Recruitment will be conducted in a manner consistent with the College’s commitment to nondiscrimination in hiring.

4.3.2 Appointment

To be appointed as a faculty member one must be committed to the mission and philosophy of the College, agree with the Statement of Faith (see Section 1.6), and agree to abide by the statement of Life and Conduct at Gordon College (see Section 1.7).

The faculty member will have academic and teaching competence satisfactory to department colleagues, the Faculty Senate, and the provost, and must be able to supply acceptable character, academic, and medical references.

All appointments to the faculty will be confirmed by a written semester or annual contract which states the terms and salary of the appointment. The provost nominates all appointees to the president.
Initial annual appointment is made by the administration after consultation with the
department concerned and the Faculty Senate. All ranked faculty appointments
renewed beyond the first year must be approved by the Board of Trustees.

4.3.3 Documents and Records

4.3.3.1 Pre-employment File

Documents in this file will be assembled and maintained by the provost. It
is not open to the candidate.

4.3.3.2 Personnel File

This file is maintained by the provost. It is confidential and may not be
reviewed by the faculty member without the permission of the provost.
Confidential recommendations and evaluations shall not be made available
to the faculty member.

The faculty member is responsible for updating the personnel file on a
regular basis and specifically at times of review and evaluation, or when
requested by the provost or Faculty Senate. Faculty will not be considered
for tenure or promotion unless a current self-evaluation (organized
according to Sections 4.7.1) and vita are in the file. Other documents to
be in the personnel file are mentioned in Section 4.7.

4.4 Responsibilities of Faculty

Faculty members at Gordon College are teacher-scholars. As an undergraduate liberal arts
institution, Gordon values faculty who are distinguished by excellence in teaching,
commitment to mentoring and advising students, and service to the College. Teaching and
service also need to be continually enriched and informed by an active scholarly life.
Scholarship—both that narrowly defined as acceptable by one’s discipline and more broadly
defined as interdisciplinary, integrative, or applied scholarship—is essential for keeping
teaching energetic and relevant. To prepare students in an academic discipline, Gordon
faculty need to be sound practitioners of that discipline, adding to and applying the
knowledge within their respective fields of study. Furthermore, Gordon faculty members
need to be interpreters of their disciplines. Not only should faculty be able to explain
current methodologies and theories of their disciplines to their students and colleagues, but
they should continually explore how a Christian worldview enhances, redefines, or
confronts their discipline’s preeminent practices and philosophical assumptions.

One of the foremost challenges of an academic career at Gordon, therefore, is the need to
balance the demands of teaching, service, and scholarship. In devising criteria for tenure
and promotion, Gordon College has attempted to keep this need for balance in mind. The
tenure process, including a third-year review and six-year reviews for veteran faculty
members, places primary emphasis on faculty members’ progress as teachers; the fruits of
their thinking about the integration of faith, living, and learning; their promise for ongoing scholarly work; and their service within the Gordon community.

Persons who are appointed to positions on the Gordon College faculty should recognize the following basic responsibilities.

4.4.1 Performance as a Teacher

Faculty are expected to be fully prepared in all facets of their tasks as Christian teachers and advisors, both inside and outside the classroom. They are expected to strive to engage students in their respective disciplines from the perspectives of the Christian faith and to teach with accuracy and integrity. These expectations require faculty to:

- prepare and distribute syllabi in accordance with the guidelines established by the Academic Programs Committee;
- make provision for periodic evaluations of their teaching;
- maintain regular office hours for student advising and mentoring;
- adhere to policies and procedures related to the conduct of classes;
- engage in appropriate curricular development;
- be familiar with the literature related to the teaching of their discipline.

4.4.2 Scholarly and Professional Activity

Faculty are expected to attend to their responsibilities as members of a community of Christian scholars. They are expected to promote understanding of their disciplines from the perspectives of the Christian faith and to engage in scholarship, professional participation, and dissemination of research and creative work appropriate to their disciplines.

Scholarship is defined as the discovery and application of knowledge or as creative expression in the arts, and can take the form of (1) disciplinary scholarship appropriate to the faculty member’s particular discipline; (2) interdisciplinary scholarship that explores the relationships among disciplines; (3) integrative scholarship that develops Christian perspectives on disciplinary or interdisciplinary knowledge; or (4) praxis scholarship that involves the application of knowledge to practical issues and problems.

Faculty are expected to:

- conduct an organized program of scholarship;
- maintain membership in professional societies;
- attend professional meetings on a regular basis;
- integrate their scholarship into courses as appropriate;
- strive to stay current in their fields of expertise.
4.4.3 Institutional Service

Faculty are expected to serve Gordon College in a variety of capacities in addition to those outlined above. Active involvement is expected, guided by a concern to further the mission of Gordon College and, where appropriate, to serve the surrounding community. Faculty are expected to:

• fulfill departmental and divisional responsibilities;
• serve on committees as elected or appointed;
• maintain regular attendance at faculty meetings;
• support the Chapel and Convocation programs;
• cooperate with other institutional activities (e.g., admissions and student development);
• participate in an off-campus Christian community;
• maintain accurate and timely personnel records in the Provost’s Office.

4.5 Policies on Promotion in Rank

In general, promotion is based on past performance and is an issue of a candidate’s proven merit. The definition of each rank and its basic requirements are given in Section 4.2. Only members of the ranked faculty are eligible to be considered for promotion.

Promotion is granted by the Board of Trustees. Before the Board of Trustees considers a candidate for promotion, she or he must be recommended by at least a two-thirds vote of the Faculty Senate. The Faculty Senate’s recommendation is made to the provost, who decides whether to forward the recommendation for promotion to the president. If approved by the president, the recommendation is carried to the Board of Trustees for action.

4.5.1 Assistant Professor

To be promoted from instructor to assistant professor the faculty member should have:

• demonstrated the potential for merit level performance in teaching, as defined for the rank of associate professor (see Section 4.5.2.1);
• completed the doctorate or terminal degree, except in exceptional circumstances (see Section 4.2.1.2);
• demonstrated the potential for ongoing scholarship;
• performed at the expected level in the area of institutional service, as described in Section 4.4.3.

4.5.2 Associate Professor

For promotion to the rank of associate professor, the faculty member should have performed at the merit level relative to teaching and at the merit level relative to either scholarly and professional activity or institutional service, as described in
Section 4.5.2.2 or 4.5.2.3, with the expected level of performance in the third area, as described in Section 4.4.2 or 4.4.3.

4.5.2.1 Merit level performance in teaching requires evidence of each of the following:
- effectively organizing and presenting course material in ways that motivate students to learn;
- continually refining and enriching courses by keeping up with recent developments in the field and by active engagement in the discipline;
- encouraging students and faculty to engage in interdisciplinary conversation;
- demonstrating a mature integration of Christian faith with the academic discipline;
- communicating enthusiasm for the subject matter and for teaching;
- demonstrating high levels of expectation for student performance.

4.5.2.2 Merit level performance in scholarly and professional activity requires significant scholarly contribution in the form of published scholarly articles or books, papers read at professional meetings, or other forms of scholarly dissemination appropriate to the discipline.

In addition, a faculty member may strengthen his or her application for promotion by engaging in activities such as the following:
- publishing scholarly book reviews;
- publishing materials, presenting papers, or other means of dissemination to the general public which interprets scholarly work in the light of one’s discipline or specialty;
- providing leadership in professional societies or educational organizations;
- providing academic consulting services based on one’s professional competencies;
- Receiving grants and awards which recognize one’s scholarship.

4.5.2.3 Merit level performance in institutional service is understood to be creative, innovative leadership that makes a difference to the living out of our calling as an institution, measured not by the accumulation of responsibilities but by the quality of service. A faculty member may demonstrate merit level performance in institutional service in a variety of ways, including but not limited to the following examples:
- Demonstrating exceptional involvement and leadership in committee or ad hoc task force assignments, curricular initiatives, or other institutional assignments;
• Contributing significantly to the development of human or material resources for the College, such as securing grants or advising campus groups;
• Contributing extensively to spiritual, social, cultural, or other activities on campus;
• Contributing extensively to other institutional activities (e.g., admissions, student development);
• Demonstrating leadership or extensive service in community or church life in roles representative of the College or related to College responsibilities.

4.5.3 Professor

The rank of professor is granted to those who achieve a continuous record of merit level performance in teaching, and who either (1) demonstrate continuous growth at the merit level of performance in scholarly and professional activity (with the evidence to include recognition beyond the Gordon scholarly community for the quality of his or her scholarly and professional contributions) and perform at the expected level in the area of institutional service, as described in Section 4.4.3; or (2) demonstrate continuous growth at the merit level of performance in institutional service while maintaining the expected level of scholarly and professional activity, as outlined in Section 4.4.2.

4.6 Tenure

4.6.1 Definition of Tenure

Tenure is the right of a faculty member to be reemployed for successive contractual periods, subject to the terms and conditions of employment that exist from period to period, absent a demonstration of just cause for discharge as specified in Section 4.8.3.2.

4.6.2 Purposes of Tenure

The basic purposes of tenure are (1) to protect the individual faculty member from unwarranted violation of academic freedom (as specified in Section 1.3), (2) to provide some security in carrying out professional responsibilities, and (3) to ensure an academic climate for the free development and exchange of ideas.

4.6.3 General Criteria and Expectations

The grant of tenure recognizes not only past achievement but also the promise of a faculty member to continue developing as a teacher and scholar. Thus, in his or her application for tenure, a faculty member must demonstrate a mature and progressive ability to integrate one’s faith with one’s discipline. She or he must articulate an understanding of a liberal arts education and must embrace the mission of the
College (see Section 4.3.2). Finally, a faculty member must demonstrate his or her commitment for service and leadership among peers and students and must display a willingness to work collaboratively with colleagues.

To receive tenure, a faculty member must be performing at a level appropriate to his or her current rank (for criteria within each rank, see Section 4.5).

A faculty member must submit an acceptable tenure paper as described in Section 4.7.5.

Tenure is granted by the Board of Trustees. Before the Board of Trustees considers a candidate for tenure, he or she must be recommended by at least a two-thirds vote of the Faculty Senate. The Faculty Senate’s recommendation is made to the provost, who decides whether to forward the recommendation for tenure to the president. If approved by the president, the recommendation is carried to the Board of Trustees for action. Each candidate for tenure is interviewed by the Academic Affairs Committee of the Board of Trustees prior to recommendation to the full Board.

4.6.4 Date of Tenure

The normal probationary period is seven years of service at Gordon College. Therefore, tenure consideration will be undertaken following the sixth year of service and tenure recommendations will be acted upon by February of the seventh year of service. When a faculty member has at least three years of an academic appointment at another institution, the probationary period at Gordon is reduced to six years. Thus, tenure consideration will be undertaken following the fifth year of service. Faculty, who at a previous institution have both held the rank of associate professor or professor and been awarded tenure, may apply for tenure during their second year of employment at Gordon College. Only in exceptional cases will tenure be granted earlier. In no case will tenure be granted without review by the Faculty Senate. In the course of a tenure review the deadline for submitting all materials to the Provost’s Office is September 1.

4.6.5 Limitations on Tenure

Tenure is not based simply on years of service. Tenure is to be granted only when it is obviously warranted after careful evaluation.

Tenure is granted within the parameters of the Statement of Faith (see Section 1.6) and the General Philosophy, General Purpose, Specific Objectives, and Standards of Behavior, all statements adopted by the Board of Trustees. Violations of the statements are not protected by academic freedom or tenure.

By mutual agreement of the College and faculty member, Gordon College will retain the prerogative of extending the appointment of a faculty member beyond the normal
probationary period of seven years. This extension does not imply that tenure has been granted. Probationary status may be continued on a year-by-year basis.

Faculty members who are working on the doctorate or its equivalent will not normally be considered for tenure.

Faculty are not required to accept tenure if the concept is personally unacceptable. However, this refusal does not negate the Faculty Senate’s obligation to review the faculty member. The faculty member must meet all the standards required of tenured faculty in order to receive additional contracts beyond the probationary period. Appointment will be on a year-by-year basis.

4.7 Procedures for Review, Promotion in Rank, and Advancement to Tenure

4.7.1 General Procedures Relative to the Review of Faculty

The Faculty Senate and the provost are responsible for coordinating faculty evaluation efforts. Performance shall be evaluated against Handbook standards. If a faculty member fails to follow a proper procedure or misses a deadline, the process may be delayed until the next annual evaluation cycle. Typically, the schedule for promotion reviews shall be: December 1 – provost notifies candidate of eligibility for review; March 1 – candidate confirms intention to be reviewed; September 1 in the year of the review – all materials to be submitted to the Provost’s Office. The schedule for third-year reviews is covered in Section 4.7.2, while that for six-year reviews is covered in Section 4.7.3. The schedule for tenure reviews is noted in Section 4.6.4.

The procedures outlined in this section will be followed for all faculty reviews except where specifically amended in subsequent portions of Section 4.7.

If the faculty member’s performance in any of the three areas of teaching, professional and scholarly activity, and institutional service is below the expected level, salary increases may be denied until the Faculty Senate is satisfied that performance has at least reached the expected level. Other sanctions may also be imposed.

The role of the Faculty Senate is to evaluate overall professional development in each faculty member by careful review of the candidate’s self-evaluation and other materials. It is therefore of greatest importance that these materials be prepared with care and submitted in a timely fashion. In preparing for evaluation, the candidate should re-read Section 4 of this Handbook. The candidate is responsible for ensuring that current copies of the following items are in the candidate’s personnel file by the relevant deadline:

- an updated vita;
- a self-evaluation, organized according to Section 4.7.1.1, accompanied by a copy of the recommendations from the most recent evaluation;
course evaluations by students (see Section 4.7.1.2);
at least four letters of reference (see Section 4.7.1.4);
copies of current course syllabi (see Section 4.7.1.5);
copies of professional work (see Section 4.7.1.6).

The file will also contain the following items, which are not the candidate’s responsibility to submit:
classroom teaching evaluations by colleagues (see Section 4.7.1.3);
a letter of evaluation from the department chair (or from the division moderator if the department chair is being evaluated). The department chair may visit the candidate’s classes before writing this letter;
a letter from the department chair reporting the result of discussion with students (see Section 4.7.1.7).

For promotion reviews to full professor, the Faculty Senate may use reviewers from outside the College to assist in evaluating the candidate’s scholarship and professional activity. Such reviewers may be used in other reviews. Reviewers will be chosen in consultation with the candidate.

4.7.1.1 Self-Evaluation

The candidate’s self-evaluation is the most important element of his or her application for tenure or promotion. This is the candidate’s principal opportunity to discuss his or her overall professional development with the Faculty Senate. The self-evaluation narrative should interweave the following components:

- Brief reflection on the intersection of the candidate’s Christian faith commitment with his or her life in the Academy;
- Critical assessment of teaching effectiveness – including responses to previous evaluations (if at Gordon), trends in student evaluations, peer evaluations, and the candidate’s own methodological innovations;
- Direction of scholarship and contributions to the Academy at large;
- Contribution to the life and mission of the College.

This self-evaluation should be both reflective and anticipatory. It must be limited to ten or fewer pages (double-spaced). It should avoid redundancy by including brief references to the candidate’s curriculum vitae, the annual reports submitted for the Academic Report, student evaluations online, and professional work.

Within the parameters for evaluation of teaching, scholarship, and service, the Faculty Senate will defer to the candidate’s choices in professional development, taking them as starting points for its own evaluation. In reviewing a colleague’s application, the Faculty Senate will recognize the
diversity of discipline-specific scholarly requirements, together with the individual character of professional development.

4.7.1.2 Course Evaluations by Students

Faculty are urged to solicit student evaluations in all courses. Faculty should submit complete student evaluations (students’ comments and summary statistics) from at least two-thirds of their courses taught in the review period, chosen to be broadly representative of these courses.

Faculty members may administer supplemental evaluation instruments, and are welcome to submit these results along with the results from the College’s official evaluation form.

4.7.1.3 Classroom Teaching Evaluations

Two faculty colleagues selected by the provost will visit at least two class meetings of the faculty member being evaluated. These visits are in addition to any visits the department chair chooses to make (see Section 4.7.1). The provost will provide visitors written guidelines for the evaluation, based on Handbook criteria.

Before each visit the visitors will meet with the faculty member, who should provide a copy of each syllabus and apprise the visitors of the course’s purpose and methods for achieving its goals as well as any inherent difficulties in teaching the course.

Following the classroom visits, the visitors will write a report on the characteristics of the instruction, making an overall judgment of the faculty member’s effectiveness. The visitors will discuss this report with the faculty member and subsequently provide a copy of the report to the provost and the faculty member.

4.7.1.4 Letters of Reference

The Provost will solicit the names of a minimum of two external references from the candidate, and a minimum of two from the department chair. Of these the Provost will select two reviewers to assess the candidate's scholarship and service to the broader academy within the context of the central teaching mission and scholarly expectations of the College. Candidates will solicit additional letters of reference, including at a minimum one from an on-campus colleague and one from a former student.
4.7.1.5 Current Syllabi

Candidates will include syllabi from all courses taught in the last three years. For courses taught more than once, one copy will be sufficient.

4.7.1.6 Copies of Professional Work

Candidates will include copies of professional work, such as published writings, papers read at scholarly meetings, videotapes, or other works. The materials should be representative of the faculty member’s professional activity for the period under review.

4.7.1.7 Department Chair’s Report from Students

The department chair will meet with at least seven upper-division students who have had at least two courses with the faculty member to receive comments on the faculty member’s teaching, advising, informal student interaction, and other matters pertinent to professional performance. The department chair will place a report on these comments in the file. Guidelines for selecting students, conducting the interview, and writing the report are issued by the provost. In cases where a department chair is under review or, at the provost’s discretion, when it is helpful for balancing department chairs’ loads, the provost will conduct these meetings and prepare the report. When reviews follow in consecutive years, the report from the first review may be used for the second review.

4.7.2 Procedures Relative to the Third-Year Review

Faculty members will be reviewed during the second semester of their third year of appointment at Gordon according to the following procedures instead of the general procedures of Section 4.7.1.

In preparing for the third-year review, the candidate should read Section 4 of this Handbook. The candidate is responsible for ensuring that current copies of the following items are in the candidate’s personnel file before the review begins:

- an updated vita;
- a self-evaluation, organized according to Section 4.7.1.1;
- an integration paper (see Section 4.7.2.1);
- course evaluations by students (see Section 4.7.1.2);
- copies of current course syllabi (see Section 4.7.1.5);
- copies of professional work (see Section 4.7.1.6).

The candidate may, at his or her discretion, solicit letters of recommendation.

The file will also contain the following items, which are not the candidate’s responsibility to submit:

- a classroom performance evaluation by a colleague (see Section 4.7.2.2);
- a letter of evaluation from the department chair (see Section 4.7.2.3);
- a letter from the department chair reporting the result of discussion with students (see Section 4.7.1.7).

After review of all materials submitted for the third-year review, the provost will prepare a written evaluation and recommendation. The provost will seek the counsel of the Faculty Senate in drafting this recommendation.

The third-year review shall follow the following schedule (adjusted appropriately if the review occurs fall term): May 1 – department chair’s report from students completed; faculty colleague’s class evaluation due; August 15 – self-evaluation, department chair’s letter, vita, letters of recommendation all due; September 1 – provost’s recommendation communicated to the Faculty Senate; provost and Faculty Senate chair meet with the candidate to communicate the provost’s recommendation.

4.7.2.1 Integration Paper

The faculty member must submit an integration paper to the provost by August 15 at the end of the third year of appointment. The focus of the integration paper should be on the development of a Christian perspective within the faculty member’s academic discipline. This integration paper may form the foundation of the tenure paper due at the time of the tenure review, but that is not required. The paper will be reviewed by two tenured colleagues, appointed by the provost, including where possible one in the candidate’s field and one former or current senator. Their written reviews will be shared with the provost and with the candidate; these reviews are intended to assist the development of the faculty member’s thinking on integration and will not be utilized in the Faculty Senate’s future evaluation for tenure. A copy of the integration paper is, however, to remain in the candidate’s personnel file.

4.7.2.2 Classroom Teaching Evaluation

One faculty colleague selected by the provost will visit at least two class meetings of the faculty member being evaluated. These visits are in addition to those of the department chair. The provost will provide the visitor written guidelines for the evaluation, based on Handbook criteria.

Before the visits the visitor will meet with the faculty member, who should provide copies of the syllabi and explain the purposes, methods, and goals of the courses, along with any inherent difficulties in teaching a particular course.

Following the classroom visits the visitor will write a report on the characteristics of the instruction, making an overall judgment of the faculty member’s effectiveness. The visitor will discuss this report with the
faculty member and subsequently provide a copy of the report to the provost and to the faculty member.

4.7.2.3 Department Chair’s Letter

A written evaluation will be completed by the department chair in terms of Handbook standards in the areas of teaching, scholarship, and institutional service. This evaluation will include a summary review of student evaluations and a report of at least two visits by the department chair to the candidate’s classes, and will be forwarded to the provost.

4.7.3 Review of Tenured Full Professors

Each tenured full professor will be reviewed by the Faculty Senate at least once every six years. Faculty are notified by the provost of the review by February 1 of the sixth year after the previous review. All materials for the review are to be submitted to the Provost’s Office by the following November 1.

4.7.3.1 Purposes for Review of Tenured Professors

- to review past accomplishments and plan for professional development;
- to assure and reward excellence in teaching and scholarship after tenure has been granted;
- to assure that a faculty member is effectively contributing to the department and institutional missions;
- to provide assistance if the review results are sub-standard.

4.7.3.2 Components of the Review and Planning Documentation

The candidate is responsible for providing the following materials:

- Self-evaluation narrative that interweaves the following components:
  - Brief reflection on the intersection of the individual’s Christian faith commitment with his or her life in the Academy;
  - Critical assessment of teaching effectiveness – including responses to previous evaluations, trends in student evaluations, peer observations, and his or her own methodological innovations;
  - Direction of scholarship and contributions to the Academy at large;
  - Contribution to the life and mission of the College.

This self-evaluation should be both reflective and anticipatory. It must be limited to ten or fewer pages (double-spaced). It should avoid redundancy by including brief references to the candidate’s
curriculum vitae, the annual reports submitted for the Academic Report, student evaluations online, and professional work.

- Curriculum vita
- Two letters of evaluation: 1) from department chair or senior department member (if department chair is under review) designated by the provost; 2) from an individual alumnus/alumna in the field or a colleague in the field from another institution. The first letter will be formally requested by the provost’s office. The faculty member under review will be responsible for requesting the second letter, which is to be sent directly to the provost’s office.
- One representative sample of published work (or the equivalent documentation)

4.7.3.3 Evaluation Criteria for Review

It is expected that the full professor with tenure will continue to maintain excellence in teaching as well as meritorious work in either scholarship or institutional service. The third category must be deemed at least acceptable. The determination of the quality of the faculty member’s work will be based on the following criteria:

- Evidence from the chair and the student evaluations that teaching continues to be meritorious;
- Growing curriculum vita;
- Evidence of involvement in the life of the institution.

A positive review will position the tenured full professor for eligibility, as funds are available, for professional development assistance or accelerated advancement on the full professor pay scale.

Faculty members whose professional performance does not reach merit level in teaching and at least one other area, or whose performance does not meet the expected level in the remaining area, will be advised in writing of issues that need to be addressed. During the following year, such sanctions as a required development plan, professional counseling, or limits on step increases might be imposed by the Faculty Senate and the provost.

4.7.4 Procedures Relative to Promotion in Rank

Promotion is granted by the Board of Trustees using the process described in Section 4.5. As the first step of this process, the Faculty Senate will review candidates for promotion in rank according to the general procedure of Section 4.7.1.

Faculty should normally expect to serve six years in rank at the assistant level and six years in rank at the associate level before being eligible for promotion. However, faculty may be given credit for prior experience when the provost, after consulting
with the Faculty Senate, determines initial placement in the salary scale and the
number of years required in rank before one is eligible for promotion. These matters
should be communicated to the faculty member at the time that the initial contract is
signed. However, in all cases candidates for promotion must serve a minimum of
three years in rank at Gordon before being eligible for promotion.

4.7.5 Procedures Relative to Advancement to Tenure

Tenure is granted by the Board of Trustees using the process described in Section
4.6.2.3. As the first step of this process, the Faculty Senate will review candidates
for tenure according to the general procedures of Section 4.7.1, with the added
requirement of the tenure paper described in the next paragraph.

All faculty members at Gordon College within a year of their eligibility for tenure
will be required to submit a tenure paper which reflects their development of a
Christian perspective within their particular academic discipline. This is intended to:

- place continually before the faculty the primary distinctive of Christian
  education;
- stimulate faculty to assess their growth and development in this essential
  responsibility;
- provide a means of enlarging the scope and intensity of discussion and
  reading in this area throughout the entire faculty. In this regard, it is hoped
  faculty will interact with their colleagues in the process of writing the paper.

The tenure paper is not intended to be a test of theological orthodoxy but is seen as
one element in faculty development. The Faculty Senate will make this tenure paper
available to the College community.

Candidates for tenure will ensure that for reference a copy of their third-year
integration paper remains in their personnel file (see Section 4.7.2.1).

Faculty eligible for tenure but who are denied advancement to tenure are subject to
the same conditions as non-tenured faculty noted below in Sections 4.8.1 and 4.8.3.1.

4.8 Policies and Procedures Relating to Severance and Retirement

4.8.1 Non-reappointment

Non-reappointment will be determined by the president upon the recommendation of
the provost and the Faculty Senate.

Notice of non-reappointment will be given in accordance with these guidelines:
- Not later than March 1 of the first academic year of service.
- Not later than December 15 of the second academic year of service.
- At least 12 months before the expiration of an appointment after two or more
  years of service at Gordon.
If the College is unable to observe these guidelines, the faculty member will be entitled to an extension of the contract or payment in lieu thereof in an amount equivalent to the period of time by which the notice was defective. The College will decide which option will be implemented.

4.8.2 Resignation

A faculty member may resign effective at the end of the current contract unless a contract has already been signed for a subsequent period. In this case the contract must be fulfilled unless the College releases the faculty member from the terms of the contract.

4.8.3 Termination

4.8.3.1 Non-tenured Ranked Faculty

Non-tenured ranked faculty may be terminated upon the recommendation of the provost and the Faculty Senate to the president, provided that adequate notice is given (see Section 4.8.1), except in cases of moral delinquency, where termination may be immediate. Non-tenured ranked faculty may also be terminated from employment during a contract term in the same circumstances in which the employment of tenured faculty may be terminated.

4.8.3.2 Tenured Faculty

Tenure indicates that the appointment is for an indefinite term and can be terminated by the College only by action of the Board of Trustees for certain specific reasons.

4.8.3.2.1 Termination for Cause

The following may justify termination for cause, namely:

• the violation of the limitations stated in this Handbook on “Purposes of Tenure;” (see Section 4.6.2);
• professional incompetence (“professional incompetence” means that the faculty member falls below the expected level for performance as a teacher as cited in Section 4.4.1);
• engaging in any practice demonstrably detrimental to the goals and purposes of the institution;
• failure to adhere to the Statement of Faith;
• failure to comply with the contract;
• negligence in the performance of faculty responsibilities (as judged against the criteria in Section 4.4 of this Handbook);
The procedure for termination of tenure for cause is as follows:

Tenure may be terminated for any of the reasons above by the Board of Trustees upon recommendation of the president after a hearing and recommendation by the Faculty Senate.

The provost shall initiate proceedings to consider termination of tenure by filing with the president a “Notice of Termination.” The notice shall specify the name of the individual involved, the terms of termination, and the reason(s) for termination. A copy of the notice shall be sent to the individual involved and to the chair of the Faculty Senate.

The chair of the Faculty Senate shall set a hearing date within 30 days from the date of said notice and shall notify all parties involved at least 15 days in advance of the time and place of hearing. The Faculty Senate may delay the hearing in exceptional cases upon sufficient reason.

The hearing shall be conducted by the Faculty Senate with at least a majority of the members thereof in attendance. The individual faculty member involved shall be afforded a full and fair opportunity to present evidence or information for consideration by the Faculty Senate. Statements shall be taken from the provost, department chairs, and other interested parties. The faculty member involved shall have the opportunity of being represented by another individual, if the faculty member schedules such representation with the Faculty Senate ahead of time. A record of the proceeding shall be preserved, either by stenographic or other recording means.

At the conclusion of the hearing, the Faculty Senate shall vote on a recommendation to the president. A copy of the Faculty Senate’s recommendation and a record of the proceedings shall be sent to the president and made available to the faculty member involved. If the Faculty Senate recommends termination and the president agrees, the president shall make a written recommendation to the Board of Trustees as soon as practical and not later than the time of the next scheduled Board meeting. After receipt of the president’s recommendation, the Board shall decide within 60 days whether to terminate the tenure of the faculty member.

Copies of all recommendations, proceedings, evidence considered, and decisions shall be made available to the individual involved.
4.8.3.2.2 Termination Due to Financial Factors

Policies relative to termination due to financial factors have been established by the Board of Trustees and may be found in Section 5 of the *Handbook*.

In all circumstances involving terminations of tenured faculty due to a fiscal review or financial threats:

- Affected faculty will be provided at least 12 months of advance notice of any termination decision.
- The College shall make a reasonable effort to place the affected faculty member in another position at the institution or, if that is not feasible, the College shall aid the faculty member in securing other employment.
- The College shall not fill the position with a replacement within three years without first offering it to the terminated faculty member.

4.8.3.2.3 Termination Related to Title IX

The College maintains a separate campus-wide process and policy related to Title IX issues. All cases related to these issues follow the separate Title IX process under Section 6 of the *Handbook*.

4.9 Rights and Related Responsibilities of Faculty

4.9.1 Academic Freedom

Gordon College, believing that everyone has been created in the image of God, recognizes the inherent dignity of each individual member of the learning community. Moreover, because God is the ultimate source and foundation of all truth, the College gives firm allegiance to the integrity of scholarship and a loyalty to intellectual honesty.

From these commitments certain prerogatives are inevitable. The student, as well as the professor, is accorded the right to know all pertinent data and relevant interpretations. Moreover, there must be a mutual insistence upon candor in revealing assumptions and clarifying perspectives. Upon such bases each person in the College community may exercise the right of free judgment. And, if scholarship is to proceed without coercion, there must also be freedom for both student and professor to give expression to their beliefs.

Gordon College maintains that the common bond of faith which unites us and the worldview which we share present no impediment to the pursuit of truth. Rather, it
is our conviction that the depth of freedom with meaning which is the scholar’s goal is available uniquely in Christ.

Faculty are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of other academic duties.

Faculty are entitled to freedom in the classroom in discussing a subject, but they should be careful not to introduce controversial matter which has no relation to the subject.

Faculty are citizens, members of a learned profession and representatives of Gordon College. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. The public may judge their profession and their institution by their utterances. Hence, they should at all times strive to be accurate, should exercise appropriate restraint, should show respect for the opinions of others and should make every effort to indicate that they are not speaking for the College. Academic freedom at Gordon is exercised within the framework of the Statement of Faith and the General Philosophy, General Purpose, Specific Objectives, and Standards of Behavior statements adopted by the Board of Trustees.

4.9.2 Grievances Regarding Personnel Actions

A faculty member who is the subject of a negative personnel action and believes there is proper cause for review of that action may file a grievance in writing. The faculty member must file any such grievance no later than 45 days after being notified of the personnel action in question. If the decision leading to the action in question was made by the Faculty Senate, the grievance must be filed with the provost, who will make a recommendation to the president regarding the grievance. If the decision leading to the action in question was made by the provost or the president, the grievance must be filed with the president. The president’s decision regarding the grievance shall be final.

4.9.3 Faculty Development

Details concerning the College’s faculty development program are available from the office of the dean of the faculty. All full-time ranked and pro-rata ranked faculty are eligible to participate in the program after their first year of service. When the Faculty Development Committee budget has available funds, first-year faculty are eligible to apply for them.

4.9.3.1 Released Time

“Released time” refers to the freeing of faculty members on annual salary from teaching and other campus-related responsibilities for one or more
terms. Released time includes the following: sabbaticals, leaves of absence and exchanges.

4.9.3.1.1 The Purpose of Released Time

The following activities, desirable both during a period of classroom responsibilities and released time but not always feasible in the former, are included within the purposes of this section. From each of them will be derived a direct contribution to the effectiveness of a faculty member’s work in the classroom. In addition from some of them will be derived a direct contribution to a larger community than Gordon College. It is not intended that a faculty member must engage in all these types of professional activity. Normally a choice among these types would vary with academic maturity or the stage of academic career.

- Formal academic work
- Teaching and research, leading to:
  - increased personal command of subject matter
  - writing, editing, etc.
  - planning and reorganization of courses lectures, etc.
  - an advanced degree or certificate of advanced study
- Travel for professional improvement
- Participation in conferences and other activities of professional organizations
- Services which the faculty member’s professional achievements and position enable him or her to render; e.g., participation in civic activities, participation in panels and colloquia, lecturing at other institutions.

In determination of seniority or participation in any plan of salary increments based on time of service, no distinction is made between periods of classroom responsibilities and periods of released time.

4.9.3.1.2 Definitions

A sabbatical leave (or sabbatical) is defined as any period of released time during which the regular contractual salary of the faculty member continues unchanged.

A leave of absence is defined as any period of time during which the salary payments and the salary obligations of the College cease for an agreed upon period. Subsequent to the
signing of a contract, it is possible to arrange for a leave of absence and the appropriate reduction in salary through mutual consent of both the College and the faculty member.

An exchange is defined as the loan of a faculty member to another institution and the receipt from that institution of a replacement. Financial arrangements may vary greatly depending upon the individual circumstances and the arrangements worked out with the cooperating institution, but is understood that all factors are taken into consideration (e.g., cost of living in the new location; transportation, including that of family; continuing expenses at the home base, such as insurance, etc.) in negotiating terms satisfactory to all parties in the exchange.

4.9.3.2 Sabbatical

Sabbatical Philosophy Statement: The sabbatical program is a privilege granted by the College and is designed to offer faculty a semester of intellectual and spiritual renewal through scholarly work. The program provides faculty members sufficient time away from their regular pace and duties of the classroom so they can reassess their teaching strategies and course content, explore new intellectual frontiers, and read and reflect on how their faith informs their discipline. By granting teacher-scholars substantial release from their regular teaching and administrative tasks, the sabbatical program assists faculty as they endeavor to bring their research, creative and/or teaching projects to fruition, projects that will make valuable contributions to Gordon, the academy, church and/or society. Although sabbaticals are traditionally offered every seven years in higher education, Gordon seeks to revitalize its academic community by providing an opportunity for faculty to apply for sabbatical five years after their initial appointment or after the receipt of their previous sabbatical.

Application procedures, evaluation criteria, and examples of past sabbatical proposals can be found by contacting the dean of the faculty.

All faculty may apply for sabbatical every fifth year of employment. Sabbaticals are normally for one semester. The Faculty Development Committee (FDC) considers the following when evaluating applications:
1. Proposals need to indicate that faculty who plan to take a sabbatical will give at least as much time and energy to their sabbatical activities as they would to full-time teaching faculty responsibilities.
2. Proposals should be consistent with the objectives of the institution and the individual’s department.
3. The specific purpose of the sabbatical should be stated and the intended product emerging from the sabbatical should be described (a book, a
series of articles, a scholarly paper, curriculum development, creative work, etc.). Listing possible venues for disseminating the results of the sabbatical is beneficial.

4. If this is not the first Gordon College sabbatical for which you have submitted a proposal, the committee will evaluate the goals from the previous proposal and ascertain how effectively they were met.

5. All faculty members who are submitting proposals are required to attend a meeting with the dean of the faculty to review proposal guidelines and expectations.

6. Applications should be completed in consultation with the department chairperson. If more than one application is filed from a department, the department chairperson should recommend in writing the order in which sabbaticals are to be granted.

7. If a faculty member is requesting a sabbatical proposal for dissertation completion, successful approval of the dissertation proposal is a prerequisite.

8. Proposals must include explanations of how classes will be covered in the faculty member’s absence. The College will fund one class per sabbatical.

9. Sabbatical proposals need to be of high quality. It is recommended that faculty review prior successful proposals on the Faculty Development webpage. All sabbatical proposals will be evaluated with the rubric found at that site as well.

10. Final action will be taken by the Board of Trustees after receiving recommendations for sabbaticals from the administration and the Faculty Development Committee.

Deferring Sabbaticals. Sabbaticals may be deferred either by faculty request or administrative request. Administrative requests for deferment are usually made to insure the stability in the department program, to provide consistent availability to students in areas of advising and curriculum. Faculty who defer their sabbaticals are eligible to apply the following academic year. Deferring a sabbatical does not guarantee that the request will be funded; the application of the faculty member who has deferred will be judged on by the same criteria as other proposals.

It is understood that funding of the sabbatical program will be subject to a consideration of other academic priorities.

4.9.3.2.1 Procedures

Faculty who are eligible for sabbatical are notified by the end of March. Completed proposals are submitted to the office of the dean of the faculty in early October. Applications are reviewed by the Faculty Development Committee, which submits recommendations to the dean of the faculty and the provost.
Final recommendations are presented to the Board of Trustees at the February meeting.

4.9.3.2.2 Sabbatical Assessment Report

Faculty members are required to submit an assessment report of their sabbatical activities to the Faculty Development Committee three months following the end of the leave. During the year following the sabbatical, faculty are required to participate in an interdisciplinary discussion of their sabbatical.

4.9.3.3 Leaves of Absence and Exchanges

These types of released time are defined in Section 4.9.3.1.2. The implementation of leaves of absence and/or exchanges will follow these procedures:

Specific conditions for either will be determined by mutual agreement of the faculty member and the dean of the faculty.

Plans for either a leave of absence or an exchange should normally be formulated no later than January of the academic year prior to the academic year in which the released time will be taken. The faculty member is to submit by this time, through the department chair to the dean of the faculty, a request for released time indicating the period in which it is desired. Such a request will be taken as prima facie evidence of interest to use the released time for the purposes outlined above. If a precise statement of the activities to be engaged in can be given at this early date, it is desirable. Such a statement can be modified only by mutual consent. The department chair will transmit this request to the dean of the faculty, accompanied by an account of the way course loads are to be distributed in the ensuing year so that the absence of the applying faculty member will not adversely affect the academic program of the department. The faculty member and the department chair shall be informed as to the action on the request within 60 days after the request is made.

At the conclusion of the released time, the faculty member shall submit to the dean of the faculty, through the department chair, a report of activities.

4.9.4 Other Remunerative Work

The full-time faculty member’s contract requires that contractual obligations be discharged before accepting any other remunerative work. Such work must be discussed with the dean of the faculty before being undertaken.
4.9.5 Statement on Marriage and Divorce

The model of Christian marriage is the covenantal relationship between God and Israel, Christ and his Church (Hosea 2:19-20; Malachi 2:10-16; Ephesians 5:25-33). The marriage covenant involves vows of love, faithfulness and perseverance. The College recognizes that it is primarily in the context of the married couple’s home and local church that they will seek to maintain and nurture their covenant relationship. While divorce is not explicitly prohibited in our behavioral standards, the College holds a high view of marriage as befits an institution of higher education committed to reflecting biblical perspectives in all areas of life. When faculty experience difficulties in sustaining the sanctity of marriage they are expected to seek appropriate counsel.

The College’s interest in upholding biblical principles regarding marriage is of twofold significance. At stake are the integrity of faculty and their families, and the integrity of the College. When difficulties are experienced, therefore, both considerations guide the obligations of faculty and of the College administration.

When separation occurs and/or divorce proceedings are contemplated, the faculty member is required to inform the provost. The faculty member will then meet with the provost, and, if the faculty member wishes, another person of his or her own choosing. The purposes of this and any subsequent meetings are twofold. First, the faculty member needs to be assured that the College encourages reconciliation and restoration and, toward that end, holds the faculty member accountable to receive appropriate counsel. Second, all parties involved need to be assured that the circumstances have been truthfully represented.

Additionally, the faculty member is expected to seek advice from colleagues in the College community who will help him or her effectively to carry out professional responsibilities at the College while seeking to work through the marital difficulties.

Adultery, physical abuse and dishonesty constitute grounds for disciplinary action, including dismissal. Failure to comply with the procedures specified in this section also constitutes grounds for disciplinary action.

In cases where the provost decides that dismissal is warranted, the provost shall initiate termination proceedings as specified in Section 4.8.3. The faculty member shall have the right to appeal a termination decision as specified in Section 4.9.2.
Section 5. Academic Information

5.1 Academic Advising

Academic advising is a collaborative process between advisor and student that serves four functions: helping students clarify their academic interests and goals, guiding them in the development of their educational plans, facilitating their understanding of the liberal arts from a Christian perspective, and connecting the students’ academic programs to their vocational aspirations.

As academic advisors, faculty are responsible for the following tasks:

- Help students to explore their academic interests and understand their options in the curriculum. They make clear their concern for the students’ academic and personal welfare. They are willing to listen to their advisees, strive to understand their goals and aspirations, and in the light of those help them evaluate their academic programs.
- Provide accurate information about academic programs, work with students to map out their plan for degree fulfillment, and counsel that prerequisites are taken in proper order and that courses essential to the program are not neglected.
- Understand the meaning and purpose of the core curriculum and the nature and rationale for the Christian liberal arts at Gordon College. They are able to explain to students how this is embodied in their particular majors.
- Assist students in reflecting upon the connection between their academic programs and their vocational hopes. Advisors provide active liaison between advisees and sources of help in other departments and administrative offices and make themselves available for consultation, both during advising seasons and in regularly scheduled office hours.

All full-time faculty members serve as academic advisors. New full-time faculty are ordinarily excused from advising in their first year. A student is assigned to an advisor based on the student’s choice of major, with transfer students being assigned to department chairs. The Registrar’s Office provides the advisor with a folder for each advisee that contains relevant information about the student. Copies of correspondence related to academic matters are sent to the advisor for placement in the student’s folder. If a student changes majors, the advisor is responsible for personally sending the folder to the student’s new advisor. Advisors meet with their advisees during advising seasons (fall orientation and mid-semester pre-registrations) and as needed throughout the semester. Advisors post office hours and should be available during those hours to consult with advisees.

Each student at the College has an advising worksheet, located on my.gordon, showing the requirements of the major the student has chosen. Although faculty members are expected to advise students regarding their Core and major requirements, it is the responsibility of the student to ensure that all graduation requirements have been met. Students are also responsible for registering online for their classes after meeting with their advisors. Advisors will then either approve or reject the course selections.
5.1.1 Deciding Academic Advising

Students who are still deciding their majors are assigned a Deciding Advisor. The Director of Academic Advising serves as the chair of the Deciding Major and works with a team of both faculty and staff advisors. Members of this team have been trained to work with deciding students and move them toward a major before the end of their sophomore year.

5.1.2 Office of Academic Advising

The Office of Academic Advising is open during the academic year to provide support and resources to students and advisors. The office works with advisors to equip them for the advising role, connecting them to campus resources, and providing information about the academic planning process. The office also helps prepare students for their role as advisees, working with students who have additional advising questions include changing/adding majors and minors, mapping four-year academic plans, and reviewing core curriculum questions. Students are also encouraged to explore vocation and calling questions, re-imagining how God has equipped each of us for his work in the world. Drop-in peer advising is available weekly throughout the semester. Other programs offered periodically include the Academic Major/Minor fair, as well as various convocations and workshops.

5.2 Academic Integrity

The Gordon College student is expected to live a life of honesty and integrity consistent with the demands of Christian discipleship. Therefore, academic dishonesty is regarded by Gordon College as a major violation of both the academic and spiritual principles of this community. A student who commits an act of academic dishonesty will receive disciplinary sanctions or other appropriate consequences, which may include, but not be limited to, failure of the course or expulsion from the College. Given the serious consequences of academic dishonesty, the student is encouraged to discuss any difficulties openly with the appropriate instructor instead of resorting to dishonest conduct.

**Plagiarism**

Plagiarism is defined as presenting another person’s words, work, or opinions as one’s own. The College recognizes that not all forms of plagiarism are the same and, as such, has adopted the following classifications:

**Minimal**

- **Description:** This type of plagiarism is often the result of a student’s limited knowledge of the conventions of academic writing and academic work in general; it does not stem from a deliberate intent to deceive but rather from errors of form or minor appropriations of another’s work. Examples include the use of short but distinctive phrases without citation, substitution of synonyms into a sentence of
similar form and meaning to the original author’s, or copying a source’s line of logic or argument.

- **Penalty:** Assuming a first offense, the faculty member will determine the appropriate penalty at his or her discretion, bearing in mind that the chief objective is to educate the student to the expectations of academic writing. A likely response is to require the student to re-write the assignment; it is left to the faculty member to decide whether or not any grade penalty is necessary.

**Moderate**

- **Description:** This type of plagiarism is more extensive and more serious than those instances which fall into the first category. In this case, sentences or paragraphs from other sources are inserted verbatim into the assignment without any citation, and it is reasonable to expect that the student should have known better than to do so.

- **Penalty:** In most instances the instructor will issue a failing grade for the assignment if it is the student’s first offense and a failing grade for the course if it is a student’s second offense.

**Substantial**

- **Description:** This type of plagiarism constitutes clear academic dishonesty, as there is an obvious intent to appropriate someone else’s work and to deceive the instructor. The difference between moderate and substantial plagiarism is largely one of extent. Examples of substantial plagiarism include submitting someone else’s complete work as one’s own, submitting an assignment that has been taken from an online source, or reusing an assignment or a portion of an assignment that has been previously submitted for another course without explicit permission to do so.

- **Penalty:** On the first offense, the instructor will issue a failing grade for the course and require the student to meet with the Associate Dean and Registrar to discuss the incident. Any subsequent offense may result in expulsion from the College at the discretion of the Provost.

**Accomplices to Plagiarism**

A person is an accomplice in plagiarism and equally guilty if that person:

- allows his or her work, in outline or finished form, to be submitted as the work of another person;
- prepares a written assignment for another person and allows it to be submitted as that person’s work;
- keeps or contributes to a file of papers or speeches with the clear intent that these papers or speeches be submitted as the work of anyone other than the author.

**Faculty Response to Plagiarism**

Responses to instances of plagiarism come at the supervising faculty member’s discretion in accordance with the following guidelines:
1. In the event of apparent plagiarism, the instructor should first discuss the matter with the student individually. During this discussion, the instructor should make sure to:
   a. present the evidence of plagiarism;
   b. listen for any additional information from the student’s account of the incident;
   c. and, review the College’s plagiarism policy with the student.
2. Based on the three categories described above, the instructor should determine the level of plagiarism in which the student has engaged and the penalty for this action, with the assumption that it is the student’s first offense.
3. The faculty member should then inform the Provost’s Office of the incident using the “Report of Plagiarism Form.” The Provost’s Office will maintain a central record of all instances of plagiarism in order to track multiple offenses.
4. If the incident is not the student’s first offense, the faculty member will determine the penalty in consultation with the Provost’s Office and the Office of Student Life.

**Appeal Process**

Students have the right to appeal decisions regarding academic dishonesty. Should a student wish to appeal, he or she must submit a formal request to the Associate Dean and Registrar within 10 business days of learning of the decision. The Associate Dean will convene a small group comprising a representative from Student Life and a full-time faculty member in order to review the particulars of the case and grant or deny the student’s appeal.

**Interaction with Student Life**

As academic dishonesty constitutes a violation of both the academic and spiritual principles of the College community, the Provost’s Office will communicate regularly with the Office of Student Life regarding such instances. The purpose of such communication is primarily so that the Student Life staff, who are often aware of additional behavioral issues or personal difficulties, can maintain a comprehensive overview of the student and also alert academic staff to other relevant concerns.

5.3 Academic Processions and Regalia

All members of the Gordon faculty participate in the academic processions associated with Baccalaureate, Commencement, and other formal academic convocations. Such participation requires full academic regalia. Faculty members who have completed their graduate studies are encouraged to purchase their own regalia for use on such occasions.

5.4 Academic Responsibilities

Gordon College recognizes that both faculty and students have various responsibilities related to the academic enterprise. For example, each faculty member has the responsibility to provide competent instruction and assess student performance fairly,
while each student has the responsibility to complete with integrity all requirements outlined in the course syllabus.

These responsibilities must be fulfilled in an atmosphere of trust which grows out of a common Christian commitment. Thus faculty members trust students to complete assignments without cheating or plagiarizing, while students trust faculty members to provide quality instruction and make fair professional judgments regarding student performance. When this trust is broken due to failure by either party to fulfill its responsibilities, the College community will work to bring about reconciliation as quickly as possible through mediation at the lowest possible level of authority.

Faculty Responsibilities:

The faculty of Gordon College is a community of Christians, committed to imaging Christ in all aspects of their educational endeavors. Their teaching mission is rooted inescapably in a worldview which is:

- attuned to a creation order called into existence by God and sustained for his purposes;
- cognizant of the effects of sin on all aspects of our existence;
- accepting of human responsibility for both understanding and attempting to restore all facets of creation to a realization of their intended potential.

While the expression of these fundamental realities will reflect the unique perspective of each discipline, their collective impact should result in an educational environment that strives intentionally to honor the Creator in both its substance and treatment of students.

One of the distinctives of Gordon College is that each member of faculty is expected to participate actively in the spiritual formation of our students into godly, biblically-faithful ambassadors for Christ. Faculty members should seek to engage our students in meaningful ways to strengthen them in their faith walks with Christ. In the Gordon College context, faculty members are both educators and ministers to our students.

Effective teaching at Gordon College can be divided into five areas:

1. Self-understanding as a faculty member
   a. The faculty member is a life-long learner in the discipline, the liberal arts, and in the Christian faith.
   b. The faculty member freely explores new inquiries and conducts research in the discipline.
   c. The faculty member models the best intellectual, moral, and aesthetic practices of the discipline.
   d. The faculty member models how to construct and assess the validity and significance of arguments in accordance with the standards of the discipline.
2. Course design and content
   a. The faculty member has a current and comprehensive knowledge of the relevant areas of the discipline as demonstrated by the course design and content.
   b. The faculty member updates course material to reflect current research and advances in the field.
   c. The course readings and assignments are academically rigorous.
   d. The faculty member clearly states in the syllabus and reinforces in class the course objectives, expectations, requirements, and means of evaluation.
   e. The faculty member provides opportunities for students to demonstrate proficiency in oral and written communication.

3. Presentation
   a. The faculty member demonstrates intellectual energy and enthusiasm for the subject matter.
   b. The faculty member’s instruction reflects careful preparation.
   c. The faculty member utilizes a variety of teaching strategies that are appropriate to the subject, and facilitates student engagement, participation, and understanding.
   d. The faculty member is aware of and appropriately responds to student questions, comments, and non-verbal feedback.
   e. The faculty member exhibits proficiency in basic public speaking.
   f. The faculty member effectively utilizes appropriate audio, visual, technological, and subject-specific materials and tools.

4. Sensitivity to Student Needs
   a. The faculty member balances the need to be faithful to the discipline and subject matter with a concern that the students be able to grasp it for themselves.
   b. The faculty member is appropriately attentive to the needs of each person in the class, ignoring no one and allowing no one to monopolize class time.
   c. The faculty member is responsive to the personal, physical, emotional, spiritual, and intellectual needs of students.
   d. The faculty member welcomes formal and informal mentoring relationships with students.
   e. The faculty member provides prompt, constructive, and comprehensive feedback.

5. Integration
   a. The faculty member cultivates a sense that “knowing” is a matter not just of the intellect, but also of faith, praxis, and intuitive insight.
   b. The faculty member encourages students to uncover, question, and reflect on their tacit assumptions about their world.
   c. The faculty member helps students to make inter-curricular connections.
d. The faculty member helps students make connections between course content, Christian thought and principles, and personal faith and practice.
e. The faculty member encourages students to develop morally responsible ways of living in the world informed by biblical principles and Christian reflection.

Establishing a respectful atmosphere for teaching and learning to occur is the responsibility of both faculty and student. To that end, the faculty member teaching a course will:

- show respect and consideration to all students, and treat all students equitably regardless of their race, gender, appearance, age, philosophical position, or religious affiliation;
- develop the course content in accordance with the approved course description given in the College Catalog;
- clearly state course requirements and assessment procedures at the beginning of the course in a syllabus which follows the format and standards set forth in the Administrative/Faculty Handbook (see Section 5.26);
- adhere to the syllabus distributed at the beginning of the course. Additions to the course requirements listed in the syllabus may be made in writing during the first week of the course; no additions may be made after the first week. If other minor changes in the syllabus become necessary during the course, the faculty member must announce them as far in advance as possible;
- hold class at every scheduled class session except in cases of illness or emergency or unless the faculty member has made alternative provisions in advance (see Section 5.17);
- begin and end class sessions on time, and conduct class sessions in a professional manner;
- return to students the results of tests, papers, and other assessments within a reasonable amount of time. Normally, papers and exams should be graded and returned before the next major assessment so students can use comments for improvement.
- assess student performance fairly, based on assessment procedures outlined in the syllabus which balance objective measures and subjective professional judgment whenever possible, and assign course grades accurately, based on the results of all of the assessment procedures.

The student is also responsible for contributing to teaching and learning. Student responsibilities include:

- showing respect and consideration to the faculty member and the other students in the course, and refraining from disruptive behavior in the classroom;
- completing all requirements outlined in the syllabus distributed at the beginning of the course without engaging in academic dishonesty (see Section 5.2);
- conferring with the instructor before the end of the second week of the semester regarding field trips or other institutionally-sponsored activities that conflict with regularly-scheduled class or laboratory times (see Section 5.8). In the case of
absences due to illness or other unforeseen circumstances, the student will discuss the situation with the instructor as soon as possible;

- assuming responsibility for knowing what transpires in every regularly-scheduled class session, regardless of whether he or she was in attendance.

Course evaluations are held each semester. Students are expected to give honest and constructive feedback to the professor. Professors are expected to objectively consider student comments and use the feedback to improve teaching and assessing learning.

5.5 Academic Support Center

The Academic Support Center (ASC) provides many resources during the academic year to support students in their academic development. The ASC provides a Writing Center with trained tutors; weekly small-group support with a peer tutor for large core courses; individual tutors to help with study skills, math, foreign language, and other subject areas as needed; English Language Learner support; special academic advising; proctored study halls; final exam programming; and time management assistance. Students are encouraged to develop self-awareness as learners and to investigate new strategies and techniques for effective academic performance. Assistance is available from professional staff for issues relating to disabilities, ELL, or other concerns that affect a student’s general academic progress.

Additional distinctive programs are offered by the ASC. “Transitions” is a free program for students with social disabilities providing a flexible support service system of academic interventions, counseling, independent living assistance, peer mentoring, and social skill instruction. NON175 Applications of Learning Theory is a two-credit course offered through the Center, which examines learning theory and explores its application to academic settings. Pre-teaching sessions are offered for ELL students to prepare them for selected core courses. In addition, free workshops on various topics such as time management, college reading, and test taking are offered periodically by the ASC.

5.5.1 Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008, the College’s intent is to provide students with disabilities access that enables them to receive an education equivalent to that of their non-disabled peers. Gordon provides support services and reasonable accommodations for students with documented disabilities. Such accommodations may include extended time for tests, note-taking assistance, and alternative-format exams. Any student with a documented disability who intends to request such services must provide to the Director of the Academic Support Center written comprehensive clinical documentation from a specialist; this should be done prior to registration. Testing must be current (i.e., completed within the past three years), provide clear and specific evidence and identification of the disability, and verify accommodation needs with specific academic recommendations (e.g., extended test time, note-
taking assistance). A complete statement of the College’s disability policy is given in Appendix C of the College Catalog.

Faculty members should include in each course syllabus a statement regarding disabilities and accommodations. The statement should indicate that students seeking accommodations contact the instructor within the first two weeks of class, that students should have documentation on file in the ASC, and that the ability to provide accommodations may be compromised if these conditions are not met. A sample syllabus statement is available in section 5.26 of this document.

5.5.2 Subject Tutoring: Small-Group Support for Core Courses and 1:1 Subject Tutoring

The ASC provides small-group support for large core classes such as BCM101 Old Testament and BCM103 New Testament. Faculty members who teach courses that traditionally offer small-group support are asked to recommend students from their classes as possible small-group tutors for the following year or semester. Any faculty member who is interested in exploring the possibility of starting small-group support for a core course should contact the Director of the ASC prior to the start of the semester in which the course is offered.

One-on-one tutoring for math, foreign language, and various other subjects is also offered at specific times during the week as posted on the ASC website. Tutor recommendations are solicited from the faculty.

5.5.3 Special Academic Advising

The ASC offers special academic advising to students who have disabilities or conditions that affect their academic progress. Professional staff from the ASC serve as second academic advisors (the “ASC advisor”) to many of these students; in such cases both the faculty advisor and the ASC advisor must approve the student’s course registration. The purpose of ASC advising is to help the student achieve academic progress by making recommendations concerning the student’s course load that will balance the student’s learning strengths and weaknesses with their course selection and load.

5.5.4 Test-Taking Policy

The Academic Support Center has adopted the following policy guidelines for students who take tests in the ASC:

- Only students who are registered with the ASC may take tests there. Other students needing to take make-up exams must arrange to do so with their professors.
- A registered student must notify the course instructor in order to take a test in the ASC; such notification ideally should be given three days in advance of the official exam time.
• After notifying the instructor, the student must notify the ASC of the day and time the test will be taken; this notification should be given three days in advance. The student must take the test at the same time as the rest of the class unless the instructor grants authorization for the student to take the test at another time.
• Faculty members are asked to deliver student exams to the ASC either electronically or by hard copy in advance of the exam period. The ASC will return completed exams to the faculty member’s office or exams may be picked up from the ASC by the faculty member.

5.5.5 Writing Center

During the academic year, trained peer writing tutors are available on a walk-in or appointment basis for students who want help with their writing. During the summer term, writing tutors are available online. Tutors assist students with brainstorming and pre-writing techniques, feedback on essay drafts, and documentation of sources. Tutors also work with non-native English speakers to improve academic writing. Students are encouraged to bring their class writing prompts and specific questions to tutoring sessions.

Faculty members should encourage students to go to the ASC for assistance with any kind of writing assignment.

Faculty members may also arrange to have a writing tutor visit a class to discuss writing services provided by the Center. In addition, faculty members may schedule to have their students meet with the writing tutors during a class period. Interested faculty members should contact the Writing Center coordinator.

The Writing Center coordinator will periodically solicit faculty recommendations for potential peer writing tutors to take ENG380, Tutoring 1:1, to become writing tutors.

5.6 Adding, Dropping, and Withdrawing from Courses

Courses may be added or dropped without academic record or fee the first five class days of the semester or quad; courses dropped during this period are not included in the student’s tuition block. A student wishing to add a course after the fifth day of classes must obtain permission to do so and submit the signed registration form to the Registrar’s Office. A student may withdraw from a course before the end of the fourth week of a quad course or the ninth week of a full-semester course; after the fifth day of classes the instructor’s signature is required, the student receives a W for the course on his or her permanent grade record, and the course remains included in the student’s tuition block. A student wishing to withdraw from a quad course after the fourth week or a full-semester course after the ninth week must petition to do so; unofficial withdrawal results in a grade of F for the course. A faculty member will not record a student as having dropped a course until the withdrawal is officially recorded in the Registrar’s Office;
faculty members can verify a student’s status by checking official course rosters online or by contacting the Registrar’s Office. Withdrawing from a course after the add/drop period at the beginning of a semester and then adding a course during the second quad of that semester may result in a tuition increase, since the course from which the student withdrew is still included in the student’s tuition block. Any failure on the part of students to appear in courses for which they are registered, or any unexplained long absences on the part of students, should be reported to the Registrar’s Office or the Center for Student Development for investigation.

5.7 Advising Student Organizations

A faculty member may be asked by representatives of a student organization to serve as the organization’s faculty advisor. The faculty advisor bears the responsibility to keep informed of the organization’s plans, purposes, and procedures, whether consulted or not by the organization. Should there be any point in question, the advisor is expected to first consult with the Dean of Student Engagement, as well as with the organization’s leadership; if the dean is not available, then the advisor should contact the Vice President for Student Life. In particular, the advisors should approve important expenditures of money and have an accurate knowledge of the budget of the organization. The advisor is responsible for bringing College policy which affects the organization to the attention of its officers.

5.8 Attendance Policy

Gordon College is committed to a holistic view of learning that encourages students to participate in a variety of educational opportunities, both in and beyond the classroom. In fact, Gordon offers such a wide array of educational activities that occasionally the schedules for the various learning programs conflict with one another. When scheduling conflicts arise, classroom requirements take priority. Faculty members have jurisdiction over attendance policies in their classes, and students are required to abide by the attendance requirements described in course syllabi.

Faculty members, however, are encouraged to support the wide variety of programs at the College by exploring ways that a student can make up portions of the course that are missed because of College-sponsored events. On occasion athletic teams, missions programs, musical groups, and other College programs schedule events or tours for students that conflict with class or laboratory times. Students are expected to confer with faculty members well in advance of such dates in order to discuss possible alternatives, normally before the end of the second week of the semester. (Student-athletes are not allowed to seek alternatives to class sessions in order to attend athletic practices. Faculty members should also recognize that student-athletes themselves are sometimes given short notice about playoff competitions or make-up competitions in athletics.) Students are responsible for all work missed and may be required to complete additional assignments in lieu of class attendance.
If a student does provide adequate notification, the College expects all faculty members to make reasonable accommodation for the student. However, the faculty member has the right to determine whether or not a student should be excused from a class session to participate in another College-sponsored event, taking into consideration the student’s academic performance, the nature of the subject matter covered during the class session, and the number of absences either incurred or requested by the student.

Some faculty members plan field trips as part of their courses. If at all possible, such trips should be scheduled at times that do not require absences from other classes or conflict with obligations that students have accepted as members of athletic teams, student development programs, musical groups, and so on. If an academic field trip is scheduled during a time that conflicts with other courses or other college-sponsored events, the faculty member scheduling the field trip must allow the student an alternative way of fulfilling the requirement of the field trip.

No College events or field trips requiring class absence may be scheduled during the first five school days of the quad or semester, during final exams (quad or full-semester), or during the annual LEAD conference in the spring, unless approved during the prior semester by the Academic Programs Committee.

Division of Education practica have priority over other College-sponsored events that occur during the practicum period.

5.9 Auditing of Classes

An auditor is a student attending a class for personal enrichment and not for academic credit. A student may audit a course if the course instructor approves and if there is available space in the classroom; an auditor may not replace a student wishing to take the course for credit.

Full-time students and their spouses may audit four semester hours per semester free of charge. Gordon graduates may audit four semester hours per semester free of charge, except for a $10 registration fee. Part-time students pay one-half tuition for audited courses. All other auditors pay one-half tuition, and must apply through the Admissions Office.

5.10 Awards

5.10.1 Distinguished Faculty Awards

Each year at Commencement Gordon College presents two awards for faculty excellence: the Senior Distinguished Faculty Award is given to a full professor and the Junior Distinguished Faculty Award is given to an assistant or associate professor.
The Distinguished Faculty Awards are given to faculty members who demonstrate:

- Excellence in teaching. Recipients should first of all be outstanding teachers.
- Substantial scholarly and professional achievement. Recipients should show evidence of scholarly publications or creative works and engagement in an outside professional community.
- Notable service to the Gordon community. Recipients should have exhibited evidence of significant contributions to the Gordon community outside of the classroom.
- Integration of faith and their discipline. Recipients should show evidence of integration of faith in the classroom and in their discipline.

The award recipients for a given year are selected as follows:

- Each faculty member may nominate up to three faculty members. Each nominee must have completed at least three years of classroom teaching at Gordon (counting the current year), and must have not received either award within the past eight years. The nominations must come to the Provost with support for being distinguished in each of the four categories of demonstrated excellence.
- The Provost will collect further information supporting the nomination.
- Members of the senior class will then vote on the top 5 candidates.

The Distinguished Faculty Award Committee, consisting of the Provost and the award recipients from the previous three years, selects the award recipients, weighing both the record of the nominees and the vote of the senior class, while taking into account such factors as the varying levels of contact individual faculty have with large numbers of students through large majors or core courses.

5.10.2 Provost’s Awards

The Provost can give several awards each year to full-time faculty, adjunct faculty, or staff members. Examples include awards for an exceptional sabbatical proposal, outstanding mentoring and advising, contributions toward campus-wide goals, or teaching excellence.

5.11 Bookstore

Gordon College has contracted with Follett to operate the Gordon College Bookstore. Follett thereby has an exclusive right to buy, sell, rent, and distribute merchandise and services traditionally offered in college and university bookstores, most notably textbooks. Accordingly, faculty must avoid endorsing any other vendors for the textbooks or related products used in their courses.
5.11.1 Textbook Requisition Forms

Several months prior to the beginning of each semester the textbook manager will distribute textbook requisition forms. Prompt completion and return of these forms is absolutely necessary to ensure that the bookstore will be able to save students money by acquiring more used textbooks from Follett’s many used book wholesalers. Early bookstore receipt of these forms is also an essential part of guaranteeing that the books will be on the shelves in time for the start of classes.

5.11.2 Discounts for Faculty and Staff

The bookstore normally grants a 10 percent discount to faculty and staff on all items except textbooks, computer products, CDs, food, health and beauty aids, and sale items whose marked price already reflects a larger discount. The bookstore reserves the right to change this policy whenever such a change is warranted.

5.11.3 Charge Accounts for Faculty and Staff

Any faculty or staff member can open a charge account with the bookstore. An application form as well as information about policies and procedures related to charge accounts is available from the bookstore’s business accounts coordinator.

5.12 Class Schedule

The class schedule for a given semester is prepared and made available online by the Registrar’s Office prior to the advance registration period for that semester. Requests from academic departments for changes to the published schedule must be submitted in writing or via e-mail by department chairs to the Registrar. For classes in the schedule whose meeting times are listed as “to be arranged,” it is expected that faculty and students will meet as soon as possible to find a meeting time mutually satisfactory to all; the arranged time may not conflict with the class schedule of any student already enrolled in the course. The faculty member will report the agreed-upon time to the Registrar for insertion into the class schedule.

5.13 Classroom Maintenance

Classroom maintenance needs (e.g., lighting problems, broken desks, poor ventilation) should be reported to the Physical Plant Office as soon as possible. Missing or malfunctioning classroom media equipment should be reported to CTS. Faculty are expected to leave a room in the same condition they found it.

5.14 Center for Technology Services

The Center for Technology Services (CTS) central Help Desk provides one-stop shopping for all technology needs including hardware, software, email, network, media
support for events, audio/video recording and duplication, multimedia development, web, administrative applications, and telecommunications.

All members of the Gordon community are given a Gordon login with access to email and the College’s web applications and administrative systems (where appropriate). The “Responsible Use Policy” covering issues of access, security, privacy, etc. is available at https://go.gordon.edu/departments/cts/policies.cfm.

All requests for technology support services and training should be directed to CTS (CTS@gordon.edu or 978-867-4500). Only those requests that come through the CTS Help Desk will be logged, prioritized, and assigned to technology staff for resolution.

5.15 Days for Common Learning

Each year Gordon College sets aside certain days (e.g., Day of Prayer, Symposium) on the academic calendar to devote to specific academic and/or Christian life programming. Classes are not scheduled on these days, allowing members of the Gordon College community to attend different events associated with the common learning day.

5.16 Faculty Class Absences

The College expects that every course will meet at each of its regularly-scheduled class sessions, except on days that the College is closed due to inclement weather or other unusual circumstances. A faculty member who must miss one or more classes for professional reasons, jury duty, or other circumstances known well in advance must notify the department chair and must make arrangements for the class(es) to be covered. A faculty member who must miss class unexpectedly due to illness, emergency, or other unforeseen circumstances should contact the divisional administrative assistant, the department chair, or another departmental colleague, so that students can be notified that class is canceled.

5.17 Films and Theatrical Productions

As a Christian liberal arts college, Gordon promotes the study of the fine arts, including theatre and film. Through the study of theatre and film, students assess the human condition, probe moral and philosophical issues, and strengthen their skills as interpreters of art and society. Drama and cinema offer ways of both reflecting and challenging ideas and values, and Gordon encourages students to become informed and thoughtful interpreters of the arts and culture.

While the College encourages the study of theatre and film, it recognizes that members of the Gordon community should be discerning in their choices of plays and movies for College events. Plays and films should be selected that enhance the intellectual and character development of students. Standards on the viewing of plays and films vary within evangelical churches and families, and the College has chosen not to impose
legalistic criteria but rather to entrust faculty and staff with the responsibility for making wise selections and for establishing a proper context for film and theatre on campus. In making those judgments, faculty and staff must adhere to the following guidelines:

- Films and theatrical productions should have compelling artistic, ethical, and/or cultural interest. When asked, faculty and staff should be able to explain succinctly and clearly the purposes for their presentation on campus.
- In the interests of honestly assessing culture and the human condition, films and theatrical productions at Gordon may examine behavior that differs from that defined by the College’s Life and Conduct Statement.
- Films and theatrical productions containing nudity, vulgarity, violence, overt sexual behavior, and/or promotion of drug or alcohol use need to be reviewed critically. The inclusion of such themes does not necessarily preclude the presentation of a particular film or production; rather, the benefits of the film or production should significantly outweigh its objectionable qualities.
- Audiences should be given appropriate notice if a film or theatrical production contains material that could be offensive. Careful introductions or tactful disclaimers should be given in order to inform audiences sufficiently about the content of a film or production so that they can make their own choices about whether to attend. Faculty should provide reasonable alternatives to students who choose, for reasons of conscience, not to attend a required film or production.
- Movies shown publicly on campus for entertainment purposes must be rented through a company which is licensed to rent for group showings; this generally precludes the showing of films rented from video stores. No film or videotape may be shown in a manner which violates copyright laws.

5.18 Final Examinations

Policies and schedules governing final examinations are established by the Academic Programs Committee and administered by the Registrar. Policies apply to both quad and semester finals.

The exam days of each quad and semester are divided by the Registrar into two-hour periods, one per course meeting time; the final examination schedule is posted on the Registrar’s page of the College’s public website. Faculty members are not authorized to give final examinations at times other than the scheduled examination period.

Faculty members must personally use the scheduled final exam period for one or more of the following purposes:

- an in-class final exam;
- an appropriate class activity such as student presentations;
- reception of a take-home final exam or other written work.

Classes which effectively terminate before the final exam period are unacceptable. Faculty absences during the final exam period are governed by Section 5.17. A student failing to take a final examination will receive a grade of zero for that exam.
No student will be required to take more than two in-class final examinations on any given day; a student with three finals scheduled for the same day may submit a petition to the Registrar’s Office, requesting that one exam be rescheduled. Any such petition submitted at least three weeks before the end of the quad or semester will be approved, pending a satisfactory arrangement between the instructor and the student to take the exam at another time. Any other petitions for changes in final examination time must be submitted as soon as possible to the Registrar’s Office for consideration by the Academic Programs Committee; such petitions will only be approved in cases of severe emergency beyond control of the student. Changes in final exam time are never permitted for travel reasons.

5.19 Fiscal Policies and Protocols

The Board of Trustees and the Academic Division have established policies and protocols to ensure the sustainability of the academic offerings of the College within a framework of clear and transparent processes (see appendices for details).

5.20 Grading

The table below lists each of the grades used at Gordon, along with its associated meaning and number of grade points per credit:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
<th>Grade Points/Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Exceptional</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>Low pass</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td></td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>Failure to pass</td>
<td>0.0</td>
</tr>
<tr>
<td>S*</td>
<td>Satisfactory (equivalent to at least C)</td>
<td>----</td>
</tr>
<tr>
<td>U*</td>
<td>Unsatisfactory</td>
<td>----</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>----</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>----</td>
</tr>
<tr>
<td>IP</td>
<td>In progress</td>
<td>----</td>
</tr>
</tbody>
</table>

* Applies only to courses taken with satisfactory/unsatisfactory grading

The number of grade points awarded for a course is equal to the number of credits for the course multiplied by the appropriate number of grade points per credit from the above table. The cumulative grade-point average is the total number of grade points earned in
courses for which Gordon awards credit, divided by the total number of credits attempted at Gordon. A cumulative grade-point average of 2.0 is required for graduation.

5.20.1 Repeating Courses

In order to improve his or her grade-point average, a student may repeat courses previously passed or failed. The cumulative grade-point average is computed as though a repeated course has been taken only once, using the highest grade earned for that course; however, all grades earned in repeated courses remain on the student’s transcript. Courses repeated at another institution do not affect a student’s grade-point average, and substitutions for courses no longer offered are not permitted.

5.20.2 Grading Deadlines

Final grades are due no later than 9:00 a.m. on the second Monday after exam week. Requests for changes of final grades must be submitted by the instructor to the Registrar’s Office within the first 30 days of the succeeding semester.

5.20.3 Incomplete Grades

The grade I (incomplete) is allowed when a student fails to complete course requirements on time due to unpreventable and unforeseeable circumstances, if the instructor considers the student’s reason valid. Incompletes will normally not be granted solely on the basis of needing more time or a desire to submit additional work to earn a higher grade. The incomplete must be made up no later than seven weeks after the start of the next semester, and the grade change submitted by the instructor. Otherwise the grade may revert to an F. The instructor may set an earlier due date at the time the incomplete is granted.

The incomplete is recorded in the semester in which the student began the work. Upon completion, the final grade replaces the I on the transcript in the term taken. Deferring or withdrawing from college does not extend an incomplete or waive remaining requirements. When an incomplete is given, the course is counted as part of the student’s load in that semester. Seniors graduating in May cannot receive an incomplete in the final spring semester. September or December degree candidates participating in graduation must complete all their work in the summer or fall respectively and are not entitled to grades of incomplete for their final term of study.

5.20.4 Satisfactory/Unsatisfactory Grading

Students may take up to eight credits with satisfactory/unsatisfactory (S/U) grading. S/U grading may be used only for courses taken as electives, and not for core, major, or minor requirements. Request forms must be submitted to the Registrar’s Office before the end of the withdrawal period of the quad or
semester, or by June 1 for summer classes. Students on summer International Seminars may select S/U grading within one week of their return. Students who have requested S/U grading may revert to regular grading any time before the last day of classes by submitting a written request to the Registrar’s Office.

Instructors submit letter grades for all students in a course, including those who have requested S/U grading. For these students, the Registrar’s Office converts grades of C and above to S and grades of C- and below to U when posting them on transcripts. An S grade earns academic credit for the course, while a U grade does not earn credit. No S/U grade affects the student’s GPA.

5.21 Grants and Sponsored Projects: Indirect Cost Recovery

When grants allow indirect costs as part of the application process, the funding for indirect costs that come to the College will be divided in the following way:

**Academic grants**

Non-science:
- 20% for principal investigator’s (PI) department
- 20% for faculty development fund and/or future projects under the Provost
- 10% for grants and sponsored projects office
- 50% for operating budget

Science:
- 20% for principal investigator’s (PI) department
- 20% for faculty development fund and/or future projects under the Provost
- 10% for science related capital expenses and/or equipment at discretion of the Provost
- 10% for grants and sponsored projects office
- 40% for operating budget

**Non-academic grants**
- 30% for principal investigator’s (PI) department
- 10% for faculty development fund and/or future projects under the Provost
- 10% for grants and sponsored projects office
- 50% for operating budget

5.22 Independent Courses

An independent course is either a guided study (see Section 5.20.1) or an independent study (see Section 5.20.2). Either type of independent course is a privilege extended to a student by a faculty member; faculty members are not obligated to supervise independent courses when asked by students to do so. A faculty member may not supervise more than 16 credits of independent courses during an academic year.
Request forms for independent courses are available from the Registrar’s Office, and must be submitted to the Registrar’s Office no later than the fifth day of the semester, or by June 1 in the case of summer enrollment. An independent course must be approved by the supervising faculty member, the student’s academic advisor, the supervising faculty member’s department chair, and the Registrar.

5.22.1 Guided Study

A guided study is a tutorial which fulfills all the requirements for a course listed in the College Catalog. The course must be a graduation requirement for the student requesting the guided study, and the student must have satisfied all the prerequisites for the course. The student must demonstrate that the course could not be taken at the regularly-scheduled time and that the guided study is necessary either to resolve a conflict between required courses or to substitute for a required course not offered during the semester needed.

A student taking a guided study is required to meet at least one hour per week with the supervising faculty member. A student who completes a guided study earns the number of credits the College Catalog indicates for that course.

5.22.2 Independent Study

An independent study is an experience designed to provide curricular enrichment and flexibility; as such, it must explore a topic not available in the existing curriculum. To be eligible for an independent study, a student must have earned a cumulative grade-point average of at least 2.75, accumulated sufficient background to support study on the chosen topic, and demonstrated evidence of ability to engage in independent study.

An independent study must be a semester-long experience, for which a student may earn two to four credits. No student may earn more than eight credits toward a degree through independent studies, except for Pike Scholars whose independent study plans have been approved by the Pike Honors Committee.

5.23 Jenks Library

The Jenks Library provides information resources, research assistance, and a welcoming environment for individual and collaborative learning in support of the curriculum and mission of Gordon College. The Jenks Library is a member of the NOBLE (North of Boston Library Exchange), a cooperative effort of 28 area libraries founded to improve library services through technology. Seventeen public libraries, ten academic libraries, and one special library are members of NOBLE. The Jenks Library is also a member of MLS (the Massachusetts Library System), which provides support services to member libraries, including delivery of materials between libraries and online information resources. Library resources include access services, reference, interlibrary loan, course reserves, library instruction, collection development, and electronic information.
resources. Please visit the library website at http://www.gordon.edu/library for details. Circulation policies for Faculty are listed on the library’s website.

5.23.1 Course Reserves

Faculty may place library or personal materials on reserve for their classes. Reserve materials are available at the Jenks Library Circulation Desk. Detailed guidelines concerning reserves, copyright issues, loan periods, and reserve request forms are available on the library’s website at http://library.gordon.edu/library-services/course-reserves-faculty

5.23.2 Library Instruction

Library instruction is available for individuals, small groups, or entire classes for general or subject-specific content. Library instruction can be requested on the library website at http://library.gordon.edu/library-services/library-instruction

5.23.3 Journal Routing

The library provides faculty a journal routing service via campus mail. Detailed information concerning journal routing is available on the library’s website at http://library.gordon.edu/library-services/material-delivery-requests#s-lib-ctab-9854139-2

5.23.4 Faculty Delivery

Faculty may request Jenks Library books or journal articles be delivered to their offices via campus mail. Detailed information concerning faculty delivery is available online at http://library.gordon.edu/library-services/material-delivery-requests#s-lib-ctab-9854139-1

5.23.5 Museum and Park Passes

Passes for the Museum of Fine Arts in Boston are available for checkout at the Jenks Library Circulation Desk. Each pass provides free admission to the museum for one person, as well as discounts for parking, museum restaurants, and the museum shop. MassParks Passes that provide free parking at Massachusetts State Parks are also available for checkout at the Jenks Library Circulation Desk.

5.23.6 Interlibrary Loan

Through the online catalog, patrons can request items owned by other NOBLE libraries. You will need a library barcode and a library PIN to request these materials. If an item is not owned by another NOBLE library, you can search the Massachusetts Virtual Catalog and request the item using the same barcode and PIN. Books or journal articles not available in the library or online may be
requested through interlibrary loan. Detailed information and the online request form can be found on the library web page. Delivery of materials requested through NOBLE libraries and the Massachusetts Virtual Catalog may take 3 to 7 days. Other interlibrary loans may take one to two weeks for delivery. When your request has arrived, you will be notified by email.

5.24 Office Hours

Full-time faculty members must be available to meet at least six office hours per week for students. Some of the office hours must be held during the Monday-Wednesday-Friday schedule, and the rest during the Tuesday-Thursday schedule. The office hours must be listed on the faculty member’s schedule card, copies of which are posted outside the faculty member’s office and filed with the divisional administrative assistant.

5.25 Other Remunerative Work

To be a full-time faculty member at Gordon College is a calling. Each faculty member is encouraged to become involved in the life of the community beyond the College as it arises out of their calling as a Christian teacher-scholar. Such activities are particularly valued if they involve contributions that arise out of one’s research and/or contribute to College relations to the larger community. Nevertheless, commitments outside the College should not interfere with fulfilling with excellence the responsibilities that come with accepting the full-time role of a faculty member.

When contracting for outside employment which will take place in whole or in part during the College’s regular contract year (which is defined for these purposes as the period beginning one week before the first class of the Fall semester and ending on the date the faculty member submits all grades for the Spring semester), a faculty member must first gain permission for such activity from the appropriate academic dean and Provost. Faculty members are encouraged to have a professional plan which puts all such activities—during the academic year and during the summer—in the context of their professional goals. Secondary professional pursuits should enhance one’s work at the College. Such activities, which include professional consultation or program reviews, research collaborations, and artistic performances, should be undertaken only when it is certain that they will not interfere with professional growth and excellence in a faculty member’s role, whether remuneration is involved.

Except where the College has an established collaborative teaching relationship with another educational institution, teaching at another institution is generally discouraged. Teaching a single class as part of a larger course or lecturing as part of a non-coursework lecture series at another educational institution is generally acceptable.

During three months of the summer, faculty members are encouraged to have a renewing vacation. In light of this, faculty members are free to develop contracts with outside agencies or receive remuneration from grants for two months of the summer. Faculty members shall not permit summer activities to hinder fulfilling expectations for
scholarship, professional activity, and preparation for teaching. In all cases, faculty shall provide prior notice to the appropriate academic dean and Provost of outside work.

5.26 Records

The Registrar’s Office and the Office of Student Life maintain the two primary sets of records on any student. Faculty members are encouraged to consult these records if doing so would likely contribute to a student’s well-being. However, it should be noted that the College is in compliance with the Family Educational Rights and Privacy Act (FERPA), which regulates usage of such records. Questions about FERPA should be directed to Student Life.

Some of the records maintained by the Registrar’s Office are available online through https://my.gordon.edu/ics. Instructions for accessing and using the “My Gordon” website are available from the Registrar’s Office.

Other records available on campus are:
- prospective student files, which are kept by the Admissions Office;
- alumni information, which is kept by the Office of Alumni Relations;
- medical records for current students, which are kept by the Health Center.

Medical records of former students are transferred to the Office of Student Life.

5.27 Registration

All faculty members not on sabbatical or leave are expected to participate in the registration process for their advisees during the various registration periods throughout the academic year. Advisees of faculty members on sabbatical or leave are assigned to other faculty members within the department. Generally speaking, faculty members meet with their advisees individually to discuss their course schedule; students register for classes through the My Gordon site, and registration is then approved by their adviser(s). Class schedules and detailed registration instructions are made available to faculty and students before each registration period.

5.28 Speakers from Off Campus

Gordon College recognizes the basic right of students and faculty to adequate discussion of pertinent issues. Whenever possible, attempts are made to examine various sides of controversial issues. Sometimes this requires bringing in a speaker from outside the College community. However, the College asserts that an invitation to speak at the College does not imply institutional endorsement of the invited speaker’s views. If there is a question about whether it is appropriate to invite a particular person to speak on campus, the person or group considering the prospective speaker should consult with the Provost before offering an invitation.
5.29 Syllabus Guidelines

A syllabus is required for each course and a copy must be sent to your divisional administrative assistant at the start of each term. The following should be incorporated into each syllabus:

Information

- Name of course and catalog number
- Name of instructor and contact information (email and office phone number)
- Instructor’s office location and office hours
- Term, year, and time course is offered
- Pre-requisites (if any)
- Course objectives
- Student learning outcomes
- Required reading materials
- Texts, supplies, or other required materials
- Reserve reading list (if any)
- Basis of evaluation (This should be more than the grading scale. It should include items such as exams, attendance, quizzes, papers, course participation, etc., and should inform students what percentage of their grade will be determined by each form of assessment.)
- Attendance policy, including a statement about absences due to field trips, etc.
- Accommodations Statement: “Students with disabilities who need academic accommodations are asked to speak with the instructor within the first two weeks of class. Students are also responsible for making sure that documentation of the disability is on file in the Academic Support Center. Failure to register in time with the leader and the ASC may compromise our ability to provide the accommodation.”
- Academic Dishonesty Statement. “Academic dishonesty is regarded as a major violation of both the academic and spiritual principles of this community and may result in a failing grade or suspension. Academic dishonesty includes plagiarism, (see Plagiarism in Student Handbook), cheating (whether in or out of the classroom), and abuse or misuse of library materials when such abuse or misuse can be related to course requirements.”
- Statement on Academic Credit: “For each semester hour of credit, students should expect to spend a minimum of 2-3 hours per week outside of class in engaged academic time. This time includes reading, writing, studying, completing assignments, lab work, or group projects, among other activities.”
- Calendar or outline of course which incorporates:
  - Course technique, procedures, or topics
  - Reading and study assignments
  - Deadline dates
  - Exam and quiz dates
- Optional Information:
  - Supplemental bibliography
5.30 Teaching Assistantships

Teaching assistants are appointed by the department chair based on student applications and recommendations of departmental faculty. Faculty may request teaching assistants from their department chair. Approvals will be made based on need and departmental budget. Teaching assistants should have no primary responsibility for the construction of tests or for the grading of papers or major essay questions on tests, but they may do some grading work under the direction of the faculty supervisor.

5.31 Workloads for Faculty Members

Please see the formula for faculty workload in the appendices.
Section 6. General Information

6.1 Alcohol and Drug Use

6.1.1 Use of Alcoholic Beverages

Members of the Gordon community will neither possess nor use alcoholic beverages on campus or on adjacent properties. Use of alcohol is prohibited while attending College-related events where students are present. While it is recognized that abstinence is not biblically mandated, members of this community are encouraged for reasons cited in the Statement of Life and Conduct to consider abstinence as a personal practice. This position reflects the College’s concern with the physical, social and personal effects of alcohol. At no time will the illegal use or abuse of alcohol be tolerated by members of the Gordon community.

6.1.2 Drug-Free Schools and Communities Act

The health and safety of Gordon College employees and students are matters of serious concern. The College seeks to protect the public health of all members of the College community by promoting a drug-free environment in compliance with the Drug-Free Schools and Communities Act of 1989. The complete College policy regarding the Drug-Free Schools and Communities Act is provided in Appendix 1.

6.2 Employee Benefits

6.2.1 Bookstore Discount

The bookstore normally grants a 10 percent discount to all faculty and staff (see Section 5.10.2 for details).

6.2.2 Drug-Abuse Assistance for Employees

In compliance with the Higher Education Amendments of 1986, Gordon College operates a drug-abuse prevention program encompassing general dissemination of informational literature, awareness seminars, and individual counseling. Assistance is available to students, staff and faculty. More information about this program is available from the Center for Student Development.

6.2.3 Flexible Benefits Plan

Gordon College provides a range of employee benefits in the support of employees and their families. Basic benefits include life insurance, accidental death and dismemberment insurance, and long-term disability insurance fully funded by the College. Comprehensive medical and dental insurance are available at highly competitive rates. Detailed information on all benefit plans is found at www.gordon.edu/hr/benefits.
6.2.3.1 Health and Dental Insurance

Full-time employees are eligible for Blue Cross and Blue Shield health insurance plans that provide broad inpatient and outpatient coverage, prescription drug coverage and mental-health benefits. A complete description of each available plan can be obtained from the Office of Human Resources. Dental insurance is also available, providing coverage for a broad range of services with participating dentists. A list of eligible procedures and participating dentists is available from the Office of Human Resources.

Enrollment in the health and dental insurance plans is not automatic. Application must be made with the director of human resources. The cost of health and dental insurance is shared between the College and the employee on a contributory basis. The employee portion of the premium may be paid on a pre-tax basis through payroll deductions. Employees working part-year (e.g., 9- or 10-month) contracts must pay their portion of the monthly premium to the College during the months not worked.

Under the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA), employees and their dependents who would otherwise lose insurance coverage due to certain instances of termination of employment or other specified events may be entitled to elect to remain on the College’s health insurance plans for a certain length of time, depending upon the reason for the loss of coverage, provided they pay certain amounts or the current full premium. Further information about COBRA is available from the Office of Human Resources.

6.2.4 Gordon-Conwell Theological Seminary Benefits

Gordon College and Gordon-Conwell Theological Seminary have an agreement to share some of their employee benefits with each other. The benefits provided to College employees and their dependents include tuition-free courses at the Seminary, scholarships to the Seminary nursery school program, and availability of Seminary housing on a short-term basis. These benefits are described below.

6.2.4.1 Tuition-Free Courses at the Seminary

Full-tuition scholarships for courses at the Seminary are available to full-time College faculty, President’s Cabinet officers, and their spouses, and to all full-time staff who have worked at least four years at Gordon and their spouses. The scholarships cover 100% of tuition for seminary courses, and apply to all programs at Gordon-Conwell. To receive a scholarship, an individual must be accepted as a degree student or a special (non-degree) student and must remain in good academic standing. Anyone interested in
enrolling in courses at the Seminary should obtain a tuition waiver form from the Office of Human Resources, then contact the Admissions Office at Gordon-Conwell for information about courses and matriculation.

6.2.5 Housing Assistance

The housing stipend program is available only to newly-hired faculty and other faculty who have never owned a home in Essex County, Massachusetts. If eligible, the faculty member will receive a stipend that is in addition to their base salary ($325 or $250 per month depending on the town in which the home is located). The stipend will continue for 11 years and 5 months, or until the faculty member is no longer employed by the College. The participant must be able to obtain a primary mortgage and be able to make at least a five percent down payment at the time of closing. Lastly, the participant must be at least 25 years of age.

The housing assistance program is available to all full-time faculty and staff at any time. The College will provide a second mortgage which will be repaid by the participant over a period of eight years by using the five-percent salary contribution which would otherwise go to the TIAA/CREF retirement program. (N.B.: as stated, this is in lieu of the College’s five percent contribution to the retirement program on the employee’s behalf.) The participant must be enrolled in the retirement program and remain so in order to receive this second mortgage. The amount of the mortgage is determined by the participant’s salary, and is set at a level that will allow repayment of the mortgage through the redirected retirement plan contributions over eight years. The participant must be able to obtain a primary mortgage and be able to make at least a five percent down payment at the time of closing. The five percent down payment may include the second mortgage proceeds. Lastly, the participant must be at least 25 years of age.

Additional information may be obtained from the Office of the Vice President for Finance and Administration.

6.2.6 Liability Insurance

Both the College and faculty members acting within the scope of their duties as such are covered against any liabilities arising out of bodily injury, personal injury or property damage. In addition, the College and faculty are covered for damages resulting from errors, omissions and breach of duty. Information regarding coverage may be obtained from the Office of the Vice President for Finance.

6.2.7 Parental Leave

Under the Massachusetts Parental Leave Act (MPLA), regular full-time employees who have worked for the College for three (3) consecutive months are eligible for eight (8) weeks of unpaid leave per child for the purpose of: the birth of a child, adopting a child under the age of eighteen (18), adopting a child under the age of
twenty-three (23) if the child is mentally or physically disabled, or the placement of a child with you pursuant to a court order.

The leave must be taken in full no later than eight (8) weeks (or the applicable period in the event of multiple children) following the birth, adoption, or placement of the child. To the extent you are eligible for leave under this policy and the College’s Family and Medical leave Policy (“FMLA”), such leave runs concurrently. Any two (2) employees of the College will only be entitled to eight (8) weeks of parental leave in the aggregate for the birth or adoption of the same child, but may be eligible for additional leave under the FMLA policy, if applicable.

Full-time faculty who have worked for the College for at least one full year will be paid their regular salary for the first nine (9) weeks of parental leave (i.e. approximately one-half of a semester), provided that they are eligible for leave under the Parental Leave policy above and the College’s FMLA policy. Full-time faculty who have worked for the College at least three months but less than one year would be entitled to eight (8) weeks of unpaid leave under the MPLA. To receive pay during a parental leave, faculty are required to comply fully with the Parental Leave policy and the FMLA policy. To the extent a faculty member is eligible for leave beyond nine (9) weeks in accordance with the College’s FMLA policy, such additional time off will be unpaid.

During a parental leave of absence, the College will continue your participation in the College’s group benefit plans and will continue to make its contributions to the premium costs of such plans, provided that you pay your share of the premiums. Paid parental leave does not affect the timing of tenure and promotion decisions or the timing of sabbaticals. A faculty member may extend the tenure clock by one year for up to two parental leaves upon request to the provost.

6.2.8 Retirement Plan

Gordon College participates in a retirement plan administered by the Teachers Insurance and Annuity Association (TIAA) and the College Retirement Equities Fund (CREF), companion nonprofit companies providing retirement benefits and life insurance for employees of colleges, universities and other nonprofit educational organizations.

All employees who work at least half time (1,000 hours or more a year) and are at least 25 years old are eligible for the program. Contributions to TIAA-CREF are allocated among the available TIAA and CREF accounts as directed by the employee, and the plan is fully vested and portable. Other information regarding the retirement plan is provided in the TIAA-CREF plan documentation distributed to new employees, copies of which are available in the Office of Human Resources.
Emeriti Retiree Health Plan

Emeriti Retirement Health Solutions provides two services to assist employees with the high cost of health care in retirement. All full-time employees over the age of 25 may make tax-advantaged investments through Emeriti Health Accounts to help meet future retiree medical expenses. Gordon College makes monthly contributions to the individual accounts for employees age 39 and over.

Emeriti Health Insurance Option provides a range of health insurance products for retirees who qualify for Medicare. This supplemental health insurance has been especially designed for retired faculty and is available for employees who retire from Gordon and meet service eligibility requirements.

6.2.9 Tuition Benefits

6.2.9.1 Tuition Remission for Undergraduate Courses

Full-time employees and their spouses and dependent children are eligible to participate in the Gordon College Tuition Remission Program for undergraduate courses taken at Gordon College. In order to qualify, the employee must have come to Gordon exclusively as a member of the faculty or staff.

Tuition remission benefits will be capped at eight semesters in the undergraduate program for each dependent.

Tuition remission amounts. Fulltime employees may take a maximum of 4 credit hours for credit per academic term tuition free. For spouses and dependents of employees, the percentage of tuition remitted is determined by the employee’s number of years of service as follows:

<table>
<thead>
<tr>
<th>Years of Service</th>
<th>Tuition Discount</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than 1</td>
<td>0%</td>
</tr>
<tr>
<td>1 but less than 2</td>
<td>25%</td>
</tr>
<tr>
<td>2 but less than 3</td>
<td>50%</td>
</tr>
<tr>
<td>3 but less than 4</td>
<td>75%</td>
</tr>
<tr>
<td>4 or more</td>
<td>100%</td>
</tr>
</tbody>
</table>

Employment at any of the Christian College Consortium schools is credited toward years of service.

Dependent children are those listed as a dependent on the employee’s tax return for the most recent calendar year. Once a child ceases to be a tax dependent, he/she is no longer eligible for tuition remission benefits.
This tuition remission policy applies to regular tuition charges for on-campus courses during the fall and spring semesters and to Summer Term courses only. Off-campus programs and independent studies are not covered by tuition remission. Room, board and fees (e.g., comprehensive, technology, lab, physical education, parking and other fees) are not covered by tuition remission and the employee is responsible to pay them. Tuition remission is reduced by awards, grants, or other funding for direct educational costs.

Tuition remission is not available to a student who marries an employee or to a married student whose spouse becomes employed full-time by the College at some point before the student graduates. A spouse who is a former student becomes eligible for tuition remission two semesters after his or her last date of enrollment as a full-time student.

If a full-time employee with four years of service or an emeritus faculty member passes away or becomes permanently disabled, the College will extend the tuition remission benefits to all individuals who were dependents of that full-time employee or faculty member at the time of the death or disability. Dependents may claim this tuition remission benefit for up to eight semesters of undergraduate study, as long as they remain in good standing with the College’s academic and behavioral policies.

Dependents must remain in good standing with the College’s academic and behavioral policies during the tuition remission benefit period.

Global Education programs. Full-time degree candidates eligible for tuition remission (Gordon College or other Christian College Consortium or Council for Christian Colleges and Universities faculty/staff dependents) may not receive this benefit for Global Education programs, but they may participate in one of the College’s semester or academic-year off-campus education programs in one of two ways:

- For Gordon owned programs, students may pay the actual cash costs of the program if space is available and a tuition-paying student is not thereby eliminated;

- Students with scholarship awards may apply the award to an off-campus-education program by withdrawing from tuition remission status for the appropriate semester(s). They will be billed the full Gordon basic term expenses (tuition block, double room, meal plan #1, comprehensive fee) and credited the scholarship (and other aid as appropriate).

Full-time degree candidates eligible for tuition remission (Gordon College or other Christian College Consortium or Council for Christian Colleges and Universities faculty/staff dependents) may participate on a tuition-
remission basis in International Seminars. However, fees associated with these programs are paid by the participant, not the College. There is no limit on the number of dependents supported through tuition remission in International Seminars, but under no circumstances shall a student receiving tuition remission occupy a space desired by a tuition-paying student.

Financial aid. Additional financial aid beyond tuition remission may be available for eligible spouses and dependent children. However, eligibility for financial aid funds other than merit scholarships is based on the federal calculation of a family’s ability to pay; aid funds, including student loans, are available only after the family contribution is calculated. Additionally, Gordon administers both student alternative and parent loan funds that can help families cover the cost beyond tuition. Information about these programs is available from the Office of Student Financial Services.

Procedures. Admission to the College is not automatic for any student. This tuition benefit will apply to students who meet the admissions criteria and are admitted as either a regular or special student.

Applications for the tuition remission program are available from the Office of Human Resources, and must be completed no later than November 1 of the year prior to the academic year when the prospective student may first enroll. If the student defers enrollment for the academic year for which the tuition remission application was received, a new application must be completed no later than November 1 of the year prior to the academic year when the prospective student may first enroll.

Application for admission to a degree program or application to take individual courses as a special student can be made through the Admissions Office. In either case, no application fee is required. Names of accepted, full-time regular freshmen or transfer applicants are reported by the Admissions Office to the Office of Student Financial Services for tuition remission credit and for billing. A housing deposit is necessary if a student intends to live on campus. New students receiving tuition remission must still pay the non-refundable registration deposit.

6.2.9.2 Tuition Remission for Graduate Courses

Full-time employees and dependents may also take Gordon’s graduate courses at a reduced tuition rate. One tuition-remission student may be accepted into the graduate program for every three full-tuition students enrolled. The tuition discount is half of the undergraduate tuition discount for which the employee or dependent is eligible according to the table in Section 5.2.3.15.1. In accordance with federal law, tuition discounts for graduate courses are a taxable benefit to the employee.
Tuition Remission Programs for the Christian College Consortium and the Council for Christian Colleges and Universities

Gordon College participates in the tuition remission programs sponsored by the Christian College Consortium and the Council for Christian Colleges and Universities (CCCU). Students who qualify for tuition remission at Gordon College may apply to have their tuition remitted at other colleges and universities in the Consortium or the CCCU.

Details about both programs are available in the Provost’s Office. To apply, a faculty or staff member must ask the provost to send an application on behalf of the student to the Provost of the other institution. This request for tuition remission should be completed after the student has already applied to the institution for admission, since the tuition remission request will not be considered until the student has already been admitted to that college or university. Most institutions review requests for tuition remission in the fall semester, so it is best for all concerned to have all necessary applications submitted as early in the academic year as possible.

Each year most institutions in the Consortium and the CCCU grant between one and three requests for tuition remission to individuals from Consortium or CCCU schools. Competition for these awards is often very intense, especially at some of the stronger colleges and universities. Furthermore, a few of the schools in the Consortium and the CCCU do not participate in the tuition remission program. Faculty and staff at Gordon should not assume that if their dependents qualify for tuition remission at Gordon the award will be granted at another institution. The Provost can help a faculty or staff member assess the chances of receiving the tuition remission award at another institution.

If a Gordon faculty or staff dependent receives tuition remission at a Consortium or CCCU institution, the faculty or staff member may need to request each year that the tuition remission award be renewed. Rules for this vary by institution. It is wise for the faculty or staff member to check each year with the admissions office of the college or university to determine whether it is necessary to resubmit the application. Normally, such requests for renewal are routinely granted. Each institution has its own rules about whether the tuition remission award can be applied to off-campus programs, such as the Oregon Extension Program or the CCCU’s American Studies Program. If an institution allows its own dependent students to apply their tuition remission to off-campus programs, that privilege is usually granted to those students in the Consortium or CCCU tuition remission program. However, students in the tuition remission program should check with their own colleges to determine if and how the award can be applied to any off-campus programs.
6.3 Facilities Available for Recreation and Other Uses

Some College facilities are available for use by College employees and their families. The Bennett Center facilities (gym, track, pool, rock-climbing wall, fitness center and racquetball courts) may be used by faculty and staff members and their immediate families without charge, and also may be rented for birthday parties and other events. The A. J. Gordon Memorial Chapel and other campus facilities may be rented for youth or church groups, weddings, or other special occasions through the Gordon College Campus Activities Planning process (see Section 6.7). For information on the College’s “Campus Use Policy,” see Appendix 4.

6.4 Sick Leave

Paid leave is granted to eligible employees to provide salary continuance for the following reasons:

- To care for a physical or mental illness, injury or medical condition affecting the employee or the employee’s child, spouse, parent or parent of a spouse;
- To attend routine medical appointments of the employee or the employee’s child, spouse, parent or parent of a spouse;
- To address the effects of domestic violence on the employee or the employee’s dependent child;
- To arrange for the funeral and affairs at the death of a close family member.

For additional details on sick leave, see the Office of Human Resources.

6.5 Family and Medical Leave Act

It is the intention of Gordon College to comply fully with the requirements of the Federal Family and Medical Leave Act of 1993 (FMLA). This law states that eligible employees may request an unpaid leave of absence for up to twelve weeks for any of the following purposes:

- care of a newborn child;
- care of an adopted or foster child who has been placed in your care;
- care of a spouse, child or parent who has a “serious health condition” as defined under federal laws; or
- recovery from a serious health condition which prevents the employee from performing the functions of his or her position.

The College’s complete policy regarding FMLA is provided in Appendix 2.

The above benefits are subject to change from time to time due to various factors including but not limited to changes in legal requirements, vendor plans and economic circumstances. Those changes may be made without amending this Handbook. In the event of a conflict
between statements provided in this Handbook, and any third-party plans or policies (e.g. insurance policies), the plans and policies shall control. In the event of a conflict between a provision in this Handbook and any applicable federal or state statute or regulation, the statute or regulation shall control and the provision shall be interpreted so as to comply with the applicable federal or state statute or regulation while maintaining the remainder of the provision that does not so conflict.

6.6 Master Calendar

The master calendar is overseen during the academic year (August–May) by the Vice President for Student Life. The master calendar can be viewed online at the GO site. Requirements to submit an event on the Master Calendar are:

- Any student/campus event over 50 persons or a public-access event of any size.
- Any event requested by a non-Gordon group or individual.
- Any outdoor event.
- Any fundraising or admission-fee event/program.
- Any event requiring the use of campus facilities or fields.
- Any event which involves the sale or distribution of an item.
- Any event where food is served.

Exemptions include:

- Routine College business exemption: Meetings, academic classes, workshops, training, and business associated with the day-to-day business of the College do not need to be entered to the GCCAP calendar unless they exceed reasonable facility or staffing accommodations. For instance, a training seminar for Registrar staff in the Tavilla conference room would not have to be listed; a required lecture for all first year seminar students by the President of the United States would need to be registered. In the event of any uncertainty as to the applicability of the GCCAP calendar, members of the College community should contact the office of the Vice President for Student Life for guidance. Any event may be placed on the master calendar for publicity purposes.

- Residence Life exemption: Any event planned for the residents of one hall or hall group and which is contained within that hall or in immediate proximity, is not open to the campus community, and does not require campus services/reservations, may opt either NOT to register that small event or to add it to the campus master calendar for programming reasons.

It is expected that advance planning for events will be done by the requesting individual or organization. Program planning and coaching should be done in advance with the appropriate department and group so that a well-organized event or activity is provided for review by the Master Calendar team. If any assistance is needed in planning the event, individuals should contact their group’s advisor, or inquire to Campus Activities.
During the summer, the online request system is not employed. Programs are approved by direct application through the Campus Facility Use and Space Planning Office via email.

6.7 Occupational Safety and Health Act

State and federal regulations require certain safety programs to be in place, including a “Right to Know” program providing information about potentially hazardous materials in the workplace. A Material Safety Data Sheet (MSDS) is required to be readily available for all such materials. Copies of the College policies for these programs are available from the campus environmental, health and safety officer or from Physical Plant.

6.8 Communication Standards, Resources, and Protocols

Under the direction and authority of the Vice President for Marketing and Strategic Communications, the Office of College Communications (OCC) is responsible for managing the institutional identity of Gordon College, a variety of communications channels internally and externally, and all media relations. Working closely with the Design Center, the OCC ensures that the College brand is used properly and consistently in all official communications to internal and external audiences, including print and electronic materials and social media. Protocols, guidelines, and best practices (including use of social media) can be found at www.gordon.edu/collegecomm.

Part of promoting Gordon College is marketing its people and programs. As such, the OCC regularly contacts local, regional and national media about speaking with Gordon administrators and/or faculty members on certain issues. In general, all calls to and from the media should be coordinated with the OCC. Only the President and the Vice President for Marketing and Strategic Communications are authorized to serve as spokespersons for the College. At times this office will contact faculty members and ask them to follow up with reporters. Any faculty member or administrator contacted by the OCC to serve as a Gordon expert is asked to be as accessible to the media as possible, given the importance of media visibility to the College and its programs and disciplines. This media outreach is part of Gordon’s larger marketing plan and the best way to make Gordon College and its mission known to the public.

6.9 Confidential Information

All faculty members and administrators shall respect the confidential nature of all privileged information and opinion they receive in faculty and committee meetings, in official and unofficial communications and in private discussions with colleagues and students. It is incumbent upon the source of the information to make clear that the information is confidential; if this is not done, however, the recipient of the information should seek clarification about whether or not the information is confidential. In general, faculty members and administrators must practice discretion in regard to any information entrusted to them.

6.10 Parking
Vehicle registration stickers are issued free of charge to faculty and staff. A registration form should be completed and returned to the Gordon Police Department in order to receive a sticker; an employee may register multiple vehicles if necessary. The sticker should be removed from a vehicle and returned to Public Safety when the vehicle is sold or otherwise disposed of. Faculty and staff are expected to comply with parking regulations. Employees will be ticketed for parking violations and expected to pay associated fines; appeals of parking tickets may be made by filling out an appeal form at the Gordon Police Department.

6.11 Pets on Campus

Faculty and staff should not bring pets to campus. Stray animals will be turned over to the Wenham animal control officer. Resident directors are allowed pets if required for medical or mental health reasons. The College permits service animals as required by law.

6.12 Printing and Publications Policy and Guidelines

The mission of the Design Center is to manage Gordon’s visual brand identity and to assist the College community in producing high-quality printed materials in a timely and professional manner. This office is Gordon’s authority on design issues that involve the College logo and visual branding. All College-related print projects for distribution either on- or off-campus to 50 or more people must be submitted or coordinated through the Design Center. For details on the Center’s capabilities, procedures, and contact information, see www.gordon.edu/designcenter.

6.13 Requisitions and Purchase Orders

All requests for materials or services should be submitted through Paramount WorkPlace, the College’s web-based purchasing software. The requisition will go through an electronic approval process. Requisitions will be approved by the Controller’s Office if funds are available in the department’s budget. The Purchasing Office will process the requisition into a purchase order and then either place the order or give the requester the PO number to place the order themselves. Upon receipt of the materials or services, the originator must complete a receiving session in Paramount WorkPlace, and forward the invoice to Accounts Payable with the PO number and receipt number written on it. Any shortages or breakage should be reported to the Purchasing Office. Invoices received in the Controller’s Office are processed on the basis of materials or services received in Paramount WorkPlace. Please refer to the Controller’s Office page on the Go site for detailed instructions on Paramount Training and access.

6.14 Sexual Misconduct

In compliance with Title IX of the Education Amendments of 1972, Gordon College is committed to maintaining a learning and working environment free of sexual harassment.
and sexual misconduct. Reports of sexual misconduct will be vigorously investigated to end the prohibited conduct, prevent its recurrence, and remedy any adverse effects on individuals or the community. Faculty members have specific responsibilities under Gordon’s Sexual Misconduct Policy. Please read the entire policy in Appendix 3.

Gordon College strives to provide a learning and working environment that is characterized by trust and mutual responsibility, and that observes the Christian virtues of justice, love and freedom. Consensual romantic relationships in which one party has any professional responsibility (or potential responsibility) for another’s academic or job performance are a violation of professional ethics, create a risk for real or perceived coercion, are expressly a violation of this policy, and are not permitted.

6.14.1 Relationships Involving Authority and Power

Sexual misconduct often involves relationships of unequal power, even if the relationship appears to be consensual. The power differential inherent to such relationships may compromise free choice. Such situations may contain elements of coercion, such as when compliance with requests for sexual favors becomes a criterion for granting privileges or favorable treatment in the classroom or on the job. However, sexual misconduct may also involve relationships among persons of equal authority or power, such as when repeated advances or demeaning verbal comments by a co-worker have a harmful effect on a person’s ability to perform his or her work.

6.14.2 Relationships with Students

Romantic (e.g. dating, amorous) relationships between faculty and students pose a threat to the integrity of the educational process and are specifically prohibited. First, these relationships may be unjust to the involved student because of the inherent asymmetry of power existing between students and faculty. The pedagogical relationship between teacher and student must be protected from influences or activities that can interfere with learning and personal development. Second, the trust and collaboration of other students with the involved persons may be compromised and impair the learning environment for other students. Finally, by their nature, such relationships may undermine justice in subtle or inadvertent ways by unbalancing the attentions of the person in authority. Likewise, consensual romantic relationships between staff members and students can interfere with a free and focused learning and working environment for each party.

6.14.3 Relationships between Employees

All members of the Gordon community are expected to maintain appropriate professional relations with one another. Romantic relationships between co-workers raise serious concerns about conflicts of interest and preferential treatment, diminishing trust and jeopardizing the working environment for all employees. This is especially the case if one individual has professional influence or authority over the other. If a staff member becomes involved in a romantic relationship within his
or her own department, he or she must disclose its existence to his or her supervisor and must cooperate fully in making whatever arrangements are necessary to protect the workplace rights of all employees.

6.15 Travel

6.15.1 Use of Personal Cars for Official Business

The College carries employer’s non-ownership liability insurance on any private car in use for College business. This insurance provides coverage only for claim amounts in excess of the employee’s personal automobile coverage for bodily injury liability and property damage liability. A mileage allowance established by the Controller’s Office will be paid when an expense report carrying the department head’s approval is submitted for reimbursement. Approved and documented tolls and parking fees will also be reimbursed, but not charges for gas, oil, washing, repairing, or servicing the vehicle.

6.15.2 Use of College Vans

College-owned vans may be reserved for use on official school business through Physical Plant. Keys must be picked up in advance at Physical Plant during normal business hours. Drivers must possess a Massachusetts driver’s license and have passed the van driving test administered by Public Safety. A fixed fee per mile is charged to the account number indicated on the trip report. In case of conflicting needs the vehicle will be assigned to the use judged to be in the best interest of the College.

6.16 Work Orders for Physical Plant

An online work request form must be used for all non-emergency work requests submitted to Physical Plant. Emergency requests can be submitted by calling Physical Plant. The online form can be accessed at https://go.gordon.edu/departments/physicalplant/ppwos/index.cfm, or by pointing a web browser to http://go.gordon.edu and clicking first on the “Departments” tab, then “Physical Plant” and finally “Work Requests” in the column at the left of the page.

6.17 Policy on Employment of Relatives

The employment of relatives is not prohibited at Gordon College simply because of the spousal or family relationship. However, to avoid possible conflicts of interest the following situations are prohibited:

- supervisory relationships between relatives where one relative has the ability to appoint, remove, discipline or modify the terms/conditions of employment;
- relatives serving in the same reporting line or hierarchy;
- relatives serving as agents for each other in human resource matters.
Relative is defined as spouse, daughter, son, parent, grandparent, brother, sister, grandchild, aunt, uncle, niece, nephew (or the spouse of any of these). This policy is valid for all promotions and hires as of July 1, 2014.

This policy does not apply to temporary employment (including student employment) at Gordon College. Moreover, in situations when the president determines that it would be in the best interest of the College, the president may approve individual exceptions, but only when:

- the interests of other employees are not prejudiced by the exception, and
- all recommendations or decisions made by one relative about the other relative are subject to review and approval either by an unrelated supervisor or by another College employee designated to perform this function.

A1.1 Preamble

The health and safety of Gordon College employees and students are matters of serious concern. Gordon College seeks to protect the public health and environment of all members of the College by promoting a drug-free environment in compliance with the Drug-Free Schools and Communities Act of 1989. Gordon College prohibits the unlawful manufacture, distribution, possession or use of any controlled substance, illegal drug or alcohol on its premises.

Employees and students have the right to work and study in an environment free from the effects of substance abuse. Employees and students who abuse drugs and alcohol are a danger to themselves and to others. Therefore, employees and students who engage in prohibited drug-or-alcohol-related activities will be subject to disciplinary action up to and including dismissal.

These policies reflect the College’s religious tradition which emphasizes accountability for stewardship of our bodies, resources and abilities, forbearance in exercising our individual freedoms and submission to the laws of our governments. Furthermore, we are concerned with the physical, social and personal effects resulting from abuse of alcohol and drugs. Finally, the Behavioral Standards Policy of Gordon College prohibits the illegal use or abuse of alcohol or drugs by members of the Gordon community.

A1.2 Assistance in Overcoming Drug and Alcohol Abuse

Early recognition and treatment of drug or alcohol abuse are important for successful rehabilitation and for reduced personal, family and social disruption. Gordon College encourages the earliest possible diagnosis of and treatment for drug or alcohol abuse.

Students. Students who express the need for help in dealing with drug or alcohol dependencies are encouraged to use counselors in our center who have training and experience in that area. In addition, off-campus agencies and self-help organizations can be contacted through the Counseling Center or the residence hall staff. Incidents involving alcohol or drug related behavior often result in counseling referral. Various education efforts including special emphasis week, posters, programs and small groups are conducted throughout the year.

Employees. Whenever feasible, Gordon College will assist employees in overcoming drug or alcohol abuse. However, the decision to seek diagnosis and accept treatment is primarily the individual employee’s responsibility. Employees with drug or alcohol-related problems should contact the director of human resources, their supervisors, or the Center for Student Development. Gordon College’s health insurance covers alcohol/drug counseling and treatment programs.

A1.3 Prohibitions

Gordon College policy prohibits the following:

- Use, possession, manufacture, distribution or sale of illegal drugs, controlled substances, or drug paraphernalia on College premises or in College-supplied vehicles;
- Use, possession, manufacture, distribution or sale of alcohol on College premises or in College-supplied vehicles;
• Being under the influence of an unauthorized, controlled substance, illegal drug or alcohol on College premises or in College-supplied vehicles;

• Use of alcohol/drugs that adversely affects the employee’s work performance, his/her own or another's safety at work, or the College’s reputation in the community;

• The serving of alcohol by employees to students;

• The use of alcohol while representing the College or while attending a College-related activity which is: (1) sponsored by the College; (2) financially supported by College funds; (3) identified with or directly linked to the College.

• Drunkenness of Gordon students, faculty, or staff is a violation of the College’s behavioral standards.

A1.4 Effects of Alcohol

Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including spouse and child abuse. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person’s ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life-threatening. Long term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and the liver.

Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than other youngsters of becoming alcoholics.

A1.5 Summary of Legal Sanctions Covering Alcohol and Drug Abuse

Local, state and federal laws make illegal use of drugs and alcohol serious crimes. Conviction can lead to imprisonment, fines and assigned community service. Courts do not reduce prison sentences in order for convicted persons to attend college or continue their jobs. A felony conviction for such an offense can prevent you from entering many fields of employment or professions.

Cities and towns in Massachusetts, including Wenham, prohibit public consumption of alcohol and impose fines for violation. The Metropolitan District Commission also prohibits public consumption of alcohol in its parks around Boston.

Massachusetts laws prohibit sale or delivery of alcoholic beverages to person under 21 with a fine of up to $2,000 and six months imprisonment, or both. Misrepresenting one’s age or falsifying an identification to obtain alcoholic beverages is punishable by a fine of $300. First conviction of
driving under the influence of alcohol has a $1,000 fine, one year revocation of driver’s license, up to two years in prison and mandatory alcohol rehabilitation.

Massachusetts has criminal penalties for use of controlled substances, or drugs, with penalties varying with the type of drug. In general, narcotic, addictive, and drugs with a high potential for abuse have heavier penalties.

Possession of drugs is illegal without valid authorization. While penalties for possession are generally not as great as for manufacture and distribution of drugs, possession of a relatively large quantity may be considered distribution. Under both state and federal laws, penalties for possession, manufacture and distribution are much greater for second and subsequent convictions. Many laws dictate mandatory prison terms and the full minimum term must be served.

Massachusetts law makes it illegal to be in a place where heroin is kept and to be “in the company” of a person known to possess heroin. Anyone in the presence of heroin at a private party or dormitory suite risks a serious drug conviction. Sale and possession of “drug paraphernalia” is illegal in Massachusetts.

Persons convicted of drug possession under state or federal law are ineligible for federal student grants.
Appendix 2. College Policy Regarding the Family and Medical Leave Act

It is the intention of Gordon College to comply fully with the requirements of the Federal Family and Medical Act of 1993 (FMLA).

Employees are expected to comply with all applicable requirements outlined below. Policy exceptions may be made only for good cause and must be approved by the Director of Human Resources.

Federal FMLA

Eligibility

Under federal law, an employee who has worked for more than one year and worked at least 1,250 hours during the prior twelve months for the college, may request a leave of absence up to twelve (12) weeks for the following purposes:

- Care of your newborn child;
- Care of an adopted or foster child who has been placed in your care;
- Care of your spouse, child or parent, who has a “serious health condition” as defined under federal laws; or
- An employee’s own recovery from a serious health condition which prevents them from performing the functions of his or her position.

A2.1 Notice and Application for Leave

Employees are responsible for giving the College appropriate notice of their intentions to exercise their rights to leave under this policy. If the requested leave is foreseeable and expected to extend for at least three consecutive scheduled worked days, a completed Leave of Absence Application must be submitted at least 30 days prior to the date on which the leave is to begin. If leave is due to unforeseen events and the employee is unable to give a 30 day notice, such as in the case of medical emergency, notice must be given as soon as practicable or within two working days. Notice must be given either in person or by phone when medical emergencies are involved. Notice may be by an employee’s spouse or another family member if the employee is unable to do so due to a serious health condition.

The following must also be submitted when requesting a leave of absence:

- For leaves to care for a newborn child, documentation of the child’s birth during the twelve months immediately preceding the Leave of Absence Application;
• For leave to care for an adopted or foster child, documentation of the child’s placement in the employee’s care during the twelve months immediately preceding the date of the Leave of Absence Application.

• For leaves necessitated to care for a child, parent or spouse with a serious health condition, a written certification from a health care provider which includes a statement that a third party’s care is required or that the employee’s presence would be beneficial to the family member.

• For leaves resulting from a serious health condition which makes an employee unable to perform his or her job, a written certification issued by a health care provider that the employee is suffering from a serious health care condition.

For purposes of FMLA, “serious health condition” is a medically necessary condition which requires either in-patient care in a hospital, hospice or residential medical care facility or continuing treatment by a health care provider. The term “serious health condition” is intended to cover various types of physical and mental conditions which require an employee to be absent from work for at least three consecutive calendar days plus two visits to a healthcare provider. Likewise, with respect to a spouse, child or parent, the term is intended to cover conditions that make the spouse, child or parent unable to participate in school or in his or her regular daily activities or otherwise permissible under FMLA.

For purposes of this document, “health care provider” includes a Doctor of Medicine, a Doctor of Osteopathy, or physician serving on active duty in the uniformed services; a health care practitioner certified by a national organization and licensed by the State, or otherwise permissible under FMLA.

In those instances where the College requires a health care provider’s certification as a condition for granting leave, the certification must verify the seriousness of the health condition. Medical certification supporting the need for leave to care for an employee’s spouse, son, daughter, or parent must include a statement that the employee is “needed to care for” the individual. Certification should include the date on which the serious health condition commenced, the probably duration of the condition, and appropriate medical facts within the knowledge of the health care provider regarding the condition. An employee may also be required to provide any other reasonable information which the College requests.

Under federal law, the College may, at its expense and its choosing, request a second opinion before leave is granted. If the second opinion differs from the original certification, the College may
require certification from a third health care provider, at its expense. Both the College and the employee must agree jointly on the health care provider that will provide the third opinion. The third opinion is final and binding on the employee and the College. Employees must provide all medical certification within fifteen (15) calendar days, unless it is not practicable to do so under the circumstances. The College reserves the right to obtain subsequent recertification to support continuing leave under this policy every thirty (30) days throughout the leave period. The College may request subsequent recertification more frequently if: (1) the employee requests an extension of leave; (2) changed circumstances occur regarding the illness or injury; or (3) the College receives information that casts doubt upon the continuing validity of the most recent certification. Failure to submit to a second or third medical certification to the College is grounds to refuse leave.

Leave of Absence Applications are available from the Director of Human Resources. Once an application is submitted, final approval of the request will be subject to timely receipt of and, if necessary, verification of the appropriate documentation. In addition, the College reserves the right to deny the leave request due to the immediate staffing needs of an employee’s department if the leave is for any reason other than a pregnancy-related health condition or the care of a newborn child, newly adopted child, newly placed foster child or an employee’s immediately pending serious health condition, or otherwise permissible under FMLA.

The Director of Human Resources will notify the employee of final approval or denial of the leave request and the reasons for the denial. It is the responsibility of each employee to follow-up their request if he or she does not receive notice of their request’s approval or denial in a timely manner.

A2.2 Leave Allowance

Employees who are eligible for RMLA leave are allowed a maximum of twelve (12) workweeks of family and medical leave during any 12-month period.

For the purposes of this policy, the term “workweek” is defined as the average number of hours of service during the twelve full pay weeks immediately preceding the date of the leave application, up to a maximum of forty hours per week.

If both spouses are employed by the College, both are limited to a collective total of twelve weeks of leave to care for their newborn child, newly adopted child, or newly placed foster child.
Time lost due to injuries or illness which are alleged to have originated on-the-job and which may be eligible for workers’ compensation are covered under this policy as any personal injury or illness would be covered.

A2.3 Military Family Leave

Qualifying employees whose family members serve in the military are permitted two types of family leave:

Military Caregiver Leave

Eligible employees may take up to 26 weeks of leave in a single 12-month period to care for a covered service member recovering from a serious injury or illness incurred in the line of duty on active duty. This provision also extends FMLA leave and job protection to “next of kin” who would not otherwise be eligible for FMLA coverage.

Qualifying Exigency Leave

Eligible employees may take up to 12 weeks of leave for certain qualifying exigencies arising when a covered military member serving in the National Guard or Reserves is on active duty or called to active duty status in support of a contingency operation.

A2.4 Intermittent Leave or Leave on a Reduced Leave Schedule

An employee may choose to take leave on an intermittent basis or under a reduced leave schedule when medically necessary to care for his or her spouse, son, daughter, or parent with a serious health condition or for the employee’s own serious health condition. An employee’s intermittent leave or reduced leave schedule includes not only a situation where the individual’s health condition itself is intermittent, but also where an employee is only needed intermittently because care is also provided by a third party.

All employees choosing to structure an intermittent leave schedule must consult with the Director of Human Resources. The College reserves the right to place the employee temporarily in an available alternative position for which the employee is qualified, which as equivalent pay and benefits, and which can better accommodate recurring periods of leave.

A2.5 Integration of Family and Medical Leave with Sick Leave, Personal Days, and Vacation
It is the policy of the College that employees taking family and/or medical leave as allowed under FMLA may take any accrued paid personal days or sick time (when applicable) at the beginning of the leave period. Use of vacation leave must be approved by the supervisor.

A2.6 Integration of Family and Medical Leave with Workers’ Compensation Leave

The law provides that in certain situations if an employee’s worker’s compensation injury meets the criteria for a serious health condition under FMLA, the employee’s twelve week FMLA leave may run concurrently with the worker’s compensation absence. However, the above referenced provision regarding substitution of the employee’s accrued paid leave during the FMLA leave may not be applicable since the worker’s compensation leave generally is a paid leave.

A2.7 Leave Scheduling

A leave of absence to care for a newborn child or to care for newly adopted or newly placed foster child must be taken within the twelve month period beginning on the date of the child’s birth or placement and must be taken on a continuous basis.

A leave of absence occasioned by an employee’s serious health condition, or to care for a child, spouse, or parent with a serious health condition may be taken on an intermittent or reduced leave basis beginning with the date indicated in the health care provider’s documentation.

The specific intermittent or reduced leave schedule must be recommended by the health care provider of the individual with the serious health condition. While on leave, employees are required to report at reasonable intervals regarding their status and intention to return to work. Employees must give at least two weeks notice of their anticipated intention to return to work.

The availability of leave will be calculated on a “rolling basis.” The one-year period within which an employee may take up to twelve weeks of FMLA leave shall begin to run from the first day of leave taken.

A2.8 Benefit Continuation During Leave

Under federal FMLA, if an employee receives group and/or dental insurance, the College will continue coverage with the same employer contributions to premiums that the employee would have received had the leave not been taken. Health and dental insurance premiums will be
automatically deducted from any sick and vacation time checks issued during the leave. Coverage for all other group benefits will be maintained as outlined in the appropriate plan documents.

In the event health care premiums can no longer be deducted from sick and vacation checks, the College reserves the right to exercise the option to cease its health insurance coverage if an employee’s premium payments are more than thirty (30) days late. In this case, all other obligations of the College under this leave policy will remain unaffected. If the employee returns to work, benefits will be restored to at least the same level and terms as were provided just prior to the commencement of the FMLA leave. In any event, health benefits coverage ceases when it becomes known that an employee is not returning to employment.

The College is entitled to recover premiums it paid for maintaining group health plan coverage during any period of unpaid leave if the employee fails to return to work after the leave entitlement has expired unless the reason the employee does not return to work is due to: 1) the continuation, recurrence, or onset of a serious health condition that would entitle the employee to a leave under this policy or 2) other circumstances beyond the control of the employee. For purposes of this policy, failure to “return” to work is defined as an employee who does not return to work for at least 30 calendar days following the conclusion of the leave. If, however, paid leave is substituted for any part of the leave period, the College may not recapture health insurance premiums paid during any period of the paid leave.

A2.9 Return to Work

Upon the conclusion of an approved leave period, an employee will be restored to his or her previously held position at the time the leave commenced, or a similar position with equivalent pay and benefits (with respect to those salaried employees who are among the highest aid 10% of employees of the College under certain circumstances). Reinstatement is not guaranteed, however, if you have not:

- Completed twelve months of service with the College prior to the commencement of leave and
- Worked at least 1,250 hours during the twelve month period immediately preceding the date on which the leave began.

If an employee does not meet the above requirements, but whose leave or absence was due to a pregnancy-related health condition or the care of a newborn child, newly adopted child, or newly placed foster child, the employee will be reinstated to his or her previous position or one of
equivalent responsibility and pay if the employee returns to work within eight (8) weeks of the start of the leave.

The College is not, however, required to reinstate an employee in the same or similar position after returning from leave if, during the leave time, the employee’s position was eliminated due to a reduction in work force. The fact that the employee was on family or medical leave does not protect the employee from displacement if displacement would have occurred if the employee was present.

Prior to returning from a leave of absence due to a serious health condition an employee must submit adequate documentation from their health care provider indicating that he or she is capable of returning to work without restrictions or indicating what, if any, restrictions apply. If an employee fails to present this medical certification, the College may deny restoration until this certification is provided.

A2.10 Key Employees

Prior to or at the time of a requested leave, the College will notify an employee if he or she is a “key employee”. For the purposes of this document, a “key employee” is any employee who is salaried, and is among the highest paid 10% of the employees at the College. The College reserves the right to deny restoration of a “key employee” to his or her previous position if it is necessary to prevent substantial and grievous economic injury to the College.

The College will only notify employees of their status as “key employees” if there is a possibility that the employee will not be restored at the end of the leave period. If a key employee elects not to return to work after receiving this notice, the College will continue to maintain health benefits and will not attempt to recover its share of the premiums paid during the period of leave.
Gordon College
Sexual Misconduct Policy

April 2015

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INTRODUCTION

As a Christian community of higher education, Gordon College is committed to providing a liberal arts education in an environment shaped by the ideals and standards consistent with a Christian worldview. Inherent in a Christian worldview are the biblical injunctions to live to the glory of God and to recognize the Lordship of Christ in every activity.

Human beings, being created in God’s image, are endowed by God with dignity and worth. Those are foundational values at Gordon for developing and maintaining a learning and working environment characterized by integrity, mutual respect, and accountability. All members of the Gordon community have a responsibility to foster a respectful, supportive, and safe campus environment.

Given such a foundation of human dignity and worth, Gordon College approaches issues of sex discrimination, including sexual misconduct such as sexual harassment and sexual assault, stalking and intimate partner violence, not just as behaviors prohibited by applicable state and federal law, but as conduct that is antithetical to the scriptural values this community espouses. Sexual misconduct is harmful not only to the individuals involved, but undermines the entire community. As such, Gordon College prohibits sex discrimination including all forms of sexual misconduct as defined in this policy. Such forms of prohibited conduct under this policy are regarded as serious offenses and a violation of trust and integrity. Such violations will result in
discipline, including expulsion or termination of employment. State and federal laws also address conduct that may meet Gordon College’s definition of prohibited conduct, and criminal prosecution may take place independently of any disciplinary action instituted by Gordon College.

**PURPOSE OF THIS POLICY**

Pursuant to Title IX of the Education Amendments of 1972, Gordon College prohibits discrimination on the basis of sex or gender in its programs and activities. Gordon College has jurisdiction over complaints or reports under Title IX. The College will respond to and make reasonable efforts to investigate and address complaints or reports about prohibited conduct, or possible prohibited conduct that the College becomes aware of, with measures designed to stop the prohibited conduct, eliminate any such discrimination, prevent the recurrence of the prohibited conduct, and remediate any adverse effects of such conduct on campus or in College related programs or activities. The procedures in this policy are designed to provide for a timely and fair investigation of sexual misconduct cases, regardless of how the information was brought to Gordon College’s attention or the extent to which the complainant (as defined below) wishes to participate or be involved, and to protect the rights and privacy of all parties involved.

Retaliation against anyone involved in filing an internal complaint under this policy, filing an external complaint, participating in the internal disciplinary process, or opposing in a reasonable manner an act believed to constitute a violation of this policy, is prohibited and will not be tolerated.

**SCOPE OF THIS POLICY**

The policy includes investigation and disciplinary procedures that will be followed in response to allegations of sex or gender discrimination, including sexual misconduct such as sexual harassment and sexual assault, intimate partner violence, stalking, and related retaliation. In a case of alleged sex or gender discrimination or sexual misconduct, this policy supersedes policies and procedures for other forms of misconduct, unless otherwise provided in this policy.

This policy defines the prohibited conduct, the options and resources available to victims of sex discrimination, and the complaint, investigation and disciplinary procedures that will be followed when the College receives a complaint of sexual misconduct. All allegations of sexual misconduct, including, but not limited to, sexual harassment, sexual assault, intimate partner violence, stalking and retaliation will be carefully reviewed.

This policy applies to all members of the Gordon community, including administrators, students, faculty and staff, whether fulltime or part-time, and any third parties (i.e. non-members of the College community, such as visitors to the campus, volunteers, vendors and contractors).

This policy applies to College-sponsored programs and activities occurring both on and off campus, and the College’s computing and network resources being used on and off campus. This includes, but is not limited to: local and global missions programs, study-abroad programs,
offsite graduate courses, internships, and use of College email accounts. If an incident of sexual misconduct involving a member of the Gordon community occurs at a non-college sponsored event, and when such conduct may have a significant adverse impact on the individual or on the campus community, the procedures of this policy will apply.

When used in this policy, the term Complainant refers to the person who believes that he/she has been the subject of sexual misconduct, regardless of whether that person makes a complaint or requests an investigation. The term Accused refers to the person(s) who has been accused of sexual misconduct.

All forms of prohibited conduct described in this policy are regarded as serious offenses. Any member of the Gordon community found in violation of this policy will be subject to disciplinary action, up to and including expulsion or termination of employment.

**PROHIBITED BEHAVIOR**

**Sexual Misconduct**

Gordon College does not tolerate any form of sexual misconduct. Sexual misconduct is a broad term that includes a range of behaviors including, but not limited to, sexual assault, sexual harassment, intimate partner violence, stalking, and any other conduct of a sexual nature that is nonconsensual, or has the purpose or effect of threatening, intimidating, or coercing a student or employee. Sexual misconduct violates an individual’s rights, dignity, and integrity, and the College’s standards of behavior (See Statement of Life and Conduct) and will result in disciplinary action.

Sexual misconduct can occur between individuals who know each other, have a current or previous relationship, or between individuals who do not know each other. Both men and women are protected from sexual misconduct under this policy regardless of the sex of the alleged perpetrator or complainant.

**Sexual Harassment**

Sexual harassment is conduct of a sexual nature that is unwelcome, and denies or limits a person’s ability to participate in or receive the benefits, services, or opportunities of the College’s programs or activities. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic, or physical conduct of a sexual nature, when

- Submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly a term or condition of an individual’s employment, evaluation of academic work or participation in any College activity or benefit (including social or extracurricular activities; OR
• Submission to or rejection of such conduct is used as a basis for decisions regarding employment or student status (including academic evaluation); OR
• Such conduct has the purpose or effect of unreasonably interfering with an individual’s academic or work performance or creating an intimidating, hostile, humiliating or sexually offensive work or learning environment. A hostile environment can be created by persistent or pervasive conduct or by a single serious episode.

Examples of Conduct that Can Constitute Unlawful Sexual Harassment

Sexual harassment does not refer to behavior or occasional compliments of a socially acceptable nature. Sexual harassment occurs in a variety of situations which share a common element: the unwelcome and inappropriate introduction of sexual activities or comments into the work or learning environment.

Depending upon the circumstances, examples of sexual harassment could include such conduct as the following:

• Unwelcome flirtations, advances or propositions which are of a sexual nature
• Inappropriate and unwelcome physical contact such as touching, hugging, patting or pinching which is uninvited and unwanted by the other person
• Unwanted staring or leering at a person
• Requests for sexual favors in exchange for promised employment benefits or preferential treatment
• Verbal comments of a sexual nature, including comments about an individual’s body, sexual activity or sexual attractiveness; the use of sexually degrading language or innuendo; sexually suggestive gestures, sounds or jokes
• Displays of sexually suggestive objects, pictures, cartoons or written materials

Additionally, the dissemination of sexual explicit voice mail, e-mail, graphics, downloaded material or websites in the workplace is prohibited.

Sexual Violence

Sexual violence is defined as sexual intercourse or other forcible and/or non-consensual sexual contact with another person without consent. This includes rape, sexual assault, battery, and sexual coercion. Sexual violence can be imposed by the intentional use of physical force or power, coercion, or incapacitation. Sexual assault is a criminal act, punishable by civil and criminal legal action, as well as disciplinary action by the College.

Non-Consensual Sexual Contact.
Non-consensual sexual contact, commonly referred to as sexual assault, means having, or attempting to have sexual contact with another person without consent (other than nonconsensual sexual penetration which is addressed below). Examples of non-consensual sexual contact may include: the intentional touching of the intimate parts of another, or causing the other to touch one’s intimate parts, including over clothing, removing the clothing of another person, or kissing. Intimate parts may include the breasts, buttocks, genital area, abdomen, inner thigh, or mouth.

Non-Consensual Sexual Intercourse.

Non-consensual sexual intercourse, commonly referred to as rape, is the non-consensual penetration, however slight, of another person’s anal or genital opening by any part of the body or with any object, or oral sex with penetration.

Sexual Exploitation

Sexual Exploitation occurs when one person takes non-consensual or abusive sexual advantage of another for his/her own personal advantage or benefit, (and that behavior does not otherwise constitute one of the other sexual misconduct offenses). Examples include, but are not limited to: invasion of sexual privacy; streaming of images, photography video or audio recording of sexual activity or nudity, or distribution of such without the knowledge and consent of all parties; voyeurism; inducing incapacitation for the purpose of making another person vulnerable to nonconsensual sexual activity.

Intimate Relationship Violence

Intimate Relationship Violence, including domestic violence and dating violence, may be a single act or a pattern of abusive behavior between romantic, intimate, and/or sexual partners or former partners. Intimate relationship violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure, or wound the other partner or former partner. An individual who believes that he or she is a victim of intimate relationship violence, should contact the Gordon Police or local law enforcement to discuss a protective order, or the Office of Student Life to obtain a campus no-contact order.

Stalking or Criminal Harassment

Criminal harassment is a pattern of conduct or series of acts directed at a specific person that would cause a reasonable person to suffer substantial emotional distress. If this conduct also involves a threat with the intent to cause fear of serious bodily injury, Massachusetts law considers it stalking. The pattern of conduct may include, but is not limited to: following,
monitoring, pursuing contact, communicating through letters or telephone calls, or cyberstalking. Both stalking and criminal harassment are illegal; contact the Gordon Police or local law enforcement to see if a protective order can be obtained.

**Retaliation**

Retaliation or attempts to seek retribution against a student, an employee, or any other individual involved in filing a complaint or participating in the investigation of an allegation of sexual misconduct is prohibited by this policy and may constitute separate grounds for disciplinary action. Retaliation can include threats, intimidation and abuse. Such retaliation is unlawful and will not be tolerated by the College.

Individuals who believe they have experienced retaliation should contact the Title IX Coordinator and the College will investigate the complaint. If the College determines that retaliation occurred, an appropriate action will be taken regardless of the outcome of the underlying sexual misconduct complaint.

**ADDITIONAL APPLICABLE DEFINITIONS**

**Consent**

Consent means the affirmative, unambiguous, and voluntary agreement to engage in a specific sexual activity during a sexual encounter. It is an active agreement and cannot be coerced. Consent must be mutual and ongoing, and must be given for every sexual act. Consent to one form of sexual activity does not imply consent to other forms of sexual activity.

Consent cannot be assumed and is never implied, even in a current or previous dating or sexual relationship. Consent can be withdrawn at any time. Absence of protest, passivity, or silence is not consent. The absence of “no” does not mean “yes”.

Consent is an affirmative, voluntary, conscious decision, clearly communicated, in words or by voluntary actions that are unmistakable in their meaning. Within a community that prohibits premarital and extramarital sexual activity, any confusion or ambiguity about consent should be clearly communicated, and morally responsible behavior should be the norm.

**Incapacitation**

Incapacitation also constitutes lack of consent. Incapacitation is a state in which someone cannot make rational, reasonable decisions because the person lacks the capacity to give knowing consent. Under current Massachusetts law, intercourse is generally considered to be committed by force and against a person’s will if: the person is unconscious; the person is asleep; the person is drugged or intoxicated; the person is frightened or intimidated; or the person is mentally
impaired or deficient so that he or she cannot agree to the act. Engaging in any form of sexual activity with someone who is incapacitated constitutes sexual misconduct.

TITLE IX

Role of Title IX Coordinator

In order to coordinate and monitor the College’s implementation of this Sexual Misconduct Policy, the College has designated a Title IX Coordinator and a Title IX Team (see Appendix A).

The Title IX Coordinator will be informed of all complaints or reports of violation of this policy. The Title IX Coordinator’s responsibilities include, but are not limited to the following:

• Reviews College policies regarding sexual misconduct to ensure compliance with Title IX and the 2013 Amendments to the Violence Against Women Act (VAWA).

• Coordinates college-wide training, education and prevention efforts regarding Title IX and prohibited conduct defined in this policy.

• Advises the Title IX Team in procedures and resources under this policy to ensure that the College’s review, investigation and resolution of reports of sexual misconduct are consistent, timely, effective, and in accordance with this policy.

• Maintains records of all Title IX reports, documenting the College’s response, monitoring reports to identify and address any patterns or systemic problems that may contribute to a hostile environment. These records will be kept confidential to the extent permitted by law.

• The Title IX Coordinator may delegate responsibilities under this policy to designated employees if appropriately trained.

Role of Title IX Team

The Title IX Team consists of Gordon employees who are committed to helping the College maintain a campus free of sex discrimination. Along with the Title IX Coordinator, they are the primary resources for students and employees regarding reports of sexual misconduct and procedures within this policy. All members of the Title IX Team receive annual training about the issues surrounding sexual misconduct on campus and the resources available to eliminate the misconduct and address its effects.

Their responsibilities include:

• Receiving initial complaints regarding alleged sexual misconduct, and making safety and support arrangements as appropriate.
• Making an initial assessment of the complaint and providing the complainant and accused information about the policy and process, including their rights under this policy, and helping them determine appropriate next steps.

• Evaluating requests for confidentiality.

• Assisting a complainant and accused to reach an informal resolution if appropriate.

• Providing the Title IX Coordinator with reports of any allegations of sexual misconduct.

Each of the above has full authority to meet with individuals who believe sexual harassment or misconduct has occurred, and to ensure that complaints are investigated according to College policy and federal law. See Appendix A for names and contact information.

IN AN EMERGENCY

In an emergency, please call The Gordon Police Department at 978.867.3333, or emergency assistance at 911. The officer will ensure the safety of all individuals, and assist in getting appropriate medical care.

Students are also encouraged to contact the Counseling Center for support.

CONFIDENTIALITY AND PRIVACY

Gordon College is committed to maintaining, to the greatest extent possible, the privacy of all individuals involved in a report of sexual misconduct. While Gordon employees have differing abilities to maintain confidentiality (see below), the privacy of personal information is respected at all times. Even when complete confidentiality cannot be maintained, information is only shared among those College employees who need to participate in the investigation or assist in the resolution, unless required by law.

Individuals have control over the level of disclosure they want to make. Professionals in the Counseling Center, the Health Center, and the Chapel Office are considered Confidential Resources, and are able to discuss sensitive concerns with complete confidentiality. These Confidential Resources are there solely to help students and will not report the incident to the Title IX Coordinator without the student’s consent, unless there is an imminent threat of serious harm to the individual or to others, or a legal obligation to reveal such information.

College community members who are not designated Confidential Resources are required to notify the Title IX Coordinator or the Gordon Police of suspected violations, and cannot guarantee the confidentiality of a complaint or report. In some cases, the Title IX Coordinator
may be required to disclose information to comply with the legal process or when the College perceives that the risk to others outweighs confidentiality concerns.

Individuals who are uncertain about the level of confidentiality they want to maintain, or whether they should report an incident to campus authorities, are strongly encouraged to contact the Counseling Center for information and support.

**Request for Confidentiality**

If an individual discloses an incident but requests confidentiality, or that an investigation not be pursued, the College will take all reasonable steps to respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. When a complainant insists that his or her name or other identifiable information not be disclosed to the accused, the College’s ability to respond may be limited. The College prohibits retaliation and the College will not only take steps to prevent retaliation but also take strong responsive action if it occurs. If the complainant continues to ask that his or her name or identifiable information not be revealed, the College will balance this request with its responsibility to provide a safe and nondiscriminatory environment for all community members and weight the relevant factors.

If the College determines that confidentiality cannot be maintained, all reasonable efforts will be made to respond to the incident while maintaining individual privacy.

**REPORTING POLICIES AND PROCEDURES**

Since sexual misconduct in any form is antithetical to Gordon values, the College is committed to maintaining a learning and working environment free of sexual harassment and sexual misconduct. This policy is intended to make all members of the campus community aware of the various reporting and confidential disclosure options available so that they can make informed choices about where to turn should they become a victim of, or become aware of sex discrimination. Reports may be made by students for events occurring off-campus as well as on campus.

**Responsibility to Report**

All College employees (except Confidential Resources), including faculty, staff, coaches, resident directors and administrators, have a responsibility to report to the Title IX Coordinator any potential sexual misconduct or violations of this policy of which they become aware so that the College can respond appropriately. Graduate assistants, resident assistants, and other students who have a supervisory responsibility or other responsibility for student welfare are also required to report to the Title IX Coordinator any sexual misconduct that is reasonably believed to be in violation of this policy. Any employee who receives a report of sexual misconduct must share the report with a member of the Title IX Team. No employee is authorized to investigate or resolve complaints of sexual misconduct without the involvement of the Title IX Coordinator.
Making a Report / Filing a Complaint

The College encourages anyone who experiences or witnesses sexual misconduct to report the misconduct, seek assistance and support services, and to pursue College action for their own protection and that of the entire campus community. However, the decision whether or not to report sexual misconduct is a difficult and intensely personal one. It may take some time to process an incident and decide how to proceed. The College wishes to provide support and services during this time.

Reporting Options

A complainant or witness to sexual misconduct has several reporting options, including:

- Confidential counseling through the Counseling Center, Health Center, Chapel Office, or off-campus resource;
- Talking to a trusted College employee who will report the incident to the Title IX Coordinator;
- Filing an internal complaint thereby initiating the College’s internal investigation process; and/or
- Filing a criminal complaint with Gordon Police or local law enforcement

A complainant may pursue some or all of these options at the same time. Or he or she might not be ready to report. Before or during this decision-making process, students are encouraged to seek assistance from a Confidential Resource before deciding how to proceed. These individuals can provide connections to on and off campus resources and explain the other reporting options that are available.

Confidential Resources

Campus professionals in the Counseling Center, the Health Center and the Chapel Office can maintain complete confidentiality unless there is a concern for safety of the individual or others. Conversations are privileged and these employees cannot and will not disclose these conversations. Unless the student takes additional action, such as reporting to a member of the Title IX Team, the disclosure will not result in any action by the College.

Making a Report
Instances of sexual harassment and/or misconduct may be reported to a member of the Title IX Team, a member of the Office of Student Life staff, a supervisor, Gordon Police, or any faculty member or trusted employee. These employees are required to report the incident to the Title IX Coordinator so that the College can respond appropriately. If an alleged victim or witness wants to tell a faculty or staff member about an incidence of sexual misconduct and wishes their conversation to remain confidential, the individual should understand that the Title IX Coordinator will consider the request but cannot guarantee confidentiality in all cases. (See Responsibility to Investigate, and Confidentiality and Privacy).

In most cases, a report of sexual misconduct will be investigated by the Title IX Team, whether or not the reporting individual wishes to pursue a formal complaint. A complaint is a request that the College investigate the incident. This can follow an informal or a formal process. Individuals may file a complaint with any member of the Title IX Team. The immediate goal is to stop the offensive conduct and ensure everyone’s safety. Private information will be shared with as few people as possible on a need to know basis.

The complainant should be prepared to give a detailed description of the sexual misconduct, the date and time of occurrence, the names of the persons involved, the names of any witnesses, and any further action taken. The complaint will be reviewed by a member of the Title IX Team, first seeking an informal resolution if appropriate (see Investigation Procedures).

Making a Criminal Complaint

In addition to violating College policy, sexual misconduct might also constitute criminal activity. Every alleged victim of a sexual assault maintains the right to file criminal charges with the appropriate local law enforcement agency simultaneously and in addition to making a report and/or filing a complaint with the College. The alleged victim can decline to notify such agency. Gordon Police can assist in contacting the proper authorities if the alleged victim chooses to. If a criminal complaint is filed, the complainant will be asked to assist the police with the investigation and provide them with details of what happened and with the collection of all relevant evidence. In some cases a protective order may be obtained. The chances of a successful criminal investigation are greatly enhanced if evidence is collected and maintained immediately by law enforcement officers.

The College investigation and the criminal law system are independent of one another and, regardless of whether or not criminal charges are brought, the College will move forward with its internal investigation. The College will meet its responsibilities regarding any orders of protection, no contact orders, or restraining orders. For more information about pursuing criminal charges, contact the Gordon Police.

Timeframe for Reporting
The College strongly encourages prompt reporting of any violation of this policy in order to provide immediate protection and support for the victim. The College’s ability to conduct a thorough investigation, however, may be limited with the passage of time or unavailability of the accused or witnesses.

**Bystander Intervention**

Maintaining a healthy, safe, and respectful campus environment is the responsibility of all members of the Gordon community. Our shared faith teaches us to help those in need. Gordon College strongly encourages all students, faculty and staff to take action to prevent or stop acts of sexual misconduct if it is safe to do so. Such actions might include direct intervention, calling Gordon Police or 911, or seeking assistance from other College authorities. A student who calls for medical help will not be sanctioned for any accompanying conduct code violations.

**Amnesty for Reporting Sexual Misconduct**

Gordon College does not condone excessive drinking or illegal use of controlled substances. However, in order to encourage reporting of conduct that is prohibited under this policy, a student involved in filing a complaint or participating in the investigation of an allegation of sexual misconduct prohibited by this policy, will not be subject to disciplinary action under the College’s Life and Conduct Statement for his or her own personal consumption of alcohol or drugs at or near the time of the incident, provided that any such violations do not place the health or safety of any other person at risk. The College may initiate educational discussion or pursue other educational remedies regarding alcohol or other drugs.

**GORDON COLLEGE RESPONSE TO SEXUAL MISCONDUCT**

Gordon College is committed to assisting and supporting individuals who report sexual misconduct, and providing an adequate, reliable and impartial process to complainants as well as to those who are accused. The College will respond promptly and reasonably to reports of violation of this policy, will conduct a fair and thorough investigation, and impose appropriate discipline.

Even if the College cannot take disciplinary action against the accused because of the request for privacy or the request to not pursue an investigation by the complainant, the College will nevertheless take prompt and reasonable action to limit the effects of the alleged sexual misconduct, prevent its recurrence, and remediate any adverse effects of such conduct on the College community (see Interim Measures below).
Responsibility to Investigate

Under Title IX, colleges and universities have a responsibility to respond to all reports of sexual misconduct. This may mean that, at the discretion of the Title IX Coordinator, reports of sexual misconduct may be investigated even if the reporting individual requests that the matter not be pursued. The College must weigh requests for confidentiality against its obligation to provide a safe, non-discriminatory environment for all students, including the complainant. In order to make such an evaluation, the Title IX Coordinator or designee may conduct a preliminary investigation into the alleged sexual misconduct and weigh: the wishes of the complainant and accused; evidence of a pattern of behavior; the nature and severity of the behavior or action any risk posed to any individual or to the campus community; and the College’s obligation under Title IX. In the limited situations where the College cannot ensure confidentiality, the Title IX Coordinator will inform the complainant. In all cases, the primary consideration will be the safety of the College community and fairness to all individuals involved.

Gordon Police have a duty to uphold and enforce the law if they become aware of a possible criminal act. They have a responsibility to investigate even if the person experiencing the sexual misconduct does not wish to participate in the investigation.

Initial Assessment and Interim Measures

Students, faculty members, staff members, or visitors can approach any member of the Title IX Team with a report of sexual misconduct. The first concern will be for the physical safety and emotional wellbeing of the reporting individual. The purpose of the initial assessment is to end the sexual misconduct, eliminate a hostile environment, prevent its recurrence and remedy its effects. The Title IX Team member will review this policy and the options for an informal or formal resolution. If the Title IX Team member concludes that the alleged conduct falls outside the scope of this policy, the complainant may be referred to another campus office. The Title IX Officer may consult with the chief of Gordon Police, the Title IX Coordinator, or the vice president for student life.

When a complaint is received the College will provide appropriate interim action to prevent further acts of misconduct, or safeguard the wellbeing of the complainant, the accused, or the broader campus community while the investigation is in process, and to ensure equal access to the College’s education programs. The College will determine the necessity and scope of any interim measure. Such measures may include: ensuring access to counseling and medical services; issuing a campus no-contact order; providing alternative work arrangements such as adjusting work schedules or supervisors; providing access to appropriate academic support, such as tutoring or permission to withdraw from or retake a class, or providing alternate living arrangements, or any other remedy that can be used to achieve the goals of this policy. All College personnel are expected to cooperate with whatever interim measures are deemed necessary by the College.
Even when the College has determined that it can respect a complainant’s request for confidentiality and therefore may not be able to respond fully to an allegation of sexual misconduct, the College will take immediate action to protect the complainant while keeping her or his identity confidential. Such actions may include: providing support services, academic support, and providing increased monitoring, supervision, or security.

Parties may also seek protective measures from outside law enforcement agencies.

**Informal Resolution**

Some matters of sex discrimination can be resolved between parties through mediation or other measures, without invoking the steps of a formal investigation. This informal resolution process is intended to resolve complaints quickly and effectively to the mutual satisfaction of both the complainant and the accused, with appropriate involvement by the College.

Note: This Informal Process will not be used in the case of sexual violence and sexual exploitation.

Participation in an informal process is strictly voluntary. Any resolution through this informal process must be mutually agreed upon by both the complainant and the accused. Because the outcomes of the informal resolution process are mutually developed and agreed upon by both parties, an appeal of the process and its results is not permitted. If the parties are unable to agree on a voluntary resolution, the matter will be referred to the investigation process.

If, during the informal process, the accused person accepts responsibility for violating this policy, the matter will be referred to the accused’s Cabinet officer to decide on appropriate sanctions, and the complainant will accept the resolution.

At the end of the informal process, the Title IX Officer will prepare a written report of the complaint and of the resolution which will be given to both of the parties, and to the Title IX Coordinator.

Either party may, at any time, end the informal process and request an investigation. The Title IX Investigator will not have access to any records gathered during the informal resolution process.

**Rights of the Complainant and Accused**

Gordon College will handle complaints of sexual misconduct in a fair and timely manner. All parties can expect that their rights under this policy will be respected and that their privacy will be maintained to the extent possible. In addition, both the complainant and the accused have the right:

- To access support resources listed in this policy, including mental health services both on campus and in the community.
• To choose an informal process or an investigation in accordance with the process in this policy.
• To equal opportunity to provide relevant information and witnesses.
• To appeal the findings of the investigation in accordance with this policy.

INVESTIGATION PROCESS AND RESOLUTION

Where the Title IX assessment concludes that a violation of this policy may have occurred, the College will initiate an investigation. The College will inform and seek to obtain consent from the complainant (or his or her parents if he or she is under 18 years of age) before beginning an investigation. If an individual wishes to proceed with an investigation of a sexual misconduct complaint, a written request should be forwarded to a member of the Title IX Team.

Investigation

The Title IX Coordinator will acknowledge receipt of the complaint, notify and obtain consent from the accused, and assign an investigative team. If the accused party is a faculty member, the investigative team will include a faculty representative.

All complaints of sex discrimination will be investigated by members of the Title IX Team who have been trained in sexual misconduct investigation. The investigation will be conducted with impartiality, respect, and sensitivity, and will as far as possible protect the privacy of all. The investigation will be timely but thorough. The assigned investigators will act as neutral factfinders, interviewing the complainant, the accused, the witnesses, and gathering any other relevant evidence. Any real or perceived conflicts of interest between the fact-finders or decision-maker and the parties must be disclosed.

The investigators will consider the totality of the facts and circumstances involved in the incident, including the nature of the alleged conduct and the context in which it occurred.

The complainant and the accused are entitled to an equal opportunity to present relevant witnesses and other evidence and similar and timely access to any information that will be used during the investigation. Both parties are entitled to the same opportunities to have others present during a proceeding, including opportunities to be accompanied by an advisor of their choice at any meeting or interview but the advisor may not participate in the meeting or interview.

Parties will not be allowed to personally question or cross-examine each other during the investigation.

When the investigation is complete, the investigators will determine whether the Gordon College Sexual Misconduct Policy was violated. The Standard of Proof for the determination of responsible or not responsible will be the “preponderance of evidence” standard, meaning that
the investigators must be convinced that, in light of all the information presented, it is more likely than not that the sexual misconduct policy was violated.

**Timeframe for Investigations**

Many times, sexual misconduct has an impact on both individuals and the College community. Therefore the College is committed to addressing all reports and complaints in a timely manner. The College will make all efforts to complete its investigation and any resulting disciplinary measures generally within 45 days after the receipt of the original complaint or report. If an appeal is made, the determination on the appeal will be made as expeditiously as possible. An actual timeframe for investigation will vary depending on the complexity of the investigation and the severity and extent of the sexual misconduct. The College will provide both parties with periodic status updates with respect to any extension of the timeframe.

**Report of Findings**

The investigators will prepare a Summary Report of Findings, which will include the facts, the finding of responsible or not responsible, and a synthesis of relevant information supporting a finding of violation or no violation. This report will be shared with the complainant and the accused for their review. Each party may request another meeting with the investigators or submit a written response within a reasonable timeframe determined by the investigators.

If the accused is found to have violated this policy, the Summary Report of Findings will be submitted to the appropriate disciplinary authority who will determine sanctions (see below). A complete record of the investigation will be held by the Title IX Coordinator.

**Notice of Outcome**

The College will notify the parties simultaneously of the outcome of the investigation, sanctions, if any, and their rights to appeal in writing, normally within two business days after the decision is made, in accordance with applicable laws.

When the conduct involves a crime of violence or a non-forcible sex offense, the College may disclose to the complainant the final results of a disciplinary proceeding against the accused, regardless of whether the College concluded that a violation was committed. Further, the College may disclose to anyone the final results of a disciplinary proceeding if it determines that the student is a perpetrator of a crime of violence or a non-forcible sex offense, and with respect to the allegation made, the student has committed a violation of the College’s rules or policies.

**Other Notices**

The College will make timely reports to the campus community on crimes considered to be a threat to other students and employees, (e.g. sex offense) that are reported to campus security or
local police agencies. Such report shall be provided to students and employees in a manner that is timely, that withholds the name of victims as confidential, and that will aid in the prevention of similar occurrences.

**Individual Remedies for the Complainant**

Dependent on the specific nature of the problem, the College will provide appropriate remedies for the complainant, including, but not limited to:

- Providing an escort to ensure that the complainant can move safely between classes and activities
- Ensuring that the complainant and accused do not attend the same classes
- Moving the complainant and accused to a different residence halls
- Providing counseling services
- Providing medical services
- Providing academic support services, such as tutoring
- Arranging for the complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the complainant’s academic record
- Reviewing any disciplinary actions taken against the complainant to see if there is a casual connection between the harassment and the misconduct that may have resulted in the complainant being disciplined.

**Consequences**

The consequences of acts of sexual misconduct can reach far beyond the individuals immediately involved, affecting friends and co-workers, and leading to an atmosphere of fear, suspicion, and lack of trust. Therefore, serious sanctions will be used to reasonably ensure that such actions are never repeated. Not all forms of sexual misconduct will be judged to be equally serious offenses, and the College reserves the right to impose different sanctions appropriate to the behavior.

In determining the appropriate sanctions, the College officer may consider the statements of the complainant and accused regarding the impact of the behavior/incident, any ongoing risk to either the complainant or the community posed by the accused; the impact of the violations or sanctions on the community; any previous conduct violations.
If there is finding of responsibility and the accused is a student, the dean of student life will determine penalties. See the Student Handbook section on Disciplinary Sanctions.

If the accused is a faculty member, the report will be forwarded to the provost who will determine disciplinary action.

If the accused is a staff member, the report will be forwarded to the vice president for finance and administration who will implement appropriate disciplinary action. For an employee, disciplinary action may consist of a warning, reassignment, disciplinary probation, performing community service, suspension, mandatory counseling, or termination of employment.

The College officer, or other appropriate administrator, will communicate with any administrator, faculty or staff who require the information to carry out the sanction. The result should provide remedies to the complainant and the campus community that end the sexual misconduct and prevent its recurrence.

If the accused is no longer a student or employee of the College at the time the complaint is made, the College may be limited in the extent of the investigation or ability to take disciplinary action.

**Right to Appeal**

Both the complainant and the accused have the right to appeal both the determination and the sanction within seven days of the notice of outcome. Grounds of appeal are limited to:

- Procedural error that significantly impacted the outcome
- Substantive new evidence that was not reasonably available at the time of the investigation that could significantly impact the outcome
- Belief that a sanction is substantially disproportionate to the findings.

If the person making the appeal is a student, the appeal should be made to the vice president for student life. If the person making the appeal is a faculty member, the appeal may be made to the president of the College. If the person making the appeal is a staff member, the appeal should be made to the executive vice president and chief of staff.

The reviewer of the appeal will notify the other party who will be permitted to respond to the appeal within five days of notice. The reviewer will have access to the Investigator’s file, and may interview the complainant, the accused, witnesses, and the Title IX Investigators. The reviewer will make a decision within a reasonable time of receiving the appeal. The reviewer may either affirm the decision, affirm a finding as to the existence of a policy violation but modify the prescribed correction action, or, in the case of new evidence, return the case to the Title IX Investigative team for further consideration. The decision of the reviewer shall be final,
and no further appeals will be permitted. A copy of the final appeal decision will be provided to both parties.

SUPPORT RESOURCES

Gordon College encourages all students to avail themselves of the support resources provided on campus. Any individual who has encountered sexual misconduct, whether as a complainant, an accused party, a witness, or a concerned friend, will have equal access to support and counseling services through the College. There are several support resources on campus provide varying degrees of confidentiality (see section on Confidentiality)

Confidential Resources and Support

Some College professionals are designated as Confidential Resources, and can provide advice, support and guidance in the context of a professional relationship without reporting their conversation to the College. Individuals wishing to talk to someone about an incident of sexual misconduct in a confidential manner without making a report to the College or triggering an investigation or action by the College may utilize the following confidential medical and mental health resources.

Gordon’s Counseling Center, Health Center, and the Chapel Office are three offices that will provide free and confidential services to students who have experienced sexual misconduct.

Personal information will not be shared with anyone else without the student’s consent, except in “life-threatening” situations or if required by law.

See list of all resources in Appendix A.

ROMANTIC RELATIONSHIPS BETWEEN STUDENTS AND EMPLOYEES

Gordon College strives to provide a learning and working environment that is characterized by trust and mutual responsibility, and that observes the Christian virtues of justice, love and freedom. Consensual romantic relationships in which one party has any professional responsibility (or potential responsibility) for another’s academic or job performance are a violation of professional ethics, create a risk for real or perceived coercion, and are expressly a violation of this policy.

Relationships Involving Authority and Power
Sexual misconduct often involves relationships of unequal power, even if the relationship appears to be consensual. The power differential inherent in such relationships may compromise free choice. Such situations may contain elements of coercion, such as when compliance with requests for sexual favors becomes a criterion for granting privileges or favorable treatment in the classroom or on the job. However, sexual misconduct may also involve relationships among persons of equal authority or power, such as when repeated advances or demeaning verbal comments by a co-worker have a harmful effect on a person’s ability to perform his or her work.

**Relationships Between Employees and Students**

Romantic (e.g. dating, amorous) relationships between faculty and students pose a threat to the integrity of the educational process and are specifically prohibited.

First, these relationships may be unjust to the involved student because of the inherent asymmetry of power existing between students and faculty. The pedagogical relationship between teacher and student must be protected from influences or activities that can interfere with learning and personal development. Second, the trust and collaboration of other students with the involved persons may be compromised and impair the learning environment for other students. Finally, by their nature, such relationships may undermine justice in subtle or inadvertent ways by unbalancing the attentions of the person in authority.

Likewise, consensual romantic relationships between staff members and students can interfere with a free and focused learning and working environment for each party.

**Relationships Between Employees**

All members of the Gordon community are expected to maintain appropriate professional relations with one another.

Romantic relationships between co-workers raises serious concerns about conflicts of interest and preferential treatment, diminishing trust and jeopardizing the working environment for all employees. This is especially the case if one individual has professional influence or authority over the other.

If a staff member becomes involved in a romantic relationship within their own department, he or she must disclose its existence to her or his supervisor and must cooperate fully in making whatever arrangements are necessary to protect the workplace rights of all employees.
ACADEMIC FREEDOM

Gordon College adheres to the principles and traditions of academic freedom as defined in our Administrative/Faculty Handbook. We recognize, however, that these freedoms must be in balance with the rights of others to study in an environment free of sexual harassment. The principles of academic freedom permit topics of all types, including those with sexual content, to be part of courses, lectures, and other academic pursuits within the content of our academic freedom policy. However, conduct that would otherwise constitute violation of this policy will not be exempt merely because it occurs in an instructional setting. If an investigation is called for, the investigators will consider the legitimate pedagogical context. If there are questions about whether the course material or the manner in which it is presented falls within the definition of sexual harassment, the concerned party should contact the provost who will consult with the Title IX Coordinator.

REPORTS AND WARNINGS

Campus Warnings

When the Gordon Police Department becomes aware of sexual misconduct, they must quickly determine whether the information provided about alleged sexual misconduct presents a threat to other members of the campus community. The College may decide it is necessary to issue a warning to the campus community about potential dangers and the Gordon Police are responsible to transmit a timely alert to protect the health and safety of the community. Every effort will be made to ensure that biographical and other identifying information is not disclosed, consistent with the Family Educational Rights and Privacy Act (FERPA).

Federal Reporting Obligations

By federal law (the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act), institutions of higher education are required to produce an annual security report. This report includes descriptions of institutional policies concerning campus security, including policies concerning sexual assault, how to report a crime, statistical reporting of sexual assault incidents, etc. All personally identifiable information is kept confidential. The report is available on-line at www.gordon.edu/clery. A paper report can be obtained by contacting The Gordon Police Department.

Records

Records relating to sexual misconduct allegations will be kept by the Title IX Coordinator in a confidential and secure location. These records will include reports from members of the Title IX Team, the Investigator’s report, and a description of disciplinary consequences. Records for
students, faculty and staff will be retained for seven years after the complainant and accused have left campus.

If the adjudication process determines that the accused was responsible for violating this policy, a notice will be entered in their file in the Office of Student Life. Records may be shared with appropriate administrators if there is an allegation of a repeat or similar offense.

APPENDIX A RESOURCES

Title IX Resources

Title IX Coordinator
Nancy Anderson, Director of Human Resources
Office: Emery 107
Phone: 978.867.4240
Nancy.anderson@gordon.edu

Title IX Team
Glenn Deckert, Chief of Gordon Police
Office: Rodger Reception Center
Phone: 978.867.4444 (non-emergency) or 978.867.3333 (emergency)
Glenn.deckert@gordon.edu

Karl Hahn, Lieutenant, Gordon Police
Office: Rodger Reception Center 204
Phone: 978.867.4444 (non-emergency) or 978.867.3333 (emergency)
Karl.hahn@gordon.edu

Michael Jacobs
Office: Frost Hall 327
Phone: 978.867.4415
Michael.Jacobs@gordon.edu

Paulea Mooney-McCoy
Office: Lane Student Center 309
Phone: 978.867.4263
Paulea.Mooney-McCoy@gordon.edu

Hannah Schundler
Office: A.J. Gordon Chapel 310
Phone: 978.867.4986
Hannah.schundler@gordon.edu

Elizabeth Watson
Office: Bennett Athletic Center 207
Phone: 978.867.4330
Bess.watson@gordon.edu

Confidential Campus Resources

Counseling Center
Location: Jenks 201 & 202
Phone: 978.867.4301
Hours: Monday-Thursday, 8:30 am – 4:30 pm; Friday, 8:30 am – 11:30 am After hours, counselors can be contacted by Gordon Police.
Appointments can be made using an online intake form via the Go Site: select “Departments,” then “Counseling,” and click on “Counseling Center Intake Registration Form.” The intake coordinator will contact you within 24 hours to schedule you for an appointment.

If you have been sexually assaulted or are unsure of whether you have been, you need a safe, confidential place to talk about what has occurred. When you are ready, the Gordon College Counseling Center provides free counseling to Gordon students by professional licensed counselors who are able to support you during this confusing and scary time. If you have been sexually assaulted, you may find yourself feeling alone, more fearful, unable to make it to class, having difficulty eating, or eating too much, not sleeping at all, or sleeping more than normal, feeling sad, crying, or feeling nothing at all.

Our counselors are here to help you, to listen to you, and support you in all aspects of being a victim of sexual assault. Individuals who have been sexually assaulted often blame themselves. The Counseling Center offers a place for you to process what has happened in a non-judgmental, supportive environment to determine what, if anything, you would like to do, and to help you begin to heal.

Health Center
Location: Lane Student Center, downstairs
Phone: 978.867.4300
Hours: Monday-Friday, 7:30 am – 4:30 pm
After hours the Health Center staff can be contacted through Gordon Police.

Contact the Health Center to receive medical attention. All services are confidential and free. The Health Center Staff will encourage students to seek medical care as soon as possible after a rape/sexual assault and will support them through the process. Our contact point for this type of very specialized care is through the Beverly Hospital Emergency Department. We will call and alert them that a student is being referred and they will be prepared to spend whatever time it takes to evaluate and treat the student’s
medical and emotional needs. They will offer the services of a trained crisis counselor from the North Shore Rape Crisis Center to explain each step of the process and to support the student until the evaluation is completed.

Chapel Office
The Rev. Thomas Haugen
Location: A.J. Chapel
Phone: 978.867.4018

Lauren Becker
Location: A.J. Chapel
Phone: 978.867.4707

Staff in the Chapel Office are available to help students with pastoral counseling and spiritual direction.

Other Campus Support Resources

Gordon Police
Location: Rodger Reception Center at the main entrance to campus
Phone: 978.867.4444 (non-emergency) or 978.867.3333 (emergency)
Hours: 24 hours a day, 7 days a week
The Gordon Police provides assistance to victims including addressing immediate safety concerns, providing emergency medical attention, investigating incidents of sexual misconduct, and filing a criminal complaint. They will also provide transportation to Beverly Hospital for medical attention.

Office of Student Life
Location: Lane Student Center, 2nd floor
Phone: 978.867.4072
Contact the Office of Student Life for help in contacting a Confidential Resource or a member of the Title IX Team

Community Resources

EMERGENCY: 911

Wenham Police Department
Emergency: 911
Business Phone: 978.468.4000
To make a criminal complaint regarding a rape or sexual assault (note: a criminal complaint can also be made by contacting the Gordon Police)
North Shore Rape Crisis Center
Phone: 1.800.922.8772
24 hour hotline for free and confidential care regarding a rape or sexual assault

Beverly Hospital Emergency Room
Location: 85 Herrick Street
Beverly, MA 01915
Phone: 978.922.3000

State and Federal Resources
Massachusetts Commission Against Discrimination
One Ashburton Place
Boston, MA 02108
617.727.3390

Equal Employment Opportunity Commission
One Congress Street
Boston, MA 02114
617.565.3200
Appendix 4.  Campus Use Policy

Gordon has a longstanding practice of using College-owned facilities only for purposes that advance the College’s mission; we view this as faithful stewardship of the resources entrusted to us. Generally speaking, the College’s facilities are not available for gatherings, meetings, or events involving external groups or individuals. At the same time, we endeavor to be good neighbors and gracious hosts and to serve our constituents whenever we can. Recognizing that income from rental agreements for use of our facilities rarely cover the total costs for hosting non-College-sponsored events and groups, the College’s leadership has decided that we will significantly limit renting Gordon facilities for personal events such as birthdays, receptions, parties, weddings, and funerals. The one exception will be children’s birthday parties at the Bennett Center, which is a facility that is generally equipped and appropriately staffed for these small gatherings. Any other exceptions for personal events on the Gordon campus must be approved by the President or the President’s delegate.

Gordon College is mindful that allowing use of its facilities by individuals or groups for amounts that do not constitute adequate compensation or have a compensatory purpose may be viewed as a special arrangement that results in the inurement of net earnings for the benefit of private individuals, or a violation of tax regulations related to political advocacy. Free use of College services or facilities requires the prior written approval of the President or the President's delegate, who will often need sufficient time to consult with outside counsel regarding the permissibility of the proposed services or use of facilities. Failure to follow this policy and to refrain from allowing campus services or facilities to be used without adequate compensation may compromise the College’s tax-exempt status under federal and/or state law, so it will be avoided.

In addition, conferences, retreats, and other gatherings that involve renting College facilities for professional, spiritual, or educational purposes (and the groups that sponsor them) must align with the educational and religious mission and teachings of Gordon College. To avoid any measure of doubt, the College’s Administration is charged with assessing the alignment between the College’s mission and teaching with potential groups or gatherings that seek to use College services or facilities.

Gordon College is generally prohibited from participating in political activity; therefore, the College’s services and facilities may not be used in connection with political activity or advocacy without the prior written approval of the President or the President's delegate, who will often need sufficient time to consult with outside counsel regarding the permissibility of the proposed services or use of facilities. As a general rule, individuals or groups seeking to use College facilities must not be advocacy or political organizations. Failure to follow this Policy and to refrain from using campus services or facilities in connection with political activity may compromise the College’s tax-exempt status under federal and/or state law.

The College’s administration reserves the right to exercise its sole and unlimited discretion to deny or limit use or rental when the programs and/or activities are thought to be contrary to this Policy and/or the values of the institution, or when it is thought that the potential harm to the College, members of the Gordon community, visitors, or surrounding community may outweigh
the good that would come from allowing the program or use. College facilities and services may not be used for personal gain or for advocacy purposes. Charging of admission or collection of money is generally not allowed unless fully disclosed and approved in writing by the College and Gordon College is appropriately compensated.

When Gordon College services or facilities are made available to outside individuals or groups, Gordon’s Office of College Communications (OCC) will be provided with all copy and images of messages that include the name of the College sufficiently in advance of the use that they can be changed if deemed necessary by the OCC. Unless waived in writing by the President or the President's delegate, all publicity in connection with the event, program or speaker shall contain the following statement in at least 12 point type and in a visible location: "An event of [sponsoring organization], held on the campus of, but not sponsored or endorsed by Gordon College."

The College reserves the right to place restrictions on the time, place and manner or conduct of events. Further, Gordon College reserves the right to move or terminate a scheduled event when necessary to meet College priorities. The College will avoid doing this other than where judged by the administration to be necessary, and the College will provide an alternate venue or time, if possible, and will provide as much notice as possible of the change.

In addition, certain fundraising activities are not permitted on campus, and anyone seeking to raise funds must receive permission from the College administration. The list below is indicative of activities that are prohibited, but should not be considered exhaustive:

- Door-to-door solicitation for cash, coins, sales, etc. in the residence halls, classrooms or offices; raffles; email solicitations (only approved fundraisers can be advertised via email and Student News); donations directly from campus departments in lieu of payment for hours worked for regular student employment; selling products or services in which a percentage of the sales goes back to the sponsoring organization, i.e., magazine subscriptions, credit cards, etc.; solicitation by or for off-campus charities or organizations for goods, products, services or cash donations.

The President is charged with regularly reviewing this use of the campus policy and of regularly updating campus colleagues who interface with outside entities seeking to use the Gordon campus so that they are apprised of the College’s policy. Our aim is to be good stewards of the facilities God has entrusted to our care as well as gracious neighbors to those who want to use our facilities for appropriate purposes.
Appendix 5. Workloads for Faculty Members

General Policies

A normal workload is 24 credit hours per year. Each faculty member’s workload is set by the department chair. Requests for release time and overload are approved by the chair and the Dean of Faculty. Reduced contracts are approved by the chair and the Provost.

Workload Guidelines

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<tr>
<th>Activity</th>
<th>Workload Credit</th>
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<tbody>
<tr>
<td>Standard Lecture Course:</td>
<td></td>
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<tr>
<td>• full semester</td>
<td>4</td>
</tr>
<tr>
<td>• quad or 2-credit class</td>
<td>2</td>
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<tr>
<td>Laboratory (3 hours per week):</td>
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<tr>
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<td>P. E. Activity Course (quad length)</td>
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<td>Practicum in Education or Social Work</td>
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<td>Team Teaching:</td>
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<tr>
<td>• quad or 2-credit class</td>
<td>1.5</td>
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<tr>
<td>Independent and Guided Study</td>
<td>0 (paid by stipend; see Section 5.25)</td>
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<td>Other Responsibilities:</td>
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<td>4-8 (as designated by the Dean of Faculty)</td>
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<td>• Core coordinator</td>
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<tr>
<td>• Program director</td>
<td>varies with program</td>
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<td>• Other</td>
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Appendix 6. Board of Trustees Fiscal Review Policies and Protocols

Fiscal Review Policies and Protocols

Due to the increasingly competitive landscape of higher education and the need to steward well the financial investments made by our students and their families, the Gordon College Board of Trustees is clarifying several categories of decision-making related to financial review and management as well as establishing guidelines and principles for three kinds of scenarios: 1) annual fiscal reviews, reallocations, and fiscal sustainability analyses; 2) academic restructuring for institutional welfare reasons where a serious fiscal challenge exists; and 3) cases of campuswide financial exigency. In each of these cases, academic program reductions and/or discontinuations are possible, so this document outlines possible ensuing decision-making processes.

1. Annual Fiscal Reviews, Reallocations, and Possible Fiscal Sustainability Analyses

Historically, non-academic budgetary departments and programs at Gordon College regularly undergo fiscal review; annual reallocation of resources in these areas occurs in the budget-planning process each year. That has not always been the case within the academic division, but given the increasing scrutiny on fiscal health in higher education, it is also important for this level of annual fiscal review to occur in the academic division.

The President and Cabinet are tasked with reviewing and approving resources and funding allocations for all departments and priorities on campus, including new academic programs as they arise. While Gordon College has clear processes for creating new academic programs, it has not had a clear process for the regular financial review of established programs nor a process for reallocating budgetary dollars to reinvest in the College’s academic enterprise. In light of this, the Board requires the President and Cabinet to extend regular financial reviews to the academic division. As part of these processes, the Provost will regularly conduct fiscal reviews of academic programs and departments. An academic program refers to the two foundational parts of the formal curriculum of the College: the core curriculum and the departmental majors. An academic department refers to an administrative unit that may support one or more programs. These regular fiscal reviews are designed to evaluate the proper allocation of institutional resources (including personnel) to ensure wise stewardship and encourage program effectiveness. It may result in additional investments in departments or programs and/or in lesser investments in departments or programs. The Board asks that fiscal reviews pay particular attention to alignment with institutional mission, student enrollments (at the College and in particular departments or budgetary areas), prospective student interest, institutional priorities and strategic plans, as well as the extent of financial investments that are required for program continuance or expansion. The goal of this process is to strengthen the institution overall by establishing a regular process that becomes an annual practice of the academic division.

First, in order to support and maintain thriving academic offerings at Gordon College, the President will charge the Provost, as part of the annual budget-planning process, to oversee the reallocation of 2-3% of instructional expenditures each year. This means Gordon will regularly cease investing in certain academic initiatives and redirect those funds to more productive academic initiatives. This builds upon the excellent work of the College’s Academic Programs
Committee that now annually prioritizes departmental requests for new faculty lines (or renewed faculty lines when vacancies emerge). Trustees, however, believe that fiscal considerations should apply not simply to the renewal or reallocation of faculty lines as colleagues retire or resign from Gordon. Instead, *annual review and reallocation of 2-3% of all instructional budgetary dollars should become a routine part of the College’s fiscal self-renewal*. This includes discretionary spending within the academic division, pay increases, special stipends for instructors, the use of contingent (non-tenured or non-tenure-track) faculty, and other fiscal priorities of the academic division. This intention of this process of reallocation is that it be minimally invasive and disruptive while encouraging strategic investment and good stewardship of institutional resources.

Second, starting in the fall of 2016, the Board asks that financial considerations become part of the decennial departmental review process and that the Provost, in consultation with the appropriate faculty bodies, explore additional ways in which fiscal considerations should be integrated into decision-making protocols that are part of the faculty’s designated responsibilities for the College’s academic offerings.

Third, the President will task the Provost with establishing a process, including timeline and criteria, to determine which particular academic offerings should receive additional scrutiny because of concerns over their fiscal sustainability. The Provost will collect information and conduct systematic analyses on a number of items, including but not limited to the following: alignment with institutional mission and the College’s future direction; history and development of the department or program; external and internal demand for the department or program; size, scope, and productivity of the department or program; as well as cost and impact of the department and program. Such information will be used to determine whether a program merits further analysis. This further analysis, or process, will be referred to as an academic program’s “fiscal sustainability analysis.” In these instances, the Provost (who is charged with overseeing the process) will appoint an ad-hoc committee, chaired by an academic dean and composed of faculty and academic administrators. Representatives from major faculty committees may be appointed to this ad-hoc committee by the Provost. To avoid conflicts of interest in the process, such individuals would be required to recuse themselves from any subsequent deliberations involving program reduction and/or discontinuation—in the case of APC—or personnel reductions for financial reasons (described below)—in the case of Faculty Senate.

As part of this process, the Provost shall inform the Academic Programs Committee and the Department Chair of any program that is undergoing such review. The process will require that the academic dean chairing the ad-hoc committee consult with the relevant Department Chair to gather additional information. The Provost will consult with the Academic Programs Committee on any recommendations arising from the ad hoc committee prior to a recommendation going to Cabinet.

At the end of that deliberation process, in consultation with the Academic Programs Committee, the Provost may recommend program reduction or discontinuation. In such instances, the Provost will provide the relevant Department Chair or program head with a written copy of the Provost’s recommendation. The Department Chair or program head will then be provided the opportunity to respond in writing to the recommendation within a reasonable time period, as laid out in the established process, not to be less than 21 days. A copy of the Provost’s recommendation and the written response from the relevant Department Chair or program head will be given to the President’s Cabinet. Excluding extraordinary circumstances, this entire process should take no longer than 120 calendar days before a recommendation reaches the
President’s Cabinet. The process should be transparent for all those involved and thus include clear timelines, processes for written input, and consultation with appropriate faculty bodies.

The President’s Cabinet will then review all of these written documents in their deliberations. If the Cabinet decides to recommend the discontinuation (as distinguished from the reduction) of an academic major or major concentration, the Provost will invite the full faculty to offer input through discussion at a faculty meeting (without a vote) before the process advances to the President for a final decision before it is presented to the Board of Trustees. This process is designed to avoid conflict of interest concerns and to respect the administration’s delegated responsibility for fiscal oversight and accountability.

The President will then determine whether to take the proposal to the Board of Trustees, whose approval is required for the elimination of academic programs. If an academic program is to be eliminated, the President will set the timeline for the program and work with the Provost to determine the way to accomplish this in the least disruptive manner to students currently enrolled in the program. The procedure for discontinuation of a program may lead to the discontinuation of a department. In such case, the President may ask the Provost to designate an appropriate individual other than the department head to work with the appropriate academic dean to address the interests of affected students.

Any response to these financial sustainability reviews and recommendations will be developed with the understanding that actions taken will be consistent with the mission and Christian commitments of Gordon College with an overarching commitment to our students. In actions that will affect students and their experience at Gordon College, the institution will make reasonable efforts to ensure that students affected will be allowed to complete their programs (within the limits of budgetary constraints) at the College.

2. Fiscal Concerns that Threaten Institutional Welfare

In rare situations, annual fiscal reviews and reallocations may not adequately address the College’s financial challenges. Any number of factors could create conditions that threaten the institution’s overall welfare. These could include significant enrollment shortfalls, unexpected declines in philanthropy to the College, or wider economic factors. The goal of annual fiscal reviews and reallocations is to anticipate financial challenges before they become full-scale institutional threats. But it is possible that a confluence of issues may fall upon Gordon at one point in time that create widespread and persistent fiscal threats to the institution. Although the exact nature of this kind of threat can take many different forms, institutional welfare threats are ones that cannot be addressed by mere reallocation of budgetary dollars in a single year or by the reduction and/or discontinuation of a single budgetary area. Generally speaking, this category of financial concern is more serious than the annual budgeting/reallocation process but is not as serious as campuswide financial exigency (which is described later).

When the Board of Trustees determines that a campuswide effort must be undertaken to significantly alter the fiscal situation of the College, the campus will undergo a process of financial restructuring that involves all academic, administrative, and student life budgetary areas. This is different from the review of particular departments or programs (which is the focus of “financial sustainability analyses”) and refers to a serious fiscal problem that affects the entire campus. In such financial reviews, the President and senior campus leaders are charged by the Board with determining appropriate steps to strengthen the College’s financial condition, in consultation with relevant individuals and faculty and staff bodies.
At the outset of the review process, the President will articulate the overall financial goals for the review process, including the amount of cost savings the College seeks to achieve and the period of time for achieving those savings. The President should also specify the length of time that will be allowed for the review process.

In consultation with the President’s Cabinet, the President will appoint a representative body of faculty, staff, and administrators charged with the fiscal review. The relative level of participation of faculty, staff, and administrators may be affected by the areas that are subject to review, but in any circumstance that involves the review of academic units and personnel, faculty representation is required. When reviewing particular units or programs, a general rule is that the review body should not include representatives whose own material compensation terms or continued employment could be expected to be subject to review as part of the process. The process must preclude conflicts of interest. The President may choose to use existing representative bodies (such as the Academic Programs Committee or the Staff Welfare Committee), or the President may appoint an ad-hoc committee for this review purpose. The President will not serve on this body but should be kept regularly apprised of the group’s progress. The President will appoint a senior officer of the College to chair this committee. Faculty and/or academic administrators on the review committee should provide leadership for the review of academic areas, and staff and/or non-academic administrators on the review committee should provide leadership for the review process for administrative and student life areas. Ideally, the review committee will include approximately an equal number of representatives from the academic and the administrative/student life parts of campus.

Given the sensitive nature of the review committee’s work, confidentiality of the group’s considerations, deliberations, and recommendations is essential. The President and senior campus leaders will be charged with keeping relevant campus constituencies informed of the group’s progress, but the group and the College’s leadership are expected to demonstrate wisdom and discretion in the handling of sensitive information. The timelines for the fiscal reviews will be set by the President, and the review committee should meet relevant deadlines, reasonable in light of the circumstances, for formulating its advice.

The group’s final recommendations will be presented to the President’s Cabinet, who are charged with deliberating and making a recommendation to the President. The President will then make a recommendation to the Board of Trustees, whose decisions regarding these recommendations will be final.

3. **Campus-wide financial exigency**

Although extraordinarily rare, Gordon College may experience a situation of existential financial threat that cannot be addressed in ways outlined above. In that instance, the Board of Trustees may declare that the institution is in a state of financial exigency, which means that Gordon faces such an acute financial challenge that the continued viability of the institution is uncertain and extraordinary measures must be undertaken to address the size and scope of the problem. In such a situation, the President may amend the timeline and the processes for financial decision-making, which may include the termination of non-tenured, ranked faculty and/or the termination of tenured faculty.

The President’s Cabinet will fulfill the function of the recommending body for appropriate ways to reorder the College’s expenditures in such a way to avert the financial crisis. In this regard, Cabinet will be charged with conducting the necessary fiscal analyses that might
result in a program or department reduction or discontinuation. As part of this or related processes, Cabinet may consult with bodies such as the Academic Programs Committee or the Faculty Senate, but that is not required in times of campuswide financial exigency. Cabinet will serve as the recommending body to the President if faculty reductions are required to address this severe fiscal crisis. The due process protocols for termination of non-tenured, ranked faculty and for termination of tenured, ranked faculty (both outlined below) will be followed, but because campuswide financial exigency may require short notices in order for effective action to take place, the President may adjust the timeline for responses from the relevant Department, Department Chair, or tenured faculty member. Although the President will consult with relevant faculty and departments as is appropriate, the President is ultimately responsible for the personnel and academic program decisions in the case of a declared campuswide financial exigency.

**Termination of Ranked Faculty for Financial Reasons**

The actions above may have an effect on faculty positions. The following policies and protocols apply to consideration of termination of “Ranked Faculty,” as that term is used in the Administrative/Faculty Handbook (the “Handbook”), for financial reasons. They do not apply to contingent faculty (or as referred to in the Handbook as “Special Appointment Faculty” or “Per Course Faculty”). The termination of Special Appointment Faculty or Per Course Faculty shall be subject to the terms of their individual arrangements.

**Special Case #1: Termination for Financial Reasons involving Non-tenured, Ranked Faculty.**

A) If, as part of a fiscal sustainability analysis of an academic program and/or department, the Provost—in consultation with the Academic Programs Committee—recommends the reduction or discontinuation of a program, which results in the elimination of a faculty line held by a non-tenured, ranked faculty member, the Provost will consult with the Faculty Senate for input before taking the recommendation to the President’s Cabinet for deliberation and decision. The final decision regarding non-reappointment will be made by the President.

B) In cases of fiscal concerns that threaten institutional welfare, the review committee may recommend the termination of non-tenured, ranked faculty as one aspect of addressing the campuswide financial challenge. If that occurs, the chair of the review committee will provide the Provost with a written recommendation regarding non-reappointment of the non-tenured, ranked faculty member. The Provost will consult with the Faculty Senate for input before taking the recommendation to the President’s Cabinet for deliberation and decision. The final decision regarding non-reappointment for financial concerns in the campuswide restructuring will be made by the President.

C) In cases of campuswide financial exigency, the Cabinet may recommend the termination of non-tenured, ranked faculty as one aspect of addressing the campuswide financial emergency. If that occurs, the Cabinet will provide the Provost with a written recommendation regarding non-reappointment of the non-tenured, ranked faculty member. The Provost will consult with the Faculty Senate for input before taking the final recommendation to the President for decision. The final
decision regarding non-reappointment for financial concerns due to campuswide financial exigency will be made by the President.

In all three situations, such serious decisions necessitate careful deliberation, assessment of the impact on the campus climate and ability to recruit new faculty, and should involve adequate notice. In all circumstances, processes must be carefully constructed to separate terminations for financial reasons from reasons of “cause.” Once the President has made a decision for non-reappointment, the Provost will meet first with the faculty member’s Department Chair to inform him or her of the decision and to provide a written copy of the President’s decision to terminate the faculty position due to financial reasons. The Provost and the Department Chair will then meet with the faculty member to communicate the decision and to provide a copy of the President’s decision. A twelve-month notice will be given to the faculty member, if he or she has two or more years of service as a non-tenured, ranked faculty member, or lesser notice for shorter periods of service, as specified in the Handbook. In addition, this notice is subject to the Handbook’s provision for pay in lieu of notice when necessary.

The College may choose to provide a terminal sabbatical for any terminated faculty member, during which time the employee would not have teaching duties. If that opportunity is given, a customary release of claims document in a form prepared by the College would need to be signed by the terminated faculty member.

**Special Case #2: Termination for Financial Reasons involving Tenured, Ranked Faculty.**

In the case of program reduction and/or discontinuation or a campuswide financial restructuring, the College may find it necessary to terminate a tenured, ranked faculty member for financial reasons after pursuing other reasonable means (e.g., early retirement offers, buyouts, or possible reassignment to another academic program). Such serious decisions necessitate careful deliberation, assessment of the impact on the campus climate and ability to recruit new faculty, and should involve adequate notice and a clear means for a written appeal. In all circumstances, processes must be carefully constructed to separate terminations for financial reasons from reasons of “cause.” There are two kinds of circumstances in which tenured, ranked faculty positions may be eliminated—(1) academic program reduction and/or discontinuation as part of a fiscal sustainability analysis or (2) as part of a campuswide financial restructuring in cases of institutional welfare or campuswide financial exigency. In this latter case, faculty reductions may occur without any substantive change to academic programs or departments.

The following outlines the process for the three scenarios where tenured, ranked faculty members might be affected:

A) If, as part of the fiscal sustainability analysis, the Provost, in consultation with the Academic Programs Committee, recommends the reduction or discontinuation of a program, which results in the elimination of a faculty line held by a tenured, ranked faculty member, the Provost will both consult with Faculty Senate and explore other reasonable means of mutual resolution. If none of these attempts at resolution is successful, the Provost will give notice of his/her plans on taking the recommendation forward to the President’s Cabinet. The faculty member(s) affected will be given the full text of the recommendation and be given the option of including a written response to the recommendation (within a time frame of not less than 21 calendar
days) to be part of the materials going to the President’s Cabinet for deliberation and decision. Reflecting the seriousness of the decision to terminate tenured faculty members, the deans in the academic division will join the President’s Cabinet for the deliberations. The final decision regarding non-reappointment will be made by the President.

B) In cases of campuswide financial restructuring because of institutional welfare concerns, the chair of the review committee will provide the Provost with a written recommendation regarding the elimination of a faculty line held by a tenured, ranked faculty member. The Provost will both consult with Faculty Senate and explore other reasonable means of mutual resolution. If none of these attempts at resolution is successful, the Provost will give notice of his/her plans to take the recommendation forward to the President’s Cabinet. The faculty member(s) affected will be given the full text of the recommendation and be given the option of including a written response to the recommendation (within a time frame of not less than 21 calendar days) to be part of the materials going to the President’s Cabinet for deliberation and decision. Reflecting the seriousness of the decision to terminate tenured faculty members, the deans in the academic division will join the President’s Cabinet for the deliberations. The final decision regarding non-reappointment will be made by the President.

C) In cases of campuswide financial exigency, the Cabinet will provide the Provost with a written recommendation regarding the elimination of a faculty line held by a tenured, ranked faculty member. The Provost will both consult with Faculty Senate and explore other reasonable means of mutual resolution. If none of these attempts at resolution is successful, the Provost will give notice of his/her plans to take the recommendation forward to the President for decision. The faculty member(s) affected will be given the full text of the recommendation and be given the option of including a written response to the recommendation (ideally within a time frame of not less than 21 calendar days, but that may be amended given the severity of the fiscal emergency) to be part of the materials going to the President for decision. Reflecting the seriousness of the decision to terminate tenured faculty members, the deans in the academic division will join the President’s Cabinet for the deliberations. The final decision regarding non-reappointment will be made by the President.

In all three situations, the College agrees not to fill the position of a tenured, ranked faculty member that is eliminated for fiscal reasons without first offering it to the terminated person for reinstatement within a period of three years of the position’s elimination.

Once the President has made a decision for non-reappointment, the Provost will meet first with the faculty member’s Department Chair to inform him or her of the decision and to provide a written copy of the President’s decision to terminate the faculty position due to financial reasons. The Provost and the Department Chair will then meet with the faculty member to communicate the decision and to provide a copy of the President’s decision. A twelve-month notice will be given to the faculty member. In addition, this notice is subject to the Handbook’s provision for pay in lieu of notice when necessary.

The College may choose to provide a terminal sabbatical for any terminated faculty member, during which time the employee would not have teaching duties. If that opportunity is given, a
customary release of claims document in a form prepared by the College would need to be signed by the terminated faculty member.

**Principles for Handling of Personnel Matters.** While processes may vary for each of the three categories of financial review (annual review, institutional welfare, and campuswide financial exigency), overall principles across these situations remain:

- In actions that will affect students and their experience at Gordon College, the institution will make reasonable efforts to ensure that students affected will be allowed to complete their programs, within the limits of budgetary constraints, at the College.
- Gordon College may avail itself of every permissible strategy to secure financial wellbeing for the institution, including but not limited to reductions, modifications, or closings. These may involve the reduction of salaries, changes in teaching loads, deferrals of sabbaticals, the offer of retirement incentives, non-reappointment of untenured faculty, and the termination of tenured faculty.
- Budget reductions, including those leading to terminations of employment, may occur within an academic department or other areas of the College without a net loss of faculty members or other personnel at the institution; that is, terminations in some areas on campus may occur with simultaneous authorization of new positions for different duties depending upon the needs of the College. This is not possible in situations where the Board of Trustees has declared a state of campuswide financial exigency.

The purpose of this statement of policies and protocols is to explain the procedures that guide the College in reviewing its finances and addressing, among other matters, personnel reductions. This is intended to supplement rather than to modify the Handbook. However, if anything in this statement were to be considered inconsistent with any aspect of the Handbook or any other statement of policies, this statement takes precedence. Under the College’s Bylaws, “Board policy statements take precedence over all other institutional standards, documents and policies.” The Board intends this to be such a policy statement and to be the complete statement of policies concerning the matters addressed in it.

Gordon College aspires to honor Christ in all circumstances and especially when dealing with its employees. In evaluating possible terminations on campus, the review committee, Cabinet, and President are to keep the following in mind:

- Employees whose positions are being terminated may be considered for other open positions on campus.
- An employee’s length of service should be taken into account as a factor supporting retention when considering termination options. This principle applies to faculty members as well as to other employees. At the same time, strict seniority should not govern the review process. More important in the consideration process should be a need to meet the requirements of the curriculum. In rare or exceptional circumstances, if the continuance of a more junior or untenured faculty member over a more senior or tenured faculty member would avoid serious deficiencies in the curriculum, that would be a more important consideration than relative standing.
• Gordon College wants the departure of every employee who is terminated from employment for fiscal reasons to be one in which the employee feels appreciated and valued. In general, the process by which the employee says goodbye to colleagues can be set by mutual agreement among the employee, the direct supervisor, and the relevant Cabinet officer.

Consistent with the general understanding in academia, a termination for financial reasons is not considered to be a termination for “cause.” The procedure for terminations due to various forms of misconduct or other failures to meet professional standards by a tenured faculty member are to be addressed through the process outlined in the Handbook and are to be clearly separated from financial reasons and processes related to termination.
Appendix 7. Financial Sustainability Review Process

Financial Sustainability Review Process
Provost, October 2016

Preface
Gordon College is a community, bound together as brothers and sisters in the Body of Christ, that affirms its trust in God’s provision of wisdom and resources as it pursues a distinct educational mission within the global community of believers. This mission involves graduating young men and women distinguished by intellectual maturity and Christian character, committed to lives of service and prepared for leadership worldwide. The strategic plan of the College, constructed after broad discussion across campus and approved by the board, outlines institutional priorities for the next five years in pursuit of this mission. Every year, as budgets are constructed and reshaped, the Provost works together with those in the academic division to align resources with the strategic plan and priorities, while also practicing good stewardship of those resources. This alignment and stewardship are increasingly essential as we move into an era of limited tuition increases, which has intensified the need to focus on reinvestment rather than an expansion of the budget. The principles that are used in all these processes include overarching mission-centrality (academic excellence, liberal arts approach, Christian mission); consultation with appropriate faculty committees (e.g., Faculty Welfare Committee related to benefits) or departments; the influence of strategic plan priorities; long-term financial sustainability of the institution; and, Christian care.

The Centrality of Faculty to Our Mission
The faculty are central to the development of intellectual maturity and Christian character within our students. Our faculty governance and evaluation processes are rooted in this mission. Faculty governance primarily involves the development and delivery of our Christian liberal arts curriculum. Faculty evaluation focuses on all the aspects of faculty life that are central to this mission—scholarly growth to keep our knowledge fresh; teaching excellence to ensure learning outcomes; faith-integration to fuse faith with disciplinary inquiry; and institutional service to nurture the campus community and operations.

The centrality of the faculty—who deliver the curriculum, and advise and develop our students—is also seen in the academic budget. Salary and benefits comprise approximately 80% of the academic division budget. For this reason, the Provost includes review of curriculum and its relationship to course enrollments and faculty staffing as part of the regular budget planning process. This oversight includes ongoing and regular discussions between the Dean of the Faculty and department chairs and between the Provost and the Academic Programs Committee (APC). These discussions concern a variety of topics, from program effectiveness to the staffing of academic departments to adjustments in programs that may help communicate their value to prospective students.

Financial Stewardship
The Board of Trustees has asked the academic division to be more intentional in accounting for its yearly 2-3% reinvestment in the academic division because it sees this reinvestment as central to the achievement of our mission. This reinvestment of funds involves many different parts of
the budget, including prioritization of tenure track faculty lines in the early fall, discretionary spending, pay increases, part-time faculty, and other parts of the instructional budget. It seeks to encourage strategic investment and good stewardship of institutional resources while balancing short-term needs with a long-term strategy as laid out in the strategic plan.

In those rare cases where ongoing discussions and adjustments have not led to stability and a program has experienced extended declines in enrollment or personnel, the Provost may require a financial sustainability review. This type of review was established to meet the requirements of the Board of Trustees under its Fiscal Review Policies and Protocols. The purpose of laying out this process is to make it transparent and clear. We consider this clarity to be a matter of Christian care. As we desire that our students learn to act morally no matter what the nature of the cultural and economic stresses, we likewise aspire to make all decisions with prayer and in the context of Christian care in an attempt to model, no matter how imperfectly, the outworking of our Christian commitment in all we do.

**Summary Purpose**

The purpose of the financial sustainability review process is to ensure the quality, currency, and attractiveness of academic programs in comparison to other institutions. For most programs, this review will be incorporated into the ten-year review process. At a point in time when a program has experienced significant changes in enrollment or personnel, the Provost may require a financial sustainability review outside of the ten-year review process. The hope is that this process encourages departments to be proactive in managing their curriculum to maintain its vibrancy and desirability among students. The financial sustainability review is the process established to meet the requirements of the Board of Trustees’ annual fiscal review under its Fiscal Review Policies and Protocols (See Figure 1).

**Definitions**

- **Day:** Day is a calendar day.
- **Indicators:** Indicators are academic reference points used to indicate a possible need for a review of a program.
- **Program:** Program refers to one of the two foundational parts of the formal academic curriculum of the College—the core curriculum and departmental majors, including major concentrations. All students are required to complete the core curriculum and at least one major course of study. Students may also elect to minor in one or more disciplines, but this is not a requirement for graduation. An academic department refers to an administrative unit that may support one or more programs.

**Indicators Precipitating Financial Sustainability Review**

When one of the indicators below occurs, the Provost may initiate a financial sustainability review. Information will be collected from the annual Registrar’s Report. Such information is meant to signal the possible need for a review and to inform the decision-making rather than substitute for a holistic assessment.

1. **Low enrollment:** Three consecutive years of fewer than twenty-five (25) enrollments in a major across all years or fewer than fifteen (15) enrollments in a major
concentration.

2. **Limited number of graduates:** Three consecutive years of fewer than five (5) graduates in a program within an academic year.

3. **Declining enrollment:** A 20% decline of enrollments in upper level courses over a three-year period.

4. **Update from prior review:** When one of the above indicators leads to a program review and the review results in a continuation of the program, the program will automatically be reviewed three years after the initial review.

**Financial Sustainability Review**

When the Provost determines that a financial sustainability review is necessary, the Provost will consult with the Academic Programs Committee (APC) prior to informing the Department Chair. The Department Chair must be notified before August 15 (see Figure 2).

The Provost will provide the Department Chair with the following information, obtained by the Office of Institutional Research, to be included within a review report from the department:

- Internal demand for the program
- External demand for the program

The Department Chair will be asked to provide the following information regarding the program to the Provost by September 15:

- History, development, and connectedness to the College’s mission
- Contribution to the core curriculum
- Contribution to other programs
- Size of the program
- Resource implications, costs, and other associated expenses such as staffing, space, and equipment
- Impact, justification, and overall essentiality of the program
- Action plan: the department’s response to the negative indicator(s)
  - Action items must be clearly stated, indicate who is responsible for implementation, and provide timelines for implementation.
  - Recommendations requiring funding or other resources must include details of those requirements.
  - The plan must include curricular adjustments to make the program more marketable.

**Evaluation upon Completion of a Financial Sustainability Review**

Step 1: The Provost will form an ad hoc advisory committee that will be chaired by an academic dean. The committee will include tenured faculty with a minimum of one faculty member from the division within which the program is located, and one from outside that division. The Provost may consult with APC in establishing the membership of the ad hoc committee. It may include APC or Faculty Senate members.

Step 2: Materials will be shared with the ad hoc committee, which will have fourteen (14) days to make a recommendation to the Provost regarding the continuation of the program. The ad hoc committee must recommend one or more of the following to the Provost: 1) increased investment in the program, 2) suspension of the program, 3) consolidation of the program into another
program, 4) discontinuation of the program, or 5) another viable recommendation relevant to the specific program, such as continuation as is.

Step 3: The Provost will consult with APC at its next scheduled meeting concerning the ad hoc committee’s recommendation. Following the meeting, the Provost will have seven (7) days to evaluate the recommendation. An approved recommendation to increase investment in the program will become part of the information used in decisions related to the 2-3% reinvestment in the academic division, including the recommendation of new tenure lines by APC. If the Provost approves the discontinuation of a program (through suspension, consolidation, or elimination), then:

- The Department Chair will be notified and provided with a written rationale for the decision.
- The Department Chair will be provided with an opportunity to write a rationale for continuance of the program. This document will become part of the review materials.
- The Department Chair’s documents must be returned to the Provost within twenty-one (21) days.

Step 4: The Provost will review the materials submitted by the Department Chair. The Provost will have seven (7) days to respond to the documents provided by the Department Chair.

- If the Provost approves the continuation of a program, the Department Chair will be notified and no further action will be required, though further follow-up may be requested.
- If the Provost determines that the appropriate action is discontinuation of the program, the Provost will notify the Department Chair and provide him/her with a written rationale. If the decision to discontinue the program leads to personnel changes, the Faculty Senate will be consulted once affected individuals are identified.
- The Provost will, upon the recommendation of APC, call for a special faculty meeting to seek further input from the Faculty (not a vote).

[The previous steps must take no more than 120 calendar days]

Step 5: The Provost will make a recommendation to the President, who will review all documents, including relevant faculty meeting minutes, and determine whether to take a recommendation for discontinuation to the Board.

- If the President decides to continue the program, the Provost will notify the Department Chair and no further action will be required. Depending upon the review’s findings, further follow-up may be requested.
- If the President discontinues the program, the Department Chair will be notified by the Provost that the recommendation and related documents will be forwarded to the Board of Trustees for action.

Step 6: Upon receiving the recommendation and documents, the Board of Trustees will make a final decision and request appropriate administrative action.
Step 7: Subsequent to the Board of Trustees’ action, the Provost will implement the decision of the trustees. If the program is discontinued, the Department Chair will be notified by the Provost. In addition, the Provost will notify the Registrar’s Office to remove the program from the College Catalog as soon as it is appropriate or to describe further limitations on the program if it is to remain in the catalog for an intermediate period.

**Teach-Out Plan**

If a program elimination is approved by the Board of Trustees, a teach-out plan will be implemented.

- Regarding affected students, the Department Chair and the Dean of Faculty will be responsible to:
  - Determine which students can complete the program within a realistic time frame.
  - Consider whether some students can complete program requirements through similar courses.
  - Determine which students could be repositioned in other programs, ideally closely related ones (especially when it is a major that is discontinued). Determine whether any students should be encouraged to transfer and, if so, specify the financial obligation on the part of the institution.

- Regarding affected faculty and staff, the Dean of Faculty will be responsible to:
  - Determine which faculty can be repositioned in other programs.
  - Determine which faculty or staff could be lost through attrition and related timing issues.
  - Consider repositioning faculty or staff, if minimum professional development is required.
  - Announce discontinuance of employment and resolve financial commitments as soon as possible in order to allow maximum time for faculty and staff to find new employment.
Program Financial Review Process:

Calendar Example

- November 1: Department Chair receives and submits RFP recommendation to the APC
- September 15: Department Chair reviews RFP
- August 15 (or last business day): Final copies of RFPs submitted
- October 1: Department Chair reviews RFP

Faculty Meetings
- February: Academic Year Review
- December: President Review

Cabinet Meetings
- November 1: Cabinet Review

Student Presentation of Proposal: from beginning of process to receipt

What do no more than 125 conference day