

THE LAY TEACHING COMMITTEE HANDBOOK



The Intern Program

Perkins School of Theology



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So I'm on this Lay Teaching Committee . . .

WHAT HAVE I GOTTEN MYSELF INTO?

Chapter 1:
The Ministry of
Supervision

WELCOME TO THE MINISTRY OF SUPERVISION!

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

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

Be assured that you were chosen because your pastor has seen in your life a baptism that has been both “lived out of” and “lived into.” You have been chosen because you are in ministry already. You have much to offer this student!

The mission of Perkins School of Theology is to “prepare women and men for faithful leadership in Christian ministry.” As a lay member of a congregation, you hold valuable insight into what healthy and effective Christian ministry looks like and feels like. The agenda of your work on this Perkins School of Theology Internship Lay Teaching Committee is singular: to assist this particular intern to achieve her or his learning goals for ministry competencies. You—along with the faculty supervisor, the mentor pastor and the mental health consultant—are a vital part of the internship.

Your work may be likened to ripples created when a pebble is dropped onto the calm surface of a pond. Sometimes the ripples are short-lived. At other times the ripples seem to move out an amazing distance and to last an amazing length of time. Your work will produce ripples in this world long after the end of the internship. These ripples will continue across this student’s life and ministry, which means that they will make their way across every congregation and/or agency the student will serve.

Be surprised at what you will learn and at how you will grow through your participation in this process. Be excited about how God will be at work in your congregation during the internship. Embrace this opportunity to invest in the education and formation of one who will be in leadership in the Church well into the future. Be expectant! Have some fun! Enjoy the adventure!

THE INTERNSHIP COURSE

STATEMENT OF PURPOSE

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

The Gospel, testified to by the various voices of Scripture and Tradition, is the proclamation that God has created this world and continues to bless it with life and well-being.¹ God's blessing is peace and justice and human flourishing.² God continues to overcome everything that distorts and destroys life and wholeness.³ This Gospel, decisively embodied in Jesus Christ, embraces the totality of creation: the personal and the social, the spiritual and the secular, the present and the future.

The Church is called by God to be the community of those who commit themselves in the name of Jesus to embodying God's life-giving Gospel in their own lives and to advocating the divine blessing/justice for the whole creation in a way that confronts the concrete issues of power, economics, class, gender, and race.⁴

The primary mission of Perkins School of Theology is "to prepare women and men for faithful leadership in Christian ministry."⁵

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

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

¹ Gen. 1:28; 12:1-3; John 10:10

² Ps. 85:10-13; Amos 5:24; Luke 4:16-21

³ Isa. 61:8; Amos 5; John 1:1-5; Rev. 21:3-4

⁴ Matt. 25:31- 46

⁵ *Perkins 2016-2017 Catalog*, p. 13

So I'm on this Lay Teaching Committee . . .

WHO ELSE IS IN THIS WITH ME?

Chapter 2: The Supervisory Circle

THE INTERNSHIP TEAM

Teaching Congregation / Agency

Lay Teaching Committee

Chairperson:

Mentor Pastor

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

Intern

Consultant /
Internship Seminar Group

Faculty Supervisor

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

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

THE LAY TEACHING COMMITTEE

The Composition of the Lay Teaching Committee

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

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

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

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

- Know and are committed to the church and its mission in the local congregation, the community, the denomination, and the world
- Have a sense of their own baptismal call to ministry in the church and the world and of their own distinctive gifts for fulfilling that ministry
- Recognize the importance of accountability in the church—their own and that of others
- Are able and willing to invest the necessary time and energy in helping the intern to learn and grow
- Can be open to the uniqueness of the intern—her/his gifts for ministry, vision of the church, ways of doing things
- Appreciate the importance of mutual trust in personal relations and conversations

Responsibilities of the Lay Teaching Committee

There are four primary areas of responsibility for the lay teaching committee.

A. Support

- By praying regularly for the intern
- By working to be sensitive to the intern's several "worlds": pastoral responsibilities, academic requirements, professional relationships, and family life
- By demonstrating concern for the intern's family and/or important relationships
- By interpreting for the congregation and staff the purpose of the internship and the student's role and responsibilities within it
- By making the intern feel welcome to share her/his faith story with the committee

B. Involvement

- By finding time and situations to observe the intern engaged in ministry
- By participating in some aspects of the intern's ministry
- By reading carefully all written reports provided by the intern
- By supporting the intern's ministry in the congregation
- By assisting the intern in the formulation of Revisions 1 and 2 of the Learning Covenant

C. Feedback

- By attending the regularly scheduled meetings of the lay teaching committee

- By preparing for these meetings by reflecting on their experiences with and observation of the intern and reviewing any written material prior to the meetings
- By sharing with the intern their honest, constructive opinions on the intern's work in fulfillment of the required competencies
- By assuring the intern that feedback conversations are privileged communication and will not be shared with anyone outside the internship team

D. Evaluation

- By attending all evaluation sessions, normally the Ninth Week Evaluation, the Midpoint Evaluation Conference and the Final Evaluation Conference
- By sharing with the intern and the faculty supervisor their frank assessment of the intern's strengths and areas of need
- By responding in writing to evaluation material provided by the faculty supervisor

The Chairperson of the Lay Teaching Committee

A. Selecting the chairperson

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

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

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

In full-time student pastor internships in which the members of the committee are drawn from both the student's charge and the mentor pastor's charge, the chair of the committee is normally a member of the student's charge. The chair of the committee does not have to be a member of a major administrative entity in the church, e.g., PPRC or Personnel Committee, as these serve a different function than the lay teaching committee.

B. Qualities of an effective chairperson

An effective chairperson is one who exemplifies the qualities desirable in all the committee members as described earlier. In addition, the chairperson should be one who

- Respects differing opinions
- Understands small group dynamics
- Possesses good organizational and communication skills
- Supports the learning structures of the Perkins Intern Program and the seminary and is willing to invest the time and energy to learn the intern program process
- Appreciates the importance of mutual trust in personal relations and conversations and keeps that value before the committee
- Understands the importance of the committee's honest and constructive feedback to the intern's learning

C. Responsibilities of the chairperson

In addition to sharing in the four primary areas of responsibilities of the committee (support, involvement, feedback, and evaluation) already described, the chairperson's specific responsibilities include:

- Scheduling and attending all committee meetings
- Learning about the internship process and becoming familiar with the Course Competencies
- Assisting the intern in the formulation of the intern's learning covenant's revision 1 and 2
- Reading the intern's learning covenant and offering feedback
- Being available to meet with the intern between meetings, if necessary
- Working with the intern to create the lay committee's agenda for each meeting
- Guiding the discussion at the committee meetings around the required competencies and/or ministry experiences
- Observing the intern in different ministries and encouraging others to do the same
- Participating in all evaluation sessions
- Sharing in any community ritual of receiving and/or sending forth of the intern

A TYPICAL LAY TEACHING COMMITTEE AGENDA

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

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

GUIDE FOR SETTING LAY TEACHING COMMITTEE AGENDAS

WEEK ONE

The Lay Teaching Committee Orientation, led by the faculty supervisor(s): The committee receives and/or reviews the Intern's Learning Covenant.

WEEKS THREE AND SIX

Focus:

The Intern's Learning Covenant

Preparation:

- 1) Receive and read the Learning Covenant.
- 2) Observe the Intern's work in the congregation and/or agency whenever possible.
- 3) Converse with the Intern regarding the Learning Covenant's tasks, goals and competencies.

Meeting Agenda:

Feedback Session

- 1) Intern offers self-assessment of the ministry experiences and competency achievements.
- 2) Lay teaching committee members offer feedback on the same ministry experiences and competency achievements.

WEEK NINE

Focus:

The Ninth Week Evaluation

Preparation:

The lay teaching committee members will read the Perkins Intern Evaluation Form found in Appendix B and will come prepared to share feedback with the Intern.

Meeting Agenda

- 1) The lay teaching committee chairperson will guide the feedback session using the Perkins Intern Evaluation Form.
- 2) The lay teaching committee chairperson will appoint a recorder for the feedback session who will take notes.
- 3) The chairperson will submit this form to the faculty supervisor.

WEEK 13 AND FOLLOWING...

The Lay Teaching Committee will meet **every four weeks beginning in Week 13** until the end of the internship.

Focus:

Feedback Session

- 1) Intern offers self-assessment of the ministry experiences and competency achievements.
- 2) Lay teaching committee members offer feedback on the same ministry experiences and competency achievements.

The **Midpoint and Final Evaluations** will be guided by the faculty supervisor. All members of the lay teaching committee participate in these important evaluations.

THE MENTOR PASTOR

The *mentor pastor* is the professional person within the placement who has primary supervisory and teaching responsibility to the intern. The mentor pastor's role is fundamental to an effective process in which productive learning can occur.

The mentor pastor is responsible for attending the lay teaching committee orientation, all evaluation conferences, and two additional meetings of the lay teaching committee.

THE ON-SITE SUPERVISOR

In placements where the intern is not placed in the context with the mentor pastor, an *on-site supervisor* will be responsible for supervising the intern's day-to-day work and insuring the student is given the necessary opportunities to achieve the required competencies.

The on-site supervisor may select or aid in the selection of the members of the lay teaching committee and is responsible for attending the lay teaching committee orientation, all evaluation conferences, and two additional meetings of the lay teaching committee.

THE CONSULTANT

Most interns meet regularly with their peers in an Internship Seminar under the leadership of a *consultant* who is a specialist in the field of mental health or human behavior. These professionals are an important part of the internship supervisory team. They assist the interns in integrating the personal and professional dimensions of their lives and provide non-therapeutic consultation on issues that arise throughout the internship such as, but not limited to, intrapersonal awareness, life changes/stressors and conflict facilitation.

Consultants also meet with mentor pastors as part of the Mentor Pastor Colloquy supervisory support conferences and consult in appropriate ways with the faculty supervisor as needed.

THE TEACHING CONGREGATION OR AGENCY

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

- Member involvement and participation in worship, education and program
- A commitment to the principle of open itinerancy and equal opportunity without regard to gender, race, ethnic origin or age
- A sense of mission, both locally and worldwide
- A positive attitude to the denomination as well as to the ecumenical community
- A record of fulfilling its responsibility for denominational apportionments
- The financial resources to fund the required minimum internship stipend. (Limited subsidies are available when necessary). In student pastor internships, salaries replace stipends.
- A willingness to invest time, resources, energies and self in the intern.

It is important that the congregation or agency be given an opportunity to celebrate the presence of the intern and to affirm its role as a teaching congregation.

This is appropriate even if the intern has already been employed in that setting prior to the internship. Typically, a good occasion for this is in a worship service. Mentor pastors and teaching congregations are encouraged to develop their own liturgy for this time of welcome and celebration. At a minimum it will probably include:

- A brief word of introduction to the Perkins Intern Program and the congregation's designation as a teaching congregation

- The presentation or introduction of the intern either by the mentor pastor or the chairperson of the lay teaching committee
- A response by the intern
- Word of welcome or reception by the entire congregation
- A prayer acknowledging gratitude toward and dependence upon God for this new ministry

*A sample liturgy for the beginning of internship
may be found in Appendix C.*

So I'm on this Lay Teaching Committee . . .

WHAT DO YOU
MEAN BY
“SUPERVISION”?

Chapter 3:
Supervision in Action

OUR THEOLOGICAL UNDERSTANDING OF VISION SHARING

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

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

The lay teaching committee’s role is to **share its vision** of ministry with the intern through support, feedback, involvement and evaluation. Each of us has a vision of God or Christ, of what it means to be a Christian, of what the church is and ought to be, of the kind of world God desires, and of what it means to be an ordained minister. Everyone’s vision is partial and requires the vision of every other member of the Body of Christ.

Jesus practiced supervision with his disciples. The Gospels report how Jesus called persons to follow him into ministry (Mt. 4: 18-22; 9:9), authorized and trusted them to do ministry (Mt. 10:1-42), instructed (Mt. 11:1), criticized and corrected (Mk. 9:1-29), interpreted and rejoiced in what was happening in ministry (Lk. 10:17-20) and prayed with them (Jn. 17:6-19). Jesus promised not to abandon them (Mt. 28:20). Jesus’ vision was complete. It is the super-vision of Jesus that judges and blesses the church.

The intern brings to internship her/his vision of the church and its ministry. The other members of the internship team are asked to share their vision of the church and its ministry with the intern in order that the intern’s own vision can expand and become clearer, more complete, and thus empower the intern for better service to God and God’s people.

*Vision Sharing is sharing—not imposing—
our own vision of ministry
from our own experience and perspective
with the intern.*

TRUST AND THE FEEDBACK PROCESS

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

THE IMPORTANCE OF TRUST

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

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

THE IMPORTANCE OF LAY TEACHING COMMITTEE MEETINGS

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

The committee's *formal* supervision occurs primarily in its regularly scheduled meetings with the intern. In order to discuss all necessary areas of ministry during the period of the internship and to be good stewards of the committee's time, the chairperson and intern should confer in advance of each meeting to work out an agenda.

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

Giving feedback is a skill that can be learned and developed. For feedback to be received it is important that it be heard and that it be understood. The following pages offer some guidance in giving constructive feedback.

SOME TIPS FOR GIVING FEEDBACK

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

WHEN YOU WONDER

Why should I share my thoughts and feelings?

How do I know what to share?

How should I say it?

What shall I comment on?

Will I hurt the intern's feelings?

THINK ABOUT

How truth can set one free.

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

How the intern can't read minds and is depending on you for information s/he can't get anywhere else.

Your own experience is unique and important.

No one sees things just exactly like you do.

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

Not being harsh or judgmental — but saying “My experience of you is ...” or “From my point of view ...”

One can speak the truth in love.

What you liked or found helpful.

What bothered you in something the intern said or did.

Comment on specifics, not generalities.

Anything that occurs repeatedly.

Anything everyone else seems to be missing or ignoring or trying to avoid.

Trusting the intern to be an adult and interested in learning even from mistakes.

How the intern may be hurt by not hearing what you have to say.

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

1. I have the hardest time giving a constructive criticism when...

2. The last time I had occasion to share some important feedback with someone I...

3. I best receive criticism when...

Another common hesitation by some lay teaching committee members is summarized in this one sentence: “As a layperson, what can I possibly tell a seminary student?” Or: “As a layperson, what do I possibly have to tell my pastor?”

The answer is: PLENTY!

THE TEN COMMANDMENTS FOR FEEDBACK

**Whether one is giving or receiving feedback,
its value is enhanced when...**

1. ...it is one part of a caring relationship. An atmosphere of trust makes it easier to speak candidly and hear clearly. Feedback is more effective when given in the context of life together: worship, work, study, discussion, play and prayer.
2. ...it includes affirmation as well as criticism. We learn and grow from positive as well as critical feedback.
3. ...it focuses on behavior. It is seldom helpful to criticize the intentions or motives of other people, as they are the only ones who know these things. Nor are they likely to respond well to what they perceive as attacks on them personally. Thus it is important to focus feedback on what a person actually does or how s/he behaves.
4. ...it is specific. It is important that the person receiving feedback be able to recall the specific act or behavior under discussion in order to be able to look at it and reflect on it in light of what is being said. Talking about generalities or hypothetical situations is less helpful.
5. ...it is non-judgmental. Persons tend to become defensive and close up when they feel judged. Feedback is most helpful when given in an objective and factual manner without labels such as “good” or “bad,” “wise” or “dumb,” etc. Sincere and objective feedback encourages sincere and objective reception of it.
6. ...it is “owned” by the person giving it. Though there is a place for sharing what we hear other people saying, the most helpful feedback is that which we are willing to offer as our own experience. “I experienced” and “I felt” carry great authority for someone engaged in learning to minister to human beings.

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

So I'm on this Lay Teaching Committee . . .

OKAY, SO WHAT EXACTLY WILL I SUPERVISE?

Chapter 4:
The Intern's
Work and Learning

THE LEARNING COVENANT

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

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

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

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

Sample Learning Covenant

	First 8 Weeks		Revision 1 after Ninth Week Evaluation		Revision 2 after Midpoint Evaluation	
Competency	Learning Goal	Task	Learning Goal	Task	Learning Goal	Task

**WRITING THE LEARNING COVENANT
PART ONE**

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

Week 1: Lay Teaching Committee Orientation

Week 3: Lay teaching committee meeting

Week 6: Lay teaching committee meeting

Week 9: Lay teaching committee Ninth Week Evaluation meeting for first formal feedback and written evaluation

After Week 9: Monthly lay teaching committee meetings with the intern until the end of the internship to review progress in the activities and goals set out in the Learning Covenant. Dates for the Midpoint and Final Evaluations will be scheduled in consultation with the Perkins faculty supervisor.

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

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

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

Revision 1 of the Learning Covenant is due to the faculty supervisor *no later* than the eleventh week of internship. The faculty supervisor will set the exact date that Revision 1 will be distributed to all team members.

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

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

Revision 2 of the Learning Covenant is due to the faculty supervisor with signatures from the mentor pastor and the lay teaching committee chairperson *at the end of the first week of January*. The faculty supervisor will set the exact date that Revision 2 will be distributed to all team members.

So I'm on this Lay Teaching Committee . . .

HOW WILL IT ALL END?

Chapter 5:
Evaluating and
Closing the Internship

INTERNSHIP EVALUATION

The word “evaluation” is used in this course in a very specific sense. Obviously, it never implies a judgment about the “value” or “worth” of any person. It is separate from any decisions regarding ordination by the church. A successful internship is measured by how well interns have addressed each of the competencies based on their own learning goals and how they have fulfilled the minimum requirements of the course. In this course there are ninth week, midpoint and final evaluations. *The intern is always present for lay teaching committee meetings and formal evaluation sessions.*

The designations used in evaluation are:

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

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

INTERNSHIP EVALUATION CONFERENCES

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

The Ninth Week Evaluation

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

The Midpoint Evaluation

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

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

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

The Final Evaluation

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

1. The intern will write the Final Self-Evaluation Paper based on a set of guiding questions in the Intern Handbook and will distribute it to the lay teaching committee members, the mentor pastor and the faculty supervisor *at least five days prior* to the Final Evaluation.

2. The mentor pastor will provide verbal and/or written feedback on the intern's progress to the intern and faculty supervisor.
3. Each lay teaching committee member will provide verbal and/or written feedback on the intern's progress to the intern and faculty supervisor.

CLOSING THE INTERNSHIP

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

The committee might want to mark the conclusion of the internship with an informal dinner or a party. (This is most appropriate at some time following the formal evaluation conference but before the intern's contracted closing date.) Some committees have asked if they might give the student a farewell gift, and that is perfectly acceptable. You will definitely want to find a way to recognize the conclusion of the internship in worship. Just follow your heart. You will know what 'fits' your life together.

Thank you for your service to Christ and the Church. Thank you for investing your life in this student. And thank you for partnering with Perkins School of Theology in its mission to "prepare women and men for faithful leadership in Christian ministry."

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

Appendix A

Course Competencies for Internship

Course Competencies

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

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

Appendix B

Internship Evaluation Forms

Perkins Internship Evaluation Form (B-1)

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

These and other forms and resources in the Intern and Lay Teaching Committee Handbooks may be downloaded in Word at www.smu.edu/Perkins/FacultyAcademics/InternProgram/InternForms.

A LISTENER'S GUIDE FOR SERMONS

INTERM NAME _____ *DATE OF SERMON* _____

SCRIPTURE PASSAGE(S) _____

BEGINNING OF SERMON: What was helpful? What was not helpful?

BODY OF SERMON:

1. In a sentence or two, state what you heard as the central message of the sermon.
2. How well was the central message related to the scripture passage?
3. How well were you able to follow the preacher? What helped or distracted?
4. At which points did the sermon address real issues, both those with which you struggle and issues in the community and world?
5. What illustrative material did the sermon use? What images, metaphors, stories did the sermon offer?

CONCLUSION OF SERMON: What was the good news? How was the good news celebrated?

DELIVERY:

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

RESPONSE:

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

SUMMARY:

1. Share what you especially appreciated about this sermon.
2. Share suggestions you would give to the preacher for strengthening his/her preaching.

Appendix C

Sample Liturgies

Beginning the Internship (C-1)

Formal Liturgical Closing for Internship (C-2)

Informal Closing for Internship (C-3)

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

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

Introduction

The congregation of *(name of church)* has been invited into partnership with Perkins School of Theology at Southern Methodist University in its stated mission “to prepare women and men for faithful leadership in Christian ministry.” From *(beginning date of internship)* until *(closing date of internship)*, we will be the teaching congregation for *(intern’s full name)*, who will serve on our pastoral staff as part of her *(degree program: Master of Divinity or Master of Arts in Ministry)* studies. This internship follows several years of academic study of Bible, Theology, Church History, and Ministry. *(Intern’s first name)* will learn the skills of ministry and live the life of a minister under the supervision of the seminary and our church.

Covenant liturgy *(to be led by appropriate representative of teaching congregation):*

(to Mentor Pastor)

As Mentor Pastor, *(pastor’s name)*, will you covenant to share your ministry with *(intern’s first name)*, guide her in maturing faith, and teach her in theological reflection?

I will.

(Ask Lay Teaching Committee to stand)

As the Lay Teaching Committee for *(intern’s first name)*, will you covenant to pray for *(intern’s first name)*, to be attentive to her learning, to participate constructively in evaluating her growth, and to encourage her ministry with truth?

We will.

(To the Intern)

As Intern, *(intern’s first name)*, will you covenant to share your calling to ministry in the life of *(name of church)*, to do all you can to learn from the family of God in this place, and to open yourself to grow in God’s grace?

I will.

Congregation

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

We will.

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

“Jesus, united by thy grace and each to each endeared,
with confidence we seek thy face and know our prayer is heard.
Help us to help each other, Lord, each other's cross to bear;
let all their friendly aid afford, and feel each other's care.
This is the bond of perfectness, thy spotless charity;
O let us, still we pray, possess the mind that was in thee.”

Amen.

FORMAL LITURGICAL CLOSING FOR INTERNSHIP

(to be adapted as necessary)

Introduction

For the past (*# months*) we of (*name of church*) have been a teaching congregation in partnership with Perkins School of Theology at Southern Methodist University. Intern (*intern name*) has served under the supervision of mentor pastor (*MP name*) and Perkins faculty supervisor (*FS name*). Our congregation has been represented by a Lay Teaching Committee chaired by (*LTC name*). (*Intern name*) has learned the skills of ministry and lived the life of a minister in our church.

Mentor Pastor

As your Mentor Pastor I have shared ministry with you,
guided you in maturing faith,
and taught you in theological reflection.
I thank God for your ministry here
and pray Christ to guide you.

Congregation

Thanks be to God for ministry shared.

Lay Teaching Committee

As Lay Teaching Committee we have accepted your ministry
and spoken the truth in love
as you grew in God's calling for you
in word, sacrament, order, and service.
We thank God for your ministry here
and pray the Holy Spirit to inspire you.

Congregation

Thanks be to God for covenants kept.

Intern

As Intern I have offered myself
as one called and committed to ministry in the church.
Your teaching and truth offered in love
are parts of my ministry through all of my days.
I thank God for the grace to grow here and to go forth.

Congregation

Thanks be to God for grace to grow.

As Teaching Congregation

we have offered you our heritage of faith

and seen in you

the promise of the gospel shared in years to come.

God bless, protect and use you

today, tomorrow, and forever more.

Amen.

Suggested hymns:

Blest Be the Dear Uniting Love

Blest Be the Tie that Binds

God Be with You Till We Meet Again

Go Forth for God

INFORMAL CLOSING FOR INTERNSHIP

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

Mentor Pastor:

In thanks for God's grace growing (intern name) in ministry,
I remember your growth in
I offer my blessing for your ministry

Lay Teaching Committee Chairperson:

The laity give thanks for God's grace growing (intern) in ministry,
We remember your growth in
We offer our blessing for your ministry

Intern:

I give thanks for the ministry of (church) and (mentor pastor)
supervising my growth in ministry.
I grew when
I offer my blessing for your ministry

Mentor Pastor:

Let us pray:
"Eternal God, whose steadfast love for us is from everlasting to everlasting,
we give you thanks for cherished memories
and commend one another into your care as we move in new directions.
Keep us one in your love forever, through Jesus Christ our Lord. Amen."
(United Methodist Book of Worship, p. 599)

The mentor pastor or congregation may want to add words of recognition of the intern's family.

Appendix D
SMU/Perkins Policy On
Sexual Harassment

POLICY ON SEXUAL HARASSMENT SOUTHERN METHODIST UNIVERSITY

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

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

A. SEXUAL HARASSMENT

STATEMENT OF POLICY

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

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

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

B. CONSENSUAL SEXUAL RELATIONSHIPS

1. FACULTY/STUDENT RELATIONSHIPS

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

It is a serious breach of professional ethics for a teacher to initiate or acquiesce in a sexual relationship with a student who is under the personal supervision of the faculty member. Therefore, Southern Methodist University prohibits consensual sexual relationships between a faculty member and a student enrolled in a course taught by the faculty member, or whose work, academic or otherwise, is supervised by the faculty member. This applies even when

both parties appear to have consented to the relationship. A faculty member and/or a student who currently has, or has previously had, a consensual sexual relationship with a person should not enter into, or should immediately disengage from, a student/teacher relationship with that person. The burden to disengage from the student/faculty relationship falls equally on both parties.

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

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

2. STAFF/STUDENT RELATIONSHIPS

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

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

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

3. FACULTY/STAFF RELATIONSHIPS

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

C. GRIEVANCE PROCEDURES:

OVERVIEW

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

1. INFORMAL PROCEEDINGS

A Complainant may bring an allegation of violation of this policy to an appropriate Administrative Official, who may be any academic or administrative officer such as the Director of Institutional Access and Equity; a Vice President; a Dean; the Dean of Student Life; or other director, supervisor, department chair or head.

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

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

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

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

- a. review of the allegations by the Complainant;
- b. review of the response of the Accused to the allegations;
- c. responses from others;

d. negotiations to resolve the matter in a manner reasonably acceptable to both interested parties.

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

2. DISCONTINUANCE OF INFORMAL PROCEEDINGS AND INITIATION OF FORMAL PROCEEDINGS

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

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

3. FORMAL PROCEEDINGS

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

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

4. REPORTING

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

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

5. RECORDS

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

6. ISOLATED AND INADVERTENT OFFENSES

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

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

7. PROTECTION OF THE COMPLAINANT AND OTHERS

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

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

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

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

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

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

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

8. FALSE ACCUSATIONS

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

APPENDIX

A. DEFINITION OF SEXUAL HARASSMENT

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

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

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

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

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

B. EXAMPLES OF SEXUAL HARASSMENT

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

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

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

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

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

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

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

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

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

FOR MORE INFORMATION, CONTACT:

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

ADDITIONAL RESOURCES:

Psychological Services for Women
 Health Center
 214-768-4795

Mental Health Center
 Health Center
 214.768.4502

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

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

Counseling and Testing Center
 Health Center
 214.768.2211

Office of the Chaplain
 316 Hughes-Trigg Student Center
 214-768-4502

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

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

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

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

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

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