The purpose of this Goshen College Teaching Faculty Handbook is to aid teaching faculty members in understanding the mission of Goshen College and to serve as a reference guide for policies and procedures that most directly affect teaching faculty. Additionally, a Supplemental Policy Manual is available online. http://www.goshen.edu/policy

Section 1: History and Mission

I. HISTORY

II. MISSION AND GOALS
   A. Mission
   B. Core Values
   C. Purpose
   D. Affirmations
   E. Educational Mission
   F. Strategic Plan
   G. Accreditation
   H. Management Philosophy Statement
   I. Bylaws

Section 2: Governance and Organization

I. GOVERNANCE UNDERSTANDINGS

II. GC BOARD OF DIRECTORS

III. MENNONITE EDUCATION AGENCY

IV. PRESIDENT’S COUNCIL
   A. President and President’s Council
   B. Provost and Executive Vice President
   C. Vice President for Academic Affairs and Academic Dean
   D. Vice President for Institutional Advancement
   E. Vice President for Finance
   F. Vice President for Student Life and Dean of Students

V. FACULTY GOVERNANCE
   A. Faculty Meetings
   B. Academic Affairs Committee
   C. Academic Department Chairs
   D. Schools & School Representatives
   E. Teaching Faculty Forum

VI. ADMINISTRATIVE ORGANIZATIONAL CHART

VII. COMMITTEES

Section 3: Faculty Personnel Policies

I. FACULTY STATUS

II. SEARCH, APPOINTMENT, ORIENTATION
III. TYPES OF TEACHING FACULTY CONTRACTS
   A. Initial Full-Time Teaching Contracts
      1. Tenure-track
      2. Non-tenure-track
      3. Temporary
   B. Long-Term Full-Time Teaching Contracts
      1. Tenure
      2. Non-tenure continuing
   C. Part-Time Teaching Contracts
      1. Half-time or more
      2. Less than half-time
   D. Special Contracts
      1. Cooperating Professional
      2. Visiting Professor

IV. RANK
   A. Process for Promotion in Rank

V. TENURE
   A. Process for Tenure

VI. Non-Tenure Continuing Contracts
   A. Process for obtaining non-tenure continuing contract

VII. PERSONNEL RECORDS

VIII. EVALUATION

IX. SEPARATION
   A. Resignation
   B. Retirement
   C. Emeritus Status
   D. Termination
      1. Non-renewal of contract for faculty members on tenure
      2. Non-renewal of contract for faculty members not on tenure
      3. Dismissal of faculty members before expiration of contract

X. FACULTY RIGHTS, RESPONSIBILITIES
   A. Academic Freedom and Professional Ethics
      1. Freedom of Teaching
      2. Specific limits of academic freedom at Goshen College
   B. Faculty Office Hours
   C. Campus Participation
   D. Faculty Absence
   E. Harassment and discrimination policies
      1. Sexual harassment, gender discrimination
      2. Racial harassment
      3. Inclusive language
   F. Affirmative Action Policy
   G. Health and Chemical Safety
H. Drug-Free Workplace

XI. SABBATICAL AND LEAVES OF ABSENCE
   A. Sabbatical Leave
   B. Sabbatical Process for Teaching Faculty
   C. Other Leaves

XII. FACULTY DEVELOPMENT AND RESEARCH
   A. Professional Development
   B. Research
   C. Mininger Center
      1. Faculty Scholarship grants
      2. Conference/Continuing Education grants
      3. Support for Publication
      4. Support for Completing Ph.D.
   D. Grant-Writing Policies and Procedures
      1. Grant proposal approval process
      2. Policies that govern grant writing

XIII. OUTSIDE EMPLOYMENT

XIV. COPYRIGHT, PATENTS AND ROYALTIES

XV. FRINGE BENEFITS
   A. Retirement
   B. Workers’ Compensation
   C. Unemployment Compensation
   D. Jury Duty
   E. Winnings
   F. Bookstore Discount
   G. Membership at Gingerich Recreation-Fitness Center
   H. Entertainment Reimbursement
   I. Moving Expenses
   J. Additional benefits in case of disability or death
      1. Sick pay
      2. Long-term disability insurance
      3. Medical insurance in case of disability
      4. Tuition discount
      5. Other fringe benefits
      6. Benefits in case of death
   K. Early Retirement
   L. Fringe Benefits for Part-time Faculty
   M. Former Employee Benefits
   N. Ministerial Benefits

XVI. EMPLOYMENT OF IMMEDIATE FAMILY MEMBERS

XVII. JOB SHARING

XVIII. LEAVES OF ABSENCE
   A. Salary Payments while on leave
   B. Fringe Benefits while on leave
XIX. FAMILY MEDICAL LEAVE ACT

XX. COMPENSATION
   A. Length of contract
   B. Irregular teaching loads
   C. Determination of salary
   D. Salary categories
   E. Low Enrollment Courses
   F. Reimbursement for Faculty while on Sabbatical

XXI. GRIEVANCE POLICY

Section 4: Academic Services and Policies

I. HAROLD AND WILMA GOOD LIBRARY

II. MENNONITE HISTORICAL LIBRARY

III. INFORMATION TECHNOLOGY SERVICES

IV. PHOTOCOPYING/PRINTING AND MAILING SERVICES

V. STUDENT ASSISTANTS

VI. STUDENT ADVISING

VII. TEXTBOOKS

VIII. FIELD TRIPS

IX. EXPECTATIONS OF STUDENTS’ RESPONSIBILITIES FOR ACADEMIC WORK

X. CLASSROOM SESSIONS AND ATTENDANCE

XI. EXAMINATIONS

XII. GRADING AND EVALUATION

XIII. ACADEMIC INTEGRITY POLICY

XIV. INDEPENDENT STUDY, CREDIT BY EXAMINATION, CREDIT BY EXPERIENCE

XV. ACCOMMODATION OF SPECIAL NEEDS

XVI. MAJORS/MINORS/CERTIFICATES

XVII. OFF-CAMPUS MAY-TERM POLICIES

XVIII. SUMMER SESSION POLICIES

XIX. INTERNSHIP POLICIES

XX. NEW ACADEMIC INITIATIVES

Section 5: Administrative and Financial Policies

I. BUDGET AND PURCHASING

II. CASH MANAGEMENT
   A. Expense Reimbursement
   B. Payment of Invoices and Other Expenses

III. WORK REQUISITIONS
IV. OFFICE SUPPLIES

V. PERSONAL SERVICES
   A. Offices and telephone
   B. Copiers and Fax
   C. Campus Mailboxes
   D. Package Shipment
   E. Library
   F. Recreation-Fitness Center

VI. ROOM AND FACILITY RESERVATION
   A. Reserving On-campus Space During the Academic Year
   B. Reserving On-campus Space During the Summer
   C. Reserving Off-campus Space
   D. Reserving Equipment
   E. Use of the Church-Chapel

VII. PROCESS FOR PLANNING CAMPUS EVENTS

VIII. INFORMATIONAL PUBLICATIONS

IX. MEDICAL ATTENTION AT WORK

X. PARKING

XI. MEALS

XII. TRAVEL

Section 6: Student Life

I. STUDENT HANDBOOK

II. EMERGENCY SITUATIONS

III. WELLNESS AND HEALTH CENTER
   A. Student Health Services
   B. Student Counseling Services
   C. SST Screening

IV. ACADEMIC SUPPORT CENTER

V. MULTICULTURAL AFFAIRS OFFICE

VI. CAMPUS ACTIVITIES

VII. CAREER SERVICES

VIII. CAMPUS MINISTRIES

IX. CONVOCATION ATTENDANCE REQUIREMENT

Section 7: Community Standards

I. A SPIRIT OF HOSPITALITY

II. RIGHTS AND RESPONSIBILITIES
   A. Invitation to Christian Community
   B. Expectations
Table of Contents

C. Serious Intent

III. DISCIPLINARY PROCESS
   A. Philosophy of Discipline
   B. Violations
   C. Judicial Organization

Appendix A Strategic Priorities 2005-2010
History and Mission

I. HISTORY
Goshen College was founded as Elkhart Institute of Science, Industry and the Arts in August, 1894. Elkhart Institute was moved to Goshen in September, 1903, and became known as Goshen College. In 1906, the Mennonite Board of Education was formed and began selecting the Goshen College Board of Directors and president, who are responsible for the operation of the college. The college closed for one year in 1923-24, due to tensions between church and college. In 1941 it received accreditation from North Central Association on its first application, a rarity.

In 1968, Goshen College launched the Study Service Term (SST), becoming one of the first undergraduate schools in the nation to require international education. Today, more than 70 percent of students choose to participate in SST. Its innovation and effectiveness continue to attract national and international attention.


Today Goshen College is nationally recognized for its excellent academic programs and Christian ideals. Students excel in measures such as medical school acceptance, teaching exam performance, and nursing board scores. Among the more than 30 academic majors and more than 30 minors are some unique programs: Peace, Justice and Conflict Studies; Environmental Studies; Teaching English to Speakers of Other Languages; American Sign Language; International Studies; and Anabaptist-Mennonite Studies. From its parent church, Goshen College has derived a spirit of peace and simplicity, mutual support and biblically-based service to others. About 50% of students are from Mennonite or Mennonite-related backgrounds, but more than 25 other denominations are also represented in the student body. All faculty members are active Christians and more than half have lived or worked outside of the United States. In a typical year, students at Goshen College come from more than 30 states and more than 25 foreign countries.

The physical facilities of the campus consist of 18 major buildings on a 135-acre campus, Witmer Woods and the College Cabin on the west side of Main Street, the 1150-acre Merry Lea Environmental Learning Center, Brunk’s Cabin near Union, Michigan, and a Marine Biology facility in the Florida Keys.

II. MISSION AND GOALS

A. Mission
Goshen College is a four-year liberal arts college dedicated to the development of informed, articulate, sensitive, responsible Christians. As a ministry of the Mennonite Church, we seek to integrate Christian values with educational, social, and professional life. As a community of faith and learning, we strive to foster personal, intellectual, spiritual, and social growth in every person. We view education as a moral activity that produces servant-leaders for the church and the world. (1993)

Also located on the GC website at:
http://www.goshen.edu/aboutgc/mission.php
B. Core Values.

CHRIST-CENTERED
We believe God is the foundation of all wisdom and knowledge. Through Christ we find merciful forgiveness and an invitation to a daily, personal walk empowered by the Holy Spirit. We are led by Christ in our search for truth.

I Corinthians 3:11: “For no one can lay any foundation other than the one that has been laid; that foundation is Jesus Christ.”

PASSIONATE LEARNERS
We believe our faith is supported by knowledge. As a learning community, we foster a journey of lifelong learning, encouraging one another to seek truth with fervor. This spirit of academic excellence enriches our relationships, our world and our faith in Jesus Christ.

II Peter 1:5-8: “For this very reason, you must make every effort to support your faith with goodness, and goodness with knowledge, and knowledge with self-control, and self-control with endurance, and endurance with godliness, and godliness with mutual affection, and mutual affection with love. For if these things are yours and are increasing among you, they keep you from being ineffective and unfruitful in the knowledge of our Lord Jesus Christ.”

SERVANT LEADERS
We believe that servant leadership is reflected perfectly in the life and person of Jesus Christ. We humbly set aside self-interest for the interests of others, because love for others builds up God’s community. By following Christ’s example, we create a culture characterized by joyful service.

Matthew 20:26-28: “But whoever wishes to be great among you must be your servant, and whoever wishes to be first among you must be your slave; just as the Son of God came not to be served but to serve, and to give his life as a ransom for many.”

COMPASSIONATE PEACEMAKERS
As Christian peacemakers, we embrace “shalom” – the peace that God intends for humanity. We are committed to build the “peaceable kingdom” by practicing loving kindness, restoring justice, practicing anti-racism, loving our enemies and advocating for the dispossessed. We renounce the oppressive, violent destructive powers of this world – and are willing to live our lives as examples of God’s peace.

Matthew 5:9: “Blessed are the peacemakers, for they will be called children of God.”

GLOBAL CITIZENS
As responsible global citizens, we see, encourage and celebrate the image of God in others. We welcome and include the ‘stranger’ in our midst – respecting differences in world views while seeking common ground. We wish to transcend barriers between people not only through academic teaching and learning, but also in meaningful cross-cultural exchanges. We go into the world offering our gifts and lives in service to others.

II Corinthians 5:18-20: “All this is from God, who reconciled us to himself through Christ, and has given us the ministry of reconciliation; that is, in Christ God was reconciling the world to himself, not counting their trespasses against them, and entrusting the message of reconciliation to us. So we are ambassadors for Christ, since God is making his appeal through us; we entreat you on behalf of Christ, be reconciled to God.”
Approved by the GC Board of Directors in October 2002 and June 2003.

Located on the GC Website at: http://www.goshen.edu/aboutgc/values.php

C. Purpose
Goshen College, a liberal-arts educational center for the transmission, enrichment, enlargement and embodiment of the Anabaptist-Mennonite vision of the church as a community of faith for the work of God in the world, seeks to develop informed, articulate, sensitive, responsible Christian disciples.

A bachelor's-degree-granting institution sponsored by the Mennonite Church, Goshen College is open to all students interested in an educational program which is committed to biblical faith and practice as revealed and demonstrated by Jesus Christ.

As a ministry of the Mennonite Church, Goshen College intends to enrich and extend the life of the church and its mission in the world by transmitting and exploring Christian faith and discipleship; by relating Christian perspectives and values to learning and professional life; by encouraging active participation and leadership in congregations; and by expanding the influence of such ideals as love and peace, justice and order, stewardship and benevolence.

As a liberal-arts college, Goshen strives to be a community of educators and students providing a learning environment which fosters personal, social, intellectual and spiritual growth; which nurtures those skills, processes, disciplines and methodologies required for systematic study and problem solving; which provides sufficient knowledge in one subject area as a base for advanced training or professional work; which develops an appreciation for and critical understanding of human experience and cultural variety; which builds confidence, acceptance and identity necessary for purposeful living in church and society.

As a center of continuing study and research on issues of importance to the church and larger society and as a center for continuing education and public service, Goshen expects to assist Mennonite congregations and agencies and the community of Elkhart and surrounding counties through the increase and dissemination of knowledge in research, writing and publications, by providing life-long educational and cultural activities, and by encouraging expanded awareness and more responsible service in the world.

The Statement of Purpose was approved by the faculty (March 15, 1979), the Board of Overseers (Oct. 22-23, 1979) and the Mennonite Board of Education (Aug. 4-5, 1980), and was re-affirmed by these bodies in 1986.

Located on the GC website at: http://www.goshen.edu/aboutgc/mission.php

D. Affirmations
The governing boards and faculty of Goshen College view the college as an educational institution giving concrete expression to their faith in God and Christian mission in the world. They affirm the doctrine and practice of the Mennonite Church as interpreted by the Mennonite General Assembly and formulated in such documents as the 1995 "Confession of Faith in a Mennonite Perspective."
The Anabaptist-Mennonite tradition of biblical faith provides the theological emphases that give Goshen College its distinctive character. While the fullness of the gospel of Jesus Christ can never be summarized in brief statements, we offer the following affirmations as guidelines for the expression of our faith and as perspectives guiding the educational program.

First, we acknowledge the reality of God the creator of all things, transcendent source of power in the universe, the sovereign ruler of peoples.

Second, we recognize Jesus Christ as Son of God, as Lord of Life, and as Savior from the bondage of sin. Through His life, death and resurrection, the kingdom of God has been inaugurated, and through the Spirit His rule extends over all powers and authorities. We accept the Great Commission as a call to bring the message of our risen Lord to all the world so that all people might be saved.

Third, we affirm the Believers Church as defining both the shape and mission of the church. Central to this view are such emphases as voluntarism, fellowship, sharing, discernment, discipline, mission, evangelism, celebration. The character of the Believers Church is that of a peoplehood which transcends and overcomes cultural, national, racial and ethnic boundaries.

Fourth, we consider the Christian life to be a life of discipleship, a personal response of faith and obedience to the grace of God which frees us from sin. We believe that the call of discipleship leads to a life of holiness, witness and service to humanity in the spirit and power of Jesus.

Fifth, we understand that the “good news,” the gospel of the kingdom, includes peacemaking, evangelism, love and social justice in a world characterized by violence, oppression and injustice. We are committed to healing and hope for all people everywhere, especially disadvantaged peoples.

Sixth, we regard education as a process not only for the developing of skills and comprehension of information but also for the development of character and acquiring of sensibilities. As such, education is a moral activity, value-laden and involves the whole person in the determination of choices and the assimilation of change. The learning process best takes place in a context of community where mutuality and caring characterize all relationships.

The Statement of Affirmations was approved by the faculty (March 15, 1979), the Board of Overseers (Oct. 22-23, 1979) and the Mennonite Board of Education (Aug. 4-5, 1980), and was re-affirmed by these bodies in 1986. (and 1995 with revised Confession of Faith)

Located on GC website at:  http://www.goshen.edu/aboutgc/mission.php

E. Educational Mission

At Goshen College we intend to create a community of faith and learning built on the five core values: Christ-centeredness, passionate learning, servant leadership, compassionate peacemaking, and global citizenship. In our academic program and campus life students will develop the knowledge, skills, and values for

A life that is CHRIST-CENTERED, with
• a reflective faith that nurtures spiritual growth in individual and corporate contexts.
• an active faith that informs an individual's experience and choices in all aspects of life.

A life of PASSIONATE LEARNING, through
• the mastery of a major field of study as the basis for life-long learning, service, relationships, and work in a socially and culturally diverse context.
• an extensive foundation of knowledge, skills, and dispositions derived from a liberal arts curriculum that inform an appreciation for and critical understanding of human experience and cultural variety.

A life of SERVANT LEADERSHIP, based on
• a leadership ability that empowers self and others.
• a healthy understanding of self and others that is reflected in relationships of interdependence and mutual accountability.

A life of COMPASSIONATE PEACEMAKING with
• a personal integrity that fosters the ability to resolve conflict and to promote justice.
• a commitment to diversity in all of its forms both conceptually and in practice.

A life of GLOBAL CITIZENSHIP with
• an intercultural openness with the ability to function effectively with people of other worldviews.
• a responsible understanding of stewardship for human systems and the environment in a multicultural world.

Goshen College's academic program is integrated into all aspects of college life, curricular and co-curricular. We encourage students to learn and grow beyond the parameters of their discipline-based training, to recognize the powerful connection between the disciplines, and between the education of the mind, body, and spirit.

Approved by the GC Board of Directors – Jan. 31, 2004
Located on GC website at: http://www.goshen.edu/aboutgc/mission.php

F. Strategic Plan
See Appendix A for the most recent Strategic Plan.

G. Accreditation
Goshen College is accredited by the:
North Central Association of Colleges and Schools
Higher Learning Commission
30 N. LaSalle Street, Suite 2400
Chicago, IL 60602-2504

The college is also accredited by the Indiana Professional Standards Board and the National Council for Accreditation of Teacher Education (NCATE) for the preparation of elementary and secondary school teachers. The department of nursing is accredited by the Commission on Collegiate Nursing Education (CCNE) and is approved by the Indiana State Board of Nurses Registration and Nursing Education. The social work program is accredited by the Council
on Social Work Education. Alumnae of Goshen College are admitted to membership in the American Association of University Women.

H. Management Philosophy Statement

Goshen College is a community of learning, committed to developing informed, articulate, sensitive, responsible Christians. In response, we must manage in participative ways that accomplish this mission for those who work here as well as those who study here.

We affirm the importance of trust as an essential element in the relationship between those responsible to make decisions and those affected by the decisions. Participative management is a covenant between people, built on this trust. Participation may mean asking for suggestions, it may mean asking for votes, it may mean encouraging recommendations. It most simply means that those affected by decisions will be involved appropriately in making the decisions. While managers must make decisions that are not always popular, we affirm the importance of making the decision process clear and open.

To manage for our mission, managers at all levels will create a safe place for communicating and working by:

- Encouraging the affirmation of each other
- Ensuring the individual rights to confidentiality
- Encouraging the initiation of questions
- Affirming diversity
- Assuring academic freedom
- Bringing together for direct discussion, persons who disagree or are in conflict
- Honoring employment contracts and work agreements with integrity

Maintain a clear process for deciding by:

- Making processes, structures, and responsibilities open and clear
- Asking for information from those affected by decisions
- Listening to and acknowledging the responses
- Clarifying how information requested will be used in decision making
- Making decisions based on accomplishing the mission with good stewardship of abilities, time, and finances
- Sharing information about decisions with those affected.

Develop people by:

- Helping them identify and use their competencies
- Valuing people and using tools, rather than using people
- Providing regular feedback on performance
- Providing adequate resources to accomplish their work

I. By-laws.

Governance and Organization

I. GOVERNANCE UNDERSTANDINGS
The modus operandi for governance at Goshen College is built around these understandings:

- The president is responsible to achieve those educational and institutional outcomes as defined by the mission of the college. The president achieves these outcomes primarily through delegation to the provost and vice presidents.
- The President’s Council (PC) consists of the president, provost and vice presidents as noted in the organizational chart (see section 2, part VI). In addition, the PC’s work together is guided by a covenant. Each year the PC also sets goals for the academic year. The function of President’s Council is noted below.
- The job for each vice president defines the areas of responsibility, authority, linkage of authority, and accountability for each vice president. The descriptions will be updated as needed to ensure clarity and linkage of authority.
- A participatory governance process is achieved through the involvement of the campus community in faculty and staff meetings, special hearings, committee structures and assignments, or other opportunities for giving counsel and making decisions.
- Vice presidents oversee committees in their areas of responsibility. The primary role of each committee is to implement policies, although some committees will also develop policies. A description of each committee is available at [http://www.goshen.edu/provost/comm/descriptions.html](http://www.goshen.edu/provost/comm/descriptions.html)

II. GOSHEN COLLEGE BOARD OF DIRECTORS
In 2003, the Goshen College Board of Directors adopted a new process for board policy governance of the institution, based on “the Carver model” as described in Reinventing Your Board by John Carver and Miriam Mayhew Carver.

The Board of Directors has drafted board policy governance statements which clarify accountability, leadership, values, and empowerment for the president and the staff (President’s Council). Particularly critical are understandings related to expectations for the college.

The board intends to clarify expectations through emphasis on policy. These policies, along with the Goshen College Bylaws, the Statement of Arrangement between Mennonite Education Agency and Goshen College, and the mission of the college, guide decisions and policy.

III. MENNONITE EDUCATION AGENCY
The Mennonite Education Agency (MEA) is the link of the Mennonite educational institutions with Mennonite Church USA. MEA appoints 75% of the Goshen College Board of Directors. It also defines the criteria for selection of all Goshen College board members and has specified certain other criteria related to operational issues at Goshen College. The relationship between MEA and GC is defined in the Statement of Arrangements.
IV. PRESIDENT'S COUNCIL

A. President and President's Council
The president is responsible to achieve the mission of the college as defined by the board policy governance statements for Goshen College. The president does so through delegation to the provost and vice presidents, with clearly defined expectations and outcomes. The president leads the President’s Council, which consists of the provost, vice presidents and the president. This council usually meets biweekly. Meetings routinely include reporting on activities in their respective areas of responsibility, seeking counsel for work in their area, and discussing certain policy issues.

The President’s Council has a well-defined covenant, developed in July 2002 which is reviewed and updated annually. Besides defining relational issues and ways to deal with differences, the covenant also clearly notes that some business of the institution is the responsibility of an individual vice president and other issues are to be considered by the whole group. These understandings recognize that there must be a linkage of authority, responsibility, and accountability for each vice president as defined by their job description. Thus, on many issues, the President’s Council gives counsel to another vice president but does not seek to make decisions in that person’s area of accountability.

There are, however, some areas where the President’s Council considers recommendations and makes decisions, including areas of budget, master planning, and certain institution-wide policy issues. An illustration is the budget planning process. As outlined in the document defining the budget process, revenues for the coming academic year are determined and President’s Council decides on expenditure allocations for each vice presidential area. These allocations allow each vice president to arrange budgets in her or his area of responsibility in ways which best enable the institution to achieve its mission outcomes.

B. Provost and Executive Vice President
The role of the provost is to lead a team consisting of the vice presidents for academics, finance and student life and the director of Institutional Technology (IT) to ensure that academic, financial, student life, and IT areas of the college function effectively. From time to time the president requests the provost to supervise other areas such as grants, committees, and multicultural affairs, or to organize for board meetings. The provost is also expected to help ensure good annual planning processes for the college, sound budgeting processes, and outstanding academic programs. The provost frequently prepares outcome documents to help guide the work of other vice presidents, or proposes policy to be processed by committees or other units of the institution. For example, the provost drafted a document which described criteria to guide work of the Rank and Tenure Committee regarding a process to update rank and tenure policies. The provost also guides strategic planning for the college as a member of a strategic planning coordinating committee.

C. Vice President for Academic Affairs and Academic Dean
The vice president for academic affairs and academic dean directs the academic program of the college. The dean provides leadership to the teaching faculty in shaping the philosophy of the academic program and in developing effective curriculum, personnel, and learning environment to implement that philosophy. The dean is also responsible to oversee student
advising, the registrar, and academic strategic planning. The dean supervises department chairs, the associate academic dean, the assistant dean for the Plowshares Grant, and the directors of Merry Lea Environmental Learning Center, Good Library and degree completion programs.

The academic dean also oversees a number of committees and advisory groups. Many of these make decisions, while some make recommendations which are further considered by the faculty, President’s Council, and/or Board of Directors and Mennonite Education Agency.

D. Vice President for Institutional Advancement

The vice president for institutional advancement leads the college in creating greater awareness, understanding, acceptance, and trust among donors and constituencies. Policies to achieve these objectives are developed in consultation with the president and other members of the President's Council. This position is responsible for the overall management of the perception of Goshen College's mission and strengths among multiple constituencies. The vice president develops, in consultation with the President's Council and the campus community, plans related to marketing, recruiting students and fundraising and mobilizes internal publics to achieve these objectives. The vice president supervises and provides critical coordination between admissions, public relations, financial aid, church relations, alumni and parent relations, special events, and development in a manner that better enables the institution to achieve its mission.

E. Vice President for Finance

The vice president for finance directs institutional planning, implementation of the campus master plan, and the development and final preparation of annual operating and capital budgets after consultation and with approval of the President's Council. The VP for finance is the chief fiscal officer for the institution and represents the institution in all business transactions. This includes signing all institutional contracts and negotiating and managing contracts for auxiliary enterprises. These functions follow defined policies. This vice president supervises the areas of Human Resources, Physical Plant, Accounting, Printing/Mailing, and Auxiliaries (Bookstore and Food Service).

F. Vice President of Student Life and Dean of Students

The vice president of student life and dean of students directs the student life division and is responsible to envision, direct, supervise, and evaluate all aspects of student life. The vice president acts as a liaison among administrators, teaching faculty, parents, and students. This vice president leads the student life division and the campus community in developing student life policies for consideration and approval by the President’s Council and Board of Directors.

V. FACULTY GOVERNANCE

A. Faculty Meetings

A schedule of all meetings of the faculty during the semester is prepared by the provost's office and distributed to faculty members by the beginning of each semester. The regular time for the faculty meeting is Thursday from 4:00 to 5:15 p.m. Normally, each month contains the following meetings:

- faculty business meeting— all academic and administrative faculty
• academic affairs committee
• schools – clusters of departments
• teaching faculty forum— teaching faculty discussion of campus issues

Agenda for the faculty business meeting is prepared by the provost. All faculty members are expected to attend all business meetings of the faculty.

B. Academic Affairs Committee
The Academic Affairs Committee is made up of 8 faculty representatives (two from each school) and the academic dean. Responsibilities of this committee include:
• Maintain a strong curriculum and academic program
• Evaluate and approve proposals for new courses and for dropping current courses
• Evaluate and recommend to the faculty the establishment, deletion and any changes related to majors, minors, and other academic programs.
• Evaluate and recommend to the faculty general education requirements
• Evaluate and recommend to the faculty policies for grading, class attendance, and awarding college credit
• Evaluate and recommend to the faculty admissions and graduation requirements
• Facilitate coordination between academic departments by providing a forum for reporting, communicating, joint planning and mutual counsel among department chairs
• Facilitate communication between the administration and faculty. The dean is the link to the administration and the departments chairs to the faculty
• Provide a forum for the discussion of academic issues
• Provide counsel for the academic dean on all curriculum and instructional matters, on allocation of faculty load, on budget and on all other responsibilities of the dean

C. Academic Department Chairs
Department chairs are appointed by the president upon recommendation by the dean. The dean’s recommendation will generally reflect department consensus. Department chairs generally serve for more than one year and are subject to periodic review. Chairs are appointed because of their skills and gifts for departmental leadership. The chair reports to the academic dean.

While the chair is responsible to see that the following things happen, it is assumed that responsibilities will be delegated to other department members where appropriate. Responsibilities include maintaining program quality, insuring efficient and fair decision-making, calling and leading regular department meetings, building faculty morale, responding to student needs, representing the department at official functions, arranging for social functions and other activities that enhance the work of the department.

1. Lead long-range strategic planning for the department.
2. Recommend to the dean and the Academic Council requirements for majors and minors, and program changes.
3. Work with the dean on planning faculty loads and course offerings.
4. Work with administrative offices in course scheduling, room assignments and advising.
5. Arrange and lead regular faculty and course evaluations according to policy and make recommendations for promotion and tenure and sabbatical.

6. Prepare catalog copy describing department program.

7. Approve requests for faculty absence from campus and for use of professional development funds.

8. Submit annual budget requests and manage the approved budget.

9. Maintain linkages with publics of the department such as local organizations, alumni, professional organizations, etc.

10. Work with admission department in student recruitment.

11. Work with public relations office in arranging publicity for the department.

12. Report to Faculty/Staff Bulletin personal and professional accomplishments and activities and other items appropriate to share with the faculty.

13. Work with the dean in recruiting new faculty. Lead recruitment process.

14. Respond to student concerns in the department.

15. Maintain departmental equipment.

16. Oversee library acquisitions for the department.

17. Maintain department files and records. This includes minutes of department meetings and a file of syllabi for departmental courses.

In situations where a professional program is housed within a larger department (e.g., social work program within the sociology, social work and anthropology department), there will be a designated program director. That program director shall have responsibility for preparation of the program budget and shall direct the process of hiring, evaluation and recommendation for promotion, tenure and sabbatical of program faculty. In addition, the program director, in cooperation with the department chairperson, shall assume responsibility for 1, 2, 3, 4, 7, 10, and 11, described above. In each case, the wording should be adjusted to substitute the word “program” for “department.”

D. Schools and School Representatives

Academic departments are divided into four schools (currently distinguished simply as Schools #1-4). Schools discuss proposed new department or school initiatives, changes in curriculum, and other academic issues. Based on established guidelines and/or the nature of the new academic initiative, change, or issue the department chair decide, in consultation with school representatives and the academic dean on decision process steps. The academic dean is available for counsel and needs to be kept informed of any new initiative, change, or issue.

School representatives (two from each school) are responsible to represent the school rather than individual departments. They will also work in the best interest of the whole academic program. Representatives are responsible for setting up meetings of department chairs of the school and attending Academic Affairs Committee meetings. Based on established guidelines, schools representatives, the department chair, and the academic dean will decide if a new initiative, change, or issue has been processed appropriately within the school and if it needs to be brought to Teaching Faculty Forum for discussion/ counsel. If no further processing is needed, it can proceed directly to the academic dean and then to Academic Affairs Committee. Any initiatives/ changes with financial implications need to be sent to the provost and VP for finance before action by the Academic Affairs Committee.
E. Teaching Faculty Forum

All teaching faculty meet to discuss, and to provide counsel on a new initiative, curriculum change or issue. This is also the place to discuss a variety of academic issues (e.g. pedagogy, evaluation, technology) and to process current topics of interest. School representative lead and document the discussion/counsel.
VI. Goshen College Administrative Organizational Chart

Mennonite Church USA

Mennonite Education Agency

Board of Directors

President*

Provost and Executive VP*

VP for Academic Affairs and Academic Dean*
- Academic Departments
- Division of Adult & External Studies
- Good Library
- Mennonite Historical Library
- Merry Lea
- Institutional Research

Associate Dean
- Collegiate Studies
- Registrar
- General Education
- International Ed

VP for Student Life and Dean of Students*
- Campus Ministries
- Career Services
- Wellness/Health Center
- Orientation
- Residence Life
- Student Activities
- Gingerich RFC
- Retention/Satisfaction
- Director of Multicultural Affairs

Associate Dean
- Academic Support
- Counseling
- Resident Life
- Testing

VP for Finance*
- Accounting
- Bookstore
- Food Services
- Human Resources
- Physical Plant
- Printing & Mailing/Post Office

Associate Dean
- Grants Coordinator
- CALL Project
- Information Technology Services
- Event Planning
- LGI Initiative

VP for Institutional Advancement*
- Admission
- Alumni, Church & Parent Relations
- Development
- Music Center
- Public Relations
- Special Programs
- Student Financial Aid
- Welcome Center

* indicates members of the President's Council
VII. COMMITTEES

Much of the work of the college is carried out by committees of teaching faculty, administrative faculty, staff members and students. Unless designated otherwise, the provost appoints faculty committee members in consultation with committee chairs and other administrators. Student Senate appoints student members.

Appointed members serve terms of various lengths dependent on the committee assignment. To provide a measure of continuity for the work of the committees, a majority of the members serving in a given year is reappointed for the following year. On the other hand, at least some of the people serving on the committees are shifted each year to provide for an infusion of new ideas. The president and provost are ex officio members of all faculty committees. Although the provost's schedule will not permit attending many of the committee sessions, secretaries of all committees should send copies of all minutes and duplicated reports presented to the president's office.

Information about current committees is available from the provost’s office, or on the web at http://www.goshen.edu/provost/comm/index.html.
FACULTY PERSONNEL POLICIES

I. FACULTY STATUS
The term “faculty” refers to those individuals given appointment by the Goshen College Board of Directors. (See Bylaws of Goshen College, Inc., Article VIII, in the Policy Manual.) This status is granted to individuals holding teaching and/or administrative positions at Goshen College. It is assumed that faculty members are professionally trained and prepared to accept responsibilities, including leadership, required by their position.

A full-time faculty member at Goshen College, in addition to professional training, is required to be an active Christian, and committed to the mission and goals of Goshen College. Faculty members are required to meet the qualifications stated in the Goshen College Bylaws. Final discretion and authority on all faculty appointments and the awarding of rank and tenure are vested in the Board of Directors.

II. SEARCH, APPOINTMENT, ORIENTATION
The president recommends new President’s Council appointments to the Board of Directors, and each President’s Council member is responsible for recommending appointments in his/her area. Faculty appointments or changes in status may be made or renewed only by written agreement between the faculty member and the president of the college or contract officers (provost, academic dean and VP for finance) acting in the president’s behalf. No other college official can make any offer of appointment. All faculty appointments and changes in status are subject to the approval of the Board of Directors.

A. Equal Opportunity
Goshen College is in compliance with all applicable Federal regulations pertaining to nondiscrimination on the basis of sex, race, color, national or ethnic origin and disability in its recruitment, admission, educational, athletic, financial aid and employment policies and programs. The Affirmative Action Policy is available on the Human Resources website. http://www.goshen.edu/hr

B. Hiring Procedures
Goshen College employees will follow the following procedure when hiring faculty (both teaching and administrative) members:

- When a position is announced the Affirmative Action Officer must be informed. Currently, the AA Officer is the Human Resources Director.
- Advertising is coordinated by the Human Resources office in consultation with the department. The college normally announces open full-time positions in the Mennonite press, GC Bulletin, Faculty-Staff Bulletin or other appropriate media.
- Submit procedures for recruitment to the Affirmative Action Officer prior to selection of final candidates for interviews. If the recruitment process is not approved, the process will be delayed until corrective action is taken and written approval given. If the recruitment process is approved, a list of the persons in the potential final interview category needs to be given to the Affirmative Action Officer. If no women or minority persons are among the final candidates, an explanation will need to be given to the Affirmative Action Committee.
- When written approval has been received for the recruitment process as well as the final list of candidates then interviewing may begin and hiring
completed. Interviews are coordinated by the Human Resources Office in consultation with the department.

- It is hoped that at least two persons for each opening can visit the campus. A campus visit will normally include a lecture or public presentation appropriate to the field of expertise or nature of the assignment. Campus visits for teaching faculty positions are arranged and hosted by the department chairs; for non-teaching positions, by the appropriate administrator. Such visits normally include interviews with the president, other appropriate administrators, departmental and divisional faculty members.

- Following consultation with students and faculty, recommendation for the appointment of new faculty is made by the dean or other appropriate administrator. The recommendation for teaching faculty is expected to represent divisional and departmental consensus. Upon final approval by the president and provost, the academic dean is responsible to make the final recommendation to the Board of Directors for approval.

III. TYPES OF TEACHING FACULTY CONTRACTS

There are four categories of teaching contracts:

A. Initial Full-Time Teaching Contracts,
B. Long-Term Full-Time Teaching Contracts,
C. Part-Time Teaching Contracts, and
D. Special Contracts.

Teaching faculty for any contract type will be selected on the basis of their qualifications and interest as well as their readiness to support the mission and character of Goshen College. The academic dean will grant a title and rank reflective of the relationship. Contract amount depends on the actual contract percent, the annual published faculty salary scale, and the person's rank and years of service. Appointment to any contract type will depend on the college's determination that the college's finances as well as enrollment growth in the college and in the department warrant such action.

A change in contract type can be made by the Academic Dean and the department chair if (1) institutional and/or departmental/program needs have changed since the point of hiring, or (2) such a shift is requested by the faculty member for clearly stated needs or interests and all criteria for the contract type have been met.

A. Initial Full-Time Teaching Contracts

Full-time status means 18 or more load hours (at least 75%). The faculty member is expected to be active in the campus community (department, student advising, governance, committees, etc.), to be active in the academic discipline, and to be active in community and church. Appointment to any full-time (18-24 hours) position requires approval by the Goshen College Board of Directors. There are three types of initial full-time teaching contracts: (1) Tenure-Track; (2) Non-Tenure Track; and (3) Temporary.

1. Tenure-track means an invitation to teach full-time at Goshen College with the possibility of tenure as defined in part III.B.1 of this section.

A tenure-track position is offered when such a position is available and the candidate is fully qualified according to stated criteria for the position. During the initial years of service the faculty member and the college are in a period of mutual exploration of the fit between the faculty member and the college, along with the faculty members' successful fulfillment of
the requirements of the position. One-year contracts will be offered followed by evaluation after the first, third and fifth year. Tenure-track status will not go beyond seven years with tenure status consideration typically taking place in the sixth year. A faculty member may apply for tenure by following the process described in part V of this section.

Tenure is not related to academic rank per se but to the following factors: academic preparation; professional experience; classroom effectiveness; overall participation in the campus community; and contributions to the church, the world of scholarship, and society.

2. **Non-tenure-track** means full-time employment (18-24 hours) with the expectation of a continuing relationship with the college but without tenure. A non-tenure-track contract may be offered for a variety of reasons, including but not limited to the following: (1) a tenure-track position is not available; (2) faculty member does not hold a terminal degree; and/or (3) the position is not eligible for tenure (e.g., coaching/administrative teaching position). During the initial years of service the faculty member and the college are in a period of mutual exploration of the fit between the faculty member and the college, along with the faculty member's successful fulfillment of the requirements of the position.

One-year contracts will be offered followed by evaluation after the first, third and fifth year. Non-tenure-track status will not go beyond seven years with non-tenure continuing status consideration typically taking place in the sixth year. An appointment to non-tenure-track continuing status is possible through rank and tenure procedures described in part IV and V of this section.

3. **Temporary** means full-time (18-24 hours) employment for a stated period of time (maximum of three years). This invitation will have a definite termination date stated in the contract or letter offering employment. A temporary contract will be offered for the purpose of meeting temporary needs of the college; for example, to replace a faculty member on leave or to fill a short-term assignment. If a faculty member's contract is redefined, time spent in a temporary position will be considered towards promotion and sabbaticals if the faculty member is fully qualified according to stated criteria.

B. **Long-Term Full-Time Teaching Contracts**

Long-term full-time status means 18 or more load hours (at least 75%). The faculty member is expected to be active in the campus community (department, student advising, governance, committees, etc.), to be active in the academic discipline, and to be active in community and church. Appointment to any full-time (18-24 hours) position requires approval by the Goshen College Board of Directors. There are two types of long-term full-time teaching contracts: (1) Tenure and (2) Non-tenure Continuing.

1. **Tenure** means that there is a full-time (18-24 load hours) continuing relationship between the college and a teaching faculty member. Faculty members on a tenure-track status may apply for tenure during the sixth year of full-time employment. Granting of tenure is based on both qualitative and quantitative criteria and represents a commitment to continued excellence in teaching, scholarship and service to the college,
community and church. An evaluation is required every five years under a tenure contract.

2. **Non-tenure Continuing** means that there is a full-time (18-24 load hours) continuing relationship between the college and a teaching faculty member without a pre-determined termination point but without tenure. Faculty members on a non-tenure track status may apply for non-tenure continuing status during the sixth year of full-time employment and are eligible for promotion and sabbaticals. Granting of non-tenure continuing status is based on both qualitative and quantitative criteria and represents a commitment to continued excellence in teaching, scholarship and service to the college, community and church. An evaluation is required every five years under a non-tenure continuing status contract.

C. **Part-Time Teaching Contracts**
Part-time status means a load of less than 75% (less than 18 hours) and is arranged on a year-by-year basis. Tenure status or non-tenure continuing status is not available to part-time faculty. Limited fringe benefits are available. Part-time faculty members may not be required to meet all the professional or religious qualifications of a full-time faculty member. Nevertheless, they will be selected on the basis of their interest and ability as well as their readiness to support the mission and character of Goshen College. Part-time faculty usually do not participate as fully in faculty governance activities. The office of the academic dean, at its discretion, may grant a title and rank reflective of the relationship. Appointment to any half-time or more position requires approval by the Board of Directors. Appointments less than half-time are made by the academic dean and are reported to the board. There are two types of part-time teaching contracts: (1) Half-time or more and (2) Less than half-time.

1. **Half-time or more** means a part-time load from 12 to less than 18 hours. Contract amount depends on the actual contract percent, the annual published part-time faculty salary scale, the person’s rank and years of service. Pro-rated levels of involvement in departmental activities, advising, committee work and governance are expected.

2. **Less than half-time** means a part-time load from 1 hour to less than 12 hours. Contract amount is determined from a special per credit-hour scale. Assigned teaching or other duties are required but involvement in other departmental tasks is not expected.

D. **Special Contracts**
Special contracts are offered for particular assignments based on the needs of a program or department. There are two types of special teaching contracts:

1. **Cooperating Professional** means that the academic dean, upon recommendation by a department, may appoint by letter of agreement, a qualified professional who provides support services to direct instruction for Goshen College students. Usually these persons assist in instruction that occurs within their normal work setting and there is no direct payment; however, they are granted several privileges at Goshen College. These are (1) to use the Goshen College library; (2) to audit courses at no cost; and (3) access to the Recreation Fitness Center during the semester(s) when they assist in instruction. The appointment is determined for a specific semester or academic year and can be renewed by department action.
2. **Visiting Professor** means that an individual faculty member is on leave from another place of employment and is employed at Goshen College on a temporary basis with or without pay. The office of the academic dean, at its discretion, may grant visiting status in special circumstances with a title, rank, and salary reflective of the relationship.

<table>
<thead>
<tr>
<th>Tenure-Track Position (7 years maximum)</th>
<th>Tenure Granted / Tenure Not Granted</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>If not granted, contract not renewed</td>
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<tr>
<td></td>
<td>At faculty member request, may apply for non-tenure continuing status instead of tenure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Tenure Track Position (7 years maximum)</th>
<th>Non-Tenure Continuing Status Granted / Not Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If not granted, contract not renewed</td>
</tr>
<tr>
<td></td>
<td>May apply for tenure track status if position available</td>
</tr>
</tbody>
</table>

| Temporary (3 years maximum) | Contract not renewed or may be redefined |

IV. **RANK**

Responsibility for making rank recommendations to the President is lodged within the Rank and Tenure Committee. This committee of tenured faculty works with the academic dean (as Executive Secretary of the Rank and Tenure Committee) in administering established rank and tenure policies and procedures. The president of the college has final responsibility for making formal rank recommendations to the Board of Directors.

Decisions of the Rank and Tenure Committee are based on a careful review of the faculty candidate. In the review process, committee members will consider a confidential dossier prepared for their discussion. Responsibility for compiling this dossier rests with the academic dean.

In addition to the dossier, committee members may consult items from the non-confidential part of the candidate's record which is kept in the academic dean's office. Committee members may observe classes, request additional letters of reference on behalf of the candidate, review course evaluations; interview candidates, or collect any other material that the committee deems necessary for its decisions.
Rank is recognition granted by the Goshen College Board of Directors to teaching faculty members. Rank designations are instructor, assistant professor, associate professor, professor and professor emeritus. Distinctions in rank are based upon the quantitative variables of academic preparation and number of years of teaching experience. Other variables include classroom effectiveness, overall participation in the campus community; and contributions to the church, the world of scholarship, and society. In line with Goshen College bylaws, except as the Board requests and MEA approves otherwise, all faculty members employed for more than six years shall be members of congregations of the Mennonite Church or related Mennonite and Brethren churches.

**Instructor**
- Completion of a bachelor's degree or other professional recognition.
- No teaching experience necessary.
- Annual contract is limited to no more than four successive years.

**Assistant Professor**
- Completion of a master's degree.
- One additional year of approved graduate work.
- Alternatively, two years of college teaching or comparable professional experience may be considered.
- Evidence of successful teaching and involvement in other aspects of college activity.

**Associate Professor**
- Completion of three years of approved graduate work including at least a master's degree or the equivalent in performance, professional experience, scholarly research and publication, or teaching.
- Three years of college teaching experience. Alternatively, comparable professional experience may be considered.
- Evidence of successful teaching and involvement in other aspects of college activity.
- Evidence of achievement in the profession, e.g., scholarship, performance, or other forms of professional growth, and/or evidence of contribution to the larger world of church and society.

**Professor**
- Completion of a doctoral degree or four years of approved graduate work including the highest professional degree in the area or the equivalent in performance, professional experience, scholarly research and publication.
- Eight years of college teaching experience.
- Evidence of successful teaching and involvement in other aspects of college activity.
- Evidence of achievement in the profession, e.g., scholarship, performance, or other forms of professional growth.
- Evidence of contribution to the larger world of church and society.

**Professor Emeritus/a**
- Retirement from full-time teaching position after at least 10 years of employment at G.C.
- If Goshen College employment continues, it must be less than half-time.
- Granted immediately upon Board approval to those who are eligible, but faculty members may choose to postpone the designation.
A. **Process for Promotion in Rank**

1. **Initiating Process that Leads to Advancement in Rank**
   a. Faculty member must meet the existing criteria for higher rank.
   b. Faculty advancement in rank is also dependent upon meeting the Goshen College standards regarding religious affiliation and practice. Each faculty member is asked to demonstrate an active and reflective faith.
   c. Department chair (or any tenured faculty member, faculty member her/himself, or the Academic Dean) submits a nomination for promotion consideration to the academic dean by the second Monday in September.
   d. Academic Dean reviews the request to initiate a promotion in rank and determines that the faculty member has met the objective criteria for promotion consideration.
   e. The Academic Dean and the Rank and Tenure Committee share supervision of procedures for advancement in rank.

By the first Monday in December, the Academic Dean reports on the status of pending advancement in rank recommendations to the Rank and Tenure Committee. This report includes the composition of each candidate's review committee.

2. **Departmental Promotion Committee Formation**
   a. Department chair and candidate consult to form a review committee for consideration of promotion in rank. Members will all be tenured faculty in the department and one or more tenured faculty from the wider campus. Department chair submits names of possible committee members to the Academic Dean for approval. After approval, department chair asks these faculty members of their availability and willingness to serve on the review committee.
   b. The committee will normally be directed by the department chair. However, when the department chair is the candidate for promotion in rank, the Academic Dean, in consultation with the chair, will form a review committee that does not include the chair. In this situation, the Academic Dean will appoint the chair of the review committee.

3. **Data Collection and Compilation of Dossier**
   a. The review committee chair will work with the candidate, under the supervision of the academic dean, to compile a dossier for consideration by the departmental review committee and the Rank and Tenure Committee. Completed dossiers are due in the Academic Dean's office on the first Monday in March.
   b. The completed dossier will include:
      - Cover letter that documents that the candidate meets the Faculty Handbook criteria for promotion in rank and offers a formal recommendation from the Review Committee signed by review committee members
      - Candidate vitae that includes an official up-to-date transcript of all post-hire academic work
      - Candidate self-evaluation
      - Thorough summary by review committee of evaluation data collected
Section 3

- Letters of recommendation
- Other information appropriate for committee deliberations

c. In addition to specific quantitative criteria related to academic preparation and years of experience, decisions regarding promotion in rank are also related to various combinations of qualitative criteria. At Goshen College, a teaching institution, teaching competencies will be weighted more heavily than those of research and community service.

d. Candidate Self-Evaluation will include:

i. Contribution to the college in teaching
  - Demonstrate competence in teaching and in academic discipline; teaching competencies might include but are not limited to the following examples: ability to engage students in the learning process; willingness to work within college procedures for evaluating students; creating a classroom climate that is conducive to learning for all students regardless of gender, race, economic status, national original, religion, or other identifying personal characteristics of students such as physical handicaps. In addition, faculty are asked to show competency in connecting learning and faith within the classroom or other campus activities.
  - Identify areas of strength in teaching and areas which need to be strengthened. Propose specific activities and changes which will address the areas that need to be strengthened and address how these changes will be assessed.

ii. Contribution to the Goshen College community
  - Demonstrate the respect and trust others have in the candidates contributions to the total campus milieu. These contributions might include but are not limited to the following examples: service on standing committees; active participation in campus events; and collegiality.
  - A statement and discussion of commitment to the mission and core values of Goshen College as well as to the “Commitment to Community Standards” (Section 7).

iii. Contribution to faculty member’s academic discipline and to the academic community in general
  - Demonstrate ongoing active engagement in professional activities as these relate to the academic discipline or the teaching profession. These contributions might include but are not limited to the following examples: research and publication; national or regional committees; and juried presentations.

iv. Contribution to the local community and society
  - Demonstrate contributions to the local community of Elkhart County and/or to other communities. These contributions might include but are not limited to the following examples: service club membership or leadership
Section 3

roles; volunteer work with community organizations; consultation activities; and board memberships.

v. Contribution to church and personal faith commitment
   • Demonstrate contributions to a local congregation and the larger church community as well as contributions made to the spiritual climate of the campus. These contributions might include but are not limited to congregational teaching assignments; campus chapel committee; workshop leadership; consultation activities; board memberships; and service activities.

vi. Personal Goals
   • Short term – the next one to two years
     - specific, achievable goals
     - a plan for reaching these goals
     - ways that Goshen College might assist you toward these goals

   • Longer term – up to five years or more
     - your personal and professional goals
     - steps in development that can make these goals achievable
     - ways that Goshen College might assist you toward these goals

e. Review Committee Chair is responsible for:
   • Documentation that the candidate meets the Faculty Handbook criteria for promotion
   • A thorough summary of multiple evaluation measures that addresses the candidate’s strengths and areas for improvement based on:
     - student course evaluations for at least the last two years
     - meeting with selected students
     - direct observation of class sessions by members of the review committee
     - evaluative comments from other faculty members both inside and outside of the department.
   • In consultation with the candidate for promotion, request three or more letters of reference from members of the college community who are acquainted with the candidate’s work. These letters should be sent to the chair of the review committee to be included in the dossier.
   • In consultation with the candidate for promotion continuing, request additional reference letters from the candidate’s professional community as appropriate.

4. Departmental Promotion Committee Deliberation
   a. Chair convenes review committee, reviews dossier contents to see if any additional information is needed.
   b. Committee meets with candidate to review dossier materials; any concerns that may delay the recommendation will be discussed at this time with the candidate.
   c. Committee deliberates and prepares a written recommendation to the Academic Dean and the Rank and Tenure Committee.

Goshen College
Teaching Faculty Handbook

Page 31
d. Completed dossier with recommendation presented to the Academic Dean by the first Monday in March.

e. Dean reviews dossier contents to assure that they are complete and have been discussed with the candidate prior to review committee discussions of the promotion in rank recommendations.

5. Rank and Tenure Committee Deliberation
a. Academic Dean presents the review committee’s recommendation and the candidate’s dossier to the Rank and Tenure Committee.
b. Rank and Tenure Committee deliberates and may solicit additional information and/or interview the candidate. A decision may be delayed until all conditions are met.
c. Rank and Tenure Committee provides a written recommendation to the Academic Dean, Provost and President regarding promotion in rank of the candidate.
d. Academic Dean reports the committee’s recommendation to the candidate prior to any further action regarding the recommendation.
e. Academic Dean forwards the recommendation to the Provost by the first Friday in April.

6. Provost, President and Board of Directors
a. Provost reviews the recommendation and forwards to the President along with a recommendation by the third Friday in April.
b. President reviews the recommendation and reports decision to the Provost and the Academic Dean.
c. Academic Dean informs candidate of the president’s decision. President forwards recommendation to the Goshen College Board of Directors.

7. Unfavorable Recommendations
a. If candidate receives an unfavorable recommendation from the departmental review committee, the reasons will be summarized by the chair. For further consideration, the faculty member may appeal via the grievance procedure (Faculty Handbook, Section 3.XXI).
b. If candidate receives an unfavorable recommendation from the Rank and Tenure Committee, the reasons will be summarized by the Academic Dean. A meeting with the Committee will be arranged upon request. For further consideration, the candidate may appeal via the grievance procedure (Faculty Handbook, Section 3.XXI).
c. If the candidate receives an unfavorable recommendation from the Provost, the reasons will be summarized by the Provost. For further consideration, the candidate may appeal via the grievance procedure (Faculty Handbook, Section 3.XXI).
d. If the president chooses not to forward a recommendation to the Board of Directors, the reasons will be summarized by the president. Final responsibility for recommending a promotion-in-rank to the Goshen College Board of Directors is lodged with the president of the college. For further consideration, the candidate may appeal via the grievance procedure (Faculty Handbook, Section 3.XXI).
### PROMOTION PROCESS FOR TEACHING FACULTY

<table>
<thead>
<tr>
<th>September</th>
<th>INITIATING PROCESS</th>
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| Request for promotion consideration to the Dean by second Monday in September | Determine that criteria for promotion in rank is met. Department chair (or any tenured faculty member, faculty member him/herself or the Dean) submits a nomination for promotion consideration in writing to the Dean by the second Monday in September.  
Dean reviews request to initiate a promotion in rank; verifies that candidate has met the criteria for promotion consideration. |

<table>
<thead>
<tr>
<th>October</th>
<th>DEPARTMENTAL COMMITTEE FORMATION</th>
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<tbody>
<tr>
<td>Department chair submits to the Academic Dean for approval a suggested list of members for a review committee to consider promotion in rank. The committee will normally be led by the department chair. The committee will include all tenured members of the department and one or more tenured faculty from the wider campus.</td>
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<tr>
<th>October - January</th>
<th>DATA COLLECTION &amp; COMPILATION OF DOSSIER*</th>
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</table>
| Committee chair works with the candidate, under the supervision of the Dean, to compile a dossier for consideration by the departmental review committee and the Rank and Tenure Committee.  
A. Provided by Departmental Review Committee Chair  
i. Documentation that the candidate meets the Faculty Handbook criteria for promotion in rank  
ii. A thorough summary of multiple evaluation measures that addresses the candidate's strengths and areas for improvement based on:  
(a) student course evaluations for at least the last two years  
(b) meeting with selected students  
(c) direct observation of class sessions by members of the review committee  
(d) evaluative comments from other faculty members both inside and outside of the department.  
iii. In consultation with the candidate for promotion, request three or more letters of reference from members of the college community who are acquainted with the candidate's work. These letters should be sent to the chair of the review committee to be included in the dossier.  
v. In consultation with the candidate for promotion, request additional reference letters from the candidate's professional community as appropriate.  
B. Provided by Candidate for Promotion in Rank  
i. Current, complete vita including transcripts if there is any post-hire academic work  
ii. Written self-evaluation, in consultation with the academic dean, addressing your strengths and areas for improvement. For significant areas that need improvement, you must articulate specific plans for addressing growth and development. Use the following format:  
- Contribution to the college in teaching  
- Contribution to the college community  
- Contribution to your academic discipline and/or to the academic community in general |
• Contribution to community and society
• Contribution to church and personal faith commitment
• Short and long-term goals

In addition to specific quantitative criteria related to academic preparation and years of experience, decisions regarding promotion in rank are also related to various combinations of qualitative criteria. At Goshen College, a teaching institution, teaching competencies will be weighted more heavily than those of research and community service.

<table>
<thead>
<tr>
<th>January-February</th>
<th>DEPARTMENTAL COMMITTEE DELIBERATION</th>
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<tbody>
<tr>
<td>Dossier and recommendation sent to Dean by the first Monday in March</td>
<td>Chair convenes review committee, reviews dossier to see if any additional information is needed</td>
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<tr>
<td></td>
<td>The committee meets with candidate to review dossier materials</td>
</tr>
<tr>
<td></td>
<td>Committee deliberates and prepares a written recommendation. Any concerns that may delay the recommendation will be discussed with candidate at this time</td>
</tr>
<tr>
<td></td>
<td>Dossier and recommendation presented to the Dean by the first Monday in March. A cover letter directed to the Dean and the Rank and Tenure Committee with a formal recommendation regarding promotion in rank is signed by all review committee members</td>
</tr>
<tr>
<td></td>
<td>Dean reviews the dossier to assure completeness and accuracy</td>
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</table>

<table>
<thead>
<tr>
<th>March</th>
<th>RANK AND TENURE COMMITTEE DELIBERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendation from Rank and Tenure Committee sent to the Provost by the first Friday in April</td>
<td>Academic Dean presents the recommendation to the Rank and Tenure Committee</td>
</tr>
<tr>
<td></td>
<td>Committee deliberates and may solicit additional information and/or interview candidate. A decision may be delayed until conditions are met.</td>
</tr>
<tr>
<td></td>
<td>Committee provides a written recommendation to the Academic Dean, Provost and President regarding promotion in rank.</td>
</tr>
<tr>
<td></td>
<td>Academic Dean reports the committee’s recommendation to candidate prior to any further action regarding the recommendation. If the Rank and Tenure committee gives an unfavorable recommendation, the reasons will be summarized by the Academic Dean.</td>
</tr>
<tr>
<td></td>
<td>Academic Dean forwards the recommendation to the Provost by the first Friday in April</td>
</tr>
</tbody>
</table>
April

**PROVOST, PRESIDENT AND BOARD OF DIRECTORS**

- Provost forwards the recommendation and forwards, along with a recommendation to the President by the third Friday in April
- President reviews dossier recommendations from the Rank and Tenure Committee and Provost and reports decision to the Provost and the Academic Dean
- Academic Dean informs candidate of the president’s decision. If the president chooses not to forward a recommendation to the Board of Directors, the reasons will be summarized by the president. For further consideration, the faculty member may appeal via the Goshen College grievance procedure (Faculty Handbook, Section 3.XXI)
- President places recommendation on agenda for May/June meeting of the Board of Directors
- Applicant is informed of board action in early June; next year’s contract, effective July 1, reflects the promotion.

*Summary of Dossier Contents:*

1. Formal recommendation from Review Committee signed by committee members
2. Candidate vita
3. Candidate self-evaluation addressing strengths and areas for improvement in five major areas
4. Thorough summary by review committee chair of evaluation data collected
5. Letters of recommendation
6. Other information appropriate for committee deliberations

**V. TENURE**

Tenure at Goshen College is defined as an expectation of a continuing relationship between the college and a teaching faculty member in the position for which tenure is granted. Tenure should not be viewed as an absolute guarantee that a position or faculty member will not be terminated. Tenure does not guarantee a certain load or level of employment should student demand for an academic area change. It is not transferable to any other position at Goshen College without action by the Board of Directors. Tenure provides institutional protection against internal and external pressures: organizational, ecclesiastical or political, which might interfere with the quality of the teacher’s work. Tenure should not be interpreted to mean (1) the attainment of perfection or (2) the protection of incompetence and mediocrity.

Tenure is not related to academic rank per se but to the following factors: academic preparation; professional experience; classroom effectiveness; overall participation in the campus community; and contributions to the church, the world of scholarship, and society.

Tenure applies to the responsibilities of the individual faculty member in a teaching role. It does not apply to administrative responsibilities. In addition, faculty members who have part-time (74% or less) contracts are not normally eligible for tenure.

In granting tenure to a faculty member, the college expects that the faculty member will continue to demonstrate excellence in her or his performance.
The academic dean and the appropriate department chair will establish tenure-track eligibility at the date of hire. The letter of hire written by the dean will inform each faculty member whether or not he is employed with a view to tenure.

Persons coming to Goshen College with tenure at another institution may be given tenure at the time of hiring. This decision is made by the Board of Directors upon recommendation by the president and the academic dean in consultation with the department chair.

If, after employment has begun, questions arise concerning the tenure prospects of a faculty member who has been hired with a view to tenure, the academic dean and/or department chair should counsel with the faculty member and provide advice about the specific nature of the questions or problem(s) so that faculty member can work at correcting any problem(s) in performance.

Teaching faculty hired with a view toward tenure are eligible for tenure at the end of a minimum of three years with the usual process taking place in the sixth year of teaching. The probationary period will not exceed a total of six years without an approved reason. SST leadership during the year of a tenure evaluation is one example of a reason for stopping the tenure clock. Any change in the probationary period requires action by the Rank and Tenure Committee. Normally, only faculty hired with experience at other colleges and universities with advanced professional standing will be considered for tenure at the minimum time.

In all cases, a firm recommendation for or against tenure is to be made no later than the end of the spring semester of the sixth year of the candidate's full-time service at Goshen College.

Employment termination policies are stated in IX.D of this section.

Responsibility for making tenure recommendations to the President is lodged within the Rank and Tenure Committee. This committee of tenured faculty works with the academic dean as Executive Secretary of the Rank and Tenure Committee in administering established rank and tenure policies and procedures. The president of the college has final responsibility for making formal tenure recommendations to the Board of Directors.

Decisions of the Rank and Tenure Committee are based on a careful review of the faculty candidate. In the review process, committee members will consider a confidential dossier prepared for their discussion. Responsibility for compiling this dossier rests with the academic dean.

In addition to the dossier, committee members may consult items from the non-confidential part of the candidate's record which is kept in the academic dean's office. Committee members may observe classes; request additional letters of reference on behalf of the candidate; review course evaluations; interview candidates; or collect any other material, which the committee deems necessary for its decisions.

A. Process for Pursuing Tenure
   1. Initiating Process that Leads to Tenure
      a. Faculty member must meet the existing criteria for tenure
b. Faculty tenure is also dependent upon meeting the Goshen College standards regarding religious affiliation and practice. Each faculty member is asked to demonstrate an active and reflective faith.
c. Department chair (or any tenured faculty member, faculty member her/himself, or the Academic Dean) submits a nomination for tenure consideration to the academic dean by April 1 of the year prior to application.
d. Academic Dean reviews the request to initiate tenure and determines that the faculty member has met the objective criteria for tenure consideration.

2. Departmental Tenure Committee Formation
a. Department chair and candidate consult to form a review committee for consideration of tenure. Members will all be tenured faculty in the department and one or more tenured faculty from the wider campus. Department chair submits names of possible committee members to the Academic Dean for approval. After approval, the department chair asks these faculty members of their availability and willingness to serve on the review committee.
b. The committee will normally be directed by the department chair. However, when the department chair is the candidate for tenure, the Academic Dean, in consultation with the chair, will form a review committee that does not include the chair. In this situation, the Academic Dean will appoint the chair of the review committee.

3. Data Collection and Compilation of Dossier
a. The review committee chair will work with the candidate, under the supervision of the academic dean, to compile a dossier for consideration by the departmental review committee and the Rank and Tenure Committee. Completed dossiers are due in the Academic Dean’s office on the last Monday in October.
b. The completed dossier will include:
   - Cover letter that documents that the candidate meets the Faculty Handbook criteria for tenure and offers a formal recommendation from the Review Committee signed by review committee members
   - Candidate vita
   - Faith Statement Summary (from Academic Dean)
   - Candidate self-evaluation
   - Thorough summary by review committee of evaluation data collected
   - Letters of recommendation
   - Other information appropriate for committee deliberations
c. In addition to specific quantitative criteria related to academic preparation and years of experience, decisions regarding tenure are also related to various combinations of qualitative criteria. At Goshen College, a teaching institution, teaching competencies will be weighted more heavily than those of research and community service.
d. Candidate Self-Evaluation will include:
   i. Contribution to the college in teaching
• Demonstrate competence in teaching as well as competence in academic discipline; teaching competencies might include but are not limited to the following examples: ability to engage students in the learning process; willingness to work within college procedures for evaluating students; creating a classroom climate that is conducive to learning for all students regardless of gender, race, economic status, national origin, religion, or other identifying personal characteristics of students such as physical handicaps. In addition, faculty are asked to show competency in connecting learning and faith within the classroom or other campus activities.

• Identify areas of strength in teaching and areas which need to be strengthened. Propose specific activities and changes which will address the areas that need to be strengthened and address how these changes will be assessed.

ii. Contribution to the Goshen College community

• Demonstrate the respect and trust others have in the candidates contributions to the total campus milieu. These contributions might include but are not limited to the following examples: service on standing committees; active participation in campus events; and collegiality.

• A statement and discussion of commitment to the mission and core values of Goshen College as well as to the “Commitment to Community Standards” (Faculty Handbook, Section 7).

iii. Contribution to faculty member’s academic discipline and to the academic community in general

• Demonstrate ongoing active engagement in professional activities as these relate to the academic discipline or the teaching profession. These contributions might include but are not limited to the following examples: research and publication; national or regional committees; and juried presentations.

iv. Contribution to the local community and society

• Demonstrate contributions to the local community of Elkhart County and/or to other communities. These contributions might include but are not limited to the following examples: service club membership or leadership roles; volunteer work with community organizations; consultation activities; and board memberships.

v. Contribution to church and personal faith commitment

• Demonstrate contributions to a local congregation and the larger church community as well as contributions made to the spiritual climate of the campus. These contributions might include but are not limited to congregational teaching assignments; campus chapel committee; workshop leadership; consultation activities; board memberships; and service activities.
• During compilation of the dossier for granting tenure, the Academic Dean will meet with the faculty member to review her or his faith journey since date-of-hire. The candidate is given a copy of Confession of Faith in a Mennonite Perspective for review and response. For the conversation, the candidate prepares a faith statement accompanied by letters from a pastor or elder and, if desired, also letters from colleagues or students. After the conversation, the Dean prepares a summary statement. If the candidate feels that this statement is not an accurate reflection, then s/he may prepare a response or provide letters from others.

• These materials - the candidate’s faith statement, the accompanying letters and the Dean’s statement - are forwarded by the Dean to the Provost and President for review. The President sends the documents to designated members (one each) from the Board of Directors and the Mennonite Education Association. That group of three determines whether the expectations have been met. They may request an interview with the candidate before deciding. The decision is reported by the President to the Dean. If approval is given, the Dean provides a summary of this process for inclusion in the dossier. The review committee and the Rank and Tenure Committee can then consider this criterion to be satisfied.

• If the process concludes with the President and Board representatives not approving the candidate, then the tenure process will not proceed.

vi. Personal Goals

• Short term - the next one to two years
  - specific, achievable goals
  - a plan for reaching these goals
  - ways that Goshen College might assist you toward these goals

• Longer term - up to five years or more
  - your personal and professional goals
  - steps in development that can make these goals achievable
  - ways that Goshen College might assist you toward these goals

e. Review Committee Chair is responsible for:

• Documentation that the candidate meets the Faculty Handbook criteria for tenure.

• A through summary of multiple evaluation measures that addresses the candidate’s strengths and areas for improvement based on:
  - student course evaluations for at least the last two years
  - meeting with selected students
  - direct observation of class sessions by members of the review committee
  - evaluative comments from other faculty members both inside and outside of the department.
• In consultation with the candidate for promotion, request three or more letters of reference from members of the college community who are acquainted with the candidate’s work. These letters should be sent to the chair of the review committee to be included in the dossier.

• In consultation with the candidate for promotion, request additional reference letters from the candidate’s professional community as appropriate.

4. Departmental Tenure Committee Deliberation
   a. Chair convenes review committee, reviews dossier contents to see if any additional information is needed.
   b. Committee meets with candidate to review dossier materials; any concerns that may delay the recommendation will be discussed at this time with the candidate.
   c. Committee deliberates and prepares a written recommendation to the Academic Dean and the Rank and Tenure Committee.
   d. Completed dossier with recommendation presented to the Academic Dean by the second Monday in October.
   e. Dean reviews dossier to assure completeness and accuracy

5. Rank and Tenure Committee Deliberation
   a. Academic Dean presents the review committee’s recommendation and the candidate’s dossier to the Rank and Tenure Committee.
   b. Rank and Tenure Committee deliberates and may solicit additional information and/or interview the candidate. A decision may be delayed until conditions are met.
   c. Rank and Tenure Committee provides a written recommendation to the Academic Dean, Provost and President regarding tenure of the candidate.
   d. Academic Dean reports the committee’s recommendation to the candidate prior to any further action regarding the recommendation.
   e. Academic Dean forwards the recommendation to the Provost by the second Friday in November

6. Provost, President and Board of Directors
   a. Provost reviews the recommendation and forwards, along with a recommendation to the President by the first Friday in December.
   b. President reviews the recommendation and reports decision to the Provost and the Academic Dean by the first Friday in January.
   c. Academic Dean informs candidate of the president’s decision. President forwards recommendation to the Goshen College Board of Directors.

7. Unfavorable Recommendations
   a. If candidate receives an unfavorable recommendation from the departmental review committee, the reasons will be summarized by the chair. For further consideration, the faculty member may appeal via the Goshen College grievance procedure (Faculty Handbook, Section 3.XXI).
   b. If candidate receives an unfavorable recommendation from the Rank and Tenure Committee, the reasons will be summarized by the Academic Dean. A meeting with the Committee will be arranged upon request. For further consideration, the candidate may appeal via the grievance procedure (Faculty Handbook, Section 3.XXI).
c. If the candidate receives an unfavorable recommendation from the Provost, the reasons will be summarized by the Provost. For further consideration, the candidate may appeal via the grievance procedure (Faculty Handbook, Section 3.XXI).

d. If the president chooses not to forward a recommendation to the Board of Directors, the reasons will be summarized by the president. For further consideration, the candidate may appeal via the grievance procedure (Faculty Handbook, Section 3.XXI).

e. An unfavorable recommendation signifies termination after one additional contract year.
## TENURE PROCESS FOR TEACHING FACULTY

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Initiating Process</th>
<th>Departmental Tenure Committee Formation</th>
<th>Data Collection &amp; Compilation of Dossier</th>
</tr>
</thead>
</table>
| April 1 of the year before tenure review process |  1. Determine that criteria for tenure are met  
  2. Department chair (or any tenured faculty member him/herself or the Dean) submits a nomination for tenure consideration in writing to the Dean by April 1 of the year before tenure review process.  
  3. Dean reviews request to initiate tenure; verifies that candidate has met the criteria for tenure consideration |  1. Department chair will submit to the Dean for approval a suggested list of members for a review committee to consider tenure. The committee will normally be led by the department chair. The committee will include all tenured members of the department and one or more tenured faculty from the wider campus. After the dean has approved this list, the department chair will form the committee. |  1. Committee chair works with the candidate, under the supervision of the Dean, to compile a dossier for consideration by the departmental review committee and the Rank and Tenure Committee.  
  2. Candidate prepares a statement regarding personal faith and contribution to the church. Candidate and Academic Dean meet to review this statement as well as the candidate’s completed self-evaluation. The candidate is given a copy of Confession of Faith in a Mennonite Perspective for review and response. For the conversation, the candidate prepares a faith statement accompanied by letters from pastor or elder and, if desired, also letters from colleagues or students. A written statement is prepared from the Dean and signed by the president that the candidate meets the expectations for permanently employed faculty members as defined by the Mennonite Education Agency by-laws. Candidate may attach a letter of explanation if candidate believes that Dean’s statement does not accurately reflect commitment to the mission of the college. The statement is processed by the president and a representative from both the Board of Directors and Mennonite Education Agency (MEA). When approval is given, the Academic Dean will submit the summary statement for the dossier. |

Provided by **Departmental Review Committee Chair:**

- Documentation that the candidate meets the Faculty Handbook criteria for tenure
- A thorough summary of multiple evaluation measures that addresses the candidate’s strengths and areas for improvement based on:
  (a) student course evaluations for at least the last two
(b) meeting with selected students
(c) direct observation of class sessions by members of the review committee
(d) evaluative comments from other faculty members both inside and outside of the department.

- In consultation with the candidate for tenure, request three or more letters of reference from members of the college community who are acquainted with the candidate’s work. These letters should be sent to the chair of the review committee to be included in the dossier.
- In consultation with the candidate for tenure, request additional reference letters from the candidate’s professional community as appropriate.

Provided by Candidate for Tenure
- Current, complete vita including transcripts if there is any post-hire academic work
- Written self-evaluation, in consultation with the academic dean, addressing strengths and areas for improvement. For significant areas that need improvement, specific plans for addressing growth and development must be articulated.

The following format should be used:
- Contribution to the college in teaching
- Contribution to the college community
- Contribution to your academic discipline and/or to the academic community in general
- Contribution to community and society
- Contribution to church and personal faith commitment
- Short and long-term goals

<table>
<thead>
<tr>
<th>October</th>
<th>DEPARTMENTAL TENURE COMMITTEE DELIBERATION</th>
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<tbody>
<tr>
<td>Review Committee presents dossier to Academic Dean by last Monday in October</td>
<td>Chair convenes review committee, reviews dossier to see if any additional information is needed</td>
</tr>
<tr>
<td></td>
<td>The committee meets with candidate to review dossier materials</td>
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<tr>
<td></td>
<td>Committee deliberates and prepares a written recommendation. Any concerns that may delay the recommendation will be discussed with candidate at this time</td>
</tr>
<tr>
<td></td>
<td>Dossier and recommendation presented to the Dean by the last Monday in October. A cover letter directed to the Dean and the Rank and Tenure Committee with a formal recommendation regarding tenure is signed by all review committee members</td>
</tr>
<tr>
<td></td>
<td>Dean reviews the dossier to assure completeness and accuracy</td>
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<tr>
<th>November</th>
<th>RANK AND TENURE COMMITTEE DELIBERATION</th>
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<tbody>
<tr>
<td>Recommendation from Rank and Tenure Committee sent to the</td>
<td>Academic Dean presents the recommendation to the Rank and Tenure Committee</td>
</tr>
<tr>
<td></td>
<td>Committee deliberates and may solicit additional</td>
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</table>
Section 3

<table>
<thead>
<tr>
<th>Provost by second Friday in November</th>
<th>December</th>
<th>PROVOST, PRESIDENT AND BOARD OF DIRECTORS</th>
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<tr>
<td>information and/or interview candidate. A decision may be delayed until conditions are met.</td>
<td>Provost forwards recommendation to the President by the first Friday in December.</td>
<td>Provost reviews the recommendation and forwards, along with a recommendation to the President by the first Friday in December.</td>
</tr>
<tr>
<td>Committee provides a written recommendation to the Academic Dean, Provost and President regarding tenure.</td>
<td>President reviews dossier recommendations from the Rank and Tenure Committee and Provost and reports decision to the Provost and the Academic Dean.</td>
<td>President reviews dossier recommendations from the Rank and Tenure Committee and Provost and reports decision to the Provost and the Academic Dean.</td>
</tr>
<tr>
<td>Academic Dean reports the committee’s recommendation to candidate prior to any further action regarding the recommendation. If the Rank and Tenure committee gives an unfavorable recommendation, the reasons will be summarized by the Academic Dean.</td>
<td>Academic Dean informs candidate of the president’s decision. If the president chooses not to forward a recommendation to the Board of Directors, the reasons will be summarized by the president. For further consideration, the faculty member may appeal via the Goshen College grievance procedure (Faculty Handbook III R).</td>
<td>Academic Dean informs candidate of the president’s decision. If the president chooses not to forward a recommendation to the Board of Directors, the reasons will be summarized by the president. For further consideration, the faculty member may appeal via the Goshen College grievance procedure (Faculty Handbook III R).</td>
</tr>
<tr>
<td>Academic Dean forwards the recommendation to the Provost by the last Friday in November.</td>
<td>An unfavorable recommendation signifies termination after one additional contract year.</td>
<td>An unfavorable recommendation signifies termination after one additional contract year.</td>
</tr>
<tr>
<td>Academic Dean forwards the recommendation to the President by the first Friday in December.</td>
<td>Academic Dean places recommendation on agenda for January/February meeting of the Board of Directors.</td>
<td>Academic Dean places recommendation on agenda for January/February meeting of the Board of Directors.</td>
</tr>
<tr>
<td>President makes recommendation to forward/not forward to Board of Directors by first Friday in January.</td>
<td>Faculty member informed of board action after the January/February board meeting.</td>
<td>Faculty member informed of board action after the January/February board meeting.</td>
</tr>
</tbody>
</table>

*Summary of Dossier Contents:

1. Formal recommendation from Review Committee signed by committee members
2. Candidate vita
3. Candidate self-evaluation addressing strengths and areas for improvement in five major areas
4. Thorough summary by review committee chair of evaluation data collected
5. Letters of recommendation
6. Other information appropriate for committee deliberations

VI. NON-TENURE CONTINUING CONTRACT
Non-tenure continuing status is defined as an expectation of a continuing relationship between the college and a teaching faculty member but without tenure. Non-tenure continuing status should not be viewed as an absolute guarantee that a position or faculty member will not be terminated. It does not guarantee a certain load or level of employment should student demand for an academic area change. It is not transferable to any other position at Goshen College without action by the Board of Directors. Tenure is not related to academic rank per se but to the following factors: academic preparation; professional experience; classroom effectiveness; overall participation in the campus community; and contributions to the church, the world of scholarship, and society.
Non-tenure continuing status applies to the responsibilities of the individual faculty member in a teaching role. It does not apply to administrative responsibilities. In addition, faculty members who have part-time (74% or less) contracts are not normally eligible for non-tenure continuing status.

In granting non-tenure continuing status to a faculty member, the college expects that the faculty member will continue to demonstrate excellence in her or his performance.

The academic dean and the appropriate department chair will establish non-tenure continuing track eligibility at the date of hire. The letter of hire written by the dean will inform each faculty member of contract status.

If, after employment has begun, questions arise concerning the non-tenure continuing status prospects of a faculty member, the academic dean and/or department chair should counsel with the faculty member and provide advice about the specific nature of the questions or problem(s) so that faculty member can work at correcting any problem(s) in performance.

Teaching faculty hired in a non-tenure continuing track are eligible for non-tenure continuing status at the end of a minimum of three years with the usual process taking place in the sixth year of teaching. The probationary period will not exceed a total of six years without an approved reason. SST leadership during the year of a non-tenure continuing status evaluation is one example of a reason for stopping the non-tenure continuing status clock. Any change in the probationary period requires action by the Rank and Tenure Committee. Normally, only faculty hired with experience at other colleges and universities with advanced professional standing will be considered for non-tenure continuing status at the minimum time.

In all cases, a firm recommendation for or against non-tenure continuing status is to be made no later than the end of the spring semester of the sixth year of the candidate's full-time service at Goshen College.

Non-tenure continuing means full-time employment (18-24 hours) with the expectation of a continuing relationship with the college but without tenure. A non-tenure-track contract may be offered for a variety of reasons, including but not limited to the following: (1) a tenure-track position is not available; (2) faculty member does not hold a terminal degree; and/or (3) the position is not eligible for tenure (e.g. coaching/administrative teaching position). During the initial years of service the faculty member and the college are in a period of mutual exploration of the fit between the faculty member and the college, along with the faculty member's successful fulfillment of the requirements of the position.

One-year contracts will be offered followed by evaluation after the first, third and fifth year. Non-tenure-track status will not go beyond seven years with non-tenure continuing status consideration typically taking place in the sixth year.

A. **Process for Pursuing Non-Tenure Continuing Status.**

1. **Initiating Process that Leads to Non-Tenure Continuing Status**
   a. Faculty member must meet the existing criteria for a non-tenure continuing status.
   b. Faculty non-tenure continuing status is also dependent upon meeting the Goshen College standards regarding religious affiliation and
practice. Each faculty member is asked to demonstrate an active and reflective faith.

c. Department chair (or any tenured faculty member, faculty member her/himself, or the Academic Dean) submits a nomination for non-tenure continuing status consideration to the academic dean by the second Monday in September.

d. Academic Dean reviews the request to initiate non-tenure continuing status and determines that the faculty member has met the objective criteria for non-tenure continuing consideration.

2. **Departmental Promotion Committee Formation**

a. Department chair and candidate consult to form a review committee for consideration of promotion in rank. Members will all be tenured faculty in the department and one or more tenured faculty from the wider campus. Department chair submits names of possible committee members to the Academic Dean for approval. After approval, department chair asks these faculty members of their availability and willingness to serve on the review committee.

b. Members will all be tenured faculty in the department and one or more tenured faculty from the wider campus.

c. The committee will normally be directed by the department chair. However, when the department chair is the candidate for non-tenure continuing status, the Academic Dean, in consultation with the chair, will form a review committee that does not include the chair. In this situation, the Academic Dean will appoint the chair of the review committee.

3. **Data Collection and Compilation of Dossier**

a. The review committee chair will work with the candidate, under the supervision of the academic dean, to compile a dossier for consideration by the departmental review committee and the Rank and Tenure Committee. Completed dossiers are due in the Academic Dean’s office on the first Monday in March.

b. The completed dossier will include:

- Cover letter that documents that the candidate meets the Faculty Handbook criteria for non-tenure continuing status and offers a formal recommendation from the Review Committee signed by review committee members
- Candidate vitae
- Faith Statement Summary (from Academic Dean)
- Candidate self-evaluation
- Thorough summary by review committee of evaluation data collected
- Letters of recommendation
- Other information appropriate for committee deliberations

c. In addition to specific quantitative criteria related to academic preparation and years of experience, decisions regarding non-tenure continuing status are also related to various combinations of qualitative criteria. At Goshen College, a teaching institution, teaching competencies will be weighted more heavily than those of research and community service.

d. Candidate Self-Evaluation will include:
i. Contribution to the college in teaching
- Demonstrate competence in teaching as well as competence in academic discipline; teaching competencies might include but are not limited to the following examples: ability to engage students in the learning process; willingness to work within college procedures for evaluating students; creating a classroom climate that is conducive to learning for all students regardless of gender, race, economic status, national origin, religion, or other identifying personal characteristics of students such as physical handicaps. In addition, faculty members are asked to show competency in connecting learning and faith within the classroom or other campus activities.
- Identify areas of strength in teaching and areas which need to be strengthened. Propose specific activities and changes which will address the areas that need to be strengthened and address how these changes will be assessed.

ii. Contribution to the Goshen College community
- Demonstrate the respect and trust others have in the candidates contributions to the total campus milieu. These contributions might include but are not limited to the following examples: service on standing committees; active participation in campus events; collegiality;
- A statement and discussion of commitment to the mission and core values of Goshen College as well as to the "Commitment to Community Standards" (Faculty Handbook, Section 7)

iii. Contribution to faculty member’s academic discipline and to the academic community in general
- Demonstrate ongoing active engagement in professional activities as these relate to the academic discipline or the teaching profession. These contributions might include but are not limited to the following examples: research and publication; national or regional committees; and juried presentations.

iv. Contribution to the local community and society
- Demonstrate contributions to the local community of Elkhart County and/or to other communities. These contributions might include but are not limited to the following examples: service club membership or leadership roles; volunteer work with community organizations; consultation activities; and board memberships

v. Contribution to church and personal faith commitment
- Demonstrate contributions to a local congregation and the larger church community as well as contributions made to the spiritual climate of the campus. These contributions might include but are not limited to congregational teaching assignments; campus chapel committee; workshop leadership; consultation activities; board memberships; and service activities.
Section 3

- During compilation of the dossier for granting non-tenure continuing status, the Academic Dean will meet with the faculty member to review her or his faith journey since date-of-hire. The candidate is given a copy of Confession of Faith in a Mennonite Perspective for review and response. For the conversation, the candidate prepares a faith statement accompanied by letters from pastor or elder and, if desired, also letters from colleagues or students. After the conversation, the Dean prepares a summary statement. If the candidate feels that this statement is not an accurate reflection, then s/he may prepare a response or provide letters from others.

- These materials - the candidate's faith statement, the accompanying letters and the Dean's statement - are forwarded by the Dean to the Provost and President for review. The President sends the documents to designated members (one each) from the Board of Directors and the Mennonite Education Association. That group of three determines whether the expectations have been met. They may request an interview with the candidate before deciding. The decision is reported by the President to the Dean. If approval is given, the Dean provides a summary of this process for inclusion in the dossier. The review committee and the Rank and Tenure Committee can then consider this criterion to be satisfied.

- If the process concludes with the President and Board representatives not approving the candidate, then the non-tenure continuing process will not proceed.

vi. Personal Goals

- **Short term** - the next one to two years
  - specific, achievable goals
  - a plan for reaching these goals
  - ways that Goshen College might assist you toward these goals

- **Longer term** - up to five years or more
  - your personal and professional goals
  - steps in development that can make these goals achievable
  - ways that Goshen College might assist you toward these goals

e. Review Committee Chair is responsible for:

- Documentation that the candidate meets the Faculty Handbook criteria for non-tenure continuing status

- A thorough summary of multiple evaluation measures that addresses the candidate's strengths and areas for improvement based on:
  - student course evaluations for at least the last two years
  - meeting with selected students
  - direct observation of class sessions by members of the review committee
  - evaluative comments from other faculty members both inside and outside of the department.
• In consultation with the candidate for promotion, request three or more letters of reference from members of the college community who are acquainted with the candidate’s work. These letters should be sent to the chair of the review committee to be included in the dossier.
• In consultation with the candidate for promotion, request additional reference letters from the candidate’s professional community as appropriate.

4. Departmental Non-Tenure Continuing Committee Deliberation
a. Chair convenes review committee, reviews dossier contents to see if any additional information is needed.
b. Committee meets with candidate to review dossier materials; any concerns that may delay the recommendation will be discussed at this time with the candidate.
c. Committee deliberates and prepares a written recommendation to the Academic Dean and the Rank and Tenure Committee.
d. Completed dossier with recommendation presented to the Academic Dean by the first Monday in March.
e. Dean reviews dossier to assure completeness and accuracy.

5. Rank and Tenure Committee Deliberation
a. Academic Dean presents the review committee’s recommendation and the candidate’s dossier to the Rank and Tenure Committee.
b. Rank and Tenure Committee deliberates and may solicit additional information and/or interview the candidate. A decision may be delayed until conditions are met.
c. Rank and Tenure Committee provides a written recommendation to the Academic Dean, Provost and President regarding non-tenure continuing status of the candidate.
d. Academic Dean reports the committee’s recommendation to the candidate prior to any further action regarding the recommendation.
e. Academic Dean forwards the recommendation to the Provost by the first Friday in April.

6. Provost, President and Board of Directors
a. Provost reviews the recommendation and forwards, along with a recommendation to the President by the third Friday in April.
b. President reviews the recommendation and reports decision to the Provost and the Academic Dean.
c. Academic Dean informs candidate of the president’s decision. President forwards recommendation to the Goshen College Board of Directors.

7. Unfavorable Recommendations
a. If candidate receives an unfavorable recommendation from the departmental review committee, the reasons will be summarized by the chair. For further consideration, the faculty member may appeal via the grievance procedure (Faculty Handbook, Section 3.XXI).
b. If candidate receives an unfavorable recommendation from the Rank and Tenure Committee, the reasons will be summarized by the Academic Dean. A meeting with the Committee will be arranged upon request. For further consideration, the candidate may appeal via the Goshen College grievance procedure (Faculty Handbook, Section 3.XXI).
c. If the candidate receives an unfavorable recommendation from the Provost, the reasons will be summarized by the Provost. For further consideration, the candidate may appeal via the grievance procedure (Faculty Handbook, Section 3.XXI).

d. If the president chooses not to forward a recommendation to the Board of Directors, the reasons will be summarized by the president. For further consideration, the candidate may appeal via the grievance procedure (Faculty Handbook, Section 3.XXI).

e. An unfavorable recommendation signifies termination after one additional contract year.
# NON-TENURE CONTINUING PROCESS FOR TEACHING FACULTY

<table>
<thead>
<tr>
<th>INITIATING PROCESS</th>
<th>April 1 of the year before non-tenure continuing contract review process</th>
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<tbody>
<tr>
<td>➢ Determine that criteria for non-tenure continuing contract are met</td>
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<tr>
<td>➢ Department chair (or any tenured faculty member, faculty member him/herself or the Dean) submits a nomination for non-tenure continuing contract consideration in writing to the Dean by April 1 of the year before non-tenure continuing contract review process</td>
<td></td>
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<tr>
<td>➢ Dean reviews request to initiate non-tenure continuing status; verifies that candidate has met the criteria for non-tenure continuing consideration</td>
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<thead>
<tr>
<th>DEPARTMENTAL NON-TENURE CONTINUING CONTRACT COMMITTEE FORMATION</th>
<th>May of the year before non-tenure continuing contract review process</th>
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</thead>
<tbody>
<tr>
<td>➢ Department chair will submit to the Dean for approval a suggested list of members for a review committee to consider a non-tenure continuing contract. The committee will include all tenured members of the department and one or more tenured faculty from the wider campus. After the dean has approved this list, the department chair will form the committee.</td>
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<tr>
<th>DATA COLLECTION &amp; COMPILATION OF DOSSIER</th>
<th>September - October</th>
</tr>
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<tbody>
<tr>
<td>➢ Committee chair works with the candidate, under the supervision of the Dean, to compile a dossier for consideration by the departmental review committee and the Rank and Tenure Committee.</td>
<td></td>
</tr>
<tr>
<td>➢ Candidate prepares a statement regarding personal faith and contribution to the church. Candidate and Academic Dean meet to review this statement as well as the candidate’s completed self-evaluation. The candidate is given a copy of Confession of Faith in a Mennonite Perspective for review and response. For the conversation, the candidate prepares a faith statement accompanied by letters from pastor or elder and, if desired, also letters from colleagues or students. A written statement is prepared from the Dean (signed by the president) that candidate meets the expectations for permanently employed faculty members as defined by the Mennonite Board of Education by-laws. Candidate may attach a letter of explanation if candidate believes that Dean’s statement does not accurately reflect commitment to the mission of the college. The statement is processed by the president and a representative from both the Board of Directors and Mennonite Education Agency (MEA). When approval is given, the Academic Dean will submit the summary statement for the dossier.</td>
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Provided by Departmental Review Committee Chair

Documentation that the candidate meets the Faculty
Handbook criteria for tenure

- A thorough summary of multiple evaluation measures that addresses the candidate’s strengths and areas for improvement based on:
  (a) student course evaluations for at least the last two years
  (b) meeting with selected students
  (c) direct observation of class sessions by members of the review committee
  (d) evaluative comments from other faculty members both inside and outside of the department.

- In consultation with the candidate for promotion, request three or more letters of reference from members of the college community who are acquainted with the candidate’s work. These letters should be sent to the chair of the review committee to be included in the dossier.

- In consultation with the candidate for promotion, request additional reference letters from the candidate’s professional community as appropriate.

Provided by Candidate for Promotion in Rank

- Current, complete vita including transcripts if there is any post-hire academic work

- Written self-evaluation, in consultation with the academic dean, addressing strengths and areas for improvement. For significant areas that need improvement, specific plans for addressing growth and development must be articulated. The following format should be followed:
  - Contribution to the college in teaching
  - Contribution to the college community
  - Contribution to your academic discipline and/or to the academic community in general
  - Contribution to community and society
  - Contribution to church and personal faith commitment
  - Short and long-term goals

<table>
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<tr>
<th>October Review Committee presents dossier to the Academic Dean by last Monday in October</th>
<th>DEPARTMENTAL NON-TENURE CONTINUING COMMITTEE DELIBERATION</th>
</tr>
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<tbody>
<tr>
<td>Chair convenes review committee, reviews dossier to see if any additional information is needed</td>
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<tr>
<td>The committee meets with candidate to review dossier materials</td>
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<tr>
<td>Committee deliberates and prepares a written recommendation. Any concerns that may delay the recommendation will be discussed with candidate at this time</td>
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<tr>
<td>Dossier and recommendation presented to the Academic Dean by the last Monday in October. A cover letter directed to the Dean and the Rank and Tenure Committee with a formal recommendation</td>
<td></td>
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Section 3

regarding tenure is signed by all review committee members
➢ Dean reviews the dossier to assure completeness and accuracy

November

Recommendation from Rank and Tenure Committee sent to the Provost by last Friday in November

RANK AND TENURE COMMITTEE DELIBERATION
➢ Academic Dean presents the recommendation to the Rank and Tenure Committee
➢ Committee deliberates and may solicit additional information and/or interview candidate. A decision may be delayed until conditions are met.
➢ Committee provides a written recommendation to the Academic Dean, Provost and President regarding non-tenure continuing status.
➢ Academic Dean reports the committee’s recommendation to candidate prior to any further action regarding the recommendation. If the Rank and Tenure committee gives an unfavorable recommendation, the reasons will be summarized by the Academic Dean.
➢ Academic Dean forwards the recommendation to the Provost by the last Friday in November

December

Provost forwards recommendation to the President by the second Friday in December

President makes recommendation to forward/not forward to Board of Directors by first Friday in January

PROVOST, PRESIDENT AND BOARD OF DIRECTORS
➢ Provost reviews the recommendation and forwards, along with a recommendation to the President by the second Friday in December
➢ President reviews dossier recommendations from the Rank and Tenure Committee and Provost and reports decision to the Provost and the Academic Dean
➢ Academic Dean informs candidate of the president’s decision. If the president chooses not to forward a recommendation to the Board of Directors, the reasons will be summarized by the president. For further consideration, the faculty member may appeal via the Goshen College grievance procedure (Faculty Handbook Section 3 X X I).
➢ Academic Dean places recommendation on agenda for January/February meeting of the Board of Directors
➢ Candidate informed of board action after the January/February board meeting

*Summary of Dossier Contents:
1. Formal recommendation from Review Committee signed by committee members
2. Candidate vita
3. Candidate self-evaluation addressing strengths and areas for improvement in five major areas
4. Thorough summary by review committee chair of evaluation data collected
5. Letters of recommendation
6. Other information appropriate for committee deliberations

VII. PERSONNEL RECORDS.
Files are contained in the dean’s office for teaching faculty and the human resources director’s office for administrative faculty and staff. The contents of these confidential files are property of Goshen College, and generally include:

- Original contracts for each year that a contract was made between the employee and Goshen College
- Copies of annual evaluations (maintained electronically)

Goshen College
Teaching Faculty Handbook

Page 53
• Appropriate official correspondence between the institution and the individual
• Documentation regarding promotion and tenure recommendations and decisions
• Faculty vitae and resume
• Any correspondence received in the president’s, provost’s, academic dean’s or VP for finance’s office related to the faculty member
• Documentation of any discipline including but not exclusive to grievance, sexual harassment, and other forms of harassment. The length of this documentation kept in the faculty file is limited to the duration spelled out in the specific policy--usually three years if no other offenses have occurred.

An employee may request to place a document in his/her file. The academic dean or director of human resources will determine the appropriateness of the item.

Former faculty members’ requests to review their personnel files will be considered on an individual basis by the director of human resources and provost.

Faculty members may review their personnel files by scheduling an appointment with the director of human resources.

VIII. EVALUATION
The goal of evaluation is to enhance the performance of each faculty member and improve the quality of the total college program. Spiritual, personal and professional qualifications are important for all faculty members. Teaching faculty at Goshen College are expected to perform their assignments competently and continue their spiritual, personal and professional growth. They are expected to participate actively in the life of the church.

For teaching faculty, competence includes the mastery of an academic discipline, the ability to communicate clearly, attract student interest and contribute to the world of scholarship and service.

Each academic department chair will work with individual faculty members in the department in ways that provide ongoing formative evaluation. These evaluations should best be seen as formative in intent while the more periodic evaluations cited hereafter are summative in character. Summative evaluations “sum up” performance and result in an administrative judgment. Formative evaluations assist the professor or administrator to guide his/her own professional growth.

The more thorough summative evaluations of faculty will occur during the first, third and fifth years of employment; one year before eligibility for a sabbatical; and at the time when recommended for promotion or tenure. At age 59 each non-temporary faculty member will have a pre-retirement conference.

Departmental chairs are expected to interpret the meaning of each evaluation and assist in designing any development activities deemed appropriate. While the form of evaluation will vary, at a minimum such will include self-evaluation as well as analysis by students, peers and on occasion alumni. Such evaluation will result in a written statement that will be shared with the faculty member being evaluated who will have the privilege of commenting on the evaluation. The written statement and any comments made by the faculty member will be a part of the faculty member’s permanent record and available to the Rank and Tenure Committee, the president or anyone to whom responsibilities have been delegated related to promotions, and to the Board of Directors.
IX. SEPARATION

A. Resignation
The faculty member has an obligation to fulfill his/her contract. If a member decides to terminate his/her relationship to the institution, the member should inform the college at the earliest possible date and in any event at least one semester or three months in advance of termination.

B. Retirement
Goshen College wants to be sensitive both to institutional interests and to individual preferences regarding retirement. It is important for Goshen College to acknowledge the significant contributions of persons who change from active status to some form of retired status. It is important that there be symbols of transition and that the campus community, the church and the local community be given opportunity to celebrate the transition and to know that the transition has occurred and that persons have been appropriately recognized.

Retired persons usually will want to continue their scholarly activity and will continue to contribute to the college in many other ways. The college supports this continued activity and benefits from it. Through special arrangements, some faculty who retired from their regular full-time assignment by mutual agreement continue to teach or direct programs on a less than full-time basis.

Goshen College recognizes retirement transition in three ways:

1. The awarding of emeritus/emerita status for faculty who qualify.
2. Recognition at the spring faculty banquet.
3. Recognition by the provost at commencement and in news releases to the media.

For those faculty who take a form of retirement but continue to teach one-half time or more, the above recognitions will be delayed until the time their teaching is reduced to less than one-half time, unless they request recognition earlier.

Faculty who retire and who no longer teach or whose teaching is less than one-half time will be recognized at the time of retirement as follows:

1. Those who qualify will be recommended to the Board of Directors for emeritus/emerita status and will be listed in the catalog in the section with other faculty with emeritus/emerita status unless they specifically choose otherwise. If they choose not to accept immediate recommendation for emeritus/emerita status, they will be listed in the catalog with the phrase, “retired from full-time teaching.” They will be responsible to request emeritus status when they are ready. In either case, they may use the title they had upon retirement. The use of emeritus/emerita as part of the title is not mandatory.
2. Recognition will be given at the spring faculty banquet.
3. Recognition will be given at commencement.

Formal retirement planning begins at age 59 with a conference with the dean or other supervising officer. Evaluation procedures will be undertaken within
three years of age 59 to assist in the planning and decision by the individual and college regarding the age for retirement.

C. **Emeritus status**

In response to proposals by individuals or departments, the Board of Directors grants emeritus/emerita status to faculty members upon retirement for meritorious service to Goshen College. Such persons will have served at least 10 years and will normally carry the rank or title of their most recent position. Exceptions may be made for individuals who served meritoriously for at least 10 years in earlier positions.

D. **Termination**

Termination of a faculty contract can take place either through non-renewal of the contract or through dismissal before the contract expires.

1. **Non-renewal of contract for faculty members on tenure**

   Reasons for non-renewal of contract for faculty members on tenure include: immorality, neglect of duty, failure to support the mission of the college, incompetence, or economic circumstances of the college making it necessary for the college to terminate the position. When faculty conduct and/or performance is such that the college believes consideration of non-renewal of contract to be warranted, the following provisions will apply:

   • The department chair or the chair of the Rank and Tenure Committee and appropriate administrative officers will have conferences with the faculty member.

   • If conferences do not bring about a satisfactory resolution of the difficulties, a committee composed of the dean of the college, the department chair involved, two elected members of the Rank and Tenure committee and one faculty member selected by the faculty member involved reviews in depth the entire matter and makes a confidential recommendation to the president and an explanatory report to the Rank and Tenure Committee.

   • If the faculty member involved does not accept the action of the president, s/he may utilize the grievance procedure as outlined in section 3.XXI.

   • The contract may be terminated by the Board of Directors for reasons other than reasons mentioned above. Other reasons include decrease in enrollment or discontinuance of the major and/or department in which the faculty member taught. In such a case, notification will be given a minimum of nine months in advance of the termination of a contract to enable the teacher to seek new employment elsewhere.

2. **Non-renewal of contract for teaching faculty members not on tenure**

   Teaching faculty members who are not tenured but employed at least half time will be notified by the department chair no later than March 1 if they will not be offered a contract for the following contract year.

   While under contract, teaching faculty members who are not on tenure will receive the same procedural consideration as outlined above in case of charges of immorality, neglect of duty, failure to support the mission of the college, incompetence, negative attitudes against the church or college,
or economic circumstances of the college making it necessary for the college to terminate the position.

The president shall be free not to recommend renewal of a contract to the Board of Directors in case of neglect of duty or unsatisfactory professional competence if, after proper consultations, the chair of the department, the dean and president are agreed.

3. Dismissal of faculty members before expiration of contract
Tenured and non-tenured teaching faculty members while under contract will normally receive the procedural consideration as outlined above in case of charges of immorality and negative attitudes toward the church. There may be rare occasions when flagrant, conspicuous violations of accepted behavioral norms will require an immediate course of action that will supersede the procedures outlined above for termination of a faculty contract. In addition to the procedures outlined in this section, there is a grievance process outlined in Section 3.XXI of this handbook.

X. FACULTY RIGHTS AND RESPONSIBILITIES

A. Academic freedom and professional ethics
As a community of Christians, Goshen College holds to the New Testament as the standard of professional ethics. In the spirit of Matthew 18:15-16, differences of opinion between faculty members should not be discussed before students unless both parties to the dispute have an equal opportunity to make their positions known.

1. Freedom of Teaching
In its application for accreditation by the North Central Association of Colleges and Secondary Schools (1941), Goshen College subscribed without qualifications to the following statement on "Freedom of Teaching":

a. Student learning. "The basic justification for freedom of instruction arises from the needs of students. It is the student's right to learn the complete truth about the subjects that s/he studies and his/her right to unhampered thinking about the problems that arise in such study that calls for and justifies the freedom of the teacher. This freedom should never be denied to the student. It can exist only where a corresponding liberty of instruction is guaranteed to instructors."

b. Research. "Integral with the matter of instruction is the need for investigation in all those areas of knowledge with which education must deal. Institutions of higher learning have become the major resource of society for creating new knowledge, and research is the essential method for this purpose. It alone enables college instruction to keep abreast of the changing pattern of knowledge. Freedom of research rests, therefore, upon the same basis as freedom of instruction, namely the right of the students to learn. The arbitrary limitation of this freedom is an undesirable abridgment of student needs. It also lessens the contribution that modern society may legitimately expect from its institutions of learning."

c. Limits of academic freedom. "In a socially created and socially supported institution such as a college or university there can be no
such thing as complete freedom of expression in word and act. The basic limitations upon freedom arise out of the universally accepted beliefs and morals of society, such as truthfulness, decency, moral integrity, loyalty, and canons of good taste. These may be assumed as binding upon all college instructors as upon other good citizens."

d. **Institutional limits.** “Since society permits and encourages certain groups, such as religious organizations, to found colleges that are intended to render service to a particular group, it is permissible and right for sponsors of such colleges to define appropriate limitations of institutional freedom.”

e. **Clear communication about limits.** “Where such justifiable limitations are a part of the settled and accepted policy of an institution, they should be a matter of record and should be made known to any person before s/he enters the service of any such college or university. Failure to make known such limitations in advance of appointment is a delinquency on the part of an appointing agency.”

f. **Default limits.** "In the absence of information regarding such specific limitations, it may be assumed by an instructor that his/her freedom is limited only by such broad conditions as set forth in paragraph C above.”

g. **Shared responsibility for academic freedom.** “Desirable conditions of freedom of instruction and research can be maintained only when both teachers themselves and the administrative officers and board of control accept their respective responsibilities in reference to the matter.”

h. **Teaching faculty responsibilities.** "On his and her part a teacher is duty bound to respect such limitations as are indicated in paragraph D above and such other limitations as have been made a condition of his or her appointment.”

i. **The limits of competence.** “Further, an instructor should conscientiously respect such limitations as are imposed by the bounds of his or her own competence. A college teacher can be a scholar in certain areas only. In many fields of knowledge s/he is certain to be a mere layperson. In the area of scholarship one is entitled to the largest possible freedom; in other areas an instructor is entitled only to the freedom of the layperson and should not claim more.”

j. **Administrative responsibilities for academic freedom.** “Within the limitations imposed by the acknowledged purposes of an institution, it is the obligation of a college president and a board of control to guarantee that liberty of teaching shall not be abridged in an institution under their direction. They are bound not only to avoid and restrain official action that would infringe upon desirable freedom, but they are further obligated actively to defend the faculty against influences from outside the institution. Freedom is so precious an asset to an educational institution that it is preferable that the foolish speech of an unwise teacher should be tolerated rather than that the atmosphere of an institution should be clouded by
summary treatment of the offender. Generous tolerance is, in such cases, the badge of excellence.

This statement represents the official position of Goshen College on the matter of academic freedom, and the administration pledges itself to reaffirm its position whenever cases of controversy may arise.

Since paragraph (d) of the statement on academic freedom permits a college "to define appropriate limitations of instructional freedom" and since paragraph (e) requires such justifiable limitations to be recorded and made known to any person before s/he enters the service of any such college, Goshen College here sets forth the limitations imposed upon it by the Mennonite Church, which ultimately operates and controls the college.

2. Specific limits of academic freedom at Goshen College.

a. All instruction must be in harmony with the accepted teaching of the Mennonite Church.

b. For the practical purpose of defining the limits within which freedom of instruction operates, the requirements that "all instruction must be in harmony with the accepted teachings of the Mennonite Church" is interpreted to mean that instruction affecting religious beliefs should be in full sympathy with the doctrines and practices of the Mennonite Church as interpreted by Mennonite Church USA General Assembly.

c. Should violations come to the attention of the administration, the administration would first counsel with the teacher; and only when further contrary instruction threatens the reasonable and harmonious functioning of the college would the administration advise the teacher of his/her incompatibility with the spirit of the college.

One application of this policy can be seen in our approach to the use of films on campus. As a liberal-arts college, Goshen expects its students to be aware of human experience as expressed in a variety of media. To teach and understand, however, does not imply approval. Goshen College promotes the Christian cause as defined in the Mennonite tradition directly and indirectly at every point of activity.

Film is not only an important medium of communication but also one that reflects contemporary cultural values in powerful ways. The industry itself understands this in the rating system, which it has designated for marketing purposes. As such the college believes ratings per se are an inadequate criterion for judging either the quality or contribution of the film.

As a means of respecting the power of film and personal values of campus community members, the college will follow these guidelines in film selection for the campus:

- Video resources should serve the educational mission of the college.
- The college will not show X-rated films. If, on rare occasions, films containing potentially sensitive content (violence, language and morality) are proposed for campus viewing, they will be
adequately introduced and interpreted by a faculty member. Objectionable scenes may be edited from any film shown on campus.

B. **Faculty Office Hours**
Faculty members are requested to post office hours on the doors of their offices when students may consult with them and to make themselves available to students at other times on request. Faculty members should keep office hours faithfully even to the extent of not allowing faculty committee meetings to encroach upon them.

C. **Campus Participation**
Faculty members are invited and encouraged to attend the various all-school activities such as lectures, sports events, student life events, and performing arts productions. These events are announced in advance in the *Campus Communicator* and/or *Faculty-Staff Bulletin*.

D. **Faculty absence**
Most faculty absences from class can be planned in advance. For example, if a faculty member wishes to attend a professional meeting or to take a class on a field trip, this should normally be planned weeks in advance of the absence. Faculty should discuss with his/her department chair what provisions can be made for classes during the period of absence—having a test given by a colleague or student assistant; a film; a guest lecturer; assigning independent study. After the arrangements have been made, the faculty member should fill out a form requesting permission to be absent from class. This is sent to the dean's office. Planning the absence well in advance will enable the faculty member to make effective arrangements for carrying on the work of the course.

In case of sudden illness, the dean's office should be informed so that proper announcement can be placed in the *Campus Communicator* and announced to the class.

E. **Harassment and discrimination policies**
Goshen College reaffirms our commitment to providing equal opportunity in education and employment. The Goshen College Mission Statement, Core Values, and Commitment to Community Standards describe Goshen College as a Christian institution “founded on love and justice in which all persons possess inherent dignity as children of God.” The Commitment to Community Standards expects both faculty and students to support an environment of hospitality, mutual respect and accountability.

1. **Sexual harassment, gender discrimination**
The Goshen College Policy on Sexual Harassment acknowledges sexual harassment as sexual discrimination and not as isolated or “accidental” misconduct. The policy defines a full range of harassment from innuendo to assault. The policy states at the outset that sexual harassment pollutes, damages, and can eventually destroy the atmosphere of open and mutual academic exchange, which ought to characterize a college, particularly a Christian college. We state unequivocally that continued tolerance of sexual harassment is detrimental to the integrity of the institution, and recognize that sexual harassment most often occurs between people who have unequal power.
To fulfill our commitment to providing equal opportunity in education and employment, Goshen College must maintain an environment in which individuals are judged and rewarded solely on the basis of relevant factors such as ability, prior experience and accomplishments, effort, and performance. The environment also must be one in which all employees and students can pursue their work free from coercion, intimidation, and exploitation. Sexual harassment is a form of discriminatory misconduct that harms the environment we seek to maintain.

Sexual harassment, moreover, violates federal and state laws, including Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, and the Indiana Civil Rights Act.

Therefore, conduct on the part of any member of the college community that inappropriately introduces sexuality into a teaching, learning, or working relationship will not be tolerated. Members of the community include teaching and administrative faculty, staff, and students. Sexual harassment, as defined in the institutional sexual harassment policy, or failure to carry out responsibilities specified in the sexual harassment policy, may result in disciplinary action, up to and including separation from the college.

Outside contractors, vendors, and others who do business with the college or enter college premises are expected to comply with this policy, and ensure that their agents comply with this policy; the college will take appropriate action if they fail to do so. The college, for example, may suspend or terminate a contract if the contractor fails to correct a sexual harassment problem that appropriate college officials have brought to its attention. Furthermore, the college, if it determines that a contractor has failed to take appropriate action or has shown a tolerance for any activity that, in the belief of the college, constitutes sexual harassment, may be debarred from holding future contracts with the college.

The full college policy on Sexual Harassment is available on the Human Resources website. http://www.goshen.edu/hr

2. **Racial harassment**

Goshen College regards racial harassment as racial discrimination and is committed to establishing a campus free of any such harassment. The policy, available on the Human Resources website (http://www.goshen.edu/hr), defines a full range of harassment from innuendo to assault. Racial harassment pollutes, damages and can eventually destroy the atmosphere of open and mutual academic exchange that ought to characterize a college, particularly a Christian college. Continued tolerance of racial harassment is detrimental to the integrity of the institution.

To fulfill our commitment to provide equal opportunity in education and employment, Goshen College provides an environment in which individuals are judged and rewarded solely on the basis of ability, prior experience and accomplishments and effort. The campus must allow all employees and students to pursue their work free from coercion, intimidation and exploitation. Racial harassment is a form of discriminatory misconduct that harms the environment we seek to maintain.
Racial harassment violates federal and state laws, including Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972 and the Indiana Civil Rights Act.

Conduct on the part of any member of the college community that inappropriately introduces race or ethnicity into a teaching, learning or working relationship will not be tolerated. Members of the community include teaching and administrative faculty, staff and students. Racial or ethnic harassment as defined below, or failure to carry out the responsibilities specified below, may result in disciplinary action up to and including separation from the college.

Outside contractors, vendors and others who do business with the college or enter college premises are expected to comply with this policy and ensure that their agents comply with this policy. The college will take appropriate action if they fail to do so. The college, for example, may suspect or terminate a contract if the contractor fails to correct a racial harassment problem that comes to its attention. Furthermore, the college may bar the contractor from holding future contracts with the college if it determines that a contractor has failed to take appropriate action or has shown a tolerance for any activity, which, in the belief of the college, constitutes racial/ethnic harassment.

The college policy on racial harassment is available on the Human Resources website. http://www.goshen.edu/hr

3. **Commitment to inclusive language**

Goshen College, as a Christian college, supports “an environment of mutual respect and accountability” and “care for the personal dignity of others” (Commitment to Community Standards). As an equal opportunity educational institution, we are committed to both academic freedom and the fair treatment of all individuals.

Because we realize that language is a basic means of communicating attitudes as well as information, we commit ourselves to the use of language that is free of inappropriate and demeaning attitudes, assumptions, and stereotypes about age, race and sex. Accordingly, all official college communications, written or spoken, will be free of racist, sexist and ageist language.

The complete policy for inclusive language use is available in the supplemental Policy Manual.

F. **Affirmative Action Policy**

An initial Affirmative Action Policy was adopted by the Goshen College Board of Directors in September 1990. This Affirmative Action statement and plan were adopted in good faith, in conformity with and reliance on Equal Employment Opportunity Commission Guidelines regarding the establishment of voluntary affirmative action plans.

Goshen College throughout its history has recognized the importance of including a diversity of persons within its teaching faculty, administration, staff and student body. It has promoted employment policies, salary and benefit policies, practices of recruitment, hiring and promotion policies and student
admission practices which do not discriminate on the basis of gender, race, color, age, handicap or ethnic or national origin.

Goshen College is committed to policies of nondiscrimination because of its commitment to justice. It is committed to increase the diversity of administration, teaching faculty, staff and student body because of its commitment to a broad Christian liberal-arts education with a strong cross cultural emphasis. Outside contractors, vendors, and others who do business with the college or enter college premises are expected to comply with this policy, and ensure that their agents comply with this policy; the college will take appropriate action if they fail to do so.

Goshen College is affiliated with Mennonite Church USA. As a religious organization, Goshen College claims exemption to Federal Law requiring nondiscrimination according to religion. Preference in hiring will be given to persons sharing a commitment to the Christian faith; to the doctrine and teachings of the Mennonite Church; and to the principles identified in the Faculty Handbook Section 7.II, Faith and Community and in the Mission and Goals of the college as stated in Section 1 of the Faculty Handbook.

Goshen College takes this opportunity to reaffirm its commitment toward increasing diversity and eliminating discrimination on our campus. It affirms the numerous documents in the past stating this policy.

The current Goshen College Affirmative Action Policy is available on the Human Resources website. http://www.goshen.edu/hr

G. Health and Chemical Safety

Goshen College employs a Chemical Hygiene Officer who is responsible for environmental safety on campus. This officer is available at extension 7314 and is located in the Science Hall room 305.

Available in this office are the following plans: Chemical Hygiene Plan, Exposure Control Plan, Hazard Communication Plan, Hazardous Waste Management System. These plans are reviewed and/or revised annually according to OSHA regulations.

All employees who teach in the Science Building are required to know the contents of each of these plans and incorporate the guidelines into course content as appropriate. Other employees will receive required initial or annual training as required by regulation.

Each employee is responsible for his and her own safety and the safety of those with whom contact is made. Employees are expected to follow all safety procedures for operating machines and equipment. Failure to follow safety regulations and procedures may result in disciplinary action.

H. Drug-free workplace

It is the intention of Goshen College to provide a drug-free environment and to help all employees be active in the implementation of a drug-free standard. The use of any drug, including alcohol and tobacco, can interfere with the safe and efficient functioning of Goshen College's personnel. Since Goshen College's goal is to provide a safe workplace and have employees function in the most effective manner, drug abuse including alcohol is Goshen College's concern and will be dealt with appropriately.
In compliance with the Drug-Free Schools and Communities Act Amendment of 1989, Goshen College employees are also required to comply with the Drug-Free Workplace regulations as dictated by the Federal Government. The full compliance statement is available on the Human Resources website. http://www.goshen.edu/hr

XI. SABBATICAL AND LEAVES OF ABSENCE

A. Sabbatical leave.

All leaves of absence are granted by the Board of Directors upon the recommendation of the president of the college. Sabbatical proposals for teaching faculty are submitted to the dean and reviewed by the Rank and Tenure Committee that makes recommendations to the president. Goshen College will attempt to provide sabbatical leaves to permanent teachers for the purpose of improving their service to the college. The college will attempt to arrange that the first leave be granted after 10 years of service and after every seventh year thereafter. In each case, the teacher shall submit to the dean a program for the use of his or her sabbatical leave. The program must be approved before the leave is granted. The teacher may choose one of the following two plans: (a) one semester on full pay, or (b) nine months on two-thirds pay. No more than 5.0 FTE may be granted in teaching faculty sabbatical leaves each year.

A sabbatical leave will not be granted to a faculty member who has not been working for the college for four full academic years prior to the time of his or her projected sabbatical leave, regardless of the total number of years s/he has been employed (in case of the first sabbatical leave) or since the most recent sabbatical leave (in case s/he has had one or more sabbatical leaves). Exceptions to this rule may be made for faculty members who have taken non-sabbatical leaves at the request of the administration of the college.

The sabbatical leave stipend is paid to the faculty member on the assumption that s/he is not employed at a salary by another agency during the sabbatical period. It is recognized, however, that a faculty member may find it impossible to complete the sabbatical leave program without some income in addition to the sabbatical stipend. Faculty members are therefore encouraged to apply for fellowships or other assistance during their sabbatical leaves. Some faculty members have engaged in church service during their leave and have received compensation from the church agencies they have served. In all of these cases the principle which applies is that after due consideration is given to (a) differences in cost of living between Goshen and the place where the faculty member lives during the sabbatical, and (b) additional expenses incurred by the faculty member incidental to the sabbatical (e.g., necessary travel and moving the family), the sabbatical stipend plus earnings during the sabbatical leave should not give the faculty member a higher total net income than s/he would have had if teaching at Goshen College during that period. If the total is higher, the sabbatical stipend is reduced accordingly. In some cases the amount of sabbatical pay may be lower by mutual consent if the faculty member is the recipient of a college grant toward expenses related to the leave.

The purpose of a sabbatical leave is to increase the usefulness of the faculty member to Goshen College. Therefore it is expected that the faculty member will return to the college after the leave. If the faculty member does not serve the college for a minimum of one year following a sabbatical leave, the college
will be reimbursed for all the direct salary and any special expense funds received for the sabbatical leave.

Sabbatical time accrual will be calculated on the basis of the proportional share of service rendered with the understanding that when the total accrual is added, the Goshen College faculty final fraction of one-half or more is counted as a full year. For example, a faculty member who has taught nine years full-time and one year one-half time will have fulfilled the 10-year requirement for a first sabbatical. Similarly, a faculty member who has taught eight years full-time and three years half-time will have completed a total of 9 1/2 years and so will have fulfilled the 10-year requirement for a first sabbatical.

Individuals who have never had sabbatical leaves will be given preference, but departmental and institutional needs will also be considered. The dean will notify the faculty annually of the number eligible for sabbaticals. Generally, no more than 10 percent of all faculty covered by the sabbatical policy will be granted sabbatical leaves at the same time. If it is necessary to delay or to advance a sabbatical at the request of the college to maintain a balance, the original schedule for the next sabbatical is not affected and salary is at the regular rate, if the change is made.

Goshen College will not give monetary compensation in lieu of sabbatical leave.

B. Sabbatical process for teaching faculty

1. Initiating Process that Leads to Sabbatical
   a. The Academic Dean verifies that the faculty member is eligible to apply for a sabbatical the following academic year. A faculty member is eligible for a first sabbatical in the eleventh year of service to Goshen College (after ten years). Future sabbatical application eligibility is after seven years of added service to Goshen College. The faculty member must have been employed full-time at Goshen College for at least four consecutive years before the sabbatical. Those who are employed less than full-time (18-23 hours) have the FTE values accumulated and will become eligible in the year after at least 9.5 is reached. Teaching sabbaticals are limited to 5.0 FTE per year.
   b. By September 15 of the year preceding the intended sabbatical, faculty member indicates a preliminary intent for potential sabbatical—whether one will be applied for and what length (6 months or a year)

2. Application Process and Data Collection
   a. The department chair prepares a summary of well-documented evaluations of strengths and areas needing improvement for the candidate from: student-generated course evaluations for at least the last two years; meeting with selected students; observation of class sessions; comments from faculty inside and outside of the department.
   b. The candidate for sabbatical prepares a self-evaluation that includes:
      • Current, complete vita including transcripts if there is any post-hire academic work
• Candidate lists goals for the sabbatical, closely linked to the self-evaluation, clearly articulating the value of the sabbatical to the faculty member and to Goshen College
• Proposed length and dates of the sabbatical
• Proposed activities including specific locations and linkages to institutions/organizations
• Written self-evaluation addressing strengths and areas for improvement. For significant areas that need improvement, specific plans for addressing growth and development must be articulated.

c. Candidate self evaluation will include:

i. Contribution to the college in teaching
   • Demonstrate competence in teaching as well as competence in academic discipline; teaching competencies might include but are not limited to the following examples: ability to engage students in the learning process; willingness to work within college procedures for evaluating students; creating a classroom climate that is conducive to learning for all students regardless of gender, race, economic status, national origin, religion, or other identifying personal characteristics of students such as physical handicaps. In addition, faculty are asked to show competency in connecting learning and faith within the classroom or other campus activities.
   • Identify areas of strength in teaching and areas which need to be strengthened. Propose specific activities and changes which will address the areas that need to be strengthened and address how these changes will be assessed.

ii. Contribution to the Goshen College community
   • Demonstrate the respect and trust others have in your contributions to the total campus milieu. These contributions might include but are not limited to the following examples: service on standing committees; active participation in campus events; collegiality;
   • A statement and discussion of your commitment to the mission and core values of Goshen College as well as to the “Commitment to Community Standards” (Faculty Handbook, Section 7).

iii. Contribution to faculty member’s academic discipline and to the academic community in general
   • Demonstrate ongoing active engagement in professional activities as these relate to the academic discipline or the teaching profession. These contributions might include but are not limited to the following examples: research and publication; national or regional committees; and juried presentations.

iv. Contribution to the local community and society
   • Demonstrate contributions to the local community of Elkhart County and/or to other communities. These
contributions might include but are not limited to the following examples: service club membership or leadership roles; volunteer work with community organizations; consultation activities; and board memberships.

v. Contribution to church and personal faith commitment

- Demonstrate contributions to a local congregation and the larger church community as well as contributions made to the spiritual climate of the campus. These contributions might include but are not limited to congregational teaching assignments; campus chapel committee; workshop leadership; consultation activities; board memberships; and service activities.

vi. Personal Goals

- Short term – the next one to two years
  - specific, achievable goals
  - a plan for reaching these goals
  - ways that Goshen College might assist you toward these goals

- Longer term – up to five years or more
  - your personal and professional goals
  - steps in development that can make these goals achievable
  - ways that Goshen College might assist you toward these goals
# SABBATICAL PROCESS FOR TEACHING FACULTY

## INITIATING PROCESS

September 15

Academic dean verifies that faculty member is eligible to apply for a sabbatical the following academic year; qualification for first sabbatical is in faculty member's eleventh year of service to Goshen College (after ten years). Future sabbatical applications after seven years of added service to GC. Other conditions: Faculty member must have been employed full-time at Goshen College for at least four consecutive years before the sabbatical. Those who are employed less than full-time (18-23 hours) have FTE values accumulated and will become eligible in the year after at least 9.5 is reached. Other special cases may occur. Teaching sabbaticals are limited to 5.0 FTE per year.

Faculty member indicates a preliminary intent for potential sabbatical – whether one will be applied for and what length (6 months or a year) by September 15.

## APPLICATION PROCESS AND DATA COLLECTION

<table>
<thead>
<tr>
<th>October - November</th>
<th>A application submitted to Academic Dean by second Friday in November</th>
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</table>

Contents of Application:

1. **A letter prepared by the department chair** indicating (if applicant is department chair, letter may be prepared by a tenured faculty member in the department or the academic dean) support for the sabbatical and a summary of well-documented evaluations of strengths and areas needing improvement from: student-generated course evaluations for at least the last two years representing different courses; meeting with selected students; observation of class sessions; comments from faculty inside and outside the department.

Prepared by Applicant:

1. **Proposed length and dates** of the sabbatical
2. **Goals for the sabbatical** - closely linked to the self-evaluation, clearly articulating the value of sabbatical to the faculty member and Goshen College
3. **Proposed activities**, including specific locations and linkages to institutions/organizations
4. **Current, complete vita** including transcripts if there is any post-hire academic work
5. **Self-evaluation**:
   - Written self-evaluation, in consultation with the department chair and the academic dean, addressing strengths and areas for improvement. For significant areas that need improvement, specific plans for addressing growth and development must be articulated.
### Section 3

The following format should be used:
- Contribution to the college in teaching
- Contribution to the college community
- Contribution to your academic discipline and/or to the academic community in general
- Contribution to community and society
- Contribution to church and personal faith commitment
- Short and long-term goals

Application presented to Academic Dean by **second Friday in November.** Academic Dean reviews application to verify completeness.

<table>
<thead>
<tr>
<th>November-December</th>
<th>RANK AND TENURE DELIBERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>➢ Academic Dean presents the application for sabbatical to the Rank and Tenure Committee</td>
</tr>
<tr>
<td></td>
<td>➢ Committee deliberates and may solicit additional information.</td>
</tr>
<tr>
<td></td>
<td>➢ Academic Dean reports the committee’s recommendation to the faculty member. If the Rank and Tenure committee gives an unfavorable recommendation, the reasons will be summarized by the academic dean.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommendation forwarded to Board of Directors by first Friday in January</th>
<th>BOARD OF DIRECTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>➢ Academic Dean places recommendation on agenda for January/February meeting of the Board of Directors</td>
</tr>
<tr>
<td></td>
<td>➢ Candidate informed of board action after the January/February board meeting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month after end of Sabbatical</th>
<th>SABBATICAL REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Faculty member submits a report to the Academic Dean that shows how goals of the sabbatical were met</td>
</tr>
</tbody>
</table>

Application content includes:
1. Letter of recommendation from the department chair including summary of strengths and areas for improvement of the candidate.
2. Candidate vita
3. Goals for the sabbatical, length of time and proposed activities
4. Candidate self-evaluation addressing strengths and areas for improvement in five major areas.

**C. Other leaves. See Section 3.XVII.**
XII. FACULTY DEVELOPMENT AND RESEARCH

A. Professional Development

Goshen College encourages faculty members to be involved in continued faculty development. Goshen College will provide teaching faculty members with an annual stipend to be used.

Up to $500 per year is available to full-time (18 hours or more) teaching faculty members for professional development activities such as expenses related to attendance at professional meetings, membership in professional organizations, and subscriptions to professional journals and books. Part-time faculty (12 to 17 hours) receive a pro-rata allowance.

Faculty members may accumulate larger amounts by combining unused allowance from the previous year or may add an advance from next year to the current amount. No more than two fiscal year amounts may be used in any one fiscal year. Advances for travel may be requested from the accounting office according to college policies.

Expenses for faculty development must be approved by the chair of the department in which the faculty member is a member or by the dean. Expenses are to be submitted on a form available from the dean's office.

B. Research

The following policies apply to research by Goshen College faculty members. The term research is taken to mean any creative activity within the professional competence of the faculty member. It is therefore intended that the term research as used here includes production or performance of art and literature as well as laboratory, field and library research.

As a liberal-arts college the primary function of Goshen College is that of teaching, and the resources of Goshen College which are not clearly designated for research should be used to support the teaching functions.

Research is recognized as a legitimate function of Goshen College as a Christian liberal-arts college because research:

- Is important per se in extending the frontiers of knowledge.
- May make faculty members better qualified as teachers.
- May help develop a desirable educational climate in the institution.
- May provide an important educational experience for students who participate.
- May aid in institutional planning and administration.
- May contribute to the life and mission of the church.

In general, faculty members are encouraged to engage in research activities during the nine months of the regular academic year only to the extent that they can do so while carrying on a full load of teaching.

Faculty members are encouraged to engage in full-time research during the summer months when they are not teaching.

The physical facilities available for research activity are the current facilities of the college plus those of the normal growth of the physical plant and facilities that would be constructed from gifts expressly designated for research.
purposes. Any equipment purchased with research funds becomes the property of Goshen College.

Subject to the limitations noted above, the administration of Goshen College gives favorable consideration to releasing faculty members from teaching duties during the academic year (in whole or in part for research), provided suitable replacements are available for teaching the courses normally taught by the released faculty member and provided the full direct expenses (stipend and research equipment and supplies) are covered by grants expressly designated for research.

Special consideration is given to research projects that, in the opinion of the administration, offer promise of making a contribution to the unique objectives of Goshen College as an institution of the Mennonite Church.

C. Mininger Center
Funds are available through the Mininger Center for faculty development and research grants during a single academic year. Schedule for grant applications and proposal guidelines follow.

<table>
<thead>
<tr>
<th>Grant Type</th>
<th>Application to Faculty Development Committee</th>
<th>Decisions Made by Faculty Development Committee</th>
<th>Report Due To Office of Academic Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mininger Faculty Scholarship Grants</td>
<td>January 31, year prior to the grant</td>
<td>February 28, year prior to the grant</td>
<td>June 30, end of the grant year</td>
</tr>
<tr>
<td>Mininger Conference/Cont. Educ Grants</td>
<td>January 31, year prior to the grant</td>
<td>February 28, year prior to the grant</td>
<td>Two weeks after conference or event attendance</td>
</tr>
<tr>
<td>Mininger Support for Publication</td>
<td>January 31, year prior to the grant</td>
<td>February 28, year prior to the grant</td>
<td>June 30, end of the grant year</td>
</tr>
<tr>
<td>Mininger Support for Completing Ph.D.</td>
<td>January 31, year prior to the grant</td>
<td>February 28, year prior to the grant</td>
<td>June 30, end of the grant year</td>
</tr>
</tbody>
</table>

1. Faculty Scholarship Grants
   a. Purposes:
      i. to support professional research endeavor, creative work and professional development of Goshen College teaching faculty.
      ii. to support projects aimed at enhancing student learning through pedagogical innovation or curricular development. Projects proposed in this category should focus on how course material is presented to students or on how to maximize student engagement with the material. Faculty members are encouraged to explore classroom practices, to redesign current courses based on models of innovative teaching or pedagogical theory (includes topics such student learning environments, effective teaching strategies, curriculum development and effective teaching strategies).

   b. Eligibility
      i. Goshen College full-time teaching (.75 or above) assistant, associate and full professors who will be continuing at Goshen
College the following academic year. Library faculty with a M.L.S. or M.L.I.S degree are eligible. Part-time, temporary and adjunct faculty are not eligible.

ii. Grants are competitive and can be given for only one project in a given year.

c. Grant Amount and Use

i. Maximum amount to be awarded per project is up to $2,000. In exceptional circumstances, additional funding may be awarded, as determined by the Faculty Development Committee.

ii. Grant funds may be used:

- to purchase items such as equipment, supplies, books or software directly related to research/creative endeavors; equipment and software must be necessary to the proposed research and not otherwise available on campus
- to pay expenses as the result of innovative instructional program planning and implementation including supplies, equipment, student assistants, travel expenses and other valid costs associated with scholarly activity in discipline-based endeavors
- to support student assistant labor associated with the proposed research activity
- for travel to collect data and conduct research; must document why the proposed work or consultation is essential to the project and why it cannot be accomplished through telephone, internet, electronic mail or conventional mail exchanges.
- for professional conferences relevant to the faculty member’s research and/or teaching area as part of a larger project; when requesting travel money, the applicant should clearly indicate that departmental resources have been pursued and are either not available or being used to partially fund the project. Preference and/or larger awards will be given to faculty members who present their research at the conference.

iii. Grant funds may not be used:

- to supplement faculty salary
- to support longitudinal projects without: (1) clear documentation of progress in the research; (2) an identifiable outcome of scholarly work related to the progress (a paper, artistic product) submitted to an appropriate peer-reviewed medium or some other comparable public forum as may be appropriate within the person’s academic discipline; and (3) identification of new direction in the research/project.
- to fund professional development activities that could be supported by departmental budgets or by other restricted endowment funds available to departments.

d. Application and Proposal Format:

Submit a proposal to the Office of the Academic Dean of up to three single-spaced pages, 12 font, with the following format:
i. Cover Sheet

ii. Project Description - Discuss relevant problem or question addressed by the project or how the project constitutes faculty development for you.

iii. Goals and Specific Objectives - Describe goals and objectives of the project including the timeline for completing these objectives. If a Maple Scholar's student is working with you on the research/project, outline the details of the collaboration, including the specific roles and responsibilities of each researcher.

iv. Significance of the Project - Discuss the importance of the project and why Goshen College should fund it—e.g. how the research results might advance scholarship in the discipline or how the project would enhance the teaching and learning programs of Goshen College.

v. Procedures and Methods - Describe how the objectives and goals of the project will be achieved.

vi. Assessment and Dissemination of Results - Describe how the results of the project will be shared. If applicable, indicate plans to submit the completed project to appropriate peer-reviewed media or to other suitable public forums.

vii. Budget - Itemize and justify eligible grant costs: equipment; materials; supplies; travel to research sites, student assistants and other relevant costs. Other sources of income for the project must be listed.

viii. Previous Awards - List any Goshen College grants awarded during the past three years (dates, amount of funding, nature of activity and principal outcomes). In the case of projects that have previously received Faculty Development grants, progress reports should specify justification for continued funding. At a minimum, describe progress to date, delineate the next phase of the research and explain why continued funding is both necessary and worthwhile.

ix. Final Report - Final reports for all funded proposals are due in the Academic Dean’s office on June 30 of the grant year.

e. Evaluation Criteria

i. Quality - All proposals will be assessed on their merits as presented and on the extent to which the proposal shows promise of strengthening faculty member’s intellectual/ academic professional growth and development, teaching and contribution to his/her discipline. The project must promote academic and professional development of the applicant through research, study critical/or creative activity. It must enhance knowledge/ performance in an area of specialty or develop a new but related area of expertise.

ii. Specificity and Clarity - Proposals should be written clearly, be succinct and provide specific information on the particular method for completing the project, proposed calendar as well as budget items and amounts.

iii. Outcome - An outcome must be identified (e.g. article on teaching methods scholarly article; experiment results; new or revised course; original musical composition: creative writing; art work; musical or dramatic performance)
iv. New Applicants - If there is insufficient funding, a proposal from a new applicant will receive priority over a previously-funded faculty member if the proposals are of equal merit. In the case of applicants requesting funding for a project that has been previously supported, the application must clearly state the progress achieved on the project and must also identify new directions that an additional year of funding will enable.

v. Quality of Prior Reports and Results of Previously Funded Projects - The committee will consider the quality of final reports submitted from persons who have received prior grant funding and the results of prior grant projects (successful publication of an essay, exhibition or performance of artistic works, successful book contract, etc.) as new award decisions are made.

vi. Grant Applications by Committee Members - To avoid conflict of interest, proposals from members of the Faculty Development Committee will be reviewed only after the Committee member making the proposal has left the room. The Committee's recommendation will go directly to the Academic Dean and will not be shared with the Committee member who made the proposal until all grant awards are announced.

f. Expectations for Grant Recipients Upon Completion of Research
   Each grant recipient will present the research/project to other Goshen College faculty during the academic year of the grant (lecture, brown-bag, forum, round-table, other). The completed project or appropriate report will be submitted to the Academic Dean by June 30, of the grant year. The final report must provide a summary of budget expenditures, a review of the results of the grant activities and how the results have been or will be disseminated.

   It is the faculty member's responsibility to see that all invoices and bills to be paid are submitted to the accounting office along with the proper account number in order that they may be charged to the correct research account.

2. Conference or Continuing Education Grants
   a. Purpose
      To provide support for participation at conferences and other professional events related to the faculty member’s research and/or teaching area

   b. Eligibility
      i. Goshen College full-time (.75 or above) assistant, associate and full professors who will be continuing at Goshen College the following academic year. Library faculty with an M.L.S. or M.L.I.S degree are eligible. Part-time, temporary and adjunct faculty are not eligible.
      ii. Funding will be given for only one conference in a given year.

   c. Grant Amount and Use
      i. Maximum amount to be awarded per conference: U.S. Conference - up to $800.00; International Conference - up to $1,500.00
ii. Grant funds may be used for conference registration, travel, lodging and meals.

iii. Grant funds may not be used:
   - to supplement faculty salary
   - to fund conferences/workshops that could be supported by departmental budgets or by other restricted endowment funds available to departments.

iv. Priority will be given to faculty members who present at the conference.

d. **Application and Proposal Format**

Submit a proposal to the Office of the Academic Dean of no more than two single-spaced pages, with the following format:

i. Cover Sheet

ii. Conference/Workshop Description

iii. Goals and Specific Objectives - Describe the ways that this conference/workshop connects to your research interests and teaching and how the conference would enhance the teaching and learning programs of Goshen College.

iv. Budget - Itemize and justify reimbursable costs: equipment; materials; supplies; travel to research sites, student assistants and other relevant costs.

v. Previous Awards - List any Goshen College grants for conference attendance awarded during the past three years (dates, amount of funding, name of conference/workshop).

vi. Report - The final report must provide a summary of budget expenditures and the ways in which the conference met/did not meet your objectives for attending the conference.

e. **Evaluation Criteria:**

i. Quality - All proposals will be assessed on their merits as presented and on the extent to which the proposal shows promise of strengthening faculty member’s intellectual/academic professional growth and development, teaching and contribution to his/her discipline.

ii. Specificity and Clarity - Proposals should be written clearly, be succinct and provide specific information on budget items and amounts.

iii. New Applicants - If there is insufficient funding, a proposal from a new applicant will receive priority over a previously-funded faculty member if the proposals are of equal merit.

iv. Grant Applications by Committee Members - To avoid conflict of interest, proposals from members of the Faculty Development Committee will be reviewed only after the Committee member making the proposal has left the room. The Committee’s recommendation will go directly to the Academic Dean and will not be shared with the Committee member who made the proposal until all grant awards are announced.

f. **Expectations for Grant Recipients upon Completion of Research/Project**

A written report will be submitted to the Academic Dean within two weeks of conference attendance. The report must provide a summary of budget expenditures.
3. **Support for Publication**
   a. Applicant must have a contract with a publisher.
   b. Maximum amount of $2000 awarded for expenses associated with publishing contract.
   c. Application must include detailed projected expenditures
   d. Report due to the Academic Dean by June 30 must include a summary of budget expenditures and publication information.

4. **Support for Completing Doctoral Degree**
   a. Applicant must be admitted to a doctoral program.
   b. Maximum amount of $2000 awarded to aid with tuition, books, travel and other related expenses.
   c. Application must include detailed projected expenditures
   d. Report due to the Academic Dean by June 30

D. **Grant-writing Policies and Procedures**

Employees of Goshen College are encouraged to pursue outside funding sources, including grants, to support special projects and research efforts. The grants coordinator is available for consultation to individuals and departments during the planning and writing process, but is the primary writer only for institution-wide proposals. A more detailed guide to grant writing is available online at www.goshen.edu/grants.

1. **Grant proposal approval process**
   a. If the grant sought is to an individual to support research or writing, or if the amount is less than $5,000, the department chair must approve, and the supervising vice president must be informed. No further approval is required.
   b. If the grant is meant to establish a new program, or for an activity that involves more than one person, for more than $5,000, or requires matching funds, the following steps must be taken:
      i. A department chair presents a proposal (including purpose, amount, timeline, etc.) to the vice president to whom he or she is responsible.
      ii. If the vice president supports the proposal, it is submitted to the provost.
      iii. If the provost “signs off” on the project, it is communicated in writing (with initials) to the grants coordinator, the vice president for institutional advancement, and the initiating department, along with any additional instructions that may be appropriate.
      iv. Special procedures when an institutional match is involved: If the grant proposal requires that the college raise matching funds, it is the policy of Goshen College that the provost gives specific approval before the grant application is submitted. The applicant, the vice president for institutional advancement, and the vice president for finance are informed by the provost about the fundraising procedure if approval to apply for a grant is given. Attempts will be made to procure matching funds from special gifts until a specified date and then, following that date, the match shall be met with unrestricted gifts as a part of the budgeting process.
   v. If the project will continue beyond the period of the initial grant, a plan will need to be developed for sustaining the project and approved by the provost prior to applying for the grant.
vi. Before sending the proposal, the writer obtains final approval, using a form available from the grants coordinator. The approval process must begin at least two weeks before the submission deadline, to allow time for revision if necessary.

2. **Important policies that govern grant writing at Goshen College.**
   a. Grant-seekers should not approach any donors or foundations without first consulting with the grants coordinator or vice president for advancement. We want to ensure that Goshen College proposals do not compete with each other and that donors receive clear and consistent communication.
   b. Personnel and programs that must continue to be funded by the college after the grant period ends may not be proposed without explicit permission from the provost, as described above.
   c. When forming the budget, salary to cover a course release should represent the amount that it would cost Goshen College for the regular faculty member to teach the course, not the amount that it will cost for an adjunct faculty member to teach it. If an adjunct professor is found, the surplus salary and benefits can be re-directed later to consulting or other personnel expenses.
   d. All personnel costs must be cleared with the human resources director. A rough job description is required to determine the correct salary level, and the correct percentage for fringe benefits must be used.
   e. Include funds for equipment in the budget whenever justifiable and possible.
   f. Add indirect costs of 30 per cent or the maximum allowed, in order to cover offices, services and facilities of the college that indirectly support the grant activity. The VP for finance can provide information regarding indirect institutional costs.
   g. A copy of each submitted grant proposal should be sent to the Development Office for filing. Copies of the acceptance letter and all progress reports should also be submitted to that office for filing.
   h. If the grant is received, a one-page executive summary of the grant should be submitted to the provost for sharing with the president’s council.
   i. Grants must be managed carefully after they are received, taking care to follow all reporting guidelines. The controller can assist with financial reporting. The grants coordinator or Development Office can assist with narrative reports.

**XIII. OUTSIDE EMPLOYMENT.**

Any teacher or administrator who has a full-time contract with Goshen College shall not assume other contractual relations without the recommendation of the dean of the college and the approval of the president. Faculty members are frequently asked to accept speaking appointments. Normally these appointments will be in the evening or on weekends and for this reason will involve no absence from class. If absence from class is involved, the faculty member will secure approval for the proposed appointment from his/her department chair before accepting it. Faculty are at liberty to keep honoraria received from such appointments. Faculty members who wish to engage in part-time teaching off campus or in consulting or writing should discuss their plans with the dean of the college or their administrative supervisor. No contracts to engage in such outside employment should be concluded until approved.
XIV. COPYRIGHT, PATENTS AND ROYALTIES.

Except as otherwise provided by board-approved policies or legal instruments, any discovery or invention which results from research carried on by, or under the direction of any employee of the college and having the cost thereof paid from college funds or from funds under the control of, or administered by the college, or which comes as a direct result of the employee's duties with the college, or which has been developed in whole or in part by the utilization of the college resources or facilities, shall belong to the college and shall be used and controlled in such a manner as to produce the greatest benefit to the college and the public.

Normally, a copyright resulting from work accomplished by a faculty or staff member on his/her own time is the sole property of the author, composer or arranger.

The dean, department chair and VP for finance, in consultation with the college attorney, if appropriate, shall be responsible for negotiating individual terms of copyrights and patents which do not clearly fall within the above policies. Policies from CUPA's "A Handbook for Developing Higher Education Personnel Policies" shall be used to assist in clarifying ambiguities.

XV. FRINGE BENEFITS.

The following benefits are available only to full-time teaching faculty (75% contract or more) unless otherwise stated. More detailed information on both benefits and exclusions is available in the Summary Plan Descriptions found on the Human Resources web page (http://www.goshen.edu/hr). See section III.L.12 for fringe benefits for part-time faculty.

- Sick Time and Sympathy Leave
- Health Insurance
- Dental Insurance
- Retirement Fund, Tax-deferred Annuities
- Life and Accidental Death Insurance
- Long-Term Disability Insurance
- Flexible Benefit Programs - Section 125
- Tuition Discount
- Professional Improvement Allowance

The vice president for finance of Goshen College is the administrator of each of these benefit plans, and is the agent for service of legal process. Other persons may be designated to carry out specific duties under the plans. Should any grievance arise that is not satisfactorily resolved through procedures outlined for these plans, faculty members may follow procedures outlined in section 3.XXI of this handbook. The Board of Directors reserves the right to modify or discontinue any of these benefit plans at any time so long as such changes do not adversely affect the benefits accrued to participants in the plan prior to the date of discontinuance or modification.

A. Retirement. (See also Section 3.IX.B)

Employees are urged to plan ahead for retirement years. [Age 65 is considered the normal time for retirement of employees.] Retirement planning begins at age 59 with a conference with the supervisor and the human resources office receiving a copy of the understandings. Evaluation procedures will be undertaken within three years of age 59 to assist in the planning and decision by the individual and the college regarding the age for retirement.
B. **Workers' Compensation**

All employees are covered by Workers' Compensation for injuries on the job. Any accident on the job which inflicts an injury with actual or potential medical expense or lost work days must be reported immediately to the supervisor and human resources office and a report form completed, or claims for benefits may be denied. Treatment for most injuries is provided by the clinic designated by the college to treat work-related injuries. Employees should not seek treatment at their family physician unless specifically authorized by the director of human resources. Hospital Services should be reserved for serious injuries or at times when the designated clinic is closed.

Illnesses and pre-existing physical conditions which are caused or aggravated by work conditions must also be reported to the personnel office immediately upon detection by the employee and may be covered under worker’s compensation.

C. **Unemployment Compensation**

The college is subject to the Indiana Employment Security Act which permits an employee who has become partially or totally unemployed to collect compensation if that person meets the qualifications and is available for work as specified in the act. Posters that list the procedure for filing a claim for compensation are located on bulletin boards at the physical plant office and the Administration Building.

D. **Jury Duty**

Full-time faculty member (75% or more), hired for other than temporary purposes, are assured of full salary in conjunction with the stipulated amount paid by the state, in the event that s/he is called to (a) appear for review for jury duty, (b) serve on a jury, or (c) serve as a witness. Any compensation paid directly to the employee should be assigned to Goshen College in exchange for full salary compensation. Employees may keep mileage allowances.

E. **Winnings**

Goshen College disapproves of institutional decisions potentially influenced by purchase incentives, entitlements, or other similar "winnings." If an employee receives such benefits or awards (in excess of $50 and of value to the college) as a result of work-related activities, such "winnings" become the property of Goshen College. If, as a result of air travel for the college, an employee earns travel coupons, such coupons should be used for college business. The employee may also purchase travel coupons from the college for personal use. If, while traveling for the college, an employee takes an "airline bump" incentive that results in work loss, the incentive becomes the property of Goshen College. The employee may keep the incentive if it infringes on personal time. All such winnings should be reported to the vice president of finance.

F. **Bookstore Discount**

On many items carried by the Follett College Bookstore, employees are given a discount of 20 percent off list prices. Because of the small margin on college textbooks, music, photo supplies and toiletries, no discount is usually offered on these items.
G. **Membership at Gingerich Recreation-Fitness Center**

All non-student employees are eligible for free membership to the Gingerich Recreation-Fitness Center. The membership, while free, is reflected as a taxable benefit. Family members or a friend may be added to the employee's membership at additional payroll deduction. More details are available in the human resources office.

H. **Entertainment reimbursement**

1. **Entertainment of Students.** Teaching faculty members and administrators who entertain students in their homes may submit a list of the students entertained and receive reimbursement at the rate of $3.50 per student for each full meal and $1.50 per student for each dessert served. Reimbursement not exceeding $150 per academic year may be secured by submitting forms available at the cashier's window in the accounting office.

2. **Faculty meals in Dining Hall.** Faculty members are encouraged to take meals occasionally with students in the college dining hall. Up to five complimentary tickets per semester may be secured for this purpose from the cashier.

3. **Faculty entertainment of staff.** On occasion, supervisors of staff members find it appropriate to recognize them with gifts, meals or other favors in recognition or celebration of special events, successful achievement of goals, commemorative days. Each affected department may allocate up to $15 per person per year for these special activities and observances. This may be charged to the departmental budget.

In situations where one staff member is accountable to more than one supervisor, these supervisors should coordinate effort and not exceed the $10 per person.

I. **Moving expenses**

Goshen College reimburses moving expenses to employees a) who move within one year of the first day of employment, and b) move at least 50 miles farther from the employee's former home than the former workplace was. The college will pay 80 percent of the costs, up to a maximum contribution of $4,000 providing the move meets the conditions stated by the IRS. Pre-move expenses are not eligible. For Canadians or other internationals, 80 percent of the special costs incurred in securing a visa in order to accept a position at GC may be included in the reimbursement, over and above the $4,000 limitation. The reimbursement of these expenses will be a taxable benefit to the employee, paid through payroll and reported as income on the W-2. Forms for reimbursement of moving expenses are available from the human resources office. The employee is responsible to submit an itemized statement of costs, including receipts to the human resources office. After approval from the vice president of finance, the report will be submitted to the controller for review and finally approved for payment.

J. **Additional benefits in case of disability or death**

In case of disability or death, the college will provide the following benefits. Benefits differ as explained below for full-time and part-time (0.5 to 0.749 FTE) members of the faculty. Faculty working less than half time receive no paid leave, insurance or retirement benefits.
1. **Sick pay**  
Employees will receive sick leave pay according to the policy upon the commencement of a disabling condition that prevents them from fulfilling the usual requirements of their job. Sick leave pay will end when the employee's sick hours are used up. For full-time employees, sick leave will end on the earlier of the date sick leave is used up or the employee begins receiving Long-Term Disability insurance payments. All unused sick leave hours are forfeited upon leaving employment. The full sick leave policy is available on the Human Resources website. [http://www.goshen.edu/hr](http://www.goshen.edu/hr)

2. **Long-Term Disability insurance**  
Insurance covers payment of partial salary along with payments into the employee's retirement account following 90 days disability (see plan document on the Human Resources website for more details). This benefit is available for full-time employees only.

3. **Medical insurance in case of disability**  
For employees who become disabled, health insurance will continue to be paid by the college at the normal fringe benefit rate while the employee has sick paid leave time available. The employee is responsible for payment of all premiums if they are on an unpaid leave. When the FMLA expires, and if the employee is unable to return to work, his/her participation on the college health insurance plan will end at that time. The employee will be eligible to elect continuation coverage on the group health plan and will be responsible to pay the entire premium.

4. **Tuition discount**  
Tuition discounts for spouse and children of faculty hired with view-to-tenure or in their fourth or more year of employment, for which eligibility requirements have been met prior to disability leave, will continue in effect during the entire disability leave subject to the normal tuition qualifications. Temporary employees' children or spouse will receive benefits through the length of the contract.

5. **Other fringe benefits**  
Other fringe benefits are discontinued during disability, but are fully reinstated when the individual returns to work without the need to satisfy waiting periods again. In the case of fringe benefits where eligibility requirements have not been met, accumulation of waiting period credit is suspended for the duration of the leave and is reinstated when the employee returns to his/her position.

6. **Benefits in case of death**  
For employees who die, health insurance along with all other benefits are terminated, except tuition assistance. A surviving spouse and/or dependents are eligible to purchase health insurance according to the plan document. Salary and wages will be prorated to the date of death. The human resources office will assist the family in contacting the life insurance company. Tuition discounts to a surviving spouse and/or children are described on the Human Resources website. [http://www.goshen.edu/hr](http://www.goshen.edu/hr)
K. Early Retirement
An early retirement policy is provided which allows those persons who have given a significant portion of their working career to Goshen College to take early retirement while preserving their retirement fund contribution to age 65. Any teaching faculty or administrator who has worked full time at least 20 years and is age 60 or older is eligible to participate. Upon an employee's early retirement, in addition to health insurance benefits, the College will pay to the employee's retirement fund a lump sum amount equal to a percentage of the retiree's last academic year's salary in accordance with the following schedule:

<table>
<thead>
<tr>
<th>Age at which an employee retires</th>
<th>Fraction of academic year salary paid at early retirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>45%</td>
</tr>
<tr>
<td>61</td>
<td>36%</td>
</tr>
<tr>
<td>62</td>
<td>27%</td>
</tr>
<tr>
<td>63</td>
<td>18%</td>
</tr>
<tr>
<td>64</td>
<td>9%</td>
</tr>
</tbody>
</table>

Note: This is not seen as an inducement for early retirement but a way for persons to shift to other opportunities after age 60 and not lose Goshen College benefits.

Health Insurance for the employee taking early retirement will be paid by the college until he/she reaches the 65th birthday. Family premiums will be paid by the employee.

The Board of Directors will review this policy not less frequently than once every three years.

L. Fringe Benefits for Part-Time Faculty
1. Faculty employed half-time or more (12-hour load or greater for teaching faculty)
   Benefits will include:
   - Pro-rata share of medical insurance
   - Bookstore discount
   - Pro-rata share of professional improvement
   - Faculty guest allowance for entertaining students
   - Social Security
   - Pro-rata share of tuition discount
   - Worker's compensation
   - Unemployment compensation
   - Accidental death and dismemberment insurance
   - Retirement
   - Section 125
   - Recreation-Fitness Center membership

   Excludes:
   - Disability insurance
   - Term life insurance
   - Sabbatical program

   Teaching faculty employed at a three-quarter load or greater for two semesters will be considered full time for determination of fringe benefits.
Administrative faculty will be considered full-time if 75 percent of a 12-month contract.

2. **Regular part-time faculty employed less than 50 percent**
   - Includes:
     - Bookstore discount
     - Faculty guest allowance for entertaining students
     - Social Security
     - Pro-rata tuition discount (based on average of last three years)
     - Worker's compensation
     - Unemployment compensation
     - Recreation-Fitness center membership
   - Excludes:
     - Retirement
     - Disability insurance
     - Life insurance
     - Accidental death and dismemberment
     - Professional improvement
     - Mileage allowance given to special part-time teachers
     - Medical insurance
     - Sabbatical program
     - Early Retirement benefit
     - Section 125

3. **Special part-time faculty (moonlighting faculty)**
   - Includes:
     - Bookstore discount
     - Mileage if living further than 20 miles from Goshen
     - Social Security (if paid through Goshen College payroll)
     - Recreation-Fitness Center membership
   - Excludes:
     - Retirement
     - Disability insurance
     - Life insurance
     - Tuition discount
     - Worker's compensation
     - Sabbatical program
     - Unemployment compensation
     - Professional improvement allowance
     - Comprehensive health insurance
     - Accidental Death and Dismemberment
     - Early Retirement benefit
     - Section 125

4. **Faculty seconded from other organizations.**
   Faculty who are employed principally by another employer with some time made available to Goshen College with the college reimbursing the principal employer are normally paid on the scale of Goshen College, unless determined differently by the two employers. Benefits will be provided by the principal employer, with Goshen College paying a pro-
rated share. Such persons would receive Recreation-Fitness Center membership, if desired.

Goshen College faculty seconded to another institution for part of their time are usually paid fully by the college with all benefits applying.

M. Former Employee Benefits

1. Former Goshen College employees (.5 FTE and above) who return to work at the college within one year after leaving employment will receive credit for accumulative benefits accrued or available at the date of termination, and for years of service counting toward sabbatical. Specifically this includes: vacation, sick leave, retirement, long-term disability, and tuition discounts. Salary or wages will be established as if employment was continuous excluding any longevity or other increases that would have been earned had the person been continuously employed.

2. Except for an official leave of absence, any voluntary or involuntary break in service that exceeds one year from GC ends all accumulative benefits for employees who return to the institution. Years of service accumulated during the first period of employment do not count toward benefit eligibility upon re-employment (vacation calculation, sabbatical eligibility, tuition discount eligibility, and years of service bonus for teaching faculty). All benefit eligibility will begin with the current date of employment and be subject to the benefit policy at the time of the most recent employment. Salary or wage will be determined according to normal scale used for new employees.

3. Administrators who move to teaching status or teaching faculty who move to administrative status will earn benefits based on their new status. As long as employment continues uninterrupted, earned eligibility for accumulative benefits will be retained by the employee.

4. Employees who move from teaching or administrative classification to staff classification will earn benefit eligibility based on staff policies. Years of service benefits include all consecutive years of employment as determined by current policy.

5. Employees who move from a staff classification to a teaching or administrative classification retain certain benefit eligibility that would continue based on years of employment. These are noted below:
   a. Move to teaching faculty: years of service as staff member are counted in calculation of salary. Vacation not used as a staff member will be paid at time of transfer to teaching faculty.
   b. Move to administrative faculty: years of service as staff member are counted in vacation accrual and salary considerations.

6. For a staff employee who becomes administrative or teaching faculty, credit for years of service toward a sabbatical would begin only upon the date of employment as a faculty member.

N. Ministerial Benefits

Goshen College offers the following benefits to those salaried faculty members above half time who have been ordained and choose to be self-employed for tax purposes:

1. reimbursement for half of the self-employment tax liability of the employee
2. a housing allowance
3. retirement contribution on the W-2 reportable income plus a retirement contribution on the housing allowance (as specified in the Summary Plan Description)

The Goshen College Board of Directors sets annually the ministerial housing allowance. (number 2 above)

Highly compensated employees (as defined by the IRS) and ordained employees who are not salaried are not eligible for this benefit.

Faculty who are eligible for this benefit receive an additional stipend on their contract to cover half of the self-employment tax liability. Goshen College does not pay FICA on self-employed ministers.

XVI. EMPLOYMENT OF IMMEDIATE FAMILY MEMBERS
Goshen College has no restriction on the employment of two persons who 1) are married to each other, 2) have a sibling relationship, 3) are parent/child, 4) are in-laws, or 5) share a household except that persons in these relationships may not supervise or work in the same department as a relative or house mate. Exceptions to this policy will be made only upon authorization of the president.

XVII. JOB SHARING
Job sharing is a form of regular part-time work in which two people voluntarily share the responsibilities of one full-time position. At the discretion of the institution, two or more people who have pooled their financial resources may be employed to share a position provided that one person does not direct the work of the other person. Each person involved in job sharing will be entitled to benefits according to the FTE they are working. If the positions involve one FTE or more teaching positions, they are eligible for tenure provided each partner qualified and is approved through the usual processes including approval of the Board of Directors.

XVIII. LEAVES OF ABSENCE
If, in the opinion of the faculty member and the administration of the college, a faculty member's future service to Goshen College is enhanced by a period of church, government or other service, a leave of absence without pay may be arranged for this purpose. Similar arrangements may be made for faculty members desiring to engage in research or writing. It is understood that such projects are also suitable for sabbatical leaves.

Faculty members are encouraged to secure the doctoral degree as rapidly as possible, and every attempt is made by the administration of the college to provide leaves of absence for this purpose. Although these leaves do not include a stipend from Goshen College, every attempt is made to assist the faculty member to secure fellowships, scholarships or assistantships to make a leave possible.

Other non-medical leaves of absence may be considered. The faculty member must receive permission from the department chair and academic dean.

A. Salary Payments While on Partial Leaves of Absence
The salary of a faculty member on partial leave for graduate study is computed on the basis of the proportionate share of the 42-week teaching assignment. It is assumed that a full load is 24 semester hours of teaching a year. The compensation will be calculated on the basis of a fraction in which the numerator is the total number of hours taught and the denominator 24. For example, a faculty member who teaches a three-hour course during each of the
fall and spring semesters and none during the May term would be teaching 6/24 of a full load and would be compensated at 6/24 of the regular 42-week pay.

In unusual cases faculty members may be given more favorable treatment than that outlined above. Faculty members should apply to the dean for special consideration. The following may be used as illustrations of reasons for unusual treatment:

1. Long service at the college with little previously released time for graduate study.
2. The faculty member is in the final stages of work for the doctorate and in all probability can complete it during the period of the released time.
3. No additional faculty need be hired to replace the faculty member with released time.

Faculty members on other leaves of absence (except Family and Medical Act leave) are responsible to pay for all benefits.

B. Fringe Benefits while on leave
Faculty members on partial or full leave for graduate study may be given fringe benefits for the contract period on the same basis as faculty members who teach full-time only under the following conditions:

1. The faculty member does not receive a fellowship, traineeship, etc. out of which the fringe benefits could be paid.
2. No sabbatical accrual is provided.
3. Fringe paid as a percentage of base such as FICA and retirement will be paid on the actual salary paid.

Faculty members on other leaves of absence (except Family and Medical Act leaves) are responsible to pay for all benefits they wish to maintain.

XIX. FAMILY MEDICAL LEAVE ACT
Goshen College offers paid or unpaid Family Leave of up to 12 weeks per year to employees who have worked at Goshen College at least 12 months and have worked at least 1,250 hours (or half-time for salaried employees) during the 12 months immediately preceding the leave. Available sick-leave hours will automatically be applied to FMLA absences.

There will be no loss of health insurance benefits during a FMLA leave, but the employee is required to continue paying his/her portion of the health insurance premium in the event some or all of the leave is unpaid. Other fringe benefits that will be continued are life and accidental death and dismemberment insurance, long-term disability, and tuition assistance. All other fringe benefits will be suspended during the unpaid portion of the leave, but will be reinstated upon the employee’s return to work. Benefits that are exclusively paid by the employee may be continued if the employee continues to make payments as normally made through payroll deduction. If at the end of the leave the employee chooses not to return to his/her job except due to a serious medical condition, the non-returning employee will be responsible for reimbursing Goshen College for the costs of the benefits and COBRA-like health insurance benefits will be calculated from the date the leave began.

Family Leave may be taken for: birth or adoption of a child, care for a family member with a serious illness, or to care for a health condition that makes the
employee unable to perform his/her job. The employee is expected to give at least 30 days notice for foreseeable leaves.

Goshen College may require a medical opinion and certification to determine leave eligibility. The director of human resources will be responsible for determining whether or not this is required.

The employee shall inform the director of human resources regarding details of the leave.

XX. COMPENSATION
The normal Goshen College teaching faculty salary scale is built on a 42-week base. Adjustments will be made in the salary if the term of service differs from the normal term. All compensation is paid through payroll.

A. Length of contract
Members of the full-time teaching faculty will normally carry a full teaching load during the fall and spring semesters and May term. The contract period for all teaching faculty members extends from August 1 to July 31. However, salary payments are ordinarily made one month in advance of the contract period. In other words, the first payment of a given contract year is made on July 15 and the final payment on June 30 of the following calendar year.

B. Irregular teaching loads
Faculty members who do not follow the normal pattern will be compensated as follows: Teachers who serve three full semesters as leaders of SST units abroad will normally be released from any spring semester courses the year following SST and have a regular 9½-month contract during SST and the year following. Teaching faculty who have more than 24 load hours are compensated for additional hours at 1.5 times the standard part-time adjunct pay scale.

C. Determination of salary
The salary schedule for faculty members is determined by the President’s Council. Salaries of teaching faculty shall be determined by academic training and rank with provisions for adjustment on the basis of supplementary training, responsibility carried, or extra service. The plan for determining salaries does not involve automatic yearly increments. The Board reserves the right to declare the salary schedule inoperative if the financial situation of Goshen College does not warrant its continuance.

D. Salary categories
The following categories are currently used in the determination of salaries:

1. Teaching faculty: Base salaries -- 42 weeks
   - Professor
   - Associate professor, Ph.D.
   - Associate professor, Ph.D. candidate
   - Associate professor, minimum
   - Assistant professor, Ph.D.
   - Assistant professor, Ph.D. candidate
   - Assistant professor, master's plus one year graduate study
   - Assistant professor, minimum
   - Instructor
3. Teaching faculty: Part-time per hour
   - Ph.D.
   - Master's plus two years graduate study
   - Master's
   - Baccalaureate

4. Extra assignment
   - Department chairperson
   - Other

E. Low Enrollment Courses
   Through long term planning, the dean and the departments will try to maintain acceptable levels of enrollment in courses both pedagogically and fiscally.

   Faculty members, department chairs, the registrar and the dean will work together to identify low enrollment courses as early as possible.

   If enrollment in a course in a given term is less than 10, the following policies will apply:

   1. The course will be evaluated by the dean and the department chair to see if it is required for a major or if there are other circumstances that require it to be offered.

   2. If enrollment is low and the reasons for offering it are not sufficient for the course to be offered, the course may be dropped as early as possible, but no later than the seventh day of the term. Students will be helped to find alternatives.

   3. The following alternatives or combinations of them will be considered in dealing with the reduction of faculty load when a course is dropped.
      a. The load and salary of the faculty member for the term may be reduced by mutual consent
      b. The faculty member may be assigned to other tasks
      c. The course may be taught with reduced load assigned to the faculty member and a or b above applied
      d. The course may be changed to independent study and a or b above applied

F. Reimbursement for Faculty who work at GC while on Sabbatical
   In the case where a faculty member's load for the year is entirely full, including the sabbatical, and additional load is planned, then added compensation is calculated at 1.5 times the standard part-time adjunct pay scale.

XXI. GRIEVANCE POLICY
   The grievance procedure at Goshen College is a process by which differences between students and Goshen College employees and differences between Goshen College employees and their respective supervisors can be resolved.

   At Goshen College, the grievance procedure is a two-step procedure: an informal process and a formal process. The goal of this procedure is 1) to determine whether institutional error has occurred, and 2) if such has occurred, what constitutes an appropriate redress for the grievant.
The grievance policy is available on the Human Resources website.
http://www.goshen.edu/hr
Academic Services and Policies

I. HAROLD AND WILMA GOOD LIBRARY

The Harold and Wilma Good Library supports and enriches teaching, learning and development at Goshen College. Next to the faculty itself, the library is the most important part of the instructional program of Goshen College.

A. Library Faculty and Staff

The library’s 8.26 FTE (1.3 of which is currently grant-funded/temporary) is distributed among 10 employees, including five librarians. One of the librarians is liaison with your department and will be in contact with you throughout the year concerning your library and information needs. You will also want to meet Laura Hostetler, Office Manager and Interlibrary Loan Coordinator. Additional library personnel assist with circulation, technical services and periodicals.

B. Checkout

Faculty members may check out most (non-reference) books for an entire semester, videos and DVDs for three days, and children's books for three weeks. One renewal is allowed. Special arrangements can be made for class use of videos, DVDs, periodicals and reference books.

C. Collection Development

Approximately two-thirds of the library materials budget is set aside each year for faculty-initiated book purchases and periodical subscriptions. All faculty requests/selections should be made through the academic departments, using budgetary guidelines outlined by the department chairs and liaison librarians.

D. Copyright

Faculty are expected to understand and comply with copyright restrictions and fair use in the academic setting. Contact the Academic Dean’s Office for specific copyright questions.

E. Facilities

The library offers a 23-station computer lab/classroom, a reservable group study room, listening/viewing stations, vending and lounge areas, writing center, photocopiers, a periodicals reading room and an art gallery. Lab-configured PCs, laptop network hookups, a laptop loaner service, and wireless connectivity provide electronic access points throughout the building. The Mennonite Historical Library (MHL) is located on the 3rd floor.

F. Hours

The Good Library is open 87.5 hours per week during most of the school year, with extended hours at the end of each semester and abbreviated hours during breaks and other times when classes are not in session. (MHL’s hours are different than those of Good Library.)

G. Information Sources

The library provides materials and services that support curricula and enhance the development and growth of Goshen College students, faculty and staff. Resources include a collection of over 130,000 volumes, including e-books; more than 500 print periodical subscriptions; a wide variety of online databases; standard indexes and abstracting services in electronic and print format; a growing collection of videos and DVDs; and bibliographic guides for effective information-gathering and citation/documentation in any format.
New materials are added frequently, as curricular needs dictate and funds allow.

A web-based library catalog is accessible from the campus network and from the Internet. This catalog includes options for searching PALNI, a 25-member private academic library network of Indiana that includes institutions such as Earlham, Wabash, Hanover, Christian Theological Seminary and the Associated Mennonite Biblical Seminary.

H. Interlibrary Loan
Materials not available in the Good Library can be borrowed from one of the PALNI libraries or from other libraries in the state and across the nation, including the University of Notre Dame and most major universities in the United States.

I. Reference Assistance
Librarians staff the reference desk approximately 40 hours per week, including weekday evenings and Sundays when classes are in session. Telephone service is available, as is e-mail and on-call assistance during those times in the normal business day when the desk is not staffed.

J. Research and Library Instruction
A three-part library program lays the groundwork for teaching information literacy: Colloquium, Literature & Writing class, and instruction in the majors. Librarians are also available for customized instruction and consultation on sources and information skills in specific subject areas or for individual courses.

K. Reserves
Non-textbook materials that must be shared among a number of students in a limited amount of time may be placed on reserve behind the Circulation Desk or scanned to the web. Bring materials to the Circulation Desk during library hours. Please allow library preparation time of at least 72 hours for e-reserves and 48 hours for regular reserves before announcing the assignment to your class. Faculty members are responsible for following copyright guidelines and procedures, which are available through the Academic Dean's office.

Further details on Good Library services and policies are contained in the Faculty Library Manual.

II. MENNONITE HISTORICAL LIBRARY
Located on the third floor of Good Library, the Mennonite Historical Library (MHL) has been an important resource on the Goshen College campus since 1906. The MHL maintains a comprehensive collection of all publications written by or about Anabaptists, Mennonites, Hutterites and Amish, including material on other groups related to the Free-Church tradition. The collection also attempts to reflect the active growth of the Mennonite church in Latin America, the Far East and the continent of Africa. Other areas of particular strength include primary and secondary sources on the Protestant Reformation, historical and linguistic reference works, genealogies, and a limited number of museum items. Currently holdings number over 60,000 volumes and subscriptions to 714 periodicals.

The MHL staff is eager to respond to reference queries from faculty, to provide tours of the library and to give class presentations on topics related to Anabaptist-Mennonite history. Books and periodicals from the MHL collection may be placed
on reserve either at the MHL desk or at the main desk of the Good Library. MHL holdings are accessible through the automated library catalog. For additional information and access to online resources visit the MHL website at: www.goshen.edu/mhl.

III. INFORMATION TECHNOLOGY SERVICES

A. ITS Mission Statement

The mission of Information Technology Services is to provide information technology resources that support and enhance the mission and activities of Goshen College.

Goshen College provides full and part-time faculty with a desktop computer and a wide range of software and services to facilitate their teaching, research and administrative responsibilities. Services include e-mail, web publishing, calendar/scheduling, file and print services, listservs, high-speed Internet access on campus, wireless networking, dial-up Internet access for home use, on-campus cable TV and Blackboard course management.

B. Help Desk

If you need assistance with a computer problem or a technology-related classroom emergency, help is available through the ITS Help Desk, located in the Schertz Computing Center. The Help Desk is open 8 a.m. to midnight each weekday and can be reached at x7700 or helpdesk@goshen.edu. The Help Desk is also the starting point for general questions about technology on campus, and curricular use of technology. The consultant on duty will either answer your question or refer you to the appropriate staff member.

C. Audio/Video Services

ITS Media offices are located on the south end of the Union Building. ITS Media staff are available to assist you with your audio, video, media and event needs. They can be reached at x7447 or media@goshen.edu. Specific services include audio/video recording and production, tape, CD and DVD duplication, laminating, and AV equipment checkout. ITS Media can also provide off-air recording of cable or satellite programming (within copyright guidelines). Requests should be made at least one week in advance.

D. Classroom Technologies

All GC classrooms are equipped with internet access, projection and whiteboards. Many have multimedia and computer projection capabilities. Faculty training for technology classrooms is routinely given at the beginning of each semester. Contact media@goshen.edu for more information. If your class has special technology or media needs, these should be communicated to the registrar, who handles classroom scheduling, in advance of the semester. Problems with classroom technology, special equipment requests, and ideas for how to improve teaching spaces should be directed to media@goshen.edu.

E. Specialized Equipment

ITS makes available a broad range of specialized equipment for faculty use:

- flatbed scanners
- slide scanners
- CD and DVD burners
- digital cameras
- digital video cameras
- video editing software and hardware
- Optical Mark Reader (OMR) scanner and software
- LCD projectors
• miscellaneous AV equipment

Use of this equipment is subject to availability. Rental fees may apply in some instances. Call x7700 for more information.

F. Mobile and Home Computing

Goshen College offers numerous services in support of mobile and home computing:

• Free 56K dial-up internet service
• On-campus wireless network covers most academic buildings, common areas and green spaces
• Email can be accessed from anywhere in the world via Webmail at https://mail.goshen.edu
• Web calendar service can be accessed at https://calendar.goshen.edu
• Software for synching PDA’s with CorporateTime can be purchased through ITS at a low cost.
• Anti-virus software is available for home use at no cost.
• E-mail stations are available in the Leaf Raker and Game Room

ITS cannot make house calls for home computer support.

For more detailed information about technology and media at GC, visit the ITS website at http://www.goshen.edu/its/.

IV. PHOTOCOPYING, PRINTING AND MAILING SERVICES

Walk-up photocopies are available in most academic buildings for making small numbers of copies. An access code (PIN) typically charges these materials to the appropriate department. For projects requiring less than 200 or so “clicks” you are encouraged to use walk-up machines. For projects beyond 200 or so clicks, consider using Printing Services which has high-speed equipment with advanced bindery equipment. It is the most efficient use of college resources for virtually all projects beyond 500 or so clicks to be completed in Printing Services.

Faculty members who wish to have exams, bibliographies or other course-related materials printed should present their typed copy or electronic copy to the Printing Services office located in the basement of Coffman Hall. Instructions on preparation of copy are readily available from the department and via e-mail. Turnaround time for most projects requiring little handwork is 24 hours, though during times of special demand, more time may be required. Although the department will make every effort to produce quality work, it cannot be expected to check copy for correct spelling or for proper grammatical usage.

Printing and Mailing Services also coordinates the distribution of standard campus identity pieces such as letterhead and envelopes. Items such as business cards or specialized departmental letterhead are processed through the Public Relations Office.

No reasonable requests for printing of materials will be rejected. When time allows, the administration encourages Printing and Mailing Services to produce and/or mail jobs for personal use or for outside organizations, though the priority is always on college-related projects. Feel free to contact PMS staff if you have projects for personal use, professional associations, nonprofit groups, etc. If the department is unable to complete these “outside” jobs, they will be glad to advise and suggest an alternate place to have your job done. The administration also
reserves the right to ask that such printed materials as workbook materials are sold to the student rather than distributed free.

V. STUDENT ASSISTANTS

Faculty members may employ student assistants within the budget for the department. Faculty members are encouraged to develop a brief job description for open positions and to post them electronically on the Goshen College Job Bank. Begin at this URL: http://www.goshen.edu/careerserv/faculty/oncampusjobs.php

Although faculty members need to consider the potential student assistant’s gifts and skills, they should give first priority to students who are eligible to be compensated by federal work-study funds. Faculty are encouraged to work with student assistants to enhance the educational benefits of the position and to offer careful supervision, insisting upon accountability (punctuality, meeting deadlines, maintaining confidentiality, etc.) and providing feedback on a regular basis. Student assistants keep an online record of their work hours, and the faculty supervisor approves the electronic time card via GC Online and submits it to the accounting office when prompted to do so. Most student assistants work six to eight hours weekly, with 10 hours considered maximum.

Because of visa restrictions, international students may not work more than 20 hours per week. Faculty members are asked to help monitor the number of hours worked by international students. Faculty members must make themselves aware of the hours that a particular international student is working in other departments.

VI. STUDENT ADVISING

The associate academic dean is in charge of the student advising program, with assistance from the registrar, Student Life department, academic department chairs, and professional program directors. Each year, advisers receive an updated Advising Resources manual containing the schedule, FAQs, policies and procedures. The associate dean and registrar provide periodic adviser training workshops for new advisers, regular information meetings at the start of Advising days each semester, and occasional additional resources for faculty advisers.

A. Colloquium

Each fall, first-year students enroll in a colloquium class, in which the professor serves as the faculty adviser to a group of 15-22 students. The mission of colloquium is to help first-year students make successful academic, social and spiritual transitions to Goshen College. A secondary goal is to match gifts and interests of first-year students with a college major.

B. Collegiate Studies

Students who are not ready to choose a major are housed in the collegiate studies department, which provides generalist advisers, and a second semester vocational choices course taught by the career services director to assist them as they move toward a choice of major.

C. Departmental Advising

When students declare a major or a minor through the registrar’s office, they are assigned a faculty adviser. Most full-time teaching faculty members who have completed one year of teaching serve as academic advisers.

Formal academic advising occurs in 30-minute appointments near the end of fall and spring semesters. Informal advising occurs at the beginning of each
semester, during the faculty member’s regular weekly office hours and on any other occasion, when either the student or the professor takes the initiative to meet.

Each degree-seeking student has an individual advising file, begun by the admissions office. The registrar’s office serves as a clearinghouse when a student transfers from one adviser to another. Faculty advisers maintain a file for each of their advisees. Some academic information is also stored electronically on secure files maintained by the registrar. Online advising tools are available to faculty through GC Online II, “Personal, academic and financial information.”

The objective of the academic advising program is to develop caring relationships in which the faculty adviser assists students in
• defining their strengths
• identifying helpful resources, and
• planning and carrying out a college program consonant with life, vocational and educational goals.

After each formal advising session in November or March/April, the adviser lifts an electronic “hold,” allowing the student to drop or add courses for future terms through a web-based registration system.

Teaching faculty often provide important mentoring immediately after class sessions. They should be aware of the resources available in the Student Life department (counseling, career services, academic support center and campus minister) and freely make referrals if they do not have the time or training to assist the student.

VII. TEXTBOOKS
The college bookstore handles all textbook sales. Prior to the beginning of each term, the bookstore asks faculty members to submit titles of textbooks to be used during the term. The registrar’s office makes an estimate of the probable enrollment of the course and the bookstore builds its inventory in light of this request.

Book publishers supply faculty members with free desk copies of books adopted as basic texts. Policies of book publishers with respect to books under consideration as basic texts vary widely from one publisher to another. Some send the faculty member free examination copies of all books under consideration; others send an examination copy with the understanding that if the book is adopted it is free to the faculty member. If it is not selected the faculty member can buy it at a discount or return it to the publisher.

The Internet has opened up many new possibilities for obtaining and using supplemental course materials or customized “coursepacks.” Goshen College encourages the use of such materials, but it is important that we comply with copyright laws when we do so. Ethical practice in this area is especially important to us as fellow scholars. Following is a summary of pertinent guidelines and instructions for legal use of copyrighted materials in your classes.

A. See the Faculty Library Manual for a description of “fair use” (brevity and spontaneity) when copyright permission is not necessary.
B. The library can make one photocopy for one semester’s use as a reading placed on reserve, but subsequent use or multiple copies placed on reserve requires obtaining copyright permission.

C. A “coursepack” of materials used as a print or online textbook does not meet “fair use” guidelines, and permission must be obtained for all materials used in this way.

D. You may obtain copyright permission yourself or go through a centralized service. If you are seeking permission to use only a few items, it may be easier to request it yourself directly from a publisher. For multiple items, use Follett or the Copyright Clearance Center. Individual departments are responsible for payment for all permissions.

E. Follett bookstores provides convenient ways to create paper and online coursepacks with all billing handled through student purchases of the materials. Because of the convenience of this service, we recommend that faculty use Follett rather than the Copyright Clearance Center whenever possible.

F. Instructions for creating coursepacks:
   Follett uses XanEdu for coursepacks (recent journal and newspaper articles), casepacks (business topics), litpacks (both literature and articles) and history packs (growing number of American history topics). Through the bookstore’s web-page, you may modify an existing coursepack created by another professor or create your own. If you prefer, you may take copies and bibliography information for all materials that you want to include in your coursepack to the GC Follett bookstore manager to submit for you. Packs are sold through the GC Follett bookstore and may be used as printed or online texts.

G. If you wish to create e-reserves or coursepacks that include older periodicals or materials from books not on the XanEdu list, no convenient options yet exist. Permission must be obtained first. You may do this yourself and work with a librarian to import or scan the materials for e-reserve use. XanEdu can obtain copyright clearance for you, as can the Copyright Clearance Center. XanEdu deals directly with individual faculty members and should be paid with departmental funds. Billing for CCC’s services goes through the associate dean’s office and then to individual departments for payment. XanEdu costs can be recouped through sale of printed course pads or access codes to online material through Follett. There is no good way to bill students for CCC’s service. The only alternatives are for you to create printed texts (making printing and selling arrangements yourself with the GC print shop and bookstore) or to build funds into your department’s budget to cover your costs. For more information about Copyright Clearance Center, visit their website. Access code information is available from the associate dean.

VIII. FIELD TRIPS

A faculty member’s educational objectives for a given course may be realized more fully by taking students to a location off campus. Two concerns must be addressed when planning field trips. First, trips should be scheduled to minimize the number of other classes that the students and professor will miss. Second, transportation must be planned with student safety in mind. Please note that students under age 25 may not drive college 15-passenger vans and that college liability insurance does not cover students who drive their own vehicles. If students must drive their own vehicles in order to participate in class activities, both drivers and passengers should sign a waiver form, available from the vice president for finance.

Ordinarily, field trips should be planned at the beginning of the semester. The faculty member should set a date, secure permission from the department chair,
and notify the dean by email. After the trip is completed, the faculty member should submit a complete list of students who went on the trip by email to the Faculty-Staff Bulletin, available through GC Online and through a link on the campus home-page, so that other faculty members may excuse students who were absent from class because of the trip. It is understood that faculty members will accompany students on field trips. Students and faculty members are expected to pay for travel and other expenses incurred on field trips.

IX. EXPECTATIONS OF STUDENTS’ RESPONSIBILITY FOR ACADEMIC WORK

A. Philosophical Considerations

The Goshen College Mission Statement defines us—faculty and students—as a “community of faith and learning” in which faculty and students strive to grow both intellectually and spiritually. As a community we have communal expectations. The purpose of this statement is to clarify some expectations that instructors have for the students who attend their classes. These expectations are offered in a spirit of encouragement; we encourage students to accept academic responsibility and invite them to do their best.

A given of our community is that we always recognize the basic worth of the persons with whom we share our academic life. We wish to stress, however, that community is not synonymous with democracy; although we believe in and practice participatory governance, some facets of our life together require standards that are set and kept by all members of the college. One such academic standard is that of preparation for, attendance at, and participation in classes.

Instructors are encouraged to include in their course syllabi statements regarding the consequences of excessive unexcused absences, late work, and incomplete work. We wish to emphasize that these consequences or sanctions are not rigid, nor are they vindictive; they simply reflect a desire for quality education and to connect college life with the realities of vocational demands after college.

Instructors are responsible for preparing a syllabus, which clearly reflects their expectations—both for course content and for assignments—for students taking the course. Students are responsible for reading the syllabus and respecting the instructor’s expectations and assignments. They might not “like” either the course or the instructor; they do need to respect both.

B. Procedural Considerations: Workload for students

1. Students with a 12-15-semester-hour course load can be expected to do 36-45 clock hours of academic work per week, including approximately 12-15 hours of class weekly and 24-30 hours of concentrated academic work outside of class. Laboratory/practicum courses will include more class time than usual.

2. For each one semester hour of credit in a 15-week semester or May term, an instructor may expect 45 hours of concentrated academic work from each student, including attendance at class, laboratory or clinical sessions, and academic work to be done outside of scheduled sessions. Instructors may choose to include in syllabi time estimates for each course component.

3. Academic workload expectations are the same for all students, including those who choose the CR/NC grading system.
X. CLASS SESSIONS AND ATTENDANCE

The educational philosophy of Goshen College assumes that the instruction that takes place in the scheduled class meetings is of major importance. It is the instructor's responsibility to organize and conduct classes in such a way that regular attendance by students is both worthwhile and necessary. Instructors are responsible to determine the amount and nature of formal class contact with students and the degree to which class attendance will be required of the students. Several procedures are available to help instructors in this regard:

A. Absences

Students are expected to attend all classes regularly unless prevented by a good reason. A "good reason" is interpreted to mean illness, absence on college business, field trips and any emergency situation over which the student has no control. Examples of the latter are death or very serious illness of a close relative, accident or mechanical failure of a vehicle en route to school and hazardous travel conditions. Students are responsible for all work missed during absences.

Absences are primarily an issue between the instructor and the student.

No written excuses for absence will be issued. If students feel an absence is necessary, they can have the reason for absence validated by the professor in charge of the class or, if due to illness, at the health center. Absences due to field trips or athletic events will normally be announced by the dean's office. The student life office will validate absences due to family illness, death or pressing personal matters.

The student life office will inform faculty of students dropping out of school or missing classes due to hospitalization or family responsibilities. This office stands ready to assist any teacher where there is difficulty with a student's attendance patterns.

B. The Alert system

Procedure for handling poor academic performance or class attendance.

1. Instructors are encouraged to make the first contact (as early as possible) with students who have problems with attendance or with completing academic work to remind them of course expectations, and to engage them in addressing the problems. Contact may be made by telephone, e-mail or campus mail.

2. Complete a Student Alert Form (The form is available under GC Forms mailbox on Eudora and can be also be found on Offices/Student Alert Form/Student Alert Form.doc.) The document provides a checklist for faculty to communicate the nature of their concerns and to make any comments about prior communications with the student.

3. Submit this form to the administrative assistant in Student Life.

4. The Alerts committee, comprised of a teaching faculty member, the associate academic dean, VP for student life, associate dean of students, and the athletic director will review the student alerts submitted each week. The committee will develop interventions for contacting the student (e.g. academic advisor, co-curricular advisor, resident director, etc.) The committee will also ensure that appropriate services are accessed to augment the student's experience (e.g. counseling, academic support, etc.)
C. **Class Attendance Policies**
Instructors are encouraged to explain attendance policies to each class at the beginning of the semester. Class sessions are one of the most important tools available for the total task of teaching. The instructor is free to use class attendance as one of the factors in student evaluation. However, a student should not be penalized for missing class for an excused absence if the student takes the responsibility to make up the work involved.

D. **Missed Activity**
Class activity missed by excused or unexcused absence is the responsibility of the student. The instructor is not responsible to give assistance or credit for work made up for an unexcused absence.

E. **Use of Class Time**
The instructor should utilize scheduled class periods in the best way appropriate to the subject in class. This may mean, for example, meeting the class regularly at the beginning of the semester and meeting it less frequently later in the semester as the students become involved in a greater amount of out-of-class study. However, the teacher should not arrange the work in such a manner that it will allow the students to complete the course before the end of the semester (including any time scheduled for examinations) without the prior consent of the dean of the college.

F. **Faculty Member Illness**
A faculty member who is unable to meet a class because of illness, should call the departmental secretary or the dean's office and ask that a notice be posted in the Campus Communicator and on the door of the classroom in which the class is scheduled. Campus Communicator notices must be received by the public relations department by 7:30 a.m.

XI. **EXAMINATIONS**
The office of the registrar arranges the schedule for final examinations at the end of each semester. The examination period is two hours in length for each course. The final examination is a valuable educational experience for the student--not only in the time spent in taking the examination but in the time utilized reviewing and organizing material in preparation for the examination. The two-day reading period prior to the final examination period is also based on the same philosophy. It is important that faculty members prepare final examinations that are comprehensive.

Students should be asked not to bring any materials to the final examination room other than a writing instrument. As much as possible, students should sit in alternate seats. Except for objective tests in which the answers are recorded directly on the test itself or on special answer sheets, final examinations should be written in blue books, furnished by the college and available to faculty through the bookstore. Essay questions should be duplicated with a copy for each student.

It is important that all examinations be graded promptly and returned to the student. This not only enables the faculty member to report the grade to the registrar's office promptly and thus enables the registrar to issue grade reports and transcripts of credits promptly, but it also is recognized that the student will learn more from an examination which is returned as soon as possible after it has been taken.
Faculty members may not change the scheduled hour for their examinations without the approval of the registrar's office. Students sometimes wish to take their final examinations at other than the scheduled hour. This practice is discouraged and students must secure permission from the faculty member involved for each test taken at other than the scheduled hour. The faculty member will need to decide whether the reason given by the student in a request for a special examination is a valid one (see below). The student secures the faculty member's assent for a special examination on a form (available from the academic dean's office). The student then takes the form to the cashier for payment and signature, and returns the form to the instructor at the time of the test. The faculty member should not give the examination unless the student presents the form signed by the dean's office and the cashier. After the examination, the faculty member sends the form to the payroll clerk for payment.

There are four types of situations in which the $25 fee is not charged to the student but is charged to the dean for the special examination:

- when there is a conflict on the final examination schedule
- when the student has three or more scheduled exams in one day and wishes to take one of them at another time
- when the student was verifiably ill or hospitalized, or absent because of a death in the immediate family.
- if there is a school-sponsored event scheduled at the same time (i.e. athletics, music)

If no final examination is scheduled, the faculty member is expected to meet the class for some educational activity at the scheduled examination time.

XII. GRADING AND EVALUATION

Goshen's policy offers a standard letter grading system (A, B, C, D, F) for nearly all courses and a limited choice for a credit/no credit option (CR and NC). Before each semester the student chooses whether any course will be under the option system. Individual instructors can request to have the course default grading system to be CR/NC or CREV. This request must be made when the course is put on the official course-offering schedule.

The standard system (letter grades):
A = highest quality passing work, 4 grade points.
B = second quality passing work, 3 grade points.
C = third quality passing work, 2 grade points.
D = fourth quality passing work, 1 grade point.
F = not passing (failing), 0 grade point.

The grade average will be computed on all standard system grades and printed on grade reports and permanent academic transcripts. Only courses completed at Goshen College (and Hesston College) are factored into the cumulative grade point average.

The option system (credit/no credit) is limited to 12 hours in courses selected by the student. The limit is pro-rated for transfer students. Courses designated as credit/no credit by the instructor or department do not count against the limit. CR = passing work of "C-level or better," no grade-point value.
NC = no credit (equivalent to D or F level work), no grade-point value.
Written evaluations (paragraph summaries of student work up to 10 lines) may be requested in option system courses and selected courses in the major.

An Incomplete grade (I) may be chosen by the teacher for six weeks extension of time.

An Incomplete means that the student has arranged with the teacher for an extension to complete work not yet done—assignments, papers, tests, etc. This work must be presented to the teacher within six weeks after the semester ends. The teacher should only rarely give an I grade when no arrangements have been made with the student. Teachers should submit a final grade to the registrar's office upon completion of the missing work.

A. Teacher choice of grading system.
Each department may designate in advance particular courses to be graded on the CR/NC basis only, with various options on written evaluations. This is done two to three months prior to the semester by memo to the registrar's office. The decisions will appear on the course-offering list. Often these courses will automatically include a written evaluation, especially for advanced courses.

For those courses designated as CR/NC, a student may, in the first week, request permission from the teacher for a letter grade. If such permission is given in writing, the student is permitted to enroll for a standard letter grade.

The teacher may not refuse student selection of the option system (CR/NC) but may pre-designate that all who select the option system will receive a written evaluation (see the first paragraph).

B. Student choice of grading evaluation.
All student decisions on grading must be made in the first week of fall and spring (two days in May term and summer session). These decisions will be noted on all class rosters available to the teacher. No changes will be made after the initial week, except that supplementary written evaluations may be submitted by agreement of teacher and student.

The student may withdraw from a course with no academic penalty from the first week through the eighth week. The W grade is recorded in this case. After the eighth week no withdrawal is permitted, and the student must be evaluated on work completed, often with an F (or NC) grade.

C. Grade collecting and reporting.
The Family Educational Records and Privacy Act (FERPA) allows faculty to post grades and scores so long as no private information can link the scores and grades to the individuals who receive them. This means that grades are not allowed to be posted to web bulletin boards or any other location if they are based on any part of the student's ID numbers or Social Security number since the Social Security number is also listed as "personally identifiable information." Thus, no portion of the student's official ID number or Social Security number can be used as an identifier in posting grades and scores.

A unique identifier can be assigned to each student but cannot be listed as sequential numbers based on an alphabetically ordered list. This unique identifier can be used to post grades. The identifier must be obtained in person by the student from the professor. The best approach is to request the
student to provide a unique 4- or 5-digit ID. However, students must be informed that they cannot elect to choose a portion of their ID or Social Security number. This must be clearly stated to students in writing.

The student’s unique ID number can then be used to post IDs and scores for those students who provide you with ID numbers. All other scores must be posted with no identification.

1. Early Graded Experience.
   At the end of the fourth week instructors in 100-level and 200-level courses are requested to provide a letter grade evaluation for work submitted to date. This is intended to be a progress report. The registrar provides instructions for the online submission of grades. Students will be able to view these grades online.

2. Mid-term evaluation.
   At the end of the seventh week a mid-term evaluation check is made. Instructors are asked to provide academic performance feedback to each student in whatever way deemed most appropriate by the professor.

3. Final grade collection.
   Final grades are submitted online. The registrar provides instructions for online submission of grades. All grade reporting materials are due back to the registrar's office within 48 hours of the end of the examination time. Students can view grades online as soon as instructors submit them. A temporary grade of NR (not reported) will be posted by the registrar when grades aren’t received.

   It is important that grades be submitted by the due date indicated. It is not practical for the registrar to issue any grade reports to students until all of the grades are in. Delinquency in reporting by a single faculty member can be a great inconvenience not only to the registrar's office but to the students as well. At the end of the fall semester students are often particularly eager to have their grade reports early because they wish to send transcripts of credits to graduate or professional schools. Prompt grade reporting at the end of the May term is important because of degree conferral.

4. Grade reporting.
   The registrar's office reports final grades to all students within one working day of the deadline. Grades are available to students online and hard copy grade reports are available to students upon request.

5. Grade changes.
   While recognizing a faculty member’s complete prerogative to determine grades for his/her own students, the faculty declares that as a matter of policy grades once submitted to the registrar's office should not be changed subsequently except to correct mechanical errors in computations or posting errors. All such changes must be approved by the registrar.

6. Temporary grades.
   A grade collection notice is sent to the instructor during the fifth week after the semester ends. This requests that a grade be reported by the sixth week, but grades are welcome prior to this through a short memorandum. If work still is incomplete, the teacher may request in writing the dean's approval for extension to a specific date. If no grade or
extension approval is submitted, the registrar will record an F or NC grade.

D. **Guidelines for the evaluation process.**
   - Course objectives and evaluation techniques should be stated at the beginning of each course.
   - If excessive class absences will devalue a student’s final grade, this policy should be clearly delineated at the outset.
   - Instructors should be open to student viewpoints in structuring courses and involving students in the evaluation process.
   - Beginning as early in the semester as possible, students should be provided evaluation information to enhance their progress toward achieving the course objectives.
   - Instructors should make a special effort to discover early in the semester those educationally vulnerable students who are doing inadequate work and report this fact to the student and his/her academic adviser.
   - All academic advisers should be fully acquainted with the Academic Support Center and Writing Center and should urge their educationally vulnerable advisees to use in these services.

E. **Standards for academic progress, academic probation and disqualification.**
   Standards for academic progress are defined in terms of (a) the required cumulative grade point average of at least 2.00 upon graduation, with intermediate goals of 1.60 GPA after earning 30 to 59 hours of college credit and 2.00 GPA after earning 60 or more hours; and (b) earning at least 12 credit hours each full-time semester.

   A student is placed on academic probation for one semester when not meeting standards for good academic progress. Those not meeting probation conditions are subject to disqualification for two subsequent semesters. Details of this policy, including conditions and procedures of probation and of disqualification, are available from the registrar's office.

XIII. **ACADEMIC INTEGRITY POLICY**

A. **Core values of academic integrity.**

1. **Honesty.** An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research and service.

   In the quest for knowledge, students and faculty alike must be honest with themselves and with each other, whether in the classroom, laboratory, library or playing field. Cultivating honesty lays the foundation for lifelong integrity, developing in each of us the courage and insight to make difficult choices and accept responsibility for actions and their consequences, even at personal cost.

2. **Trust.** An academic community of integrity fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.

   People respond to consistent honesty with trust. Only with trust can we believe in the research of others, collaborate to share information and ideas without fear that our work will be stolen, and believe in the value of an institution’s scholarship and degrees.
3. Fairness. An academic community of integrity establishes clear standards, practices, and procedures and expects fairness in the interactions of students, faculty and administrators.

Clear expectations and fair and accurate evaluation are essential in the educational process. Rationalizations such as “everyone does it” or “the curve was too high” do not justify or excuse dishonesty.

4. Respect. An academic community of integrity recognizes the participatory nature of the learning process and honors and respects a wide range of opinions and ideas.

To be most rewarding, teaching and learning demand active engagement and mutual respect. Students show respect by attending class, being on time, paying attention, listening to other points of view, being prepared and contributing to discussions, meeting academic deadlines, and performing to the best of their ability. Members of the faculty show respect by taking students’ ideas seriously, providing full and honest feedback on their work, valuing their aspirations and goals, and recognizing them as individuals.

5. Responsibility. An academic community of integrity upholds personal accountability and takes action against wrongdoing. Every member of an academic community is responsible for upholding the integrity of scholarship and research. Being responsible means taking action against wrongdoing, despite peer pressure, fear, loyalty, or compassion. At minimum, individuals should take responsibility for their own honesty and should discourage and seek to prevent misconduct by others.

Condensed, by permission, from The Fundamental Values of Academic Integrity. Durham, NC: Center for Academic Integrity, 1999.

B. Definition of academic dishonesty

Any act that involves misrepresentation of academic work or interference with the academic work of others.

Academic dishonesty includes:

- Plagiarism, which is “giving the impression that another person’s words, ideas, images, or data are your own” (Keene and Adams, Easy Access (1999) p. 378).
- Cheating on assignments or exams
- Falsification of data
- Submission of the same (or substantially the same) paper in more than one course without the prior consent of all instructors concerned
- Depriving others of necessary academic sources
- Sabotaging another student’s work

C. Consequences of academic dishonesty

On the Goshen College campus, academic dishonesty will be treated as a serious violation of the Commitment to Community Standards. Consequences are based upon the severity of the offense, course expectations, and other variables. Individual professors may institute any of the first four consequences at their own discretion:

- Re-doing the assignment
• Lowering the assignment grade permanently
• No grade or credit for the assignment
• Lowering of the course grade
• After consultation with colleagues, the professor may institute a fifth level of consequence: failure of the course.

Faculty members will report incidents of academic dishonesty to the associate dean’s office. For serious or second-time offenses, the associate dean will consult with the dean of students and initiate appropriate consequences, which may include
• Meeting individually with the dean of students
• Placing a report in the student's permanent file
• Suspension for one or more semesters.
• A severe infraction or a recurring pattern of dishonest academic behavior will result in dismissal from the college.

D. How to report a violation of academic integrity
The associate dean’s office will serve as an academic integrity clearinghouse. Professors should submit a brief written description of each incident of academic dishonesty, including the course name, students involved, date, and a brief summary of the processing that occurred.

The goal in processing the first breach of academic integrity is moral development of the student and prevention of future incidents.

In the course of dealing with an incident, professors may, if desired, check with the associate dean to see if other breaches of academic integrity have been reported for this student. If a second offense is reported, the associate dean will send a copy of each report to the dean of students for placement in the student's confidential file, and Judicial Board will process the student's pattern of academic dishonesty and discern appropriate consequences.

A third documented offense will result in automatic suspension from the college.

The associate dean will report the number and types of academic dishonesty to the dean at the close of each school year. This topic will be discussed annually at an academic faculty meeting.

XIV. INDEPENDENT STUDY, CREDIT BY EXAMINATION, CREDIT BY EXPERIENCE
Provisions for independent study (tutoring/readings) and college credit by examination and credit for learning based on work and/or experience are outlined in the college catalog. Each case must be approved by both the associate dean and the instructor concerned. The faculty member receives a percentage of the registration fee when the student has completed the course and the faculty member has reported the grade to the registrar. Payment is made through regular payroll.

For independent study/tutorial, a faculty member would be expected to spend approximately 25-30 hours for a three-hour course and would receive 80 percent of the registration fee; for independent study/readings, a faculty member will spend approximately nine hours for a three-hour course and receive 50 percent of the registration fee. For credit by experience, the professor is expected to spend only one to two hours for a three-hour course and receives $30 per credit hour. For
credit by examination, the professor receives $25 for a re-used exam and $50 for a newly devised exam.

For details on these special registrations see the current Goshen College Catalog.

XV. ACCOMMODATION OF SPECIAL NEEDS
Accommodation of special needs of students is available at the Academic Support. See Section 6.IV and http://www.goshen.edu/studentlife/asc.php

XVI. MAJORS, MINORS, AND CERTIFICATES
All academic policies should be seen in the context of the mission and purposes of Goshen College. As an undergraduate liberal arts institution, general studies are as important in the student’s program as the major or professional component.

All new academic programs must comply with the New Academic Initiatives process (see Section 4.XX), which requires approval by the Academic Council, the faculty, and the Board of Directors before implementation.

A. Departmental Major
A major normally consists of 24-30 hours in a department and 6-12 hours in related areas for a combined total of 36-40 hours. Where necessary, accredited professional programs will exceed these amounts.

- The major will include at least 12 upper-level hours in the program with at least 6 hours completed at Goshen.
- A maximum of 45 hours in one department may count toward graduating requirements. At least 75 hours outside the department of the major must be completed.
- Departmental courses taken as General Education may be used in the major unless excluded by the department.
- A second major may be completed but must be free of course overlap with the first major except for courses specifically required which can be applied to both.
- Each major will include an internship, field experience or laboratory activity that enables the student to explore vocational opportunities and pragmatic realities of the discipline. Credit hours will vary with the variety of majors and programs. See section 4.19 for internship guidelines.

B. Interdisciplinary Major
An interdisciplinary major gives students the opportunity to design a major that fits their own unique interests and needs. This major can be developed through consultation with the associate dean. It includes 45 hours, selected equally from three disciplines, plus a senior seminar and internship from any of the three fields.

C. Senior Seminar
Each major includes an integration seminar for seniors. In the senior seminar, students will participate in activities designed to help them:
- Understand the world view of the discipline;
- Identify and reflect on ethical, philosophical and professional issues of the discipline and their implications for Christian discipleship;
- Engage in personal reflection on their college experience and on their future.
Some, but not necessarily all, of the following activities should occur:

- Leading group discussions of readings.
- Doing a major research project, culminating in a written and/or oral presentation.
- Compiling a capstone portfolio of work done in a good range of college classes throughout the college career.
- Writing a personal faith or philosophy statement in relation to the discipline.
- Exploring and preparing for career, service, and graduate school opportunities.

D. Minors
A minor of 18-20 hours can be offered by departments. Minors are expected to emphasize special skills or interests. Courses applied to a major may not also be counted in a minor unless specifically required in each. At least 8 hours of upper-level work must be included. At the discretion of the department granting the major, courses in the minor may also be counted as related courses in the major. If two or more minors are completed, they may not contain overlapping courses.

E. Certificate Programs
Certificate programs consist of a minimum of 30 credit hours with a concentration of 15-18 hours in one discipline or topic.

Each major and minor or certificate program is recorded on a Plan of Study developed by the academic adviser and the student and approved by the registrar.

XVII. OFF-CAMPUS MAY-TERM POLICIES
Departments may propose special off-campus courses for May-term, which lends itself well to on-site experiential learning. To implement such a course, follow these steps.

A. Propose the course to the associate dean by Jan. 31 of the prior academic year while planning the following year's course offerings. Most off-campus courses should be offered only in alternate years (with the exception of Marine Biology).

Approval by February 15 is determined by the academic dean and is dependent upon:

- Significance of this course's contribution to the curriculum
- Number of off-campus courses proposed (target of five per year)
- Anticipated enrollment interest and number of students that can be accommodated (minimum of 10 students per instructor, but higher numbers are desirable)
- Cost to the student and to the college (see below)

B. Determine the financial picture. Since May term tuition, room and board is included in fall and spring term tuition, room and board payments, these dollars are available to offset expenses of the off-campus course. Additional expenses of the course must be covered by student fees, which will vary according to the number of participating students.

Course income must cover:

- institutional overhead of 35 percent
• actual faculty salary for the course
• fringe benefits for faculty member (approximately 45 percent of faculty salary)
• travel, event tickets, lodging, etc. for students and faculty member
• 1% contingency fund for minor unanticipated expenses

Students who were not full-time in both fall and spring semesters will be charged additional fees that are outlined in the catalog. Students who have not lived on campus during the school year will pay room and board fees for May term to ensure that all participants in the course are paying the same amount.

NOTE: The Vice President for Finance must approve costs and pricing for your course. Contact this office for a spreadsheet to use to estimate costs of the course.

Exceptions for Merry Lea courses: Students who are off-campus fall and spring but taking residential courses such as General Ecology and Ornithology at Merry Lea pay $100 for housing during May term. Bio 340 students have no housing charge because they are essentially working as interns for Merry Lea’s educational program.

Finally, if students arrive on campus and want to stay in the dorm and, or eat in the cafeteria (before or after your course) they must pay for these services and you must be sure that they are fully aware of their obligations.

C. Prepare an information sheet by spring advising days of the prior year. It should contain a course description, goals, anticipated cost (including estimated airfare) and the enrollment selection process. This information must be submitted to the associate dean (for record-keeping), accounting office (so that they can anticipate deposits from students registered for the course) and the financial aid office (so that students can obtain financial aid if necessary).

Promotion of the course is the responsibility of the teaching professor.

D. Collect the first deposit (minimum of $100 or half the total cost, non-refundable) no later than February 15 in the May term year. Other deposits and pre-payments may be required as you wish. Decide whether or not to run the course by March 1, in consultation with the associate dean, academic dean and vice president for finance. The deposit is payable at the accounting office.

E. A back-up plan must be in place if the minimum enrollment is not reached by February 15 or if at anytime the risk assessment process noted below does not permit the off-campus course to be offered. Options include:
- The load and salary of the faculty member may be reduced by mutual consent.
- The faculty member may be assigned to other tasks.
- The course may be taught with reduced load assigned to the faculty member and 1 or 2 above applied.
- The course may be changed to independent study and 1 or 2 above applied.

F. Final approval for an international program will only be given after a careful risk assessment is done by the director of international education and is reviewed by the Provost, Dean and Dean of Students.
The following instrument will be used to assess any proposal. A point will be assigned to each item below that applies to a proposal. If a location receives a score of 5 or more the director of international education will recommend that a course or program not be offered by Goshen College. It is also possible that a program will not be approved even if the score is less than 5.

1. ____ U.S. State Department has issued a travel warning for a country.
2. ____ University officials in host country recommend that we do not send students to a location.
3. ____ Personal contacts of GC faculty from previous work/study in country recommend that we do not send students to a location.
4. ____ Church Agencies and Representatives of National Church Bodies recommend that we do not send students to a location.
5. ____ Long term U.S. Residents recommend that we do not send students to a location.
6. ____ Armed conflict, guerrilla or terrorist activity in country within the past 6 months.
7. ____ Recent history of infectious disease epidemic.
8. ____ Recent history of political or labor unrest on a national level.
9. ____ Evidence suggests that the military and law enforcement agencies in a country cannot maintain security and order.
10. ____ No other North American academic program exists in a country.

G. All students must submit the following documents to the professor of the May term class. No student will be permitted to be part of a class without completing these forms. Once all forms are completed the original copy must be filed with the director of international education.

- Parental consent for students under 21.
- Proof of insurance, including evacuation and repatriation insurance.
- Contract with professor.

H. The professor must leave an itinerary and contact information with the international education office before leaving Goshen College.

I. Community Standards apply to May-term courses while off campus. See the student survival guide on the Student Life website. http://www.goshen.edu/studentlife

XVIII. SUMMER SESSION POLICIES

Goshen College Summer Session courses are taught in two formats:

- a 3 ½ -week session with 3 hours of class per day
- a 7-week session with 3 ½ hours of class on Monday and Thursday evenings.

Summer session courses are separate from teaching and student loads for the regular school year, except in special cases.

Departments must propose courses by late October, and they are added to the course offering sheet by late November so that they are available for December advising.

A minimum of eight paying students is needed in order for teachers to be paid the full summer session salary. A class may run with as few as six students if the teacher agrees to a 20-percent salary reduction for each student below eight.
XIX. INTERNSHIP POLICIES

A Goshen College student may earn credit for part-time or temporary work or a voluntary service position. In the absence of specific professionally-based standards, the following procedures and policies will guide students and faculty in relation to for-credit internships:

A. Students may register for internship credit after completing 60 hours of college credit. In consultation with an appropriate faculty member, students will identify possible internships. Students may take the initiative in identifying an organization or mentor from whom they would like to learn in a professional setting. Faculty members may also recommend internships to the student. www.indianaintern.net is a valuable resource for finding internship placements in Indiana.

B. With the approval of an appropriate faculty member, students may make contact with organizations to explore internship options and request an interview. Ideally, students will have prepared a résumé and, if appropriate, a portfolio or other documentation of their interests and skills to present during an interview.

C. After the student and an employer have reached an agreement concerning an internship, the student should inform the faculty member supervising the internship. The faculty supervisor should follow up with a letter or written agreement with the employer to confirm the internship arrangements.

D. Goshen College requires a minimum of 40 hours of on-location experience in a professional setting for every hour of academic credit to be earned during the academic school year. For a three-credit internship, hours may be accumulated in a variety of patterns, e.g., 10 hours weekly for 12 weeks or 40 hours weekly for three weeks, but the experience should not extend beyond a Goshen College semester or May term. By mutual agreement between the employer and the student, the internship may involve more than 120 hours, but the student should be paid for any hours worked beyond 120. For full-time internships lasting nine weeks or longer (usually during the summer months), students should use the credit-by-experience registration, which requires 80-120 hours of work for every credit hour earned.

E. The learning that occurs within an internship constitutes a form of payment for interns who serve as volunteers. The Goshen College faculty place greater value on the educational quality of the internship than in having students work for pay in unchallenging positions. However, employers are encouraged to compensate interns whenever possible.

F. Evaluation of the student’s performance during the internships will be coordinated among the student, faculty adviser, and on-location supervisor. Evaluation measures might include a self-evaluation written by the student (shared with both work supervisor and faculty member) a portfolio or other documentation of completed work (submitted to supervising faculty member); and a written evaluation by the work supervisor (shared with supervising faculty member and student). The work supervisor is encouraged to conduct an exit interview with the student at the end of the internship. Other forms of evaluation may be devised and required by the faculty member supervising a given internship.

G. If problems develop at any point – before, during, or after the internship, the supervisor and the student are urged to consult with the appropriate faculty member and with Career Services administrators.
XX. New Academic Initiatives – Guidelines for Proposals

1. **What Constitutes a New Initiative?**
   - Any new course expected to be a continuing course.
   - Any new major, minor or certificate program.

2. **Who receives proposals?**
   Budget-neutral proposals should be submitted to the Academic Dean. Any proposals that require an increase in departmental revenue must be submitted to the Provost as well.

3. **Due dates**
   - March 1 for budget-neutral initiatives for the following academic year.
   - October 1 for all other initiatives for the following academic year.

4. **What should a proposal contain?**
   A. Description. Summary of the initiative content and activities.
   B. Rationale.
      i. Goals and objectives: How will this initiative benefit students? Cite published research if possible.
      ii. How does this initiative correlate with the mission and strategic plan of Goshen College?
   C. Market feasibility and assessment.
      i. How did you investigate the demand for this new course or program?
      ii. Who will be attracted to it?
      iii. How many students will be served?
      iv. How will you measure whether or not this initiative is successful?
   D. Timeline.
      i. What are the steps needed to implement and evaluate this initiative? When will each occur?
      ii. Who will be responsible for each step?
   D. Obstacles.
      i. What obstacles do you anticipate?
      ii. How will you overcome them?
   E. Budget.
      i. How much will this initiative cost?
      ii. How will it be funded?
ADMINISTRATIVE AND FINANCIAL POLICIES

I. BUDGET AND PURCHASING

Each year department heads are asked to submit requests for necessary instructional supplies and equipment and other departmental budget needs for the following academic year and a preliminary estimate of their needs for one year hence. If these requests involve unusual expenditures, they should be discussed with the appropriate vice president (academic dean for teaching faculty). After the Board of Directors, at its fall meeting, approves the budget, the appropriate vice president notifies departments of their approved budgets. This information is available online. Department heads are responsible for monitoring and staying within overall non-compensation budget totals for their area.

Faculty requests for necessary instructional supplies and equipment include requests for audiovisual materials and rental of films, but do not include books, periodicals, or other materials for the library. Requests for library materials are routed through the department chairs and then to the liaison librarian. The library budget for each department is determined after the final college budget is approved by the Board of Directors at their fall meeting. The amount allocated for each department is used for books (new and standing orders), periodicals (including periodicals in microform, binding costs, and ongoing subscriptions) and other materials such as videos and pamphlets. Specifics on ordering library materials are detailed in the Faculty Library Manual, which is distributed to all teaching faculty and updated periodically.

The vice president for finance office is ultimately in charge of all purchasing for the college. Faculty members who have received budgetary allocations for purchase of supplies or equipment should not make inquiries to suppliers concerning these materials unless the faculty member has been specifically authorized in each case by the department head or vice president for finance. The vice president for finance often has channels for purchasing that enable it to secure better prices than would be available to a faculty member.

II. CASH MANAGEMENT

The Board of Directors is responsible for authorizing specific individuals to manage the cash and fiscal policies of Goshen College. All cash collected for college and college-related activities must be deposited in an account at the Accounting Office (located in the basement of the Ad Building).

A. Expense Reimbursement

Faculty may receive reimbursement for personal expenses incurred. These may be incurred during official travel for Goshen College, college-related phone calls made off-premise, and official college entertainment. Expense reimbursements must include receipts and the signature of the individual's supervisor. Check requests given to the accounting office by 12:00 noon on Thursday of each week are available to be picked up by noon on the following day. Deviations from this schedule will be communicated in the Faculty-Staff Bulletin.

B. Payment of Invoices and Other Expenses

Invoices are to be submitted to the accounting office on a timely basis so that the Goshen College credit is not jeopardized. Invoices must include the account number the expense is to be charged to and the signature of the person authorizing payment. If a purchase order is required by the company
III. WORK REQUISITIONS
Faculty members requesting minor repairs to classroom furniture or equipment should not make these requests orally but should send them via e-mail to workorder@goshen.edu or through the physical plant web site at http://www.goshen.edu/physplant/ where you can click on “work orders” and complete the form electronically. Emergency needs may be requested by telephone by calling the Physical Plant office at x7351. Requests for major repairs, renovations or furniture should be submitted to the academic dean or vice president for finance for budget approval. A form for major projects is also available on the home page of physical plant.

IV. OFFICE SUPPLIES
Each faculty office is supplied with desk, chair, bookshelves and a filing cabinet. Office supplies are available through StaplesLink, an online ordering system, or the campus bookstore. StaplesLink is the preferred option; contact the VP for Finance office or the administrative assistant that supports your office for more information. If using the bookstore, inform the clerk upon purchase that these items should be charged to departmental office supplies expense and sign the proper purchase form. Official college letterhead and envelopes are available in the printing office. College stationery is a part of the institutional graphics system.

V. PERSONAL SERVICES
A. Offices and telephone
The administration attempts to provide offices, including a telephone and computer, for all current faculty members. Although the administration believes strongly in the value of a private office for all faculty members, it may not be possible to provide for each person.

B. Copiers and FAX
Goshen College attempts to have copiers and FAX machines available for faculty use in most of the academic and administrative buildings. Personal copies can be made any time at the copiers in the Good Library. Occasional personal copies may be made at most machines, but users should reimburse the cashier at $.10 per page for photocopies. People who make personal copies on a regular basis should request a personal copier access code from printing services. Personal faxes should only be sent using personal long-distance calling cards.

C. Campus mailboxes
Incoming and campus mail is sorted each day the college is open for business, using the mailboxes in the Union Building. Faculty members do not pay a rental charge for the use of these boxes. Employees and students may also purchase stamps, register letters, mail packages, and use most services regularly offered by a post office. These transactions are completed in Printing and Mailing Services, located in the basement of Coffman Hall. In addition, the ATM in the Union Building is configured to dispense stamps.

D. Package shipment
Goshen College has pick-up service, including expedited services, through several vendors. These services are offered through Printing and Mailing...
Services in Coffman Hall. Personal shipments must be paid for in advance by cash or check.

E. Library
Faculty members are welcome to use the resources of the Harold and Wilma Good Library for personal enrichment and self-development. Faculty are subject to the same restrictions as students concerning reserve materials, general reference works, and printed periodicals, all of which may not be taken out of the library. Regular check-out times apply for all other materials: one semester for most books, three days for videos, and three weeks for children’s books. Fines will be assessed for missing items or materials returned late.

Individual faculty members are responsible for covering the cost of personal photocopying in the library.

In the case of conflicts or limited access/availability, academic needs of students and faculty will take precedence over personal use of library services and materials. This applies to online databases, which may be contractually restricted to a certain number of simultaneous users or to research-related searching; to books, which may be recalled or considered nonrenewable due to class-related needs; to group study spaces, which may be in demand when classes are in session; and to interlibrary loans, which may be delayed during peak request periods or may be provided at a cost to the user (as required by some lending libraries).

Spouses and family members (high-school age and older) of GC faculty may check out books for three weeks with a community card, available from the library’s Circulation Desk. Videos and specialized curriculum materials may not be checked out with a community card. The community card annual fee is waived for faculty spouses and family members; however, standard overdue fines and missing book fees will be assessed if applicable.

F. Recreation-Fitness Center
Faculty have free access to the Gingerich Center, but membership must be certified by the human resources office, where arrangements can also be made for family memberships, if desired. Facilities and services include a weight room, racquetball and squash courts, swimming pool, spa, indoor track, basketball courts, and individual fitness counseling. Hours are generally Monday through Friday 5:00 AM to 11:00 PM (10 PM in September and May Term), Saturday 9:00 AM to 6:00 PM, and Sunday 1:00 PM to 10:00 PM (9 PM in September and May Term). During the academic year, athletic teams practice from 4:00-6:00 PM, and some areas of the building may be closed to accommodate teams. The indoor track is closed during volleyball and basketball games.

VI. ROOM AND FACILITY RESERVATION
The facilities of Goshen College exist for the primary purpose of education, for use by our faculty, staff and students and by affiliated constituencies. However, when available space allows, we are committed to making our facilities available, for a reasonable fee, to groups and organizations outside the College whose purpose is not in conflict with the mission, goals, objectives and standards of Goshen College.

All facilities are property of Goshen College, with the exception of the Church-Chapel building as explained in Section 5.V.E. Specifically, there is no department or individual “ownership” of space. The configuration of space assignments may
change from time to time as needs and opportunities change, and it is inevitable that departments may at times be confronted with required changes that are less than desirable from their individual viewpoints or interests.

Priority for use of a specific facility within the context of the purpose for which that facility was designed (i.e. gym, classroom, etc.) is given first as follows:

- College Academic Activities
- College-sponsored events including athletic events and student events
- College related and co-sponsored activities.
- External constituents

The Facility Usage and Rental Committee has been established to monitor the use of Goshen College facilities and oversee the implementation of this policy and related processes.

In addition to reserving a room, some events may require registration on the Master Calendar. Please refer to section 5.VII for a detailed description of that process.

The Office of Conferences and Events can serve as a resource in selecting the appropriate space for your event on campus. The office is located in the Church-Chapel room 106 and can be contacted by email at events@goshen.edu or by phone at extension 7881.

A. Reserving On-campus space during the Academic Year

1. Conference Rooms and Classrooms (Administration, Science, Wyse, Visual Arts, Newcomer)
   - Use Corporate Time to reserve most classrooms and conference rooms. Always select the resource designate to be notified when requesting the room reservation.

2. Residence Hall Lounges
   - Westlawn – Kulp/Coffman Resident Director
   - Any Administrative or student programming for Java Junction space must be reserved through their management team via Michelle Horning, the Business Faculty Representative. Student programming for KMY Connector 1st floor lounge would be reserved through the Student Activities Director, and Administrative functions for this space would be reserved by contacting the Administrative Assistant for Student Life. Reservations for both the Java Junction and KMY Connector first floor lounge require a one week lead time.

3. Church-Chapel Rooms
   - All room availability may be viewed on Corporate Time.
   - Rooms used as Goshen College classrooms (108, 110, 112) may be reserved using Corporate Time. Always select the resource designate to be notified when requesting the room reservation.
   - All other rooms may be reserved by contacting the Office of Conferences and Events.

4. Union Building
   - Hallway - Contact the Director of Student Activities to approve all requests including setups needed for displays.
   - Gym – Corporate Time can be used to reserve this space. Always select the resource designate to be notified when requesting the room reservation. If additional assistance is needed contact the Office of Conferences and Events at events@goshen.edu or ext. 7881.
5. **Roman Gingerich Recreation-Fitness Center**
   - Classroom spaces can be reserved by using Corporate Time. Always select the resource designate to be notified when requesting the room reservation.
   - Activity areas – For groups up to 25 persons, contact Doug Yoder, Director of the Rec-Fitness Center. For groups larger than 25, contact the Office of Conferences and Events for processing your request.
   - These spaces are heavily utilized from 4-7pm for athletic practices during the academic year.

6. **Umbler Center**
   - Use of the Umbler Center Auditorium requires staffing from the Production Manager because of the complexity and size of the space.
   - Room availability may be viewed on Corporate Time, however room requests should be processed through the Office of Conferences and Events to ensure there is adequate staffing available for your event.
   - Event Blocks are often placed on Corporate Time to reflect work time dedicated to a particular theater event. This does not always prohibit other events from using the Auditorium during this time frame, but it does require close coordination and will be discussed in the reservation process.

7. **Music Center**
   - Use of the Rieth Recital Hall and Sauder Concert Hall requires staffing from the Production Manager because of the complexity and size of the space.
   - All room availability may be viewed on Corporate Time.
   - Music Department members may make room reservations through the Music Center Office.
   - All other reservations may be made by contacting the Office of Conferences and Events.

**B. Reserving On-campus space during the Summer**

During the summer months (end of May term to New Student Orientation in the Fall), the college campus is used by internal and external groups for camps and conferences. The residence halls, some campus houses and most academic spaces are available for this additional use. Coordination of these events is centralized in the Office of Conferences and Events.

**C. Reserving Off-campus space**

1. **Brunk's Cabin.** A group of about 25 can be accommodated overnight at Brunk's Cabin, a large log cabin on a lake in Michigan, about 20 miles from Goshen. This is a favorite place for winter sports such as tobogganing, saucers, and ice-skating. Reservations are made in the Student Life office. Fee for non-college events.

2. **College Cabin.** This newly renovated cabin is on the edge of the Elkhart River, a few blocks from campus. Air-conditioned. Small kitchen. Meeting room with fireplace holds about 35 people. Special outdoor activities are canoeing, picnics or walks along the river and through Witmer Woods. No overnight stays. Student and Goshen College work-related reservations are made in the Student Life office. All other reservations are made through the Office of Conferences and Events. Fee for non-college events. Canoes are reserved through the Recreation-Fitness Center front desk.

4. **Merry Lea Environmental Learning Center.** A 1,150-acre nature preserve located 28 miles southeast of Goshen near Wolf Lake, Indiana. In addition to being a sanctuary for northern Indiana's plants and animals, Merry Lea provides environmental education for people of all ages and a setting for recreating experiences that benefit the human body and spirit. Five miles of maintained hiking trails are open daily from 9 a.m. to 5 p.m. at no charge to the public. Public programs on nature and environmental appreciation are offered through the year. There are fees for educational programs and many of the public events.

5. **The Barn and Pavilion at the Farmstead, the Learning Center, the Rieth Cottage, the Goodrich House, and the Michael Yoder Dome** may be reserved for college activities or by college faculty and staff. Call Merry Lea at 260-799-5869 for booking and rate information. Brochures describing Merry Lea and its programs are available at the Welcome Center.

**D. Reserving Equipment**

Tools in the college shop may be used by making arrangements with the physical plant office.

Special Event supplies and/or services are available in the Office of Conferences and Events. Some are available free of charge and others are available for a small fee. Contact the office for your event needs.

**E. Use of the Church-Chapel**

A special ownership arrangement exists for the Church-Chapel building, located on the Goshen College campus. It is owned by Amity Corporation, with shareholders from College Mennonite Church (50%) and Goshen College (50%). The Amity Facility Management Committee, on behalf of Amity, is responsible for the management of the Church-Chapel and establishes guidelines for its use. As a multi-purpose, shared-use facility it is dedicated to Christian worship, nurture, fellowship and academic programs. Activities and use of the facilities are to be consistent with the teachings of the Mennonite Church.

Priority for use of the Church-Chapel building is given first as follows:

- College Church activities under the direction of pastors, elders, commissions, and Goshen College activities authorized by members of the President's Council.
- Members and their immediate families, regular attendees, current students, faculty and staff.
- Mennonite Church or community events.
- Organizations which involve church members and college employees.
- External constituents.

Goshen College and Amity Corporation seek to work together with consistency in regard to policy definitions, implementation and rate structure. The office of Conferences and Events coordinates the scheduling of the building for Goshen College and external functions, on behalf of the Amity Corporation.
At all times the College, and Amity Corporation for the Church-Chapel building, maintains the right to determine which activities are appropriate to be held on the campus.

Guidelines that should generally be followed include:

- All church spaces are reserved for congregational use on Wednesday evenings and Sundays. Activities in church spaces will generally be denied after 3pm to allow time for completing setups for Wednesday evening activities.
- The food service director may be engaged for special events. These arrangements should be made well in advance. Specific guidelines for expectations are available at the church office or in the Office of Conferences and Events.
- Because the church kitchen is a production kitchen, it is not available for use without the supervision of the food service director. Additional fees apply. Refrigerators, sinks, and microwaves are available in several other spaces in the building to meet the needs of groups who want to provide/prepare their own food. These are located in Fellowship room 307 and Gathering Room 143.
- Goshen College has been given priority for the sanctuary space on Monday, Wednesday, and Friday from 9am to 11am for Chapel and Convocation during the academic year.
- The sanctuary is intended primarily for meetings of a religious nature and normally is not scheduled for non-religious assemblies.
- The Organ located in the church sanctuary is scheduled by mutual agreement.
- Goshen College and College Mennonite Church share equally in the maintenance of the building, each should be sensitive to the needs and wishes of the other, and neither should seek scheduling that would in any way curtail the originally intended use by the other.

Detailed guidelines are available in the church office or the vice president for finance office. All questions regarding reservations may be directed to the Office of Conferences and Events located in the Church-Chapel room 106. You may email them at events@goshen.edu or reach them by phone at extension 7881.

VII. PROCESS FOR PLANNING CAMPUS EVENTS

The Campus Events planning process is a clearinghouse for information and calendaring; it will facilitate the flow of information for all departments and groups planning events, and for those providing services for events. Management of this process is the responsibility of the Office of Conferences and Events (OCE), which also has the responsibility for managing external event arrangements. Campus Events will be planned and the campus calendar will be approved by President’s Council prior to the new fiscal year. The goal of this process is to allow the campus to plan events that are strategically coordinated, appropriately promoted, and adequately resourced in the budget.

A. Policies

- The Office of Conferences and Events will have responsibility for the policies, structures, and systems related to all event planning on campus. This will include tools for planning and budgeting, training of planners, consultation, coordination and planning assistance as needed.
A Master Calendar Committee has been established to help ensure that the calendar of events is strategically designed to meet the academic, social and spiritual needs of the campus, and that planned events are positioned to be maximally successful at a sustainable cost. See section II.F for a description of the Master Calendar committee.

All campus events with budgetary impact will be planned prior to the new fiscal year in accordance with the Master Calendar Committee planning process.

B. The Master Calendar Reservation Process

1. Determine if your event requires registration on the Master Calendar based on the following criteria. Please note that all requests for events / space by non-Goshen College groups or individuals are processed through the Office of Conferences and Events (OCE).
   - Held in one of the performance venues (Rieth, Sauder, or Umble)
   - The audience size is expected to be greater than 50 persons
   - Spans multiple venues
   - An admission fee will be charged
   - Being promoted beyond the campus
   - Is considered a fundraiser
   - Involves the sale or distribution of an item
   - Held outdoors
   - Involves a high-profile guest (governmental, foreign dignitary, etc.)

2. If your event qualifies, complete an Event Registration Form made available by the Office of Conferences and Events.

3. Once your event has received all necessary approvals, you will be contacted with an acknowledgement to which you must respond to confirm your event. The event will then appear on the Campus Master Calendar (communicated through the Web Calendar). OCE will contact campus departments associated with your request and notify them of approval.

4. College-wide events such as those planned by the President’s Office have priority and are entered on the calendar each year. Such events may preclude the scheduling of other internal or external events on campus or in a specific location.

5. The Master Calendar Committee will review unresolved conflicts. Any conflicts that cannot be resolved by the MCC will be resolved by the provost’s office.

6. The administration will determine the budget available for event support by service departments for all internal events. This budget will aid in determining how many events the institution can sustain each year and will define the budgeted dollars for events in each VP area.

7. All events for the following academic year, which are approved and scheduled by the end of May term of the current year will have priority over later, competing events.

Note: The Master Calendar works in conjunction with the Web Calendar. The Web Calendar is a communication tool for the Master Calendar and is managed by the Office of Conferences and Events.

VIII. INFORMATIONAL PUBLICATIONS

- Campus Communicator is a daily news and announcements sheet published during the academic year by the Public Relations Office based on succinct submissions from faculty, staff and students pertaining to campus activities.
and events, community life, academic affairs, opportunities, reminders, etc. Paper copies are posted in each building on campus at public bulletin boards, and an online version is accessible from the “On Campus” page on the college’s web site. Send items to announce@goshen.edu or stop by Administration Building, Room 26, to submit announcements. (Possibility for web-only posting is in planning as of 11/04.)

- Faculty-Staff Bulletin is an online, year-round weekly news/information and community-building forum intended for current and retired college employees. Accessible on the Goshen College internal web site through gconline (which many people on campus set as their web home page), faculty and staff can submit items for immediate posting throughout the week and, early Friday morning, all new postings are collected and published to email that is then sent to all current and former faculty and staff. In addition to submitted announcements that range from job openings to academic calendar announcements to conference travel or professional recognition items, a campus event calendar and news digest is included.

- Published quarterly by the Public Relations Office, the Goshen College Bulletin is the institution’s official magazine, distributed to more than 25,000 recipients who are GC alumni or parents of GC students, donors, Mennonite organizations and agencies, Mennonite congregations, other colleges and universities in Indiana or within the Council of Christian Colleges and Universities or Council of Independent Colleges, libraries, businesses, etc. The content includes features focusing on campus programs and individuals as well as alumni and academic-related topics; alumni news, collected by College Relations, including death, marriage and birth notices as well as submitted items edited for length and content as appropriate; campus news and Maple Leaf athletics; a message from the president; and an abbreviated calendar of upcoming campus events.

Student media include:

- The Record student newspaper is a co-curricular offering of the Communication Department published weekly during the academic year (each semester is headed by a different student editor) and supervised by a faculty advisor. The content is student-generated, and distributed both in print and online; publication day is currently Thursdays.

- “GC Journal” is a campus cable television program produced by students during the academic year with supervision from a faculty advisor from the Communication Department.

- 91.1 “The Globe” (WGCS-FM) is the 24-hour campus radio station, overseen by an administrative faculty general manager who is a member of the Communication Department, and staffed by students and community volunteers. Intended as an educational learning laboratory as well as a community service and overseen by an Advisory Council, The Globe format is Americana and world music and original Goshen College programming that includes sports broadcasting for selected Maple Leaf Athletics competitions. Sunday morning includes broadcast of College Mennonite Church’s worship service.

IX. MEDICAL ATTENTION AT WORK

For medical attention requiring more than first aid with available supplies, the employee should make use of either the designated clinic (for work-related injuries only), personal physician or Goshen Hospital emergency room, depending on the seriousness of the injury or illness. All work-related injuries or illnesses must also be reported immediately to the director of human resources, to be eligible for worker’s compensation benefits.
X. PARKING
Any employees who make use of college parking areas must register their vehicles with the Physical Plant Department and follow the campus parking guidelines. A permit sticker is issued without charge upon completion of registration. Each employee must, however, comply with all campus parking regulations or be responsible for any fines incurred.

XI. MEALS
The LeafRaker, located in the Union, is open for short-order-type lunches during the school year. Employees also are welcome to eat in the college dining hall, which serves three meals per day when students are on campus and classes are in session.

XII. TRAVEL
Goshen College employees may, at times, need to do official travel for the College. The following guidelines should apply:

- Always use a college vehicle if one is available. Schedule one through the Goshen College Motor Pool at physplant@goshen.edu. Gas costs for college vehicles are reimbursed through the accounting office. If a motor pool car is not available, a rental car can be arranged or employees may use their own vehicle, record the mileage and receive reimbursement.
- If a college employee driver is at fault in an accident with a college vehicle, the driver’s department must pay the $500 deductible fee toward the cost of repair work.
- Air travel reservations should be made in advance in order to receive advance-planning discounts. Employees are encouraged to use the services of Menno Travel for air travel or alternatively make air travel arrangements directly online.
- Frequent Flyer credits must be used by the employee for future college travel. These credits may be purchased from Goshen College by the individual.
- Under NO circumstances should private planes be hired.
- When car rentals are necessary, economy sized cars are to be rented from lower-cost companies. Travelers DO NOT NEED to purchase collision damage waiver insurance as the college insurance policy provides coverage for all hired/rental vehicles used for college business.
- The College will reimburse employees for meals away from campus while on college business. All receipts must be kept and submitted to the accounting office for reimbursements.
- If a spouse accompanies a college employee on a business trip, the employee is expected to pay for the spouse’s expenses if these expenses add to the costs the employee will incur. For example, if an employee would drive a car normally, an accompanying spouse would not be charged for mileage costs.
- All employee expenses are eligible for cash reimbursement through the cashier in the accounting office, up to $100. Expenses above $100 will be reimbursed through accounts payable via check.
Student Life

I. STUDENT HANDBOOK
Each year Student Life updates the student handbook, entitled Survival Guide, which is available through the GC and Student Life web sites. The range of information includes: The basics (food, shelter, health care, etc.); Making the grade (registration, class attendance, etc.); Campus ministries; Money (payment plans, career services, etc.); Diversions; Student leadership; Rights and Responsibilities (including the details of the discipline process). All members of the campus community should be familiar with the contents of the Survival Guide.

II. EMERGENCY SITUATIONS
Emergencies occurring on campus, in the Goshen community, or on SST location related to students:

- In the event of a death of a student, any person receiving the information should notify the dean of students or the associate dean of students. If neither of these persons is available, call the provost. Other administrative persons will be involved as appropriate in deciding how and by whom next of kin should be notified.

- In cases of serious medical emergencies, i.e. major accidents, hospitalizations, etc., notify the dean of student life or the associate dean of students. If parents need to be informed, the director of Wellness & Health Center and/or others will be consulted to decide who should actually make the call. In all cases involving hospitalization, regardless of seriousness, the campus minister should be informed.

- All emergency situations not covered above will be handled by notifying a faculty member in the student life office. The person who receives the call will deal with the situation and report to others as appropriate at a later time (often the next morning). However, s/he may consult with others immediately if necessary.

- Emergencies occurring off campus (home communities, etc.) involving family members, close relatives, or friends of students: Anyone receiving information about the death, serious injury, or illness of persons noted above should inform the dean of students or the associate dean of students immediately. In consultation with others (or independently), a plan for notifying the student involved will be decided upon.

- In any of the above situations that necessitate absence from class, the director of counseling should be informed. S/he will notify the student's professors and residence-hall staff persons.

- Should an emergency situation need to be interpreted to any of the college's constituencies, the director of public relations should be consulted.

III. WELLNESS & HEALTH CENTER
A. Wellness & Health Center
The student health service must maintain confidentiality. The Student Wellness & Health Center maintains its own private confidential files to which no one has access except the Wellness & Health Center staff unless written permission from the student has been given. There is no exchange of information between a student's Wellness & Health Center file and the personal folder in the Student Life office. The Wellness & Health Center does not provide written class excuses to instructors. Unless the student authorizes giving more
information, only the student's visit to the Wellness & Health Center will be validated.

B. Student counseling services

College students typically encounter a great deal of stress — academic, social, family, work, financial, spiritual — during the course of the educational experience. While most students cope successfully with demands of college life, for some, the pressures can become overwhelming and unmanageable. The inability to cope effectively with emotional stress poses a serious threat to students’ learning ability.

Professional, short-term counseling services are available to students on a free-of-charge and confidential basis. Both individual and group therapy is available. Faculty interest and concern may be critical factors in helping a student access services available to them on-campus.

The counseling website (http://www.goshen.edu/studentlife/counseling_faculty.php) offers a more complete description of services as well as a guide to assist faculty in making a referral to counseling services.

C. SST screening

Counselors who see students on referral from the SST program will cooperate with the following process and will define this process for the student so referred. If a faculty member (or other person) questions the advisability of any student's participation on SST:

1. The faculty member must inform the student what he has shared with the SST office or grant the SST office permission to say where they received the information. If this permission cannot be granted, the report is considered as a rumor and invalid. No further action is taken. If permission is granted, screening proceeds to step b.

2. Student is confronted with information received. If professional assessment is called for, the student is given a list of persons to choose from. If s/he refuses this process, SST participation is automatically delayed. If the student agrees to proceed, the chosen counselor completes the counseling and assessment and provides a report to the SST office.

3. The SST office may bring input to the screening committee for discussion and recommendations.

4. The SST office makes a decision to delay or to proceed on the evidence of the host country, report of professional counselor, the screening committee and other relevant data.

IV. ACADEMIC SUPPORT CENTER

The Academic Support Center is in place to provide support to both students and faculty within the context of academic support for students seeking assistance beyond the routine class and faculty interaction. Service provision includes support for students with documented learning disabilities, structure and leadership for the tutoring program, structure and leadership for the Writing Center and leadership in planning and conducting the Placement Test program. The Academic Support Center works in collaboration with the Counseling Office and Alerts program focused on student retention.
V. MULTICULTURAL AFFAIRS OFFICE

The Multicultural Affairs Office provides a comprehensive approach to multiculturalism on campus in an effort to create a culture that fosters intercultural openness. Mechanisms for direct interaction with various elements of academic life, student life, alumni and the local community are in place as work to impact multicultural outcomes are carried out for both students and staff. A key component is the Multicultural Affairs Committee represented by key faculty and administrators.

VI. CAMPUS ACTIVITIES

Each faculty member should be familiar with the program of campus activities on the Goshen College campus. These activities are administered through the director of student activities. Participation in student activities is an important part of the total educational experience of each student and provides excellent opportunities for exercising initiative, creativity and leadership.

All student clubs/organizations should have faculty sponsors. Faculty members who serve as sponsors are invited and encouraged to keep in close contact with the director of student activities as they begin and continue their sponsorship roles. The following is a summary of duties of a faculty sponsor:

- Serves as a resource person and adviser to a designated student organization or group.
- Takes an active interest in the activities and program of the group.
- Meets regularly with the officers and assists in long-range planning.
- Acts as a constructive and creative resource person and helps the student leadership relate program planning to the objectives, ideals and standards of the college.
- Provides budget oversight to all clubs/organizations.

VII. CAREER SERVICES

Located in the Student Life offices on the second floor of the Administration building, the mission of Career Services is to help students discover their vocation. Services of this office include career exploration, self-assessment testing, mock interviews, résumé critique, guest presentations in classes, an extensive web site which includes an online job and internship bank, and the Leaf Links Career Mentors web site.

Workshop topics for students include résumé writing, networking, graduate school and a senior "disorientation" series, which focuses on the transition from college to career.

A one-credit course called Vocational Choices is offered each spring semester, open to any student. Interdisciplinary summer internships are available to sophomore and junior students through the Ministry and Service Inquiry Programs. Career Services also sponsors a lunch-time workshop for senior seminar professors each semester.

VIII. CAMPUS MINISTRIES

The goal of Campus Ministries is to engage each student in opportunities to meet the living God in vital and refreshing ways, with daily and weekly opportunities for Christian spiritual growth as well as several styles of welcoming worship services. In addition to chapel services, a team of students works with the campus minister to implement campus worship night, Taizé services, small Bible study and support groups, community voluntary service and spring break service trips. Other activities
include a Fellowship of Christian Athletes chapter, Catholic Students Association, spiritual direction opportunities, and occasional retreats.

Faculty are encouraged to invite students to attend their home congregations and to engage faith questions and topics in teaching and advising settings, guided by principles of respect and hospitality toward all. The campus minister is available to consult with any faculty member as needed.

IX. CONVOCATION ATTENDANCE REQUIREMENT

Students are required to attend a set number of convocations. When viewed as a contribution to the general education program, the discipline of an attendance requirement for convocation seems entirely appropriate.

The mission of convocation is to enable common learning experiences that strengthen the campus community. One unique mark of the "small college" is the interaction of the community as a whole on intellectual, spiritual, and ethical concerns in addition to the usual athletic and social events. In some cases, convocation provides an opportunity to deal with issues and problems that relate to the functioning and life of the campus community. At other times the presentations provide opportunities for later discussion and interaction.

While the basis for required attendance has its roots in general education, the college recognizes the value of attending chapel services as well to strengthen common faith experiences. Therefore, the attendance requirements can be met by attending either chapel or convocation.

The convocation coordinator establishes attendance blocks within which there are a nearly equal number of chapels and convocations. The blocks will be announced at the beginning of each semester or May term. Programs for each block will be arranged and posted in advance. The number of recommended attendances in each block will be roughly equal to the number of convocation programs in the block.

All students receive a convocation/chapel information sheet at the start of each semester. Further details, including information about exemptions to the convocation attendance requirement, are available at the convocation-chapel website.

Students can access their attendance status through GCOline. Since convocation attendance is a graduation requirement,

- The student will be required to make up one event in a subsequent semester for each deficiency incurred.
- If the student fails to make up the attendances, two additional options are available, dependent on the number of deficiencies that must be made up: (1) a personal essay on the core values of Goshen College or (2) an additional three-hour general education course selected by the convocation coordinator in consultation with the student. The three hours of credit may not count toward any other graduation requirement.
COMMUNITY STANDARDS

As an educational Christian community, Goshen College seeks to respect the dignity, worth and individuality of each person. Quality of relationships, a sense of community, mutual caring, openness and integrity are important characteristics of our life together.

The Goshen College Commitment to Community Standards is available on the web at http://www.goshen.edu/studentlife/StudentHandbook04-05.pdf

I. A SPIRIT OF HOSPITALITY

Goshen College is dedicated to fostering a spirit of hospitality on our campus, including all students, faculty and staff and college guests, as part of maintaining a healthy living and learning community. We welcome all students as God’s creation regardless of color, gender, religion, ethnicity or nationality, sexual orientation and social or economic class. In order for a diverse community to thrive, we must recognize our differences and seek understanding and integrity in our relationships. Students and faculty at Goshen College are expected to support an environment of mutual respect and accountability, to care for the personal dignity of others and to have integrity in their conduct and communication.

The spirit of respect and hospitality at Goshen College reflects our character as a Mennonite-Anabaptist liberal arts community of scholarship, teaching, learning and service. We believe that the expression of hospitality is best understood in the life and character of Jesus Christ, who welcomed the Gentile and the Jew, women and men, the poor and the wealthy, the slave and the free, the sick and the healthy. The Mennonite Church promotes a community founded on love and justice in which all persons possess inherent dignity as children of God. Our search for truth and our understanding of complex modern challenges is informed and transformed by the life and teachings of Jesus and the tradition of Anabaptist Christians to be accountable to each other in the context of the church.

II. RIGHT AND RESPONSIBILITIES: INDIVIDUAL COMMITMENTS WITHIN COMMUNITY LIFE

A. Invitation to Christian community

Goshen College is committed to encouraging students in intellectual, social, moral and spiritual growth. Students are invited to engage in a dynamic and life-giving community here and to mature as individuals through respectful relationships in the classroom, the local community, in the broader Christian church and in among other cultures. All are expected to demonstrate sensitivity and concern for others’ convictions, perspectives and struggles. Within the context of a Christ-centered community, we seek to become:

- passionate learners;
- global citizens;
- servant leaders; and
- compassionate peacemakers.

B. Expectations

Members of the Goshen College community are expected to demonstrate individual responsibility in showing consideration for the beliefs and feelings of others; abiding by federal, state and local laws; and demonstrating exemplary conduct. When a student’s behavior has direct implications for others and/or the well-being of the campus community, there is cause for
community involvement, regardless of where the situation occurs (e.g. home or abroad.)

1. Academic Honesty
   As an academic community that expects integrity, we seek for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research and service. As an academic community of integrity, we uphold personal accountability and take action against wrongdoing. Examples of academic dishonesty include, but are not all inclusive of, the following: plagiarism, cheating on assignments or exams, falsification of data, sabotaging the work of another and aiding in academic dishonesty of another.

2. Alcohol and illegal drug use
   Goshen College considers the use of alcoholic beverages and illegal drugs detrimental to individual and community health. The use of alcohol illegal for minors, and alcohol and illegal drugs also may create dependencies, invite an unhealthy escapism, waste money and abuse health and take lives, as well as generate behavior offensive to other people. Goshen College does not consider it possible to have a wholesome campus community if alcoholic beverages and illegal drugs are used. Abstinence may be an effective witness against these practices, which are so widely and indiscriminately condoned in our culture. For these reasons, Goshen College recommends non-use as the most appropriate lifestyle choice. Alcoholic beverages and illegal drugs are prohibited from the campus and all college-related functions. Students will be held responsible for any alcohol, drugs or drug paraphernalia found in their presence.

3. Firearms and fireworks
   The possession or use of firearms or fireworks is prohibited on campus.

4. Fire & Safety Equipment
   Tampering with any fire and safety equipment on campus is unacceptable.

5. Fraud & Theft
   Students are expected to respect the identity and property of others. Examples of fraud or theft include, but are not all inclusive of, the following: dishonesty on timecards, theft of and other misuse of personal or college property.

6. Racism
   Goshen College creates a social and academic environment where students develop awareness of issues of race, sensitivity to minority populations and intercultural understanding. The campus reflects God’s world: multicultural, multiracial and multiethnic. We believe that racist attitudes and actions do not example the love of Christ, and violate the inclusive intention of the mission of Goshen College.

Racism is a set of attitudes or beliefs that hold particular racial or ethnic groups superior to others, often resulting in justification of discriminatory treatment or other racist acts. Racism denies the humanity of others and denies the truth that all human beings are made in the image and likeness of God.
As an institution of the Mennonite Church, Goshen College believes that racism is contrary to Christian theology and is inconsistent with the life and teachings of Christ. Therefore, we will resist the pervasive racism of our society by identifying and confronting its evidence.

7. **Sexuality**
We believe that sexuality is an integral part of our personalities, reflecting who we are as individuals. To care for another person includes honoring and respecting that person as a sexual being. Sexuality cannot be separated from the other dimensions of our lives.

Sexual discrimination, coercion, exploitation and abuse are detrimental to both relationships and to individual self-esteem; these are also destructive behaviors that violate the caring nature of our community. Goshen College is firmly opposed to sexual discrimination, sexual harassment, sexual exploitation and sexual abuse. We believe the clear intent of New Testament Scripture is to place sexual intercourse within the covenant of marriage.

The goal of confrontation in these matters, as in all others, will be for well-being, reconciliation, correction, forgiveness and redemption. Our counseling and health-service personnel are available to students wishing to discuss issues regarding sexuality or sexual behavior. These conversations will be held in strict confidence.

8. **Tobacco use**
The use of tobacco imposes a serious and unnecessary burden upon the health of the user and community. It also constitutes a fire hazard in some cases. Use of tobacco in any form is prohibited on campus or at any off-campus official college activity and strongly discouraged elsewhere.

9. **Threats of Violence**
The threat of violence against another individual, whether verbal or physical, is unacceptable.

10. **Vandalism**
Any vandalism on campus will be considered offensive behavior. Responsibility for restitution will be expected.

C. **Serious Intent**
While it is difficult to determine a framework of community standards that completely matches the ideals of each individual, clear expression of commonly held expectations is vital to productive, positive life and work together in a diverse campus setting. Every Goshen College student is expected to show serious intent to live according to these standards.

III. **DISCIPLINARY PROCESS**

A. **Philosophy of discipline**
The judicial process is a positive, dynamic means of assisting individuals in achieving their goals by developing a greater sense of Christian responsibility and maturity. In short, the goals are personal growth, resolution of the problems and reconciliation where alienation has occurred. When the behavior changes, the problem is resolved. If an individual does not change behavior, then separation from the community may result. The process is designed to
assist individuals in monitoring their own behaviors, rather than relying on external rules and regulations.

**B. Violations**

When violations occur, we can freely confront one another if the goal is restoration and calling ourselves to a renewed commitment to the Community Standards. Where such confrontation does not occur or is ineffective in changing behavior, other structures exist to address the problem. These resources include the dean of students, residence life staff and a campus judicial system. Conversations within these structures will be characterized by a spirit of genuine care and a desire to encourage positive growth. The infrequent incident that unable to be resolved within this framework may call into question a continued relationship with the college.

To be clear, such conversations will be held in confidence out of respect for the students. Select faculty (e.g. academic, co-curricular advisors and coaches) will be informed of any outcomes that may impact the students' responsibility and development. Campus-wide communication is not part of the process nor does it serve the student's best interest.

**C. Judicial organization**

In most incidences, Standards violations will be addressed by the associate dean of students and the vice president for student life/ dean of students. Three additional judicial bodies are resources in the process.

1. **Residence Hall Council**
   
   The Residence Hall Council (RHC) is composed of six members: the associate dean of students, two resident directors and three students appointed by the Student Senate. The Council meets with resident students who are involved in a violation of college standards and makes decisions about appropriate disciplinary responses.

   Decisions made by the Council are shared with the dean of students. Any decision made by the Council can be appealed to the Campus Judicial Board.

2. **Campus Judicial Board**

   The Campus Judicial Board is comprised of five members: the dean of students, two faculty members elected by the faculty and two students chosen by Student Senate.

   The Campus Judicial Board takes any necessary action that is appropriate in the discipline of the student. Such action may include but is not limited to fines, parental notification, community service hours, restitution, disciplinary probation and dismissal.

   Any action by the Campus Judicial Board may be appealed in writing by following the formal process procedures described in the "Goshen College Grievance Policy and Procedure" brochure. The appeal letter should be given to the director of human resources.

3. **Campus Judicial Board for Sexual Assault**

   If a student chooses to pursue disciplinary action against another student for sexual assault, the victim may request a full investigation. The vice president for student life will determine the appropriateness of the judicial hearing. If a hearing is not held, the complaint will be resolved through other channels.
If there is a hearing, the complaint is referred to the Campus Judicial Board for Sexual Assault. The Board is comprised of five faculty members: the two faculty from the Judicial Board, the VP for student life, the associate dean of students and one additional faculty member. Due to the intensity, time and sensitivity of the allegations, the board will receive specific training on sexual assault hearings to ensure the best outcomes.