



# GTU

**Graduate Theological Union**  
**Doctoral Program Handbook**

31st Edition

August 2023

The Doctoral Program Handbook provides an overview of the structure and organization of the GTU, a detailed explanation of the policies and procedures that guide the program, and a description of the various resources that augment the doctoral student's experience here. Students should first consult the Doctoral Program Handbook on the [PhD Program Moodle Page](#); it will always have the latest and most complete information as well as procedures and best practices. If you cannot find the information you need in the handbook, do not hesitate to consult with me, the Associate Dean, with any questions.

Diandra C. Erickson, Ph.D.  
Associate Dean  
August 2023

## **Table of Contents**

### **Doctoral Program Policies and Procedures**

|                                                     |    |
|-----------------------------------------------------|----|
| A. GTU Mission Statement                            | 2  |
| B. GTU Institutional Learning Goals                 | 3  |
| C. GTU Doctoral Program Learning Outcomes           | 3  |
| D. The Organizational Structure                     | 3  |
| 1. Advising                                         | 3  |
| a. Changing Advisors                                | 4  |
| 2. Departments                                      | 4  |
| a. Department Colloquia                             | 4  |
| b. Transferring to a New Concentration              | 4  |
| 3. Affiliation with a Member School                 | 5  |
| 4. Residency Requirement                            | 5  |
| 5. Contact Information Changes                      | 5  |
| E. Registration, Enrollment Status, & Financial Aid | 6  |
| 1. General Information about Registration           | 6  |
| a. Registration Periods                             | 6  |
| b. Registration and Program Requirements            | 6  |
| c. Enrollment, Registration, and Deadlines          | 6  |
| d. Full-Time Status                                 | 6  |
| e. Part-Time Status                                 | 6  |
| f. Extensions                                       | 6  |
| g. Deadlines                                        | 7  |
| 2. Registration Procedures                          | 7  |
| 3. Tuition, Continuing Fees, and Other Payments     | 8  |
| 4. Incompletes                                      | 9  |
| 5. Grades                                           | 9  |
| 6. Leave of Absence Policy                          | 10 |
| 7. Policy for Withdrawal/Termination from Program   | 11 |
| 8. GTU Financial Aid: General Policies              | 12 |
| F. Doctoral Program Policies                        | 13 |
| 1. GTU Honor Code                                   | 13 |
| 2. Attention to Paperwork                           | 14 |
| 3. Exceptions to Standard Examination Requirements  | 14 |
| 4. Accommodations for Students with Disabilities    | 14 |
| 5. Satisfactory Academic Progress                   | 15 |
| a. Qualitative Measure                              | 16 |
| b. Quantitative Measure                             | 16 |
| c. Incompletes, Failures, Withdrawals               | 17 |
| d. Leave of Absence                                 | 17 |
| e. Financial Aid Probation                          | 17 |
| f. Financial Aid Suspension                         | 17 |
| g. Appeal Process                                   | 17 |
| h. Reestablishing Financial Aid Eligibility         | 18 |
| i. Flexibility with Expected Timeframes             | 18 |
| j. Program Extensions                               | 18 |

|                                                                                          |    |
|------------------------------------------------------------------------------------------|----|
| 6. Probation Policy                                                                      | 19 |
| a. Academic Probation Procedures                                                         | 19 |
| b. Advisability Probation                                                                | 21 |
| 7. Assessment of Academic Programs                                                       | 22 |
| G. Doctoral Program Requirements                                                         | 23 |
| 1. Language Requirements, Policies, and Procedures                                       | 23 |
| a. GTU Scholarly Research Language Requirement                                           | 23 |
| b. Modern Foreign Language Certification Options                                         | 24 |
| c. Procedures for Non-Native Speakers to Certify English<br>as a Modern Foreign Language | 27 |
| d. Biblical Hebrew and Greek Exam                                                        | 28 |
| e. Language Certification                                                                | 28 |
| 2. Residence and Course Work                                                             | 29 |
| 3. Doctoral Student Review for Research Readiness                                        | 29 |
| 4. Comprehensive Examinations                                                            | 31 |
| a. Goals for the Comprehensive Examinations                                              | 31 |
| b. Commonalities of Comprehensive Examinations                                           | 31 |
| c. Options for Exams, Committee Membership, the Proposals,<br>Oral Exams                 | 31 |
| 5. The Dissertation                                                                      | 41 |
| a. Goals for the Dissertation                                                            | 41 |
| b. The Dissertation Committee                                                            | 42 |
| c. Human Subjects Protocol                                                               | 45 |
| d. The Dissertation Proposal                                                             | 45 |
| e. Doctoral Candidacy and Library Privileges                                             | 50 |
| f. Doctoral Candidacy and GTU Dossier Services                                           | 50 |
| g. Writing the Dissertation                                                              | 50 |
| h. The Defense                                                                           | 51 |
| i. Final Format of the Dissertation                                                      | 53 |
| j. Filing the Dissertation                                                               | 53 |
| 6. Graduation and Commencement                                                           | 54 |
| a. Meeting Deadlines for Graduation                                                      | 54 |
| b. Commencement Exercises                                                                | 55 |

## **Institutional Policies**

|                                               |    |
|-----------------------------------------------|----|
| A. Crime Awareness and Campus Security Policy | 56 |
| B. Non-Discrimination Policy                  | 56 |
| C. GTU Statement on Diversity                 | 57 |
| D. Drug-Free Environment                      | 57 |
| E. Student Files                              | 57 |

|    |                                                               |    |
|----|---------------------------------------------------------------|----|
| F. | Academic Grievance Policy/Procedures                          | 57 |
| G. | GTU Consortium Protocols for Responding to Student Complaints | 58 |
| H. | GTU Statement on Inclusive Language                           | 59 |
| I. | Policy on Military Activation of Students                     | 59 |
| J. | GTU Plagiarism Policy                                         | 64 |
| K. | Student Sexual Misconduct Policy                              | 60 |
| L. | California Disclosure Statement                               | 91 |

## **Life at the GTU**

|    |                                                           |     |
|----|-----------------------------------------------------------|-----|
| A. | Resources for Students in the Doctoral Program            | 92  |
|    | 1. The Faculty                                            | 92  |
|    | 2. Academic Staff                                         | 93  |
|    | 3. Financial Aid Resources                                | 96  |
|    | a. Types of Funding Available                             |     |
|    | Scholarships, Grant-in-Aid, Newhall Awards, Travel Grants | 97  |
|    | b. Federal Student Aid Programs                           | 101 |
|    | 4. Library Resources                                      | 103 |
|    | 5. Student Participation in GTU Governance                | 106 |
|    | 6. Professional Development for Students                  | 107 |
|    | 7. Consortial Events                                      | 108 |
|    | 8. Communications                                         | 109 |
|    | 9. Internet Resources                                     | 110 |
| B. | Student Community Life                                    | 111 |
|    | 1. Parking                                                | 111 |
|    | 2. UCB Resources                                          | 112 |

**Note: Guidelines and Forms Available on the GTU [PhD Program Moodle Page](#)**

# DOCTORAL PROGRAM POLICIES AND PROCEDURES

## A. GTU Mission Statement

An institution of higher learning unlike any other, the Graduate Theological Union in Berkeley, California, brings together scholars of the world's diverse religions and wisdom traditions to advance new knowledge, seek fresh insight, and collaborate on solutions. We carry out our work by:

- Educating scholars for vocations devoted to study and service
- Equipping leaders for a world of diverse religions and cultures
- Teaching patterns of faith that encourage justice and care of the planet
- Serving as an educational and theological resource for local communities, the nation, and the world

The GTU is both a degree-granting institution offering PhD, MA, and certificate programs and a consortium of interdependent theological schools and centers committed to a partnership with one another. The consortium includes Protestant, Roman Catholic, and Buddhist schools, as well as centers of study focusing on Orthodox Christian, Jewish, Islamic, Hindu, Baha'i and other religious traditions, and is affiliated with the University of California, Berkeley.

Our home in the San Francisco Bay Area makes the GTU part of one of the world's most diverse and innovative learning communities — the ideal laboratory in which to cultivate inclusivity and nurture fresh perspectives. Together through the GTU, scholars and leaders:

**Grow in knowledge:** Breakthrough research advanced at the GTU explores the distinctions and interconnections among religious traditions and illuminates the intersection of religion and the world. Excellent scholarship — identifying gaps in knowledge, understanding how scholarly disciplines intersect, supporting those who are pioneering new connections between history and future — is at the heart of the GTU.

**Thrive in spirit:** The GTU is a unique community of engaged scholars and spiritual seekers who explore ancient wisdom and religious traditions in an atmosphere of mutual respect that encourages fresh insights and welcomes diverse viewpoints.

**Unite in solutions:** As partners committed to positive change, GTU scholars explore and address the challenges and conflicts that shape our global society. Underscoring how religious and wisdom traditions can illuminate solutions to challenging problems, the GTU's interdisciplinary educational approach enlightens, prepares, and inspires scholars, educators, and community leaders to choose a vocational life devoted to positive change.

## **B. GTU Institutional Learning Goals**

The academic programs of the GTU introduce students to the life and practice of intellectually and methodologically rigorous scholarship to prepare them for a diversity of occupations and vocations;

- As thinkers who can identify central issues, interpret them in historical perspective, and understand their practical implications.
- As scholars and writers who study religious traditions and the lives of religious communities.
- As teachers who are conversant with the disciplines of religious and theological studies and are prepared to bring religious and theological issues to life with and for their students.
- As constructive critics and faithful reformers of living religious traditions and of society who can provide fresh voices and insightful perspectives to revitalize a sacred heritage and recover neglected opportunities with their traditions.
- As leaders of genuine dialogue among communities of faith, shaping religious language for the emerging world.
- As specialists on justice issues and organizers prepared to propose fresh approaches to social and moral problems.

## **C. Doctoral Program Learning Outcomes**

Students who complete the GTU doctoral program will be able to:

1. Formulate a research project in terms of the standards of a discipline, but sufficiently clear and well expressed to be comprehensible to scholars in other fields.
2. Produce scholarship that is innovative, intellectually and methodologically rigorous, requiring both broad and deep grasp of a field, linguistic skills, sound research methods, and analytical capabilities.
3. Incorporate into one's work the critical challenges of one or more religious and scholarly traditions beyond one's own.
4. Engage critically with at least one discipline of the research university outside theological and religious studies.
5. Communicate and interpret the subject matter of their discipline both orally and in written form, with appropriate sensitivity to academic, religious, and cultural contexts.

## **D. The Organizational Structure**

### **1. Advising**

Students admitted to the GTU doctoral program are assigned an advisor with expertise in the field of the student's primary concentration. This faculty person is responsible for acquainting the student with the program and for providing guidance with policies and procedures related to the first years of study.

### **a. Changing Advisors**

If a student finds that the appointed faculty person, for one reason or another, does not provide the help needed, they may request a change of advisor. To request a change of advisor, the student should first obtain the agreement of the faculty member to serve as the new advisor. The student should also inform the former advisor of the intended change. The student should then inform the Associate Dean and the Administrative Assistant for Academic Affairs via email of the change, including a statement verifying the new advisor's willingness to serve. Students will receive written confirmation of the change from the Administrative Assistant for Academic Affairs with copies sent to the Department Chair, former advisor, and new advisor.

The advisor need not continue as the coordinator or even as a member of the student's comprehensive and dissertation committees. Such continuity is often beneficial, however, and the student may want to keep this in mind when deciding on a change of advisors.

Only one faculty person is responsible for advising a student through their course of study. Once a student advances to the comprehensive examinations and dissertation, the committee coordinator assumes the advising role. For simplicity, we often refer to the coordinator as the advisor. Changing one's coordinator is highly unusual and does NOT follow the procedures listed here. Such a change follows the protocol for approval of the comprehensive or dissertation committees.

## **2. Departments**

- **Department Colloquia**

It is important for students to regularly attend department colloquia and participate in activities. Colloquia are typically held on the third Wednesday of the month during the academic year (September, October, November, February, March, and April). Department Colloquia provide the opportunity for students to understand the range of methodologies and viewpoints of faculty and students— especially the Core Doctoral Faculty (CDF) who govern the standards of the doctoral program, one of whom will chair the student's comprehensive and dissertation committees. The department colloquium offers a forum for exchanging ideas among members of an academic and intellectual community appropriate to a student's interests.

- **Transferring to a New Concentration**

Changes of concentrations are only granted in extraordinary circumstances.

**Notification of Current Advisor and Department Chair:** The student must notify the current advisor and department chair, via email, of the intent to change concentrations, making a strong case for why the new concentration would be more appropriate. The Department Chair may poll the department faculty for feedback about the change.

**Petition to New Concentration:** If the new concentration is in a different department, the student must also petition the Chair of the new department by email, making a strong case for why the new concentration would be more appropriate. The student must also verify willingness on the part of a faculty

member in the new concentration to serve as an advisor. As part of the petition, the student must write a new statement of purpose for the doctoral program. The student should send a copy of the petition, along with the new statement of purpose by email to the Administrative Assistant for Academic Affairs to post in the student's file. The Department Chair and Advisor review the petition, as well as the student's original application to the doctoral program and the current academic file.

**The Decision:** The chair of the student's new department will notify the Associate Dean via email of their recommendation. The Associate Dean, often in consultation with the GTU Dean, makes the final decision regarding the request. The Administrative Assistant for Academic Affairs informs the student via email of the decision with copies sent to the Department Chair(s), the former advisor, and the new advisor.

### **3. Affiliation with a Member School**

One way to balance one's life as a doctoral student is to become involved in the activities of one of the member schools. Most schools have regularly scheduled worship opportunities during the academic year. The member schools and centers plan social activities and sponsor lectures and other events that may be of interest. Involvement in the life of a member school also has the potential of assisting students in their professional development. Doctoral students may affiliate with a member school to establish a more formal and/or official relationship. Qualifications for affiliation vary from school to school.

Students should consult with the Academic Dean of the member school about policies and procedures for affiliation. **Students must make certain that the member school notifies the Administrative Assistant for Academic Affairs via email of their affiliation.** (Students must submit a request via email and receive approval from the GTU Associate Dean to affiliate with more than one school).

### **4. Residency Requirement**

The GTU requires that doctoral students be *in residence* on campus for at least two semesters of coursework. The expectation is that residency will be during the first year of the program; exceptions must be approved by the Associate Dean in consultation with the academic advisor. Residency refers to full-time course work with regular and frequent face-to-face interaction with faculty. The second year of course work can be completed remotely. Ordinarily, the student enrolls in doctoral seminars and/or supervised readings in one's field and in other disciplines relevant to one's future research during the first year of course work. Such work, together with regular participation in department colloquia and seminars, allows the student to build relationships with potential faculty members of examination and dissertation committees. International students should be advised that there are implications for their visa status regarding the residency requirement. Please contact the Associate Dean to discuss this.

### **5. Contact Information Changes (e.g. Address, Phone, and Email)**

The first step in moving through the doctoral program is **keeping the GTU informed** of your current address and phone number at all times so that the GTU can send you all the information you need. You will be asked to update your biographic information when you register for the term. All email correspondence will be sent to your ses.gtu.edu email address, so be sure to check this email every day.



## **E. Registration, Enrollment Status, & Financial Aid**

### **1. Registration**

#### **a. Registration Periods**

Students must register during the Registration period in November for the spring semester and April for the fall semester. Students who do not register during the Registration will be assessed a fee during the Late Registration period, which is two weeks prior to the student of the term. Students can make changes to their registration during the Late Registration period and the Drop/Add period during the first two weeks of the term. Registration for Intersession is available during the Registration period in November and during Intersession.

#### **b. Registration and Program Requirements**

Students must be registered in the semester in which they complete a program requirement (i.e. research readiness review, language certification, general comprehensive examination, comprehensive proposal approval, timed comprehensive exams, oral comprehensive examination, dissertation proposal approval, dissertation defense).

#### **c. Enrollment, Registration, and Deadlines**

Students must establish an “enrollment” status every semester: either full or part time registration or a leave of absence from the program. The GTU does not allow concurrent enrollment in any other program, within or outside the GTU.

The GTU Registrar can provide students with written verification of enrollment status to use with scholarship grantors and other external constituents.

#### **d. Full-Time Status**

Students are expected to enroll full-time in the doctoral program. **Full time enrollment is twelve units per semester.**

#### **e. Part-Time Status**

A student may not be able to carry a full load in a semester due to personal, medical, and /or financial circumstances. In these cases, students may enroll part-time during the tuition phase of their program. Part-time status is not allowed when paying continuing fees or during any semester after the student successfully proposes a comprehensive examinations proposal. Students must pay the equivalent of four semesters of full-tuition before they can advance to continuing fee status.

The student must request part-time status each semester by emailing the Academic Dean, including the number of units they plan to take and the reasons for the request, AND RECEIVE APPROVAL, before registering for that semester. Students will receive written confirmation of part-time status via email from the Administrative Assistant for Academic Affairs with copies sent to the Department Chair and student’s advisor.

#### **f. Extensions**

Students must request an extension if they need to exceed the normative time schedule or their revised deadline for any program requirement. Students must submit an email request for an extension, with advisor's approval, to the Senior Director of Student Success, that clearly states the reasons for the extension and, if involving the comprehensive exams, dissertation or overall program completion, provides a concrete,

realistic schedule for completion. Students will receive written confirmation of approval of the extension from the Administrative Assistant for Academic Affairs with copies sent to the student's advisor.

**Students in need of an extension will have their registration blocked and will not be permitted to register for the term. Students must resolve the issue before the end of late registration to be able to register for the semester. Students will receive confirmation of an approved extension via email from the Administrative Assistant for Academic Affairs.**

Extensions can jeopardize a student's: 1) certification of satisfactory academic progress, which determines, in part, their eligibility for financial aid and 2) good standing in their academic program.

It is GTU policy that students are ineligible for grant-in-aid at the end of year five, and for other financial aid (e.g. federal loans, federal work-study) after the eighth year of full-time registration.

Students demonstrating satisfactory academic progress may petition the Senior Director of Student Success for permission to apply for federal loans or work-study for their eighth year in the program. Such permission is extraordinary and will be granted as an exception at the discretion of the Senior Director of Student Success on the basis of the student's particular circumstances.

#### **g. Deadlines**

Students must request and receive approval for part-time status (if appropriate) or request and receive approval for an extension (if appropriate) AND register, OR, request and receive approval for a leave of absence or formally withdraw from the program by the end of late registration and no later than the end of the Drop/Add period (See "Graduate Theological Union: Tuition and Fees" on the GTU website for a list of fees). Students should consult with the GTU Business Office with questions about fees. Failure to register or receive an approved leave by the end of the Drop/Add period means the student risks being terminated from the doctoral program.

## **2. Registration Procedures**

**GTU Extended Calendar:** GTU academic and administrative dates and deadlines are included in the GTU Extended Calendar. The GTU Extended Calendar is posted on the GTU website and on the [PhD Program Moodle Page](#).

**GTU Course Schedule:** The GTU Course Schedule for the next academic year is available on the GTU website by April. The Schedule lists course titles and descriptions, instructors, times, and locations for all GTU classes. The course schedule is updated in real time.

**SONIS:** SONIS is a web-based interface to the GTU's information management system. The registrar will provide login and password information needed to access the GTU SONIS system. Students use this system to register and access information about their academic and financial profiles, registration status, program progress, financial aid and current contact information.

**Cross-Registration:** UCB cross registration procedures are posted on the GTU

website. UCB cross-registration deadlines are listed in the GTU Extended Calendar, also posted on the GTU website. Students should consult the UCB Cross-Registration Procedures document for details. GTU students should keep in mind that the UCB semester starts earlier than the GTU semester. **Note that UCB deadlines are not flexible in any way.** The GTU also has cross-registration agreements with Mills College, Dominican University of California, and Holy Names College. For information, see the GTU Registrar.

**Special Reading Course:** Students can use a Special Reading Course to pursue independent study with a professor outside the conventional classroom setting. Students complete a Special Reading Course (SRC) form where they map course goals, bibliography and other resources, and evaluation methods.

Students also use a SRC form to “level up” a course to a higher course level. For example, if a student plans to take a 1000, 2000, or 3000 level course but wishes to take the course at 4000 level, they use the SRC form to identify additional work proposed qualitatively and quantitatively to justify the increase of the original lower level. Students should register for the original lower level course and attend and participate. The course will appear in SONIS and on the student’s transcript as SRC-8888.

**Procedures:** Students must use SONIS to complete their web-based registration and submit special reading course forms (if relevant) to the Registrar by the registration deadline. Students must also submit cross-registration forms (if relevant) to the Registrar by the cross-registration deadline. Every course, including special reading and cross-registered courses, must in SONIS.

**I.D./Library Card:** Photographs for ID cards are taken during orientation. After they register, new students must get a registration sticker from the GTU Registrar or the Academic Programs Coordinator for the upcoming semester. Proof of registration must be provided by the student. The sticker is affixed to the upper left-hand corner of the card. Students then take the ID card to the GTU Library Circulation Desk where it will receive a barcode. The GTU Registrar's office or Academic Programs Coordinator may send stickers to returning students who request to receive it by mail; local students pick up their stickers from the Registrar or GTU Academic Programs Coordinator.

An official GTU Library/I.D. card, with current sticker, is required to borrow books from the GTU Library and to secure UCB library privileges.

**Registration Status and Change of Enrollment Procedures:** Students should consult SONIS for information about their registration status. Students can also make changes and correct errors using SONIS. Each change and/or correction following the end of late registration must be submitted to the Registrar on a paper Change of Enrollment form, available online or from the Registrar’s Office. These forms must be signed by the instructor, by the student’s advisor, and by the Associate Dean. No exceptions will be made to this policy.

### **3. Tuition, Continuing Fees, and Other Payments**

**Tuition and Continuing Fees:** Students pay full tuition during the first two years of full-time work in the program. Part-time students have their tuition payments reduced in proportion to the number of units they take during the semester (the

semester tuition rate/12 units x units enrolled in the semester), though they must pay the equivalent of four semesters of full tuition before advancing to continuing fee status. Students pay continuing fees each semester they are registered after completing the tuition phase of the program. During the continuing phase, any course over 12 units in spring and fall and all courses taken during intersession will be charged at the per credit tuition rate listed for the tuition phase of the program.

**Payment to the GTU Business Office:** Students make their payment for tuition or continuing fees, change of enrollment, and any other fees (e.g. leave of absence fee) to the GTU Business Office on or before the end of late registration each semester. Payment can be made online through SONIS, by mail, or in person. **Failure to pay in full by the deadline will risk termination from the doctoral program.**

Consult with the GTU Business Office if you have questions about the fees you owe. Students can also consult SONIS for information about the status of their account. Business Office staff can tell you about a payment plan available to assist you in meeting the costs of your doctoral education.

**Students in Arrears:** Students in arrears with their financial obligations for a preceding term, to the GTU or library fines, **will not be permitted to register** for the subsequent term until they make satisfactory arrangements with appropriate offices. The GTU will not release the diploma of a graduating student until all financial obligations to the GTU are met.

**Refund:** Tuition or continuing fees will be refunded to students who withdraw from the program, with appropriate approval, on the basis of the following schedule:

- Prior to the end of general registration: *full tuition or fees*;
- During the 1<sup>st</sup> and 2<sup>nd</sup> week of classes: *full tuition or fees*;
- During 3<sup>rd</sup>, 4<sup>th</sup>, or 5<sup>th</sup> week of classes: *50% full tuition or fees*;
- After 5<sup>th</sup> week of classes: *no refund*.

Students should consult the section, GTU Financial Aid: General Policies, to assess how this change aligns with awarded GTU institutional aid.

#### **4. Incompletes**

To take an incomplete in a course, students must complete a “Petition to Take an Incomplete” form. This form is available from the Registrar’s office or can be downloaded from the GTU website. The form must be signed by the faculty member teaching the course and the Associate Dean. Students must submit the form to the Registrar no later than the last day of the semester and complete the course work within three weeks following the end of the semester. Students needing more than three weeks to complete a course must receive approval from the course instructor and Associate Dean and submit the petition with the appropriate due dates (approval is not pro forma and faculty are not obligated to accommodate the request). An incomplete becomes a grade of F if the work is not completed and/or the Change of Grade form is not submitted to the Registrar’s Office by the agreed upon deadlines. If the faculty member is willing, there is an option to remove and change the F grade.

#### **5. Grades**

Grades for doctoral students are available by the end of January for the fall

semester and the end of June for the spring semester. Students should consult SONIS for their grades.

GTU uses the following grading system:

|      |            |    |                                                    |
|------|------------|----|----------------------------------------------------|
| A    | Excellent  | I  | Incomplete                                         |
| B    | Good       | IP | In Progress                                        |
| C    | Acceptable | NC | No Credit Given<br>(for non-credit courses)        |
| F    | Failure    | NR | No Report<br>(no grade reported by faculty member) |
| Pass | C or Above | W  | Withdrawn                                          |
| Fail | Below C    |    |                                                    |
| AUD  | Audit      |    |                                                    |

For “Preparation for Comprehensives” or “Preparation for Dissertation” units, doctoral students receive a grade of “IP” -- “In Progress.” This grade is not changed upon successful completion of the exams or dissertation but remains on the transcript permanently. Successful completion of the Comprehensive Exams is noted on the transcript. The dissertation title is listed on the transcript when a candidate successfully completes and files their dissertation.

Audits are permitted, and one free audit is available to students who register full-time. Additional audits are charged at a flat fee. Students do not earn academic credit for an audit.

A cumulative average of “B” or better for all courses taken is required (*failure to maintain the requisite grade point average automatically warrants academic probation*).

## 6. Leave of Absence Policy

**Procedure:** Students who are unable to continue academic work for personal, medical, or financial reasons may take a temporary leave from the program. Students submit their petition in writing, including specific reasons for the leave, to the Senior Director of Student Success using the *Leave of Absence Request for Doctoral Students* form. Students must submit a written request each semester if multiple leaves are necessary. Students interested in taking a leave must also complete the *Leave or Withdraw Checklist*. Both forms can be downloaded from the [PhD Program Moodle Page](#). The Senior Director of Student Success will communicate the decision on whether a request is approved or denied via email with copies sent to the student’s advisor and GTU Business, Financial Aid, and Registrar’s Offices, and the Library. Requests for leave after the end of late registration will *not* be approved.

**Students will be granted no more than four semesters of leave during the entire program and no more than two semesters consecutively. (Exception: see Extraordinary Leave-Medical Purposes). Students can NOT be approved for a leave if they have not completed an exit interview with the Financial Aid Office, cleared outstanding debt with the GTU Business Office and Library, and paid relevant fees.**

**Fees:** Students on leave are not charged tuition or continuing fees. Students on approved leave are charged for records maintenance.

**Extraordinary Leave-Medical Purposes:** Unfortunately, some students face medical conditions that prevent them from working on their program for a significant period of time. Students may request a one-time extraordinary leave for medical purposes. Students must submit to the Senior Director of Student Success the *Leave of Absence Request for Doctoral Students* form explaining the reasons for the leave and written documentation from the student's physician recommending the specific time frame away from the program (all preferably via email). The Administrative Assistant for Academic Affairs will communicate the decision on whether a request is approved or denied via email with copies sent to the student's advisor and GTU Business, Financial Aid, and Registrar's Offices, and the Library. The deadlines and fees for a leave of absence apply. Students unable to continue their academic work in the program for more than four consecutive semesters should consider a student-initiated withdrawal.

**Leave of Absence Regulations:** For students who have not yet proposed their dissertations, a leave of absence entails a break in all academic work including coursework, exams, use of the library (a leave entails a break in library privileges and disqualifies a student from purchasing a GTU library card), and interaction with faculty.

Students who are actively preparing a proposal for comprehensive examinations or for the dissertation may not take a leave of absence.

For students who are in dissertation, a leave of absence entails a break in library privileges and the assumption that students will not be using faculty resources. In addition, while work on the dissertation may continue in a minor way, the assumption is that students on leave are unable to devote a major portion of their time to the dissertation.

Students are advised to consult with the Financial Aid officer about whether a leave is the best financial decision. Students with educational loans need to check carefully that a leave will not jeopardize their deferment of payment. All state and federal loans may go into repayment within six months.

## **7. Policy for Withdrawal/Termination from Program**

There are two ways in which a student can be withdrawn from the doctoral program: 1) a student-initiated withdrawal and 2) an administrative withdrawal. Withdrawal severs the relationship between the student and the GTU. It is intended to be an irreversible decision.

If a student withdraws,

- the student loses the formal relationship with the faculty advisor; faculty committees are dissolved;
- the faculty advisor, committee members and Department Chair are notified;
- the student's files are kept for seven (7) years, after which they are destroyed. This includes placement files.

**Student-Initiated Withdrawal:** Students unable to continue their academic work in the doctoral program for an extended period of time may need to consider a student-initiated withdrawal. Students should notify the Senior Director of Student Success via email of their need to withdraw from the program, including specific reasons for

the withdrawal and indicating their projected withdrawal date.

**Administrative Withdrawal:** Students who fail to register or receive an approved leave of absence by the late registration deadline will be administratively withdrawn and their programs will be terminated. Students who fail to pay required tuition and/or fees by the end of late registration risk being terminated from the doctoral program.

**Termination from the Program:** Students may be terminated for failing to maintain good standing in their doctoral program. A student's good standing is based on the quality of their performance and the completion of requirements in the program by agreed upon deadlines.

**Requests for Reinstatement:** If a student is withdrawn or terminated, they may petition for reinstatement within two years of the withdrawal/termination date. Such petitions are extraordinary; there is no presumption of a right to reenter. **Students who withdraw from the program with outstanding debt with the GTU Business Office or Library risk good standing in the program and can be denied reinstatement on these grounds.**

- The student may request to be reassigned to the former advisor or to have a former committee reconstituted. Faculty members are under no obligation to return to these assignments.
- Language exams or comprehensives passed more than seven years prior to reinstatement will have to be revalidated; the faculty determine the revalidation process.
- A committee of faculty from the relevant Department will be asked to make a formal decision on whether or not to reinstate.
- The GTU assumes that the reinstated student will be bound by the catalog and policies current at the time of reinstatement. If the student wishes to follow policies current during the time of original enrollment, it must be indicated in the petition. The committee from the Department assigned to make a decision on reinstatement will also consider the protocol request.
- Students who initiate the withdrawal and are reinstated are liable for a records maintenance fee. (See "Graduate Theological Union: Tuition and Fees" on the GTU website for a list of fees).

Two years after having withdrawn, students requesting readmission must reapply through the doctoral admissions process. They will normally be required to redo or recertify all work more than seven years old.

## **8. GTU Financial Aid: General Policies**

The GTU Financial Aid Administration adheres to the rules and regulations stipulated by the federal and state governments.

- **Eligibility for financial aid is based, in part, on satisfactory academic progress. (See the section on Satisfactory Academic Progress policies and procedures)**
- The GTU will use the last Satisfactory Academic Progress (SAP) determination on record for students on a leave of absence during the

academic year in review.

- Students who meet published application deadlines have priority over late applicants. Late applicants will be evaluated on a case by case basis as funds allow. Because financial aid funds are fully allocated, there will normally be no grants available to late applicants.
- Students must be registered in the semester(s) they wish to receive aid.
- Full-time students who drop to part-time status, but remain eligible for aid, will have their grant-in-aid reduced in proportion to the reduction of their tuition charge. Federal Work Study and Federal Direct Student Loans will be reduced as required by federal law.
- Students registered less than half-time are **not** eligible to receive any financial aid.
- Students receiving GTU grant-in-aid who withdraw from the doctoral program will have that aid reduced in proportion to the percentage of tuition or fees eligible for refund.
- Students receiving federal student loans and withdrawing from all classes before the 60% point of the term will have the “Return to Title IV” calculation performed by the GTU Financial Aid Office to determine if any federal loan funds must be returned to Federal Student Aid Division of the U.S. Department of Education.
- Students receiving funds from non-GTU sources will **not** have their grants reduced **except in cases where total need is exceeded.**
- Members of religious orders who receive subsistence support are eligible to receive institutional grants, and if the student is a U.S. citizen or eligible non-citizen, they may be eligible for a federal Unsubsidized Direct Loan.
- Annual awards will be disbursed equally between the fall and the spring semesters, with the exception of Federal Work Study earnings.
- Students are ineligible for grant-in-aid after the end of year five, and for all other financial aid (e.g. federal loans, federal work-study) after the seventh year of full-time registration.

## **F. Doctoral Program Policies**

### **1. GTU Honor Code**

The GTU doctoral program operates on an honor code. As responsible adults, students police the integrity of their own academic work. By virtue of registration in the program, students pledge to work in accordance with policies, procedures and expectations as defined in the Doctoral Program Handbook and the GTU Catalog. Students are required to observe rubrics of exams such as time limitations and closed-book requirements. On-campus exams are not proctored since it is assumed that students will comply with the honor code in good faith. Documented evidence that a student has violated the honor code may result in immediate expulsion from

the program.

## **2. Attention to Paperwork**

The requisite paperwork must be completed and on file with the Associate Dean's office in order for a student's accomplishment to be considered official and, when appropriate, recorded on the transcript. **This is the student's responsibility.** Students will receive email confirmation from the Administrative Assistant for Academic Affairs when languages are certified, research readiness review is complete, examinations are passed, committees are officially formed, and proposals have been received and approved. **The Administrative Assistant for Academic Affairs requires up to 10 to 14 working days to process paperwork.** Failure to receive written confirmation means that paperwork is missing or incomplete.

## **3. Exceptions to Standard Examination Requirements**

If English is not the student's primary or first language, the student may qualify for up to 50% additional time to write their examinations. A student with a diagnosed disability may also qualify for additional time for exams. The degree of time extension should be based on the student's facility in English or the nature of their disability. The purpose of this extension is to remove or lessen the disadvantage of non-native speakers having to write lengthy examinations in a foreign tongue. It is also to provide students with comparable educational experiences when their disabilities do not accommodate time-intensive evaluations.

## **4. Accommodations for Students with Disabilities**

The GTU policy strives for consistent and equitable student access to educational opportunities throughout the GTU. In particular, it addresses a student's ability to fulfill degree and certificate course and program requirements. The policy covers GTU library use, student advising, GTU classroom activities and requirements, program exams, and capstone experiences such as theses and dissertations. It does not address extracurricular events sponsored by GTU member institutions, student housing, and administrative activities (e.g. registration, access to facilities, etc.).

The GTU Associate Dean serves as the Disabilities Resource Officer (DRO), verifies accommodation eligibility, and recommends accommodation options. In some cases, the DRO works with Students with Disabilities Program staff at UCB.

*Student Request:* The student is responsible for fully participating in the process and exercising due diligence to ensure that the provision of accommodations is successfully accomplished. The student who wishes to request accommodations with their academic work submits a request form to the GTU DRO (the form is available on the GTU website and linked on the [PhD Program Moodle Page](#)) prior to exam dates or due dates, preferably at the start of the term.

The student needs to include official written documentation with the form from a professional who has the credentials and expertise to diagnosis the student's condition (a form for this step is available on the GTU website and linked on the [PhD Program Moodle Page](#)) as well as the necessary accommodations. The student is responsible for incurring any cost associated with the documentation. The GTU DRO assesses the student's documentation, judges whether or not the student's disability is eligible for accommodation and recommends a variety of possible accommodations.

Accommodations are not intended to give an unfair advantage, but to remove barriers that prevent students with a disability from learning and from demonstrating what they have learned, in the context of their formal degree or certificate program.

*The Timing of a Student Request:* The student should request accommodations in advance of when the accommodation is needed. The student needs to factor in the amount of time required to secure written documentation from an appropriate professional. They need to appreciate that the DRO has other responsibilities and requires a reasonable amount of time to integrate student requests within their workload. They also need to appreciate the time required for GTU to collaborate with UCB on the verification and recommended accommodations process, if needed.

Students eligible for academic accommodations will normally have their request reviewed and, if appropriate, approved no more than three weeks after submitting the request.

*Decision:* The DRO finalizes accommodation options in the context of institutional resources, culture, and to assure consistency and equity across the consortium. An accommodation is not “reasonable” if it will necessitate modifications of the essential nature of a program or activity or would place undue financial or administrative burdens on the institution.

The DRO conveys the official decision and, if appropriate, recommended accommodations to the student by email, who then uses written confirmation to work with appropriate staff and faculty on the implementation of accommodations.

Next, the DRO works with appropriate faculty to make sure recommended accommodations can be implemented and do not compromise the academic integrity of the educational opportunity (a form for this step in the process is available on the GTU website and on the [PhD Program Moodle Page](#)). The student is required to submit a form every term with the names of the professors they wish to notify of their disability. The DRO is not authorized to contact professors without the student’s permission.

*Implementation:* Accommodations will apply to all educational events described in the DRO’s email for up to three years. Students should use the DRO’s email to work with faculty and staff to arrange accommodations as needed.

*Appeal:* The student and/or faculty involved with the student may not agree with the DRO’s decision for accommodations. If a faculty member disagrees with and/or refuses to provide the recommended accommodations, the DRO should work with the faculty member to resolve their concerns. The DRO can consult with UCB’s Students with Disabilities Program and their section 504 compliance officer for advice on ways to resolve the conflict with the faculty member. If a resolution is impossible, the student with disabilities can seek remedy from the GTU or the faculty member’s school’s academic grievance policy.

If a doctoral student disagrees with the DRO’s decision and/or recommended accommodations, they can appeal by pursuing the GTU academic grievance policy.

## **5. Satisfactory Academic Progress (SAP)**

Satisfactory Academic Progress (SAP) provides information to the Associate Dean and

Senior Director of Student Success to determine academic standing and financial aid eligibility, and to help students critically self-assess their progress toward their degree each year. SAP underlines difficulties with the quality of a student's work as well as pace in the program. Slow progress, numerous extensions, and/or problematic professional relationships are examples of unsatisfactory progress, all affecting a student's standing in the program. A student's good standing in the program is required.

The Higher Education Act of 1965 requires that institutions of higher education establish a reasonable Satisfactory Academic Progress (SAP) Policy to determine whether an otherwise eligible student is making SAP in their educational program. The SAP policy must include a qualitative and a quantitative measure of the completion of work within a maximum timeframe. Students must meet both the qualitative and quantitative measures to maintain their eligibility during all periods of enrollment. The SAP policy must apply to all students in the program including those who are not receiving financial aid. Initial and continuing eligibility for all sources of student funding or support, such as grant-in-aid, other GTU-sponsored merit and/or need-based awards, scholarships, or fellowships and federal aid such as federal work-study and direct loans, require GTU verification of annual satisfactory academic progress.

SAP is monitored by the Associate Dean and Senior Director of Student Success annually and is important for the following reasons:

1. Developing scholarly knowledge and skills depends upon deep, sustained engagement in a course of study;
2. Limiting the costs incurred during graduate study is key to limiting consequential financial burdens after graduation; and,
3. Expedient program completion means that faculty advisors, coordinators, committee members, and other faculty mentors are available to work with other GTU students.

Annual Satisfactory Academic Progress evaluations will be completed at the end of each academic year and cannot take place until final grades have been posted. The review will determine eligibility for the upcoming fall and spring terms. The Senior Director of Student Success notifies all Core Doctoral Faculty (CDF) annually about the review process and invites them to share concerns they may have with the quality and/or pace of their students' work. Students receive written confirmation of the results of their progress review from the Senior Director of Student Success in the summer with copies sent to the student's advisor and the Financial Aid Office.

**Qualitative Measure:** Students must maintain a cumulative average of a 3.0 (B) or above after each semester to remain eligible for financial aid for the subsequent term. Please note that failure to maintain the requisite grade point average automatically warrants academic probation.

**Quantitative Measure:** Students must successfully complete the program requirements within the expected timeframes of the doctoral program as outlined below. Doctoral students are expected to enroll full-time in twelve (12.00) units per semester. All periods of enrollment are counted towards the maximum timeframes even if a student is not receiving financial aid. Students must complete their degree within 150% of the published length of the program. The normative timeframe to complete the program is seven years. The maximum timeframe to complete a doctoral degree cannot exceed eleven years. Students must earn at least 67% of all attempted credits each semester.

| Requirements                           | Expected Timeframes       |
|----------------------------------------|---------------------------|
| Successful Research Readiness Review   | End of the third semester |
| Completion of language requirements    | End of the second year    |
| Approval of the comprehensive proposal | End of the third year     |
| Completion of the comprehensive exams  | End of the fourth year    |
| Approval of the dissertation           | End of the fifth year     |
| Completion of the degree               | End of the seventh year   |

*\*In each of these cases “year” refers to full-time equivalent (FTE), or the combination of full-time/part-time enrollment equivalent to 2, 3, 4, 5, or 7 full-time years.*

#### **Incompletes, Failures (F), Withdrawals (W)**

Failures (F) and withdrawals (W) are courses attempted, not completed. Incomplete grades are not counted towards units completed until after coursework is successfully completed, posted by the Registrar and reviewed by the Senior Director of Student Success. **A student must repeat the required department seminar if the grade earned is lower than a B-. Repeated courses can be repeated one time.**

#### **Leave of Absence**

Students who are unable to continue academic work for personal, medical, or financial reasons may take a temporary leave from the program. Students on a leave of absence during some or all of the academic year in review will be held to the expectations in place at the time they took their leave upon their return. Students on leave during the fall term, but registered for the subsequent spring term, or registered during the fall term, but on leave during the subsequent spring term are required to participate in the process.

#### **Financial Aid Probation**

Students who have not met the qualitative and/or quantitative requirements for satisfactory academic progress at the annual review are suspended from financial aid for the subsequent semester. The student will receive a written notification from the Senior Director of Student Success that failure to maintain SAP has resulted in loss of financial aid eligibility. A student who fails SAP must successfully appeal the decision to be placed on financial aid probation and retain eligibility for aid. The appeal must be submitted with an academic plan that ensures the student is able to meet SAP standards by a specified timeframe. Probation is not given automatically and is for one semester only. Although the GTU reviews SAP on an annual basis, by federal law, students who are placed on financial aid probation must be reviewed at the conclusion of the probationary semester. During the probation period, students who do not meet a semester and cumulative GPA of a 3.0 or higher, do not complete at least 67% of their attempted units, and/or fails to complete the

program requirements, are suspended from financial aid for the subsequent semester and must once again successfully appeal to be placed on financial aid probation.

### **Financial Aid Suspension**

If a student is not making SAP by the end of the second probationary period, they are placed on financial aid suspension for the following year and may not appeal the decision. They may regain eligibility by successfully completing the GPA and pace requirements expected in accordance with the normative time schedule and/or according to revised expectations outlined in the Senior Director of Student Success written review.

### **Appeal Process**

If due to mitigating circumstances a student fails to make satisfactory academic progress and receives an adverse determination, they may appeal the result on the basis of injury or illness, the death of a relative or other special circumstances. In the event of unusual circumstances the student may request that the GTU suspend an expected timeframe for SAP during the year in review and approve their request for a deadline extension and/or revised timeframe. The student may not request that the GTU disregard their performance or eliminate a particular program requirement.

A student choosing to appeal should submit a written petition to the Senior Director of Student Success by email within one month of the date of the final SAP review letter. The written petition should explain the mitigating circumstances influencing progress in the program, why they did not meet SAP, what has changed in their situation that would allow them to meet SAP at the end of the next evaluation and an academic plan that outlines how the student will meet the requirement(s) due the previous year and the one(s) due for the upcoming fall and spring semesters. The student must make every effort to get caught up with the program normative time schedule in the year following the review. The email should also verify support of the plan by the student's advisor or committee coordinator. The student should ask their advisor or committee coordinator to write a memo of support for the revised plan. For example, the faculty member can verify their willingness to continue working with the student for a longer period of time because of delayed and/or slower progress. The Associate Dean will render a decision about the appeal in writing by email within one month of the date of the appeal.

### **Reestablishing Financial Aid Eligibility**

Students suspended from receiving financial aid can reestablish eligibility in one of three ways:

- Successfully appealing a SAP decision and making SAP by the end of the semester; or if an appeal is not allowed,
- Completing the requirements expected according to the normative timeframe and/or according to revised expectations outlined by the Associate Dean written review; or,
- The student must meet SAP requirements by the end of the next review.

### **Flexibility with Expected Timeframes**

Childbirth, new parenthood, or caring for ill or aged parents are common experiences for GTU doctoral students. These are time intensive tasks. Students are often reluctant to ask for a special exception to deal with parenting demands. While doctoral student parents or parent care-givers are encouraged to fulfill program requirements within the normative timeframe, they may need extra time. These students will be granted extensions based on parenting demands. Any student who has taken time to accommodate childbirth or other serious parental demands, or to care for a parent who is ill or otherwise in need of support,

may receive an extension of up to one extra year to complete a program requirement. The total additional time granted by this policy may not exceed two years during a student's program, regardless of the number of children and/or parents involved. With the support of the advisor or committee coordinator, students must submit a request for an extension of a normative time deadline in light of the Doctoral Student Parent Support Policy to the Associate Dean. Students should submit the request via email, explaining the reasons for the extension and outlining a new timeline for completion of their program.

### **Program Extensions**

Students must request an extension if they need to exceed the normative time schedule or revise their deadline for any program requirement. **Students in need of an extension will have their registration blocked and will not be permitted to register for the term. This issue must be resolved before the end of the general registration period.**

To request an extension, students must submit an email, with their advisor's approval, to the Associate Dean, that clearly states the reasons for the extension and, if involving the comprehensive exams, dissertation or overall program completion, provide a concrete, realistic schedule for completion. Students will receive written confirmation of approval of the extension from the Administrative Assistant for Academic Affairs with copies sent to the student's advisor and the Financial Aid Office.

Extensions can jeopardize a student's:

1. certification of satisfactory academic progress which determines, in part, their eligibility for financial aid; and,
2. good standing in their academic program.

GTU policy stipulates that students are eligible for grant-in-aid in years one and two with the possibility of providing aid in years three through five as funding permits. Federal forms of financial aid (e.g. federal direct loans, federal work-study) are available until year seven of full-time registration. Students demonstrating satisfactory academic progress may petition the Associate Dean for approval for an extension of eligibility for federal student aid for their eighth year in the program. Such permission is extraordinary and will be granted as an exception at the discretion of the Associate Dean on the basis of a student's particular circumstances.

## **6. Probation Policy**

### **a. Reasons for Academic Probation**

- Faculty discover in the diagnostic interview or in the course of a student's academic work that they have a gap in their academic background and thus need to do remedial work in a specified area.
- The annual Satisfactory Academic Progress review or a review by the advisor reveals a serious problem with the student's work and/or progress in the program.
- The student fails to maintain a 3.0 GPA or make Satisfactory Academic Progress for two years.
- The student's performance in a course, on a paper, and/or in the oral comprehensive examination; completing a language requirement, drafting a comprehensive or dissertation proposal,

writing comprehensives, and/or writing the dissertation reveals a very serious problem.

**Academic Probation Procedures:** In most cases, a faculty member initiates academic probation procedures because of a problem with the student's diagnostic interview, Satisfactory Academic Progress review, or performance in some aspect of the program. The Advisor and Department Chair make a recommendation to the GTU Dean and the Senior Director of Student Success who decides whether or not probation is warranted.

- If a faculty member initiates the process, the Advisor and Department Chair will review the student's work in light of the concern raised.
- If probation is recommended, the Advisor and Department Chair draft a document specifying: the reasons for probation; the work required of the student to remove the probation; the evaluation procedure to review the work; the deadline by which the work should be completed, and the consequences for the student if the terms of probation are not met.
- The draft document is reviewed and approved by the Senior Director of Student Success
- An assigned faculty member (usually, the student's advisor) and the Department Chair meet with the student and go over the probation document carefully, to ensure that the student understands the reasons for probation and the work needed to remove it. The student signs the document to say that they understand the document and the means to remove probation.
- The Department Chair sends a copy of the probation document to the Director of Student Success who will update the student's record and confirm, in writing, the terms of the probation with the student.

In some cases, Director of Student Success automatically places a student on probation for failure to maintain the requisite GPA or make progress in the program.

- If the Director of Student Success decides probation is warranted, they notify the student, in writing, specifying: the reasons for probation; the work required of the student to remove the probation; the evaluation procedure to review the work; and the deadline by which the work should be completed. The student's advisor and Department Chair receive a copy of this notification.

By the deadline, for a faculty-initiated process, the Advisor and Department Chair review the student's work to determine whether to remove the probation. If the Associate Dean initiates the process, they verify whether or not the student made the progress specified in the probation document.

If the student needs an extension, a request must be submitted in writing to the advisor, Department Chair and Associate Dean the Department Chair and Director of Student Success must approve the extension.

**Results of the Academic Probation Process:** If removal of probation is recommended, the Administrative Assistant for Academic Affairs will document the removal in the student's academic file.

If the Department Chair feels that the work does not merit the removal of probation, they must state their reasons and make one of two recommendations, in writing: further remedial or preparatory work (with similar conditions to the original probation), or termination of the student's program. All recommendations must be approved by the student's advisor, the Department Chair, the Senior Director of Student Success and Associate Dean. If the Associate Dean and the Senior Director of Student Success places a student on probation and determines that they did not meet the conditions, the student will be terminated from the doctoral program.

If the decision is to terminate the student, and they have successfully completed the research paper for the special comprehensives, the student may petition to their comprehensive examinations committee for approval of a terminal M.A.

**Appeal Process:** The judgments of the Department Chair about the substance of the academic work are properly faculty judgments. Any student appeal has to be made directly to the Dean, whose judgment will be final. Students may appeal any breach of procedure, following the Academic Grievance policy, but an appeal of procedure does not challenge the substance of the judgment.

#### **b. Advisability Probation**

The GTU has a finite number of faculty and cannot advise students on every conceivable topic. The assumption at admission is that the student selected GTU, in part, because of the expertise of the faculty and that they will work with the faculty to tailor their interests to the interests and expertise of the GTU faculty. Doctoral students are expected to work with faculty to design suitable topics for research and to be open to faculty suggestions and advice and achieve appropriate independence.

If a student's advisor leaves the GTU, goes on extended leave, or passes away, the institution will make every effort to make it possible for the student to complete their degree. Completion is not guaranteed. Such changes may mean that appropriate faculty resources for the student no longer exist.

If faculty resources are not available and/or doctoral students are unable or unwilling to tailor their interests for the comprehensive exams and dissertation, advisability probation may result.

#### **Reasons for Advisability Probation**

- The faculty advisor withdraws and doubts whether the student is suitable for the program.
- Insufficient faculty resources are available and/or willing to coordinate or serve on the comprehensive examinations or dissertation committees.

#### **Advisability Probation Procedures**

- A faculty member notifies the Department Chair that a student should be placed on Advisability Probation.
- The Department Chair acquaints themselves with the student's record and interests.
- The Department Chair polls faculty on their willingness to advise, and, if relevant, their reasons for refusal.
- If no advisor can be found or committee can be formed, the Department Chair drafts a document stating the reasons; recommending what, if anything, the student can do to rectify the situation (change topics and/or methodological approaches; agree to the terms of a professor who is the logical advisor) with a deadline specified (usually within 4 months, typically no longer than one academic year); recommending if the student more properly belongs in another Concentration or Department; recommending that the student withdraw from the program, possibly with a terminal M.A.
- The draft is reviewed by the Senior Director of Student Success for procedural correctness and consistency with the entire doctoral program.

The document is presented to the student and reviewed with them by a Department faculty member not involved in the original complaint and Department Chair. The Senior Director of Student Success will update the student's record.

## **7. Assessment of Academic Programs**

Assessment, which is different from the grading of individual students, is how schools evaluate the overall effectiveness of courses and other program components to make improvements that will benefit future students. The GTUs accrediting agencies require the school to use evaluations of samples from students' academic work as a regular part of the assessment process.

Taskstream is the cloud-based electronic portfolio system that the GTU uses for the collection and evaluation of student work for assessment purposes. GTU MA and PhD students submit specified examples of their work for evaluation by faculty, and the cumulative results of those evaluations are analyzed by faculty and administrators in order to ensure the continuous improvement of academic programs at the GTU.

A Taskstream "author" account is created for each student entering the M.A. and Ph.D. programs. The Associate Dean provides instructions about logging in to the Taskstream website and submitting work for evaluation at the appropriate points in a student's course of study. Students log on to Taskstream at [https:// login.taskstream.com/signon/](https://login.taskstream.com/signon/)

These are the examples of student work that Ph.D. students are required to submit on Taskstream, and the designated evaluators to whom the work should be submitted:

|                                                                                                                                              |                      |
|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| IDS Seminar Research Prospectus                                                                                                              | Course Instructor(s) |
| Research Readiness Review Papers (#1 and #2)                                                                                                 | Course Instructor    |
| Research Readiness Review Advisor Certification Materials                                                                                    | Advisor              |
| Departmental Seminar Research Paper                                                                                                          | Course Instructor(s) |
| Comprehensive Exam Proposal (approved version)                                                                                               | Advisor              |
| Comprehensive Exams (final version as submitted to committee before the oral exam)                                                           | Advisor              |
| Dissertation Proposal (approved version)                                                                                                     | Advisor              |
| Dissertation (final version as submitted to committee before the oral defense)                                                               | Advisor              |
| Statement of Teaching Philosophy                                                                                                             | Associate Dean       |
| Evidence of Teaching Competence (a course syllabus or other materials such as student course evaluations or an evaluation from a supervisor) | Associate Dean       |
| Evidence of Ability to Communicate Scholarship (a published article, conference paper, op ed for a newspaper, etc.)                          | Advisor              |

Note that the last three items are not required for graduation, but the GTU asks students to submit them on Taskstream because teaching competence and the ability to communicate one's scholarship are important learning outcomes for the Ph.D. degree that need to be assessed at the program level.

With the exception of the Research Readiness Review, feedback received on Taskstream is for the student's information and possibly for discussion with the advisor. Evaluations on Taskstream do not affect a student's Grade Point Average, course credits, or progress toward graduation. All data generated from the assessment process are reported to the faculty and administration only in the aggregate and strictly for the purposes of program review and continuous improvement.

## **G. Doctoral Program Requirements**

### **1. Language Requirements, Policies, and Procedures**

#### **a. GTU Scholarly Research Language Requirement**

Linguistic skills are essential to the pursuit of study in theology and religion in today's globalized world. Knowledge of multiple languages allows one to enter into different perspectives of thought that arise from differences of culture and philosophy.

*All Ph.D. candidates are required to demonstrate proficiency in two scholarly research languages, at least one of which must be a modern language other than the student's native language. The languages must be approved by the student's advisor, in consultation with the student's Department Chair. This requirement must be met before the comprehensive examination proposal can be approved. Additional language requirements and standards may be determined by the student's concentration.*

Doctoral students are expected to certify language proficiency during *the first four semesters* of residency. Failure to do so will result in financial aid probation and may be grounds for academic probation.

If a concentration requires a student to certify proficiency in an ancient language (other than Latin), the concentration faculty will specify the means for demonstrating proficiency at the required level (e.g., by course work or by an examination administered by the concentration faculty) and will be responsible for determining that the requirement has been met. Either the department chair or the advisor should notify the Associate Dean and the Administrative Assistant for Academic Affairs when the requirement has been met.

Students should note that if their program requires research proficiency in a language beyond the standard language requirement, but not deemed by the faculty to be necessary for comprehensives, students may take and pass the comprehensives before that language proficiency has been certified. Such proficiency would have to be certified before the dissertation proposal could be approved. This policy should aid students whose dissertation topic requires extraordinary linguistic competence.

#### **b. Modern Foreign Language Certification Options**

Students can certify proficiency in a modern language in a variety of ways.

##### **Modern Foreign Language Certification by Examination**

One option is to successfully complete the modern foreign language exam offered by the Associate Dean. The purpose of this examination is to certify competency in the language's basic structures, grammar, in reading academic theological/religious research in a modern foreign language, and to demonstrate an accurate understanding of key sentences in a discussion by means of a translation.

**Characteristics of the Exam Format:** Students choose between two 600 word passages provided by a language examiner and must summarize the main ideas of the passage in 100-150 words, with attention to the coherence of its discussion. Students must also translate 200 words highlighted by the examiner in the passage.

The exam is graded pass/fail and is three and one-half hours long. Printed dictionaries may be used during the exam. Grammar and verb charts and personal notes are not allowed. All electronic devices, including electronic dictionaries and computers, are also not allowed. When health and safety concerns do not allow for an in-person exam, the GTU will follow remote protocol to administer the exam via Zoom. Please contact the Associate Dean or Administrative Assistant for Academic Affairs for a copy of the instructions. They can also report the modality for upcoming exams. GTU certifies proficiency in Chinese, French, German, Modern Hebrew, Italian, Japanese, Latin, and Spanish. Students wishing to certify proficiency by examination in other languages must submit a petition to the Associate Dean and the Administrative Assistant for Academic Affairs at least two weeks before the exam including in their petition the name and contact information of a qualified, impartial examiner.

**Registration for the Language Exam:** The language exam is offered at a pre-arranged date and time every September, February, and May. Students should consult the GTU Extended Calendar on the GTU Web Site for the dates and times of the exams. Students must register for the exam *no later than two weeks prior to the exam*. Contact the Administrative Assistant for Academic Affairs to register.

**Off-campus Language Translation Exam:** Off-campus language examinations may be arranged on a case-by-case basis to accommodate students who live more than a day's journey from the GTU. The student must live a sufficient distance from the GTU to make it impossible to travel to the GTU, take the exam, and travel home in one day. The student must request approval for an off-site exam from the Associate Dean and comply with the following procedures.

- The student must take the examination on the same day that the general exam is scheduled for all GTU students. The student must register for the exam no later than two weeks prior to the exam.
- The student should arrange for someone, such as a librarian or faculty member, to proctor the examination. The student is responsible to set up a testing situation similar to that of GTU students taking the exam on campus.
- The GTU sends the exam to the proctor via email, fax or overnight mail in time for the examination.
- At the completion of the examination, the student may send a copy of the exam to the Administrative Assistant for Academic Affairs via email or fax. They return the hard copy of the exam to the proctor, who should make a copy, place the original work and appropriate passage in an envelope, seal it, and sign across the seal. The student returns this, along with a statement signed by the student and proctor that the agreed upon procedures had been followed, to the Administrative Assistant for Academic Affairs via surface mail. The proctor should keep a copy of the exam on file in case the original translation is lost or damaged in transition.
- The exam is graded by the appropriate examiner for that language along with all the other student exams.

**Criteria for Evaluating the Language Examination:** The language examiner uses the following criteria to judge proficiency:

- **Accuracy of Comprehension:** The summary of the entire 600 word passage is intended to demonstrate comprehension not simply of what the passage is generally about (its topic), but what it says about the topic. In other words, it represents the level of comprehension required to be able to utilize the passage for research purposes: how would the student summarize the main points of the passage in their own words in a research paper they were writing?
- **Accuracy of Translation:** Examiners are not looking for a polished translation but expect to see that the student has adequately translated the selected text. Examiners are looking for an appropriate rendering of each word, proper spelling and verb tenses. Free paraphrasing is not the same as accurate translation.

The verification of a student's ability to translate the selected text involves an understanding of the context, i.e., the theological issues which the text addresses. A rigidly literal translation can indicate that the student does not understand the context. Although the choice of a word or a phrase in the translation may be found in a dictionary, the theological context might disallow that particular choice. The examiner must determine, on the basis of the translated text, whether the student has understood, at least in a general way, the theological context of the text.

- **Completion of The Exam:** Any examination which is not completely summarized and/or includes an incomplete translation of selected text is considered a fail. Students must complete the entire exam within the specified timeframe. The exam must also be written in a legible form.
- **Evaluation of Errors:** The examiner will indicate on each corrected examination the errors which they have found.

Students would fail if they make major errors. Major errors include:

- a) Consistent failure to correctly understand or translate key grammatical structures of the language;
- b) A misconstrued sentence (or its grammar) that leads to a domino effect of other misunderstandings throughout the passage;
- c) A failure to grasp either a major point of the passage, or the author's justification of that point.

**Determination of the Final Grade:** The pass/fail grade is determined on the basis of a cumulative judgment of all the errors as described above.

Students who pass the exam fulfill the GTU modern foreign language requirement, and the "pass" will appear on their transcript.

**Multiple Attempts to Take and Pass a Modern Language Exam:** Students are permitted to take a given language examination three times. A student may petition

for a fourth attempt, either on the basis of further and substantial study of the language, which must be documented; or on the basis that there were extraordinary conditions which caused the third failure. This, too, must be documented. Neither of these petition-situations are pro forma. The Committee considers each request on a case-by-case basis. If the request is rejected, the committee will provide the student with the reasons for the rejection. This decision is final.

**Student Requests to Not Grade a Language Exam:** On occasion, a student may take a language exam but not wish to submit it for grading. Students may exercise this option with a language no more than two times. Ungraded exams are not counted as attempts. Following two ungraded attempts, a student must submit their exam for grading.

**Recourse By a Student in Case of an Exam Failure:** A student may contest a grade within two weeks after receiving notice of the examination result. To do this, the student should contact the GTU Administrative Assistant for Academic Affairs and make an appointment to see their graded exam. To petition for reconsideration, the student must submit in writing the reasons for contesting the grade to the Administrative Assistant for Academic Affairs. The Administrative Assistant for Academic Affairs assigns a second examiner to review the exam, the first examiner's corrections and comments, and the student's petition. If the second examiner disagrees with the grade of the first examiner, a third examiner is selected, who will review all the material and make a final judgment. The decision of the third examiner will favor either retention of the original grade (failure) or a change of grade (pass).

### **Modern Foreign Language Certification by Coursework**

Students may certify proficiency in a modern foreign language by coursework. Qualified courses should foster an understanding of the language's basic structures and grammar and develop reading, translation, and comprehension skills at the requisite level for GTU graduate programs.

Pre-Approved Courses: The GTU offers summer intensive language courses designed to assist students in acquiring the skills necessary to certify proficiency in French, German, or Spanish. Enrolled students must successfully complete the GTU summer intensive language course and pass the examination at the end of the course, which is equivalent to the GTU Modern Foreign Language Examination. GTU summer intensive language courses are typically 4 weeks long during the last two weeks of July and first two weeks of August; GTU courses meet 5 days a week, Monday through Friday, for three hours each day (60 contact hours).

Summer intensive language course instructors notify the Administrative Assistant for Academic Affairs by email with the names of students who successfully pass the course and examination; the Administrative Assistant for Academic Affairs, then, will update each student's academic files. Grades on exams taken as part of a Summer Language course cannot be contested or reconsidered because the exam is a part of the course.

Students may take courses with similar formats and culminating examinations at other institutions, pending approval from the Modern Foreign Language Committee. If an examination is not part of the course, students must certify with one of the regularly scheduled exams during the academic year.

Petition to Use Other Previous or Current Coursework: other coursework taken before or during a student's doctoral program may be used to certify proficiency in a modern foreign language. Students must petition to use these or other methods, approval is not pro forma.

*Graduate studies in a foreign language:* If a student matriculated as a graduate student in a foreign university in which the requested language for certification was used for both lectures and written work, and the student received a B grade or equivalent for a minimum of one full-time semester, they may petition to accept this work as evidence of proficiency in that language.

*Undergraduate studies in a foreign language:* If, within the past five years, a student studied a language at the undergraduate level for four semesters or the equivalent and received in the fourth semester a B or better grade, they can petition the committee to accept this work as evidence of proficiency in that language. The request should also include evidence that the student continues to use the language.

Students should submit an email petition to the Associate Dean, addressed to the Modern Foreign Language Committee, clarifying the language involved and describing how the student gained proficiency, including course titles and the dates and places where courses were offered. If official record of this work is not in the student's GTU academic file, the student must secure and submit documentation (e.g. for coursework, an official transcript is required). The student should ask the Associate Dean to include appropriate records from their GTU file. The Associate Dean will submit the petition to the Committee on the student's behalf. The Associate Dean will notify the student by email of the decision, with a copy to the advisor.

### **c. Procedures for Non-Native Speakers to Certify English as a Modern Foreign Language**

Non-native speakers of English may certify English as one of their modern foreign languages. Certification is done one of two ways: 1) achieving a qualifying score on the TOEFL exam, taken as a part of the GTU admissions process or 2) submitting a term paper from a GTU course for certification by the course professor and GTU Dean.

- Doctoral students whose native language is not English may certify proficiency in English by achieving a score of 600 (paper-based) or 250 (computer-based) on the TOEFL exam or 80 (internet-based) on iTOEFL. During the student's first semester, the Administrative Assistant for Academic Affairs checks the academic file of each entering graduate student for whom English is their second language for their TOEFL score and, where appropriate, certifies proficiency.
- Students may also certify proficiency in English by submitting a graded term paper of at least 20 pages in length written for a GTU course, along with a written evaluation of the student's written and spoken English language abilities by the faculty member who taught the course, to the GTU Dean. The Dean will use the materials, and may also require a conversation, to judge the student's proficiency in English. Criteria for determining

proficiency include the following: correct use of English grammar and idioms; correct sentence structure and appropriate paragraph divisions; smooth rhetorical flow; accurate spelling; proper form for documentation.

#### **d. Biblical Hebrew and Greek Exams**

Students in Hebrew Bible/Old Testament and New Testament are required to take Hebrew and Greek, one of them as a major and one of them as a minor language. There will be the possibility of substituting a different language for the secondary, or minor, language in consultation with the student's advisor and with career goals in mind.

Entering students must take an examination in Hebrew or Greek to assess proficiency at the primary or secondary level. Returning students in Hebrew Bible/Old Testament and New Testament or any other students wanting to certify in these languages must also take these exams.

Students can also certify their **primary language** by receiving an A- or higher in one advanced level class. Students can certify their **secondary language** with an A- or higher in one intermediate level class or a B+ or higher in one advanced level class.

There is the possibility of taking an SRC to meet these requirements.

Exams are typically offered in late August. Exam dates are fixed and cannot be changed. Students should consult the GTU Extended Calendar on the GTU Web Site for the specific dates and times of the exams or with the Administrative Assistant for Academic Affairs.

#### **e. Certification**

Students will receive email confirmation of language certification, with copies sent to the student's advisor and the GTU Registrar, and a copy placed in the student's file. Language certification is noted on the transcript. If certification is not listed on the grade report or transcript and ought to be, students should see the Administrative Assistant for Academic Affairs immediately.

If a concentration requires a student to certify proficiency in an ancient language (other than Latin), the concentration faculty will specify the means for demonstrating proficiency at the required level (e.g., by course work or by an examination administered by the concentration faculty) and will be responsible for determining that the requirement has been met. Either the department chair or the advisor should notify the Administrative Assistant for Academic Affairs when the requirement has been met.

## **2. Residence and Course Work**

The residence requirement is defined as at least two semesters of full-time graduate study on campus under the direction of the faculty of the Graduate Theological Union. Normally, this will be during the first year of the program; exceptions must be approved by the Associate Dean in consultation with the academic advisor. These semesters of residency enable students to gain significant benefit from the opportunities provided by the GTU. The residency period also allows students to build working relationships with faculty who may

later serve on exam or dissertation committees. In the majority of cases, this is done through course work or supervised reading courses. Whatever combination of classes and/or supervised reading courses a student undertakes during a given semester of residency, they are expected to spend substantial time on campus in face-to-face interaction with faculty during the residency period in order to develop and sustain the foundation for the doctoral program. Students can choose to complete their second year of course work remotely.

The suggested normal semester course load is 3 three-unit courses plus 3 units of "Preparation for Comprehensive Exams." Doctoral students must take at least two doctoral-level courses in the first year in order to prepare for the evaluation of research readiness, to take place during the third semester.

Two specific courses are required for all doctoral students: IDS 6000 (Seminar on Interdisciplinarity) and a departmental seminar. These courses must be taken for a grade. Students receiving a grade lower than a B- must repeat the course. In such a situation, a course can be repeated one time.

In addition, students will typically take 4-6 courses in their primary concentration, 2-3 courses in their secondary concentration, and 2-3 courses in an outside discipline. This typical pattern does not include any language courses that may be required for work in the student's field. Students may need to take additional courses after the first two years in order to develop the knowledge and skills required for their particular research projects. All students should consult with their advisors frequently to ensure that they are making appropriate choices about course selection.

### **3. Doctoral Student Review for Research Readiness**

**Purpose of the Research Readiness Review:** The purpose of the Research Readiness Review process (RRR) is to aid the academic advisor and the Associate Dean evaluating the student's current level of competence in research-writing and helping identify particular directions to follow for further growth. Research Readiness Review is both a diagnostic and evaluative assessment of student work and may even be a component of a developmental process.

**Elements of the Review:** Research Readiness Review consists of three phases: phase one - two different professors evaluate the research papers written by a student for their courses, both in the context of the requirements for the course and for RRR; phase two - the student reviews the evaluations with their advisor who determines whether or not the student has demonstrated readiness for research and stipulates any remedial action that may be required; phase three - the advisor reports the outcome of the RRR to the Associate Dean who will certify that the review is complete after any necessary remedial action has been taken. All three phases are accomplished online through Taskstream.

The two principal components of the paper review are the graded paper itself and the *Doctoral Student Review for Research Readiness* evaluation form.

#### **Requirements**

- 1) Students must submit two different course papers, each at least 20 pages in length, for review by the professors teaching the courses (students may not submit more than two papers for review, unless directed to do so by the advisor);
- 2) Students submit each paper on Taskstream and choose the course instructor

as the evaluator. If the course instructor is not registered on Taskstream (e.g., a UCB professor), the student must ask the instructor to complete the *Doctoral Student Review for Research Readiness* form available on the [PhD Program Moodle Page](#). Then the student submits the graded paper (with the instructor's comments) and the scanned evaluation form on Taskstream, choosing "Manager, Graduate Theological Union" as the evaluator.

- 3) The courses involved must be at the 4000 level or above. The student and the student's advisor are responsible for making sure the student takes courses appropriate for this process. They are also responsible for making sure the student "levels up" a GTU or Cal course chosen for this requirement that is not listed at the 4000 level. See the section on Special Reading Course in the Registration section of the handbook for direction on leveling up a course);
- 4) Students must select two different professors for this phase of the review (the student's advisor can waive this requirement, unless the professor involved is the student's advisor);
- 5) Students are expected to submit papers for RRR during the first year of full-time study in the GTU doctoral program and complete the review process by the end of the 3<sup>rd</sup> semester in the program. In cases regarding students for whom English is their second language, facing heavy language requirements, and/or judged to require some remedial background work, the advisor may determine to delay the review to the 4<sup>th</sup> or 5<sup>th</sup> semester. In these cases, the student's advisor must specify via email to the Associate Dean whether a student should, instead, be reviewed in the 4<sup>th</sup> or 5<sup>th</sup> semester. Failure to meet the RRR deadline will result in financial aid probation and may be grounds for academic probation.
- 6) The student should decide early on in a course whether or not to submit a course paper for RRR. The student is advised to consult with the professor on the appropriateness of the course paper for this review process.
- 7) When two RRR papers have been evaluated, the student returns to Taskstream to submit both RRR forms and both graded papers to the student's advisor under the Advisor Certification requirement. The student then schedules a meeting with the advisor to discuss the evaluations.
- 8) After meeting with the student, the advisor completes the Advisor Certification form on Taskstream, specifically identifying strengths and weaknesses as well as recommendations for the student's continued work. In the case where the review is unfavorable, the advisor should report whether the student should have another review, be placed on academic probation, or be terminated from the program.
- 9) The Associate Dean will notify the Administrative Assistant for Academic Affairs that the student has completed the RRR process and will provide copies of the documentation that will be placed in the student's permanent file in the Student Affairs office.

#### **4. Comprehensive Examinations**

##### **a. Goals for the Comprehensive Examinations**

Comprehensive examinations demonstrate:

- broad command of the field or discipline as a base for research, teaching, and/or professional activities,

- intellectually rigorous scholarship demonstrated through examination and papers,
- depth in some aspect of the discipline,
- linguistic skills appropriate for the student's program,
- critical analysis of the literature and issues in the discipline,
- critical engagement with a bibliography and the issues it reflects which open the student to perspectives beyond their own religious and scholarly tradition.

#### **b. Commonalities of Comprehensive Examinations**

- Students take four comprehensive exams covering 1) the student's primary concentration, 2) a secondary concentration, 3) a university discipline outside of theology and religious studies, and 4) the background for the dissertation, which will always be situated within the primary concentration. (The term concentration relates to those offered by GTU departments and faculty.)
- Some portion of every student's examinations is individualized.
- All students must present a comprehensive examination proposal of their exams for review and approval by their comprehensive exam committee.
- All students must include at least one paper (typically 30-40 pages long) as a part of their comprehensive exams.
- All comprehensives conclude with an oral examination.

#### **c. Comprehensive Examinations: Options for Exams, Committee Membership, Proposals, Oral Exams**

Once the student has successfully met the GTU language requirement, completed all required coursework, and had a successful research readiness review, they can proceed to the comprehensive examinations phase of the doctoral program.

##### **Committee Members and Their Roles**

Students are required to have three members on their comprehensive exam committee: a member of the Core Doctoral Faculty as Coordinator; a member representing a University discipline; and someone from an institution outside the GTU. These roles can be met in a variety of ways. Students should begin forming their committees as soon as possible, but at least 90 days prior to the submission of the comprehensive examination proposal.

Students may have more than three committee members if they so choose. Students should be mindful of both the benefits and challenges of adding additional members, including having to negotiate many potentially disparate perspectives and accommodate several busy professionals when scheduling meetings and seeking feedback in a timely fashion. Additional members bring expertise and/or skill otherwise not represented by the first three committee members. They must be current in the relevant field and understand and have the capacity to support the standards and rigors of doctoral work, as judged by the student's coordinator and

department chair. In most cases, the additional member has a doctoral degree and otherwise has qualifications comparable to the first three members. When the member does not fit this profile, the coordinator and department chair will decide whether or not they are appropriate for the committee. This means, though uncommon, a fourth or fifth committee member may be an adjunct faculty member, retired professor, and/or visiting scholar or faculty member with a temporary appointment. The committee coordinator will clarify the role of any additional members, including whether or not they must read and evaluate all of the student's work, attend the oral, and/or sign off on required documents and forms. **The first three members that are listed on the comprehensive exam proposal form (including the Outside Reader) will be the core committee.**

#### **The Coordinator (Chair)**

The Coordinator of the Committee must be a member of the Core Doctoral Faculty and in the student's primary concentration. If an exception is made to this rule, the Dean will seek assurances from the department chair that the Coordinator is well qualified to fulfill the following obligations:

- certify that the comprehensive committee meets GTU standards
- work with the student on the proposal draft
- ensure that all committee members agree on the proposal, including the format and purpose of each of the comps, questions for the timed exam(s), and topics for papers and courses
- coordinate the writing of questions for timed exams
- read all of the exams and comprehensive papers
- chair the oral examination and vote with other committee members on the evaluation of all the exams
- certify that the comps (when finally passed) have met the protocol and standards of the doctoral program
- ensure that GTU processes are followed and paperwork is completed (only one faculty person is responsible for advising a student through their course of study. The coordinator of the committee assumes this role.)

**The Second GTU Member** must be a consortial faculty member, normally from a GTU school other than that of the coordinator, in order to ensure a breadth of perspective in regard to religious tradition and institutional location. By way of exception, permission for the second member to come from the same school as the coordinator may be granted by the GTU Dean upon the recommendation of the department chair. The second member should have scholarly expertise appropriate to the substance of the comprehensives.

#### **The Second GTU member:**

- approves the proposal before it is submitted; they may work with the student on the proposal draft

- usually participates in the drafting of questions, and may participate in the approval of paper assignments
- reads all of the exams and comprehensive papers
- attends the oral examination and votes with other committee members on the evaluation of all the exams

**Third Member** (Outside Reader): The third member of the committee must come from an institution outside of the GTU. Typically, the outside reader is a faculty member from UCB. If the Ph.D. student's third member is not from UCB, the student must submit a scholarly c.v. (including lists of degrees, teaching or professional positions, and scholarly publications) to the Dean. This scholar must represent a university research discipline related to the topics of the exams, and not merely be someone who teaches/writes outside of the GTU.

The outside member is not expected to be familiar with GTU procedures or protocols. In many cases, the outside reader approves only the final proposal, judges the written work, and participates in the oral examination. Outside readers may be more actively involved in the preparation of the proposal if circumstances and their relationship with the student warrant it. The intention is that the outside member enriches the student's work. The GTU members do the same, but they also are responsible for maintaining the standards of the student's work vis-à-vis institutional expectations.

The student may have more than three members on the comprehensive examinations committee. In the case of more than three readers, the Coordinator will designate three individuals as the official committee of record, which will be listed as the first three members on the comprehensive exam committee form. In the case of larger committees, the same procedure is required of additional committee members whose status is other than GTU or UCB faculty.

**The Outside Reader:**

- approves the proposal before it is submitted
- reads the student's written comps, focusing particularly on those items most related to their area of expertise
- participates in the oral examination, either by attending or through conference phone call or video conference
- votes with other committee members on evaluation of the comprehensives

**The Comprehensive Examinations Proposal**

By their nature, comprehensive exams are both concentration-specific and individualized. There is no blueprint to follow, though some general guidelines for the proposal are available.

Comprehensives consist of a written proposal with bibliographies (typically 25-40 entries for each exam, including books and significant scholarly articles or book chapters), written exams, and an oral exam, all approved and evaluated by a comprehensive examinations committee. The comprehensive exams proposal must also be approved by the department chair. Students have one year (year three on the

normative time schedule) to form a committee, draft and receive approval of the comprehensive examinations proposal. Students should complete the exams, including the oral examination, within a year's time, normally by the end of the fourth year in the program.

The comprehensive examinations should provide the student with both breadth and depth. By the end of the exams, the student should be prepared to teach a general course in their field, as well as have researched some topics in enough detail to lay a foundation for research for the next several years beyond the dissertation. The student does not want to be too narrow in focus so as to neglect the overview of their field or topics broader than the dissertation.

The comprehensive examination proposal may include a mixture of tests, papers and/or courses. **At least one comp must be a paper; the typical paper length is 30 to 40 pages.** Other comprehensive examination options may include: 1) a timed, closed book test, usually 4 hours in length, 2) student designed and/or taught courses, 3) one or more 24-hour take-home exams and 4) a two papers-two courses format. Students should consult with their comprehensive exam committee and department chair for guidance on reasonable limitations/expectations.

Ph.D. students should design a comprehensive exam proposal to include the contribution of a university research discipline.

### ***Purposes of the Comprehensive Examinations***

The comprehensive examinations mark a significant milestone in the doctoral program, a bridge from coursework into the dissertation. Successful exams will serve a three-fold purpose with reference to scholarly credentials, strategic planning, and refining the student's own academic convictions.

First, the exams demonstrate to the members of the committee the student's breadth and depth of knowledge in the chosen field through substantive research and the ability to develop critically constructive arguments. In this sense, the exams serve a *credentialing* purpose, a way to certify a level of expertise in a given field of study. This can also be useful on the job market as the exam topics can indicate areas of specialization for both teaching and research.

Second, students should consider for *strategic* purposes the latest trends in their chosen fields and where future research and publishing needs might appear to which they can contribute. In devising specific topics and constructing bibliographies for the exams, students may want to consider questions like these: How do you want to be known in the wider academy? Do you picture yourself, for example, primarily as philosophical or constructive theologian? As a textual critic or social historian? As religious practitioner or religious educator? Pedagogical issues should also be considered: What will prepare you best for teaching broad subjects (e.g., an introduction to religion course or a survey of Christian history) as well as demonstrate areas of specialization in your teaching portfolio? Committee member selection is also important for these strategic purposes as well as for the content of the exams.

The best exams will also reflect the student's own *passionate convictions*. What matters to you in doing this scholarly work and why? Finding where your own passion intersects with the wider needs of the academy and for positioning your teaching and research in the marketplace will also generate the energy and determination needed to complete this phase

of the program.

Students and faculty advisors should consider this three-fold purpose in plotting the two years of coursework, mapping the proposal, and selecting committee members.

### ***Coursework and Planning***

Students should meet with their advisors early in the program to discuss particular areas of interest and strategize about coursework. While not every course taken will be reflected in the comprehensive exams, the courses should prepare the student to demonstrate proficiency in both primary and secondary areas of concentration, show competence in an appropriate university discipline, and contribute to the ongoing refinement of the student's particular research goals, which will come to fruition in the dissertation.

It is not unreasonable and often beneficial to make a two-year plan for coursework during the first semester of the program. This plan may and often does change – which is one of the purposes of the coursework – but the plan itself can start the process toward developing a comprehensive exam proposal.

### ***Initial Mapping***

Ideally, toward the end of the second year of coursework, students should start outlining particular topics of interest in both the primary and secondary areas of concentration and prepare a preliminary bibliography for these. Consider how the format for each exam (whether a timed exercise, a paper, or the development of a course) matches the credentialing and strategic purposes noted above.

The student and exam coordinator (which might still be but is not necessarily the student's initial advisor in the program) meet to refine the proposal, identify potential committee members, and discern where additional feedback for particular areas is needed (such as, for example, additions to the bibliographies from one or more of the committee members).

### ***Committee Selection and Finalizing the Proposal***

Based on the conversation with the Coordinator, the student prepares the penultimate version of the proposal and solicits commitments from the other committee members to serve on the committee as well as feedback on the proposal.

The student meets with the coordinator to discuss any additional feedback from the committee and review the penultimate draft of the proposal.

### ***Comprehensive Exam Proposal Approval Process***

Students must completely fill out the Proposal for Comprehensive Examinations Form by acquiring physical or electronic signatures or email approvals from the following individuals, in this order:

- Administrative Assistant for Academic Affairs, verifying research language certification.
- GTU Dean, approving composition of the committee.
- Committee Members, approving proposal.
- Department Chair, approving the committee and the proposal.

The student returns the completed form and proposal to the Administrative Assistant for Academic Affairs.

In addition, the student should upload the completed proposal to the appropriate assignment link on Taskstream and the Comprehensive Exam Coordinator should be indicated as the “evaluator.” The Coordinator completes the evaluation form for the proposal on Taskstream.

### **Types of Exams to Consider for the Proposal**

**Student-Taught Course as a Comprehensive:** A student-taught course may serve as one of the comprehensive exams. The following guidelines must be followed if the student wishes to exercise this option. The course must be designed to require, and have evaluated, content and skills on the part of the student comparable to other examinations, with comparable faculty oversight and critical response.

- The student prepares a syllabus in consultation with a member of the comprehensive committee; the student’s presentation and written explanation of the syllabus must demonstrate that the scope and content of the sections of the course for which the student is responsible are appropriate as the academic content and scope of a comprehensive examination. The student’s explanation of the syllabus may include the extent of preparation for lectures and class sessions as well as the material actually presented, but the presentation must be specifically detailed in its demonstration of comparability. The syllabus must be approved by the entire comprehensive committee as satisfactory “as an examination.”
- The student teacher, prior to teaching the course, must also identify and label the academic content and lesson plan for each of the class sessions for which they are responsible. The student must be responsible for at least a majority of the class sessions; the academic content necessary for the preparation of each session must be substantial and comparable to a comprehensive examination. The criteria for evaluation of the mastery of the academic content needs to be clarified before the course is taught.
- One member of the committee normally attends one or more sessions for which the student teacher is responsible and writes a critique of that session which is shared with the student and comprehensive exams committee. This is roughly equivalent to the reader of an examination sharing comments with other members of the committee.
- All members of the comp committee must see the syllabus, lesson plans, and faculty observer’s comments before the oral examination so that the content of the course may be discussed during that examination.

**Student-Designed Course as a Comprehensive:** This examination consists of developing a full syllabus, with requirements, expectations, evaluation criteria, goals and objectives clearly identified, along with a list of readings. The syllabus is accompanied by a 10-20 page paper explaining the intellectual approach of the course and specifying the decisions made about both content and teaching approach. A student may choose to actually teach the course, but this is not required.

**One Comprehensive Exam-Two 4000-Level Papers:** If a student chooses to center one of the comprehensive examinations on a discipline outside of their primary concentration, the comprehensive examination committee may allow the student to submit two 4000-level term papers evaluated and graded by the professor(s) approved by the committee as competent in the discipline which the examination represents. Students taking two courses at UCB should take 200-level and above courses for this option. The papers and the professors' comments and evaluation are submitted as the equivalent of the comprehensives paper, and the comments are duly noted by the comprehensives committee. The professor(s) need not serve on the committee. The comprehensives committee notes the professors' comments to certify that the work satisfies the standards of the discipline, and will in the oral examination ask questions relating that work to the central concerns of the comprehensives proposal. The committee and the department chair must approve both the professor(s) and the courses for which the papers are written as appropriate, and the papers must be completed within three years prior to the approval of the comprehensive exam proposal.

#### **Timed Exams**

**Limited-Time, Closed-Book Exam:** Normally these exams are four hours long. Students have an additional 15 minute "grace period" which they may use to take a break or continue working on the exam. The student should arrive at the Administrative Assistant for Academic Affairs desk ahead of the time scheduled for the exam to begin. Administrative Assistant for Academic Affairs provides the student with the exam questions and directs them to where they will take the exam.

**24-Hour Take-Home Examination:** Students may propose a 24-hour take-home examination as one or more of their exams. On the day of the exam, the student picks up the exam questions from the Administrative Assistant for Academic Affairs at the agreed upon time. Arrangements can also be made for the Administrative Assistant for Academic Affairs to send the exam by email at a specified time. The student then has 24 hours to write and type the exam and submit it to the Administrative Assistant for Academic Affairs

#### **Procedures for Comprehensive Examination Proposal Approval**

##### **Proposal for Comprehensive Examinations Form:**

Students must complete the "Proposal for Comprehensive Examinations" form. The form is available on the [PhD Program Moodle Page](#).

**Language Certification:** The Administrative Assistant for Academic Affairs must sign the form verifying that the student has completed certification of their language requirements. This should be done before the student solicits signatures from the Dean and their committee members.

**Dean's Signature:** The GTU Dean must sign off on the committee. Only at this point does the formal academic process indicate that the student can begin work with the committee to create the comprehensive examinations proposal. If the outside reader(s) is/are not faculty at UCB, students must submit a copy of each outside reader's c.v. to the GTU Dean for review before securing their signature. Students should attach the c.v. to an email to the GTU Dean that explains a) how

the outside reader(s) represents a research university discipline and b) how each outside reader's expertise is relevant to the student's dissertation.

Students should be aware that the department chair and/or GTU Dean may ask them to revise or add to the committee in order to meet the structural requirements of the GTU and/or to ensure its scholarly appropriateness for the comps proposal. Both the department chair and GTU Dean must approve the committee.

**Committee Members' Signatures:** Committee members must sign the "Proposal for Comprehensive Examinations" form. Their signatures indicate their willingness to participate on the comps committee. Students may establish their committee before completing a draft of their proposal (though, many faculty need to review at least a preliminary draft of the proposal to decide whether or not to serve).

**Department Chair's Signature:** The department chair must sign the "Proposal for Comprehensive Examinations" form after the committee members have done so, thus indicating that the committee is formally constituted.

Students may request email approval or digital signatures of their committee members. Students should compile all approval emails and send them in one packet to the Administrative Assistant for Academic Affairs for filing.

The entire comps committee must approve the proposal before it is submitted to the Administrative Assistant for Academic Affairs.

**Filing with the Associate Dean:** The student submits two copies of the completed form, comprehensives proposal, bibliography and outside reader's c.v., if appropriate, to the Associate Dean. The student will not be officially "in comps," and the faculty will not be the official committee of record, until the student completes this step. The timeline for completion of the exams begins on the date on which the approved proposal was submitted to the Administrative Assistant for Academic Affairs.

One copy of the proposal will be placed on file in the Reference section of the Library.

**Confirmation Emails:** Emails confirming the passage of the exam proposal are sent to the student and the committee members. An email is sent to the outside reader describing the expectations the GTU has for their participation in the comps process.

**Timeline:** The student has one year in which to complete the written exams and oral comprehensive exam from the date on which the proposal is approved. If the student needs additional time, they must request an extension from the student's coordinator and the Associate Dean.

#### **Changing One or More Committee Members After Approval**

A student may need to make a change in committee membership after approval because a faculty member leaves the GTU, has unforeseen personal or professional life changes that may limit the capacity to serve, dies during the student's comprehensive examinations period, or because it seems desirable to have an additional committee member for other reasons. The student should identify an appropriate person and have a preliminary consultation with the faculty member to gauge interest and availability. The student should contact the

Associate Dean about the need to make a change explaining the reasons, identifying the new committee member, and briefly explaining the fit between this new member and the student's project. If the change involves an outside reader, the student should include the new faculty member's c.v. and explain how their work reflects a university research discipline. The Associate Dean will consult with the department chair and the GTU Dean, if necessary, and make a decision regarding the change. The Administrative Assistant for Academic Affairs will notify the student of the decision, sending a copy to the former and new faculty members and to the department chair.

On rare occasion, the student and a committee member decides that they are either not in alignment on the student's project or otherwise no longer wish to work together. The student should contact the Associate Dean about the need to make a change, explaining the reasons. The Associate Dean will consult with the department chair and the GTU Dean and decide whether or not a change will be allowed.

If a change is approved, the Administrative Assistant for Academic Affairs will notify the student of the decision, sending a copy to the former faculty member and to the department chair. The student should follow the procedures described above to secure a new committee member.

### **Timed Exams**

Non-native speakers of English are eligible for up to 50% additional time for the exam in accordance with the "Policy on Exceptions to Standard Examination Requirements." Students who have medical issues or a learning disability that might have an impact on the exam should also consult this policy.

Exams must be typewritten.

- **Scheduling:** When a date is selected for a timed exam, the student contacts the Administrative Assistant for Academic Affairs as soon as possible. The Administrative Assistant for Academic Affairs reserves an exam room for the student, if appropriate (i.e. for time-limited, closed book exams). The student should urge the appropriate committee member to send the exam questions to the Administrative Assistant for Academic Affairs several days in advance of the exam.
- **Limited-Time, Closed-Book Exam:** Normally these exams are four hours long. Students have an additional 15 minute "grace period" which they may use to take a break or continue working on the exam. The student should arrive at the Administrative Assistant for Academic Affairs desk ahead of the time scheduled for the exam to begin. Administrative Assistant for Academic Affairs provides the student with the exam questions and directs them to where they will take the exam.
- **Handwritten Exams:** If a student writes an exam by hand, at the end of the exam period, the student must submit their work to the Administrative Assistant for Academic Affairs who will copy the exam for the student's file. The student must then type the exam and return it to the Administrative Assistant for Academic Affairs within seven days. Corrections may be made only for spelling and grammar. Students are not allowed to have the typed exams reviewed or revised

by anyone else, e.g. an editor.

- **Computer Use:** Students should consult with the coordinator and Administrative Assistant for Academic Affairs about using a computer for the exam. The GTU does not have computers available, but students may use their personal laptop if computer use is allowed. If a computer is allowed, students must complete the exam within the time allotted. At the end of each exam period, the student must submit their work as is to the Administrative Assistant for Academic Affairs.
- **24-Hour Take-Home Examination:** Students may propose a 24-hour take-home examination as one or more of their exams. On the day of the exam, the student picks up the exam questions from the Administrative Assistant for Academic Affairs at the agreed upon time. Arrangements can also be made for the Administrative Assistant for Academic Affairs to send the exam by email at a specified time. The student then has 24 hours to write and type the exam and submit it to the Administrative Assistant for Academic Affairs

### **Distribution of Exams to Committee Members**

It is the student's responsibility to distribute copies of their exams to the committee members. The student should consult with the coordinator and other committee members about their preference for distribution. Some faculty prefer to receive their copy of each exam as it is completed. Other faculty prefer to wait until the student completes all the exams and receive them all at one time. Students are also responsible for submitting one copy of each exam to the Administrative Assistant for Academic Affairs for their academic files. (NOTE: every piece of work committed to in the student's comprehensive examination proposal, i.e. written exams, papers, and other options must be submitted to the) Administrative Assistant for Academic Affairs.

### **The Oral Comprehensive Exam**

The comprehensive examinations, including the oral exam, may be judged:

- 1) *pass with distinction*  
requiring a unanimous vote of the committee
- 2) *pass*
- 3) *fail with recommendation for re-examination\**
- 4) *fail with recommendation for terminal M.A.\**

The GTU will award a Master of Arts degree if the student has approval from the committee, based on the 30 to 40 page comprehensive examination paper.

- 5) *fail terminal\**
- 6) *no decision.*

A no-decision requires that each committee member submit a letter to the Dean's Office within twenty-four hours, giving reasons for their vote. The Dean and the coordinator of the committee will then reach a decision based upon the letters submitted. If a re-examination is recommended, the re-examination date must be no more than three months from the date of the first examination. A terminal failure ends the student's program at GTU.

\*If the result of the oral exam is fail, the committee and student should develop a process to, in person, debrief the exam and clarify the reasons for the failure. The process should be developed at the end of the examination period and the

debriefing should occur reasonably soon after the exam. At least two members of the committee should be present for the debriefing.

**Scheduling:** It is the student's responsibility to arrange a date and time for the oral exam that is agreeable to all members of the committee. Students should contact the Administrative Assistant for Academic Affairs four to six weeks ahead of the proposed date to schedule the oral. This means that students should begin scheduling well in advance to avoid scheduling conflicts among committee members.

Orals are generally scheduled during the academic year, unless all members of the committee approve and are willing to meet at times outside the standard, between the hours of 9 a.m.-4:30 p.m. The oral examination may be scheduled no earlier than two weeks from the time that all written materials are in the hands of the committee. Note: The oral is scheduled for three hours, although normally it requires only two hours. If the examination is not satisfactory, the third hour is used by the committee to counsel the student and write a full report to the Dean.

All oral exams are scheduled via Zoom and hosted by the committee coordinator. Students may also schedule an in-person defense if at least two committee members can be present in-person and conducted in a hybrid-enabled room. Students will need to notify the Associate Dean to schedule the defense. If the student wants to pursue an in-person defense, the student can work with the Administrative Assistant for Academic Affairs to see if a hybrid-enabled room is available at the Hewlett building or if the student must find a room at a member school. Administratively, any examinations taken at the GTU in the Hewlett Building must finish by 4:30 p.m.

On rare occasion, a committee member is unable to attend the oral in person or with the help of technology. With the approval of the student's coordinator and the GTU Dean, a faculty member can send written questions and comments to the coordinator for presentation at the oral. This option is rarely used and is often not sufficient.

### ***After the Oral Exam***

At the end of the oral exam, results are indicated on the appropriate form, signatures obtained, and the form is submitted to the Administrative Assistant for Academic Affairs.

For a Zoom defense, the results form will be sent via Adobe Sign to the committee members. For an in-person defense, students can either pick up a hard copy of the defense results form or receive an electronic copy via email that they will have to print and take with them to the exam. All committee members should sign the form at the end of the exam. Students must deliver the signed copy (either scanned and emailed or dropped off) to the Administrative Assistant for Academic Affairs. The coordinator may sign the form on behalf of any committee member who was present remotely.

The Administrative Assistant for Academic Affairs sends written confirmation via email of the exam date and time to committee members and written confirmation after the exam.

Students should upload completed exam materials to the appropriate requirement link on Taskstream and the Comprehensive Exam Coordinator is selected as the "evaluator." The

Coordinator should make comments on the exams that indicate the major points of affirmation and notes for improvement as indicated during the oral defense. The Coordinator completes the corresponding evaluation form for the defense and returns the form to the student through Taskstream.

Copies of the comprehensive examinations are kept in the student's exam file for the duration of their degree program and for three years after the student graduates. After that time, they are destroyed.

## **5. The Dissertation**

### **a. Goals for the Dissertation**

GTU Dissertations are a primary means for the student to achieve the skills and goals of the GTU doctoral program. A GTU doctoral dissertation:

- clearly states its thesis and significance;
- delineates a coherent scope and appropriate boundaries for a well-defined project;
- locates its project in appropriate scholarly literature;
- demonstrates intellectually and methodologically rigorous scholarship;
- supports the stated purposes of the project with a sound research method;
- analyzes its material critically;
- uses language that demonstrates command of the discipline, but is sufficiently jargon-free to be accessible to a broad range of scholars in theology and religious studies;
- engages bibliography and issues which open the project to perspectives beyond the author's religious and scholarly tradition;
- employs successfully the linguistic skills appropriate to the project;
- critically engages a university research discipline that provides an additional theoretical or critical dimension to its work.

### **b. The Dissertation Committee**

#### **Criteria for Forming the Committee**

As soon as the student has a dissertation project in mind (and this should be as soon as possible after the comprehensive examinations are passed), it is time to construct a dissertation committee. The student should consult with their advisor, and may want to consult the department chair, about potential committee members.

The make-up of the Ph.D. dissertation committee is guided by two fundamental values: 1) the Ph.D. dissertation should demonstrate critical engagement with at least one discipline, theory, or methodology of a research university; and 2) the dissertation committee must include persons possessing the relevant competencies necessary to examine the substance of the dissertation. Competency is measured by demonstrable scholarly work in a given discipline, theory or methodology as evidenced, e.g., by advanced degrees, publications, and other recognized professional activity. Dissertation committees must include two members of the faculty of the GTU (see below). In most cases, the third member is from the faculty of UCB. It cannot be assumed, however, that the requirement of critical engagement with at least one discipline, theory, or methodology of the research

university is covered simply by the inclusion of a UCB professor on the committee, or that a faculty member from outside the GTU is necessary in order for the requisite competencies to be present on the committee. For this reason, a premium is placed on 1) the advising responsibilities of the coordinator in shaping the committee in relation to the substance of the dissertation and 2) approval of both the dissertation proposal and the dissertation committee by the department chair. It is also expected that Ph.D. dissertations will evidence engagement with the broader academic community. In most cases, this commitment is served by the inclusion of a faculty member from UCB (or other research university) on the dissertation committee.

Students may have more than three committee members if they so choose. Students should be mindful of both the benefits and challenges of adding additional members, including having to negotiate many potentially disparate perspectives and accommodate several busy professionals when scheduling meetings and seeking feedback in a timely fashion. Additional members bring expertise and/or skill otherwise not represented by the first three committee members. They must be current in the relevant field and understand and have the capacity to support the standards and rigors of doctoral work, as judged by the student's coordinator, the department chair, and Doctoral Council. In most cases, the additional member has a doctoral degree and otherwise has qualifications comparable to the first three members. When the member does not fit this profile, the coordinator and department chair will decide whether or not they are appropriate for the committee. This means, though uncommon, a fourth or fifth committee member may be an adjunct faculty member, retired professor, and/or visiting scholar or faculty member with a temporary appointment. The committee coordinator will clarify the role of any additional members, including whether or not they must read and evaluate all of the student's work, attend the oral defense, and/or sign off on required documents and forms. **The first three committee members listed on the Request to Proceed to Dissertation form (including the Outside Reader) will be considered the core committee.**

The **coordinator** of the dissertation committee must be a member of the Core Doctoral Faculty in the student's primary concentration. Any exception to this rule must have the strong support of the department chair and will receive the very close scrutiny of the GTU Dean to ensure that the coordinator is qualified not only to maintain the standards of the Doctoral Program but also is sufficiently familiar with the Doctoral Program to ensure that correct procedures are followed.

The **Second GTU Member** must be a consortial faculty member, normally from a GTU school other than that of the coordinator, in order to ensure a breadth of perspective in regard to religious tradition and institutional location. By way of exception, permission for the second member to come from the same school as the coordinator may be granted by the GTU Dean upon the recommendation of the department chair. Both the department chair and the Dean must certify that this person has the appropriate scholarly qualifications to judge the specific content of the dissertation.

The **Third Member** must be a faculty member from outside of the consortium, normally from UCB. This scholar must represent a university research discipline related to the topics of the exams, not merely be someone who teaches/writes outside of the GTU. If the Ph.D. student's third member is not from UCB, the student must submit a scholarly c.v. (including lists of degrees, teaching or

professional positions, and scholarly publications) for review by the Dean, and with the proposal for Doctoral Council.

The third member for Ph.D. committees is typically not expected to be familiar with GTU procedures or protocols. In many cases, the outside reader approves only the final proposal, judges the written work, and participates in the oral defense.

The student may have more than three members on the dissertation committee. In the case of more than three readers, three individuals must be designated as the official committee of record. In the case of larger committees, the same procedure is required of additional committee members whose status is other than GTU or UCB faculty. **The first three members (including the Outside Reader) on the form will be considered the core committee.**

### **Committee Members and Their Roles**

#### **Coordinator:**

- ensures that all committee members agree to serve on the committee and understand their roles and responsibilities
- convenes a meeting of the committee with the student at which the proposal is discussed and approved
- attends the Doctoral Council with the student, to help listen to and interpret for the student any suggestions raised by the Council. The Coordinator is not at the Doctoral Council to advocate for the proposal, but is there to support the student in their presentation and clarification of the proposal to the Council, and to help the student understand their responses;
- oversees the writing process, getting regular reports from the student and giving feedback along the way
- says a “final draft” is ready for an oral defense, or needs revision first
- chairs the defense and the committee discussion thereafter and participates in the judgment of the dissertation
- certifies for the Dean and Core Doctoral Faculty that the dissertation, when approved, has met the protocols and standards of the GTU doctoral program
- certifies for the Dean and the Core Doctoral Faculty that the procedures of the Doctoral Program have been correctly followed
- determines when drafts are acceptable for submittal

#### **Second GTU Member:**

- participates in the process of developing and approving the proposal
- reads the final draft. The extent to which the second reader gives input on drafts along the way may vary from situation to situation, and depends in large part on the relation to the student;

- attends the defense and participates in the judgment of the dissertation.

**Third Member:**

- must approve the dissertation proposal before it is submitted to the Administrative Assistant for Academic Affairs. This person may be more actively involved in the preparation of the proposal if circumstances and the relationship with the student warrants it.
- reads the final defense draft, focusing particularly on those items most related to their area of expertise. Whether this person helps with and/or reads draft chapters depends on the circumstances and the relationship with the student.
- attends the defense and participates in the judgment of the dissertation. There are circumstances in which the second or outside reader may have a special expertise in an area central to the intellectual substance of the dissertation. Under those circumstances, that person should be considerably more active in the preparation of the proposal and the input on early drafts. The committee coordinator and student should be clear about each member's role. There must always be a coordinator who is familiar with the procedures and protocols of the GTU doctoral program. If there is another member of the committee whose scholarly expertise makes them vital to the approval of the substance of the dissertation, that must be made clear from the outset to all members of the committee and to the student.

**The GTU Dean, department chair, and Doctoral Council must all approve the committee, verifying both that its structure conforms to GTU guidelines outlined above, and that the committee members bring appropriate expertise for the specific dissertation project.** The Dean must approve the committee **before** the proposal is submitted to the department chair.

Students may request physical or digital signatures or email approval of their committee members. Students should compile all approval emails and send them in one packet to the Administrative Assistant for Academic Affairs for submission to Doctoral Council.

**Changing One or More Committee Members After Approval**

A student may need to make a change in dissertation committee membership after approval because a faculty member leaves the GTU, has unforeseen personal or professional life changes that may limit the capacity to serve, dies during the process, or because it seems desirable to have an additional committee member for other reasons. The student should identify an appropriate person and have a preliminary consultation with the faculty member to gauge interest and availability. The student should contact the Associate Dean = about the need to make a change explaining the reasons, identifying the new committee member, and briefly explaining the fit between this new member and the student's project. If the change involves an outside reader, the student should include the new faculty member's c.v. and explain how their work reflects a university research discipline. The Associate Dean =will consult with the department chair and GTU Dean, if necessary, and make a decision regarding the change. The Administrative Assistant for Academic Affairs will notify the student of the decision, sending a

copy to the former and new faculty members and to the department chair.

On rare occasion, the student and a committee member decides that they are either not in alignment on the student's project or otherwise no longer wish to work together. The student should contact the Associate Dean = about the need to make a change, explaining the reasons. The Associate Dean = will consult with the department chair and Academic Dean and decide whether or not a change will be allowed.

If a change is approved, the Administrative Assistant for Academic Affairs will notify the student of the decision, sending a copy to the former faculty member and to the department chair. The student should follow the procedures described above to secure a new committee member.

- **Human Subjects Protocol**

Students who intend to use human subjects as part of their dissertation research (e.g. qualitative research, such as interviewing) must develop a "Human Subjects Protocol" to assure that human subjects will be treated in a manner consistent with their dignity and autonomy, that subjects consent freely and in an informed manner to participate in the research, and that human subjects are either not at risk or are protected from any risks or harms posed by the research. Students should consult the "Guidelines and Procedures for Review of Research Involving Human Subjects," available on the [PhD Program Moodle Page](#), for the criteria necessitating a protocol and details about the process.

If a protocol is required, students must receive approval from a member of the Human Subjects Protocol Review Committee. This process is coordinated by the Associate Dean. Students may submit a protocol for review after they successfully complete their comprehensive examinations. **Approval must occur prior to beginning the research and before students present their dissertation proposal to the Doctoral Council.**

- **The Dissertation Proposal**

The most helpful time to get feedback is at the proposal stage. If the proposal is informed on the topic, methodologically sound in the discipline, and clear and coherent, work on the dissertation is more likely to proceed steadily and without complications. The dissertation proposal must include the contribution of a university research discipline.

### **Proposal Design**

The dissertation proposal design for review and approval by the committee, department chair, and Doctoral Council should follow the form mandated by the Doctoral Council. **The proposal should be no more than 6 double-spaced pages with one-inch margins and 12-point readable type. Footnotes should appear at the bottom of the appropriate page(s), in the same 12-point readable type, and can take up to but not exceed 2 inches of space above the bottom margin. The footnote should be single spaced; the space between two footnotes should be double spaced.** The proposal shall include the following sections and accompanying headings in the following order:

- **Scope and Nature of Dissertation:** Define what the project is about, the field in which it is located, background of the topic, outer limits (things that the dissertation will not cover that might be expected).
- **Thesis Statement:** In one or two sentences, state what the work will attempt to demonstrate or accomplish (that is, if not accomplished, the dissertation changes drastically). Explain where the weight of the dissertation lies.
- **Methodology:** Explain the theoretical frameworks and specific methodological tools that will be used for research and/or analysis. This is not a question about how the text/research will be organized.
- **Significance:** Discuss the significance of the work within the discipline and possibly other communities (religious, local, political, national, etc.) and possibly for the scholar. Clarify the distinctive contribution of this dissertation and the student's role as author.
- **Chapter Outline:** Give a clear indication of what each chapter of the dissertation will include. (NOTE: the chapter outline must comply with the spacing requirements of the proposal, i.e., that is it double and not single spaced text.)
- **Outside Reader:** describe how the outside reader represents the research university discipline and how their expertise is relevant to the student's project.
- **Short Bibliography:** In addition to the 6 page proposal, the student must include a short bibliography consisting of the most significant works/materials that will be used in the research/work, preferably arranged according to some kind of topical headings. Students should include at least three references in languages other than English as appropriate (no more than 4-6 pages).

#### **Required Documents for Approval by Committee, Department Chair, and Doctoral Council**

For approval by the department chair and Doctoral Council, students must include the following forms and attachments with the proposal and bibliography:

- **"Request to Proceed to Dissertation" form:** completely filled out, as a cover sheet. The form is available on the [PhD Program Moodle Page](#).
- **Outside Reader C.V.:** if the third member is not from UCB their c.v. must be included
- **Human Subjects Protocol:** the student must include the protocol and other required forms and documents, and an email from the Associate Dean confirming approval of the protocol by the Review Committee

The student will also need to prepare an **extended bibliography** for possible

reference at the Council meeting. This bibliography should be as complete as possible at the time of the proposal submittal. This bibliography is **not** to be submitted with the proposal.

### **Levels of Approval**

There are four levels in the process of approving the dissertation committee and proposal, and they each function in a slightly different way, and reflect different aspects of the way in which the profession judges the work of its members.

**The Dean:** Before the student moves forward to the next level, the GTU Dean must sign off on the committee (see the Request to Proceed to Dissertation form). If the outside reader(s) is/are not faculty at UCB, students must submit a copy of the outside reader(s) c.v. to the GTU Dean for review before securing a signature. Students should attach the c.v.(s) to an email to the GTU Dean that explains a) which committee member represents a research university discipline and b) how each outside reader's expertise is relevant to the student's dissertation.

**The Committee:** The dissertation committee meets with the student to give feedback and approve the proposal. The proposal must first be reviewed and approved by the faculty committee before it goes to the department chair; the student should consult with the committee along the way to determine the direction of their thoughts about what they want to do. The student must obtain the signatures of all committee members indicating their approval on the "Request to Proceed to Dissertation" form prior to submitting the proposal to the department chair.

**The Department Chair:** Once the proposal is approved by the committee, it is the student's responsibility to see that the department chair gets a copy of it in time to review and approve the proposal before it is submitted to the Administrative Assistant for Academic Affairs for distribution to the Doctoral Council. The department chair must sign the "Request to Proceed to Dissertation" form to indicate approval.

**The Doctoral Council:** The student seeks the approval of the Doctoral Council, which is by its nature broader and interdisciplinary, and represents the wider world of theological and religious studies. The Doctoral Council consists of the Dean, two faculty members and two doctoral students; faculty and students are elected by their peers.

Because they are not necessarily experts in the specific topic or discipline, the Doctoral Council is more interested in the internal coherence and clarity of the proposal than its specific substance: Are terms well defined? Does the method seem appropriate to the issues presented? Does the thesis look plausible? Are there clear boundaries so that the topic under investigation is a manageable project?

The GTU Doctoral Council represents the broader Doctoral Faculty, and its approval recognizes the unity of the doctoral program and the fact that the vast majority of proposals cut across disciplinary lines in one respect or another. In professional terms, it represents the sort of interdisciplinary panels which award national fellowships, accept papers for national meetings, and oversee some of the main journals and book series in the profession. It also represents the range of scholars in a typical department or seminary as they hire new faculty.

A good dissertation needs to satisfy these three professional levels:

- specialists in the topic

- members of the specific discipline
- the range of scholars in the study of theology and religion.

### **Setting Up for the Doctoral Council**

Doctoral Council meets on the first Wednesday of every month, September through December and February through May. After approval of the proposal by the department chair, the student must submit the proposal, short bibliography, outside reader's c.v. (if needed), Human Subjects Protocol and approval email (if appropriate), and the Religious Studies Review form (one is submitted now, another one later when the dissertation has been successfully defended), along with the "Request to Proceed to Dissertation" form containing all the proper signatures or email approvals to the Administrative Assistant for Academic Affairs. This must be done by noon on Monday, 10 days before the appropriate meeting, so that it can be copied and sent to Doctoral Council members for their review. If the student does not meet this deadline, the proposal will not be considered until the following month's Doctoral Council meeting. Because the Council cannot review an unlimited number of proposals, the schedule is arranged on a first come, first served basis. In order to make the schedule, students must submit all required materials by the deadline. The Council can typically review a maximum of 5 proposals during a session. The Administrative Assistant for Academic Affairs will send the student and coordinator written confirmation of the meeting date and modality shortly after all documents are filed.

### **Meeting with the Doctoral Council**

The two student representatives to the Doctoral Council are available to consult with you about the Doctoral Council experience (contact the Administrative Assistant for Academic Affairs for student representative names and contact information). Talking to one or both of the student members of the Doctoral Council is a good way to get some helpful hints on how to prepare for the meeting.

Normally, the student and the coordinator are present (physically or via Zoom) to meet with the Doctoral Council. Sometimes the coordinator cannot attend the meeting (e.g. they are on sabbatical or otherwise unable to travel to the GTU). Another GTU member of the committee can serve in place of the coordinator.

The Doctoral Council may meet remotely, via Zoom, or in-person. Please check with the Associate Dean regarding the modality.

In preparation for the Doctoral Council meeting, the student should review the proposal with the coordinator and strategize how it should be presented, what questions or problems might come up, etc. The student will also need to bring a copy of the extended bibliography to the Council meeting.

Before the student and the committee coordinator are invited into the meeting room, the Dean initiates a preliminary discussion among the members of the Council regarding the proposal. When the student and the committee coordinator come into the room, the Dean describes the steps that will be followed.

The student is invited to give a brief (60 second) introduction to the dissertation topic. Questions from the Council members are then directed to the student about the proposal. The questions are intended to clarify the written document; the

decision about approval of the proposal is based on the written document itself. While in most cases the student will answer the questions, the committee coordinator is present to support the student in this setting. Typically, the coordinator does not speak while the student is in the room, but, occasionally, a phrase or two offered by the coordinator can jog the student's memory.

Once the questions about the written proposal have all been raised, the student is asked to leave the room. The committee coordinator remains in the room for the next stage of the discussion. The coordinator acts as the student's "ears" for this part of the discussion. When the Council is ready to vote on the proposal, the coordinator is also asked to leave the room. A faculty member of the Doctoral Council then comes out to notify the student and the coordinator of the results.

The Doctoral Council has six options for a decision on the proposal:

- 1) *approve as submitted*
- 2) *approve with friendly amendments*
- 3) *approve pending minor revision, specified by the Council and reviewed and confirmed by the coordinator, or by both the coordinator and Dean*
- 4) *approve pending major revision, delegated to a second member of the Council, along with the coordinator, to work with the student to ensure that a revised proposal addresses the concerns specified by the Council rather than have the proposal come back to the Council*
- 5) *withhold approval and ask for a re-submission on the basis of concerns specified by the Council*
- 6) *remand the proposal back to the student's committee for closer scrutiny of whether the student is prepared to advance to doctoral candidacy.*

Shortly after the meeting, the student receives an email from the Associate Dean on behalf of the GTU Dean confirming the results. Official results and any revisions will be sent to each member of the student's committee. If the Doctoral Council has determined that the proposal needs to come back to the Council as a whole, the problem areas identified by the Council are specified in the email from the Dean.

When the dissertation proposal is approved and/or revisions are on file with the Administrative Assistant for Academic Affairs, the student is officially advanced to **doctoral candidacy**. The GTU Dean signs the "Request to Proceed to Dissertation" form signifying Doctoral Council approval. The Associate Dean also sends an email to the student confirming candidacy. The student is only advanced to candidacy and the designated faculty become the official committee of record when the student has completed these steps.

**Submission on Taskstream:** The completed dissertation proposal, approved by the Doctoral Council, is uploaded to the appropriate assignment link on Taskstream and the coordinator should be indicated as the "evaluator." The coordinator completes the evaluation form for the proposal and releases it to the student.

- **Doctoral Candidacy and Library Privileges**

When the dissertation proposal has been approved, candidates are permitted to check out books for a one-year period. When the candidate receives official notice of candidacy (an email congratulating the candidate on their success

before the Doctoral Council), they should bring it to the circulation desk, and their computer record will be updated.

- **Doctoral Candidacy and GTU Dossier Services**

GTU Dossier services connects GTU Alum and Candidates with PrivateFolio – an independent company that will manage confidential letters of recommendation on your behalf. For more information, please visit the [Dossier Services page](#), fill out the form and contact the Director of Student Life, International Students and Scholars for more information.

- g. **Writing the Dissertation**

The student should keep in mind the following GTU policies and procedures while writing the dissertation:

- **Length:** The **maximum** length (including front matter and bibliography) is 700 pages.
- **Form (including footnotes) and Style:** The student should consult with the coordinator on what is appropriate; each department generally has a preferred style related to its particular discipline(s). The reference librarians can assist in following a particular style, but they do not determine what form/style the student should use. The student should consult the *Manual for Writers of Term Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 9<sup>th</sup> edition, by Kate Turabian, published by the University of Chicago Press (2018).

The student must also follow the GTU Master's Thesis and Doctoral Dissertation guidelines, available on the [PhD Program Moodle Page](#).

- **Tables, Charts, Photographs and Illustrations:** When developing tables, charts, or other material which require unusual formatting, the student should consider the feasibility of producing such material in the final copy. This is an issue because all dissertations are microfilmed and very small characters cannot easily be read in such a format. If including photographs or illustrations in the dissertation, the student should be sure to contact the reference librarian for special formatting instructions. The student should also consult the GTU guidelines. **The student should address these matters well in advance of the filing deadline they intend to meet.**
- **Copyright Permission:** If intending to use **material already copyrighted by others** (beyond “fair use”), the student should plan ahead to get permission to do so. **All permissions must be obtained before the student may file the dissertation or graduate.**
- **Title:** The GTU Library requests that the title include key words (significant words) that clearly describe the content of the dissertation. This is critically important when the student is working on “emerging” topics for which there may not be adequate coverage by the Library of Congress subject headings. By providing descriptive words in the

dissertation title, the student enhances the ability of other scholars to locate the work through key word searching of online catalogs, which bypasses the subject headings and searches titles. In this way, interested scholars around the world can more readily identify and find the work.

- **Inclusive Language Policy:** The GTU developed a policy regarding the use of inclusive language in the dissertation. In essence, it expresses an expectation that GTU students use inclusive language with regard to human beings and to explain their decision on use, or lack of use, of inclusive language with regard to God.
- **Making copies of written drafts:** Too often, candidates tell stories about losing sections or full drafts of their dissertations because of technological problems or laptop theft. For these and other reasons, take measures to have accessible copies of your evolving drafts as you go along, using email, web-based storage services, usb drives and paper copies. Find one or two methods that work for you. The goal is to think of regularly producing back-up copies that are file corruption, fire, and robbery proof!

#### **h. The Defense**

- **How Final a Draft?** The student and the committee need to agree on how “final” the draft must be. In some cases, coordinators want the student to be able to incorporate minor revisions suggested during the oral defense into the (absolutely) final version; in other cases, they want the student to have as close to a perfect copy as possible for the defense itself.
- **Scheduling the defense:** The student is responsible for working with the committee members to schedule a defense date and time. It is helpful for the student to be in touch with committee members well in advance about the date, and somewhat in advance about the time of day. The student must contact the Administrative Assistant for Academic Affairs four to six weeks in advance of the oral date to schedule the defense.

All defenses will be conducted via Zoom by the advisor. Students also have an in-person defense if at least two committee members can physically present and if the defense can be conducted in a hybrid-enabled room. The Administrative Assistant for Academic Affairs can assist in finding a hybrid-enabled room at the Hewlett Building. If one is not available, the student will have to find a hybrid-enabled room at a member school.

On rare occasion, a committee member is unable to attend the defense in person or with the help of technology. With the approval of the student's coordinator and the GTU Dean, a faculty member can send written questions and comments to the coordinator for presentation at the defense. Again, this option is rarely used and is often not sufficient.

**The committee must have the final draft of the dissertation in hand at least four weeks prior to the defense date.**

- **A word about timing:** it is to the student's advantage to defend the dissertation early in the semester, if at all possible. **If the student successfully defends the dissertation (minor revisions or less) on or before the last day of late registration (consult the Extended Calendar for the exact date) and files the final copies by the filing deadline of the same semester (again, consult the Extended Calendar for the exact date), the student does not have to register and pay fees for that semester (unless the student was on a leave of absence in the previous semester).**
- **Warning:** This will affect student loan repayment. If the student does not register for the final semester, the last month of the previous semester marks the end of student status regarding loans. The six-month grace period before repayment of loans will begin at that time, not at graduation. Contact the Financial Aid Office for more information.
- **Format of the Defense:** The student should check with the committee coordinator about the format for the defense: what will happen, the order of events, etc. Generally, three hours are allowed, but unless there are problems requiring extended discussion, the defense itself usually takes about two hours.
- **Defense Result:** The dissertation committee has these defense result options:  
*pass, no revisions necessary;*  
*pass, minor revisions necessary;*  
*pass, major revisions necessary (All committee members must read final draft, but no second oral is required; the student must register for the semester);*  
*fail, major revisions necessary (all committee members must read final draft and a second oral is required; the student must register for the semester);*  
*terminal fail.*
- After a Zoom defense, the coordinator and committee members receive the "Oral Dissertation Examination Results" via Adobe Sign for the official results. For an in-person defense, the student must either pick up a hard copy of the form from the Administrative Assistant for Academic Affairs or print up an electronic copy and bring it to the defense. The coordinator may sign the form on behalf of a member that cannot attend the defense in person. The prospective graduate must return the form immediately to the Administrative Assistant for Academic Affairs. **The defense is not official until this form has been filed.** The Administrative Assistant for Academic Affairs then sends a memo with the official results and steps for filing.
- **Title Pages:** Once the defense is complete, the student must send their title page and abstract with signature lines to the Associate Dean, who will send the form via Adobe Sign for digital signatures. Once the signatures are processed, the Associate Dean will send the

signed title page and abstract back to the student for printing on the official, archival paper.

**i. Final Format of the Dissertation**

Prospective graduates must follow the guidelines outlined in the "Graduate Theological Union Master's Capstone and Doctoral Dissertation Guidelines" to produce the final dissertation draft. Copies of the GTU guidelines are available on the [PhD Program Moodle Page](#). If this document does not address a particular component of the dissertation, prospective graduates should consult the "Guidelines for Submitting a Doctoral Dissertation or a Master's Thesis from the University of California at Berkeley" and discuss the issue with a GTU reference librarian.

**j. Filing the Dissertation**

Prospective graduates should consult the GTU Extended Calendar for fall and spring semester filing deadlines. **These deadlines are absolute.** Prospective graduates must submit two final copies of the dissertation, in a box, with the title pages signed with digital signatures and the abstract, to the Administrative Assistant for Academic Affairs. If the dissertation is over 350 pages, it will be bound in two volumes, so each copy must be split into two boxes.

Prospective graduates are also required to pay a dissertation filing fee (See "Graduate Theological Union: Tuition and Fees" on the web site for the current filing fee).

Prospective graduates are required to fill out **several forms to complete the filing process**, available from the Administrative Assistant for Academic Affairs (prospective graduates receive these forms when they submit their defense result sheet to the Administrative Assistant for Academic Affairs). These forms must be turned in **at the same time** the prospective graduate files the dissertation. The dissertation cannot be filed until they return these completed forms. The forms include:

- **GTU Alumnae/i Data Form**
- **ProQuest Forms:** ProQuest publishes all dissertations and makes a copy on microfilm and returns this material to the GTU Library. ProQuest also publishes the prospective graduate's abstract in "Dissertation Abstracts International" and, if the prospective graduate chooses, registers the copyright for the dissertation with the Library of Congress (note that the fee for this last service is not included in the GTU filing fee). The prospective graduate may also order prepublication copies for personal use, at an additional cost, on these forms. A copy of the signed title page and abstract (which must be **350 words or less**) should be attached to the "Doctoral Dissertation Agreement Form."
- **Survey of Earned Doctorates:** A "Survey of Earned Doctorates" form is used by federal government agencies to gather data about doctoral graduates.
- **Graduation Check Sheet:** A completed "Graduation Check Sheet" indicates certain information about the degree and shows that the prospective graduate is "free and clear" with certain GTU agents. The

prospective graduate must obtain signatures from all of the following offices on the Graduation Check Sheet before s/he is allowed to file:

A *reference librarian*, who certifies that the physical format of the dissertation is acceptable. All formatting, including that of any illustrative material, must be acceptable before one obtains this signature.

The *GTU Financial Aid Office*, which certifies that the prospective graduate who has Stafford Loans has attended an exit interview. Whether or not the prospective graduate has such loans, they must see the Financial Aid Office for a signature.

The *GTU Business Office*, who certifies that the prospective graduate has paid the filing fee (prospective graduates pay the fee at this time) and has no other financial obligations to the GTU (see "Graduate Theological Union: Tuition and Fees" in the appendix for the current filing fee).

The *Library Circulation Desk*, who certifies that the prospective graduate has no overdue books and/or outstanding fines. Circulation will also require the prospective graduate to turn in all outstanding library books. The prospective graduate may continue to enjoy GTU Library borrowing privileges by purchasing an alumnae/i library card for a fee (see "Graduate Theological Union: Tuition and Fees" in the appendix for the current fee).

- **Religious Studies Review:** this form facilitates our listing the dissertation in the *Religious Studies Review*.
- **Dissertation Abstract Form:** The Associate Dean office uses this form to develop the "Graduate List," which the GTU Board of Trustees uses to confer degrees and produce the GTU Commencement program. Prospective graduates are required to write a 60-word summary and list detailed information about their dissertation and committee.
- **Graduating Student Questionnaire**

## 1. Graduation and Commencement

### a. Meeting Deadlines for Graduation

The candidate must file with the Associate Dean office a "Statement of Intent to Graduate" form prior to the beginning of the semester in which they intend to graduate. This form is available on the GTU website. The candidate must file by **September 1** for Fall graduation and by **January 15** for Spring graduation. Candidates should file if they think that there is a reasonable possibility that they will graduate in a given semester, even if they are not certain at the time the form is due. If a candidate previously filed a Statement of Intent and did not graduate, they must file a new form for the new semester in which the candidate plans to graduate.

It is important that the candidate keep the Associate Dean office informed of their progress towards graduation. If the candidate finds that they will not be able to graduate in a given semester after filing a Statement of Intent, they should inform

the Associate Dean.

- The defense and filing of the dissertation are two initial steps leading to graduation. The awarding of the degree must also be voted upon by the full Core Doctoral Faculty, the Academic Committee of the Board, and the GTU Board of Trustees. Thus it is crucial that the Administrative Assistant for Academic Affairs has the form that certifies the prospective graduate has passed the defense, in addition to the final copy of the dissertation, by the deadline published in the Extended Calendar, so that the prospective graduate is included on the graduation list, and so that the prospective graduate goes through the process of approval. Because of these meetings the deadline is not flexible, so plan ahead to ensure that the defense can be scheduled in a timely manner and allow enough time for revisions prior to filing.

**b. Commencement Exercises**

Commencement is held in May of each year for the graduates from that month and from the previous October. Both doctoral and MA graduates are invited to participate. The graduate may also attend the commencement ceremony of their school of affiliation.

In February of each year, commencement information is sent via email to all graduates whose degrees were conferred the previous October, and candidates who have filed "Statement of Intent to Graduate" forms for the following May. If the candidate intends to graduate in May and does not receive this information from the Associate Dean office in February, please contact the office right away. The candidate should not neglect this information while working to complete the dissertation. The Associate Dean office must place orders and make arrangements early to be prepared for commencement, and, therefore, must have the information requested in this mailing by the deadline specified.

**Hooding:** It is traditional for coordinators, if available, to hood their graduates at commencement. Graduates should ask their coordinator to do so but be sure that the Associate Dean is informed in advance, because this will affect their place in the faculty processional.

**Regalia:** The GTU Ph.D. hood must be borrowed or purchased directly from the GTU. Hoods are sold to graduates at cost. Graduates may rent a cap and gown through the Student Affairs office. Graduates may also purchase a GTU custom made cap and gown from the vendor of their choice. Cap and gown information is included in the February commencement emailing.

## **INSTITUTIONAL POLICIES**

### **A. Crime Awareness and Campus Security Policy**

*The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* (“the Clery Act”) (20 U.S.C. § 1092(f)), and the *Violence Against Women Reauthorization Act* (“VAWA”) of 2013, are the federal laws that require colleges and universities receiving federal funding to disclose policy information and crime statistics as part of a campus security report published annually. The California State Legislature also passed student safety laws that mandate the compilation of records of certain reported crimes committed on campus and the reporting by colleges and universities to local law enforcement of any report of a Part 1 violent crime, sexual assault, or hate crime, committed on or off campus. (Education Code § 67380, § 67383). The GTU publishes these statistics in the annual Campus Crime and Safety Report and makes it available to all registered students, faculty and staff in early fall. The GTU also publishes the information on the website of GTU.

The GTU does not have a campus law enforcement staff. No employee of the GTU has police authority, including the authority to arrest individuals, within their scope of employment. Law enforcement of GTU’s campus is the province of the Berkeley Police Department. It is the responsibility of each member of the GTU community to be alert to the potential for criminal activity on the campus. All students, faculty, staff, administration, and tenants are expected to participate actively in maintaining the best level of security possible and to be aware of security at all times. All students, faculty, staff, administration, and tenants of GTU should accurately and promptly report instances of criminal activity to the Berkeley Police Department and to the GTU administrators.

Any questions regarding this policy, and requests for information, should be directed to the GTU Chief Operating Officer. Students should also refer to the GTU Student Sexual Misconduct Policy in section L below for information pertaining to the reporting of sexual misconduct against students.

### **B. Non-Discrimination Policy**

The GTU is a community where all persons are entitled to equal treatment and opportunity. GTU does not discriminate against any person because of race, color, national origin, ancestry, sex or gender, sexual orientation, gender identification or preference, religious affiliation, age, marital status, veteran status, disability, medical condition or any other characteristic protected by law.

The GTU does not discriminate on the basis of sex in admission to or employment in its education programs or activities. Inquiries concerning the application of Title IX of the Education Amendment of 1972, 20 U.S.C. 1681 et seq. and its implementation regulations, 34 C.F.R. Part 106 are referred to the GTU Title IX coordinator or to United States Department of Education Office for Civil Rights. Please refer to the GTU Student Sexual Misconduct Policy in section K for the contact information of GTU’s Title IX Coordinator.

### **C. GTU Statement on Diversity**

The GTU, an academic and faith community, is committed to valuing difference, affirming individual uniqueness, and encouraging alternative points of view within an educational and working environment of mutual respect and discipline. The GTU is committed to trust and dialogue.

This commitment requires that as a consortium and as individuals, we aggressively challenge: 1) social, intellectual, and theological perspectives which intentionally and unintentionally exclude; 2) behavior based on prejudice; and 3) images that ignore, demean, and denigrate.

The GTU seeks to live out its mission in the context of a commitment to diversity as it educates scholars for vocations of ministry and scholarship, equips leaders for a future of diverse religions and cultures, teaches patterns of faith that nurture justice and peace, and serves as an educational and theological resource for local communities, the nation, and the world.

### **D. Drug-Free Campus Environment**

The GTU strives to maintain its campus communities and workplaces free from illegal use, possession, or distribution of alcohol or of controlled substances. Employees and students shall not use illegal substances or abuse legal substances in a manner that impairs work performance, scholarly activities, or student life.

### **E. Student Files**

Students have a right to review their academic file in accordance with the GTU FERPA policy. Successful application becomes the base of the student academic file, with the exception of the letters of recommendation solicited for the application. In accordance with GTU policy, these letters are shredded upon matriculation. The sole purpose of letters of recommendation is to assist the Admissions Committee in assessing an applicant's skills and academic fit with the GTU program. After admissions decisions are made, this purpose has been served and letters for admitted applicants are destroyed.

### **F. Academic Grievance Procedures**

#### **Academic Grievance Procedure**

The Core Doctoral Faculty and doctoral students elect a Standing Academic Grievance Committee to hear grievances about the implementation of policies and procedures of the Common MA and Doctoral Program that are of an academic nature. The Committee consists of three faculty and two doctoral students, with at least two alternates appointed at the same time as the regular members (one faculty member; one student). If any of the members of the Committee are party to a particular grievance they must disqualify themselves from hearing that case, ceding their place on the committee to one of the appointed alternates.

A student with a grievance should first approach the Associate Dean, who should

make a formal decision in writing. If the Associate Dean is unable to resolve the grievance, the student and/or Associate Dean should bring the issue to the GTU Dean. If the student wishes to appeal the Associate Dean's decision, they can submit a written appeal to the Dean within ten days. The Dean will work with the Associate Dean and the faculty involved to clarify GTU policy and procedures in regard to the issues to try and resolve them.

If the student is still not satisfied, they should submit a formal written Grievance to the Dean, who will refer it to the Grievance Committee, along with all documentation of efforts to resolve the grievance. It is not appropriate for a student to approach members of the Grievance Committee before completing the regular channels of appeal outlined above. The committee will submit its formal recommendations to the President of the GTU, who will make the final determination on the issue.

#### **G. GTU Consortium Protocols for Responding to Student Complaints**

Cross-registration of students in courses within the consortium is a valuable feature of the Graduate Theological Union. The GTU and all the member schools are committed to ensuring that students have appropriate recourse in the event that they have a complaint about some aspect of their experience while taking courses at a school other than their own. The following protocol is to be followed in any such cases, including but not limited to complaints concerning unfair discrimination, cultural insensitivity, and disputes over grades and other forms of academic evaluation.

1. Each school of the GTU is committed to giving students from all other schools access to its normal complaint process whenever they are taking courses or studying with faculty at the host school.
2. Students are encouraged to attempt to resolve the complaint directly by raising the issue with the individual at the host school whose conduct is the focus of the complaint.
3. If the matter cannot be resolved directly, the student should bring the complaint to the attention of the Dean of the student's own school.
4. The Dean of the student's school will contact the Dean of the host school in order to help the student determine which policies and procedures at the host school are relevant in the situation.
5. The normal policies and procedures of the host school will be followed, with the added proviso that the Dean of the student's school will be kept informed of the progress made in addressing the complaint.
6. At the conclusion of the complaint resolution process, the Dean of the host school will report the outcome in writing to both the student and the Dean of the student's school.

For “community life” rather than “academic” complaints, the GTU and all the member schools will use this same protocol, substituting the Associate Dean or staff person responsible for student services at each institution.

For instances involving reports of possible sexual misconduct, including but not limited to sexual assault or sexual harassment, please refer to the GTU’s Student Sexual Misconduct Policy, which can be found in section K and on the GTU website.

#### **H. GTU Statement on Inclusive Language**

The GTU affirms the policy on inclusive language adopted by the American Academy of Religion as appropriate to all scholarly and written work within our common programs. The AAR statement and policy is as follows:

"For the purposes of this policy, *exclusive language* is defined as a consistent pattern of English usage where the male is taken to be the normative human person, i.e., the "man" connotes both the male and the human being as such. The term "woman" and female pronouns are never used as generic references for human beings, but are exclusive to females. This definition is adopted from *The New Dictionary of Liturgy and Worship*, J.G. Daves, SCM Press, 1986.

It shall be the editorial policy of the publications of the American Academy of Religion to avoid the use of the term "man" (including also "men," "mankind," "family of man," "brotherhood," and the compounds "chairman," "clergyman," etc. as a *generic* term, and to use *inclusive* terms (e.g., "human being," "human," "humanity," "humankind," "people," "minister," etc.) to designate both individuals and groups.

Consistent with this policy, the pronoun he is not regarded as generic. Editorial policy is to use appropriate pronouns when the antecedent is known, and to use the gender neutral third person plural (e.g., they, them) when the antecedent of the pronoun is not known. The use of duplicate pronouns or alternated pronouns (e.g., he/she, him/her, s/he consistently or she in one sentence, alternating with he in the next) is permissible, but not preferred. Recommended as a guide to good inclusive style for both editor and author is: Casey Miller and Kate Swift, *The Handbook of Nonsexist Writing*, (New York: Barnes and Noble, 1980)."

There is also the issue of exclusive language in reference to God, in translations of scripture, or in formal liturgy. The GTU as a multi-faith institution respects the fact that different communities have taken different stands on these issues; it intends to enforce no orthodoxy on any religious community. However, in scholarly writing about the theology, scriptures, and liturgies of the communities, it is at least appropriate to note the dimensions of the controversy. Whether inclusive language should be adopted in reference to deity, scripture, or liturgical language depends upon the topic under discussion and the tradition out of which the student is writing. If there are viable reasons why inclusive language is not appropriate, it is well to note them, at least in a footnote or aside.

## **I. Policy on Military Activation of Students**

It is GTU policy that students in the military reserves who are called to active duty not be penalized academically. Depending on the circumstances, Senior Director of Student Success will arrange for them to complete the work of the semester on their return or to apply tuition credit to another semester of work so that they will be able to advance toward their degree without penalty.

Any loans of students called to active duty go into immediate military deferment. The student will fill out a form at the time of activation; the length of the deferment will be determined by the legislature in terms of the military situation. It is the student's responsibility to contact the GTU promptly after they have been deactivated to reestablish student status.

In the unfortunate event of a student's death or disability prohibiting return to the program, the student or their estate will receive a tuition rebate for the portion of the semester for which they were absent.

## **J. GTU Plagiarism Policy**

### **The Context for a Policy**

Plagiarism is a crime set within the context of the contemporary academic community. For many in this community, one's words and thoughts are one's property. To use someone else's words and thoughts without ascription is theft and misrepresentation, for the assumption is that the work is the writer's/speaker's own, unless a citation is given. But the issue of plagiarism may be construed outside the discourse of private property. It may be seen within the context of honest scholarship, in which honor demands that one identify (as much as possible) the traditions, communities and individuals from which one's own work derives.

There are many aspects of contemporary scholarship which complicate any attempt to pin down the parameters of the act of plagiarism. The multi-cultural context of the academy reveals certain Western culturally determined presumptions about originality in one's work. In Asian cultures, there may be a tendency to view words in writing as public property that is open. Particularly with regard to religious subjects, one's work may be considered better for belonging to the tradition. This conception of scholarly work may help to balance the Western focus on originality, for scholarly work is both one's own thinking and the result of one's engagement in a particular history of discourse. The key, in order to avoid plagiarism, is to cite the tradition and the scholars invoked.

Keith Miller in the essay "Redefining Plagiarism: Martin Luther King's Use of an Oral Tradition" (*Chronicle of Higher Education*, 1/20/93, p. A60), points out how borrowed language may be the accepted tradition among folk and seminary-trained preachers, for they "strive to deliver the same Gospel message, not an original world view." He lifts up the constraints minority scholars may work under who, in order to be heard in mainstream society, have problems "sound[ing] like themselves." The case of the 17th century New Spain intellectual, Sor Juana Inés de la Cruz, is a case in point. Her works are studded with Latin citations—the authorities—giving

her work the clout that she, as a woman, could not claim for herself. Indeed, she was not to speak from her position as a woman. In cases where borrowed language is the accepted tradition, the assumption is not that the work is one's own, but that of the tradition, so this may not fall under the category of plagiarism.

In cases where minority voices are attempting to be heard within mainstream discourse, the key to avoiding plagiarism lies in citing those whose voices are used as authorities.

In the arts, quoting others without citation may be commonly acceptable. Can the listener, reader, viewer catch the quote, remember the context and discern hidden meanings? Even without catching the reference, some allusions are so embedded in the culture that they speak without conscious registering and this adds to the subtlety and artistry of a piece. In this context, the quotes may not be considered plagiarism, unless the artist is not using the quote as quote or allusion, but passing off the material as their own.

Lectures and oral presentations at professional meetings pose other problems. Here endless citations might seem to clutter up the talk and consume too much time. Yet, work presented as one's own scholarly advance must distinguish itself from its sources while situating itself within the tradition. Classroom lectures have the added weight of a professor's modeling of honest scholarship. Citing the main sources of a lecture helps to underscore to students that teachers depend on other's work, are not shy to highlight this and express their gratitude for the work of other scholars. This makes new scholars aware of their own responsibility and dependence on others.

Technology is also changing the face of scholarship today. With increasing use of electronic sharing, e-mail and other technology as tools for research and collegiality, it may grow increasingly cumbersome and nearly impossible to sort out the threads of one's own research and thought. The computer's capacity to assist in the creation of texts will surely challenge any paper-oriented definition of plagiarism. As access to information increases, information itself may come to be viewed more as public property. Yet acknowledgment of one's web of sources and networks is necessary.

It is also important to consider the issue of power. One must be particularly careful not to use the work of students or employees as one's own. Those who are under another's authority may have to submit their work to a professor or employer, but it constitutes an abuse of power and status for it to be used without acknowledgment. The GTU does not tolerate such abuses of power.

The charge of plagiarism is extremely serious. Penalties can be harsh and public. Therefore, the GTU must have a policy that sets a standard against plagiarism, despite the complexity of the situation in the contemporary academy. This contextualization is an attempt to clarify the limits against which the policy holds itself.

## The Definition

Plagiarism is the presentation of another's ideas, methods, research or words without proper acknowledgment. It runs the gamut from failing to cite a reference (sloppy scholarship) to passing off another's work as one's own. It includes close paraphrasing as well as lifting of entire lines nearly verbatim without acknowledgment. As the effects of the plagiarism will be the same regardless of intent, intent will not be construed as essential to the act, although it may be considered in determining whether the charge of plagiarism should be pursued or what the penalty may be.

For general requirements for proper acknowledgment in written work, see the most current edition of Kate Turabian, *Manual for the Writers of Term Papers, Theses, and Dissertations* and *The Chicago Manual of Style*.

## Examples of Plagiarism

### Examples of Faculty Plagiarism

- **Lecture:** A faculty member delivers a lecture to a seminar describing a new methodology in the field. The faculty member does not claim the method as their own, but neither do they credit another source. Students ask for a copy of the presentation following the class. The faculty member seems reluctant to give a copy of the presentation but agrees. In doing research on the presentation, a student discovers the entire lecture and methodology published in a journal article by another scholar earlier in the year.
- **Written Article:** A faculty member leading a seminar requires that students write papers on various topics. During the following semester, students from the seminar discover a newly published article by the faculty member which borrows extensively from several students' papers without attribution, although in the introduction the professor gives a general acknowledgment to the seminar participants.

### Examples of Student Plagiarism

- **Exam:** In formulating an answer for a take-home exam in Church History, a student borrows heavily from an encyclopedia article on a given topic. Although a bibliographic citation for the article appears at the end of the examination paper, the analysis offered is in fact that of the article's author. There is no direct citation of the original author's work, and they present the analysis as original.
- **Dissertation:** In the dissertation a student employs the same methodology in analyzing a text that was formulated by another scholar, but does not cite that original work. Even though the texts being analyzed are different, the student is still required to give proper credit when their own analysis borrows from another scholar's work.

Methods of analysis, and not just interpretations and conclusions, require proper citation when they are the creative contribution of another.

### **Actionable Plagiarism**

As specified in the “Procedures for Resolving a Charge of Plagiarism,” members of the Grievance Committee will determine if a charge of plagiarism is actionable — that is, if proven, is it sufficiently serious to be punished by institutional sanction. The considerations listed here to help determine whether a charge is actionable should also guide those who are considering bringing a charge of plagiarism.

A charge of plagiarism is judged actionable if the alleged infraction involves serious levels of the following components:

- misuse of power—was the perpetrator in a position of power over those whose work was plagiarized?
- extent of claim by perpetrator—was the plagiarized material used to make an original claim or to offer original analysis, OR was it used to offer a general statement of an issue or summary of scholarship?
- intent/extent of plagiarism—as difficult as it is to determine another’s intention, was there a distinguishable pattern of plagiarism throughout a work with intricate efforts to mislead the reader, OR were they isolated instances that could have been accidental or due to sloppy scholarship?
- “verbatim quality”—was the plagiarized material taken virtually word for word OR were general ideas expressed in broad statements?
- instance—is there confirmed or confirmable evidence of a previous instance of plagiarism OR is this an isolated incident?

If the alleged infraction involves only one or two of these components but does so to an extreme degree, it may well be judged actionable. If, however, another alleged infraction involves one or two of them but only to a very minor degree, it may be dismissed.

### **Reporting Complaints of Plagiarism**

This plagiarism policy applies only to the GTU doctoral and master program, and thus only to Core Doctoral Faculty and GTU Rostered and In-Residence Faculty (hereafter, CDF and GTU Faculty) and to doctoral and GTU MA students. The reporting procedures are distinguished along these lines. The person making the charge addresses the complaint according to the alleged offender’s status.

**Core Doctoral Faculty Member Plagiarism of Another Scholar** In cases where plagiarism of published/unpublished work of another scholar is detected in a CDF or GTU Faculty member's scholarly work:

- report the complaint either to the GTU Dean or the dean of that faculty member's school; in either case, the dean who receives the report will notify the other dean immediately.

**Plagiarism of a Student** In cases where plagiarism of published/unpublished work of students of the GTU is detected in a CDF or GTU Faculty member's scholarly work:

- If the plagiarized work is that of a doctoral student: report the complaint to the GTU Dean (who will inform the CDF member's school dean)
- If the plagiarized work is that of a GTU MA student: report the complaint to the GTU Dean (who will inform the dean of the student's school of affiliation and the CDF member's school)
- If the plagiarized work is that of any other GTU consortial student: report the complaint to the dean of the student's school of affiliation (who will inform the dean of the CDF member's school and the GTU Dean)

**PhD and MA Students:** In cases where plagiarism of published/unpublished work of another scholar or of other students is detected in a GTU student's scholarly work:

- report the complaint to the GTU Dean. The Dean then informs the student's advisor and Department Chair or member school dean.

For the manner in which to bring a complaint of plagiarism to the GTU Dean, see "Procedures for Resolving a Charge of Plagiarism, Charges."

**Procedures for Resolving a Charge of Plagiarism Charge:** Persons wishing to bring to the GTU Dean a complaint of plagiarism against a Core Doctoral Faculty member or a Common MA/Doctoral Student shall file a formal, written statement of the charges with the GTU Dean within one month after discovery of the evidence, naming the person so charged and stating the nature and circumstances of the alleged violation.

**Notification:** As soon as possible, the person charged with plagiarism should be provided with a written statement concerning the charges as well as a copy of the procedures governing the investigation and the range of possible penalties. At this time the person charged is invited to submit a written response to the charges.

**Determination of Disposition:** The GTU Dean will receive complaints of plagiarism and determine whether the GTU is the appropriate venue for action (in the case of a member school faculty member). If GTU is the appropriate venue, the GTU Dean appoints two members of the Grievance Committee to assess the evidence and determine whether the case is actionable. These two Grievance Committee members should not be from the same member school as either party to the complaint.

- **Not Actionable:** If the Grievance Committee members determine that the complaint is not actionable, the issue is settled unless the party bringing the charges wishes to appeal this determination and requests a formal hearing by the full Grievance Committee.
- **Actionable but minor:** If the Grievance Committee members determine that the complaint is actionable, but minor, they may instruct the GTU Dean to issue appropriate warnings, if both parties (the accused and the person bringing the charge) accept the judgment. If either the accused or the person bringing the charges do not accept this judgment they may request a formal hearing by the full Grievance Committee.
- **Actionable and serious:** If the Grievance Committee members determine that the complaint is actionable and may be serious, they alert the GTU Dean to initiate a formal hearing by the full Grievance Committee to investigate and resolve the case.

#### **Actionable and Serious Charge**

- **Dean Initiates Hearing:** If the alleged infraction is judged to be serious, or if either the person charged or the person(s) bringing the charge have appealed the preliminary determination of disposition, the GTU Dean will initiate a formal hearing by the full Grievance Committee.
- **Grievance Committee Charge:** The GTU Dean will convene the Grievance Committee, a standing committee of the GTU Doctoral Faculty, and charge them with investigating and resolving the complaint by conducting a formal hearing. The GTU Dean will apprise the Grievance Committee of GTU policies, procedures and precedent. While continuing to act as consultant to the Grievance Committee on matters of procedure, the GTU Dean turns over responsibility of resolving the complaint to whomever is elected chairperson of the committee's formal hearing process.
- **Composition of Committee:** The Grievance Committee will elect from among its Doctoral Faculty members a chairperson for the formal hearing of the complaint. Any members of the Grievance Committee who are associated with the member school or the Department/Concentration of any party to the complaint should dismiss themselves from the entire formal hearing process. This committee should have a minimum of three members, two faculty and one student.
- **Statement of Charges:** As soon as possible the chairperson will send committee members a copy of the formal statement of charges and a copy of the procedures governing the investigation and the range of possible penalties.
- **Scheduling Pre-hearing Conference:** The chairperson will arrange a date and place of the pre-hearing conference (if such is deemed necessary, see below), to be held within two weeks of the convocation of the Grievance Committee by the GTU Dean. The chairperson will

notify the participants of the pre-hearing conference.

### **Pre-hearing Conference**

- **Reasons for Holding Pre-hearing Conference:**
  - to make sure that the person charged fully understands their rights, the charges against them and the nature of the supporting evidence
  - to clarify for all parties the procedures to be followed by the committee in hearing and deciding upon the case
  - to obtain from the parties involved 1) a list of any witnesses who may be called to give testimony and an indication of the relevance of their testimony; and 2) copies of any material evidence pertaining to the alleged plagiarism.
- **Attendees:** The pre-hearing conference will be attended by the chairperson of the Grievance Committee, at least two other members of the committee, the person charged and any advisor they wish to bring, the person bringing the charges and any advisor they wish to bring, and any other persons the committee may invite. If the person charged or the person(s) bringing the charges wishes to bring a lawyer to this conference, they must inform the chairperson one week prior to the conference so that the GTU might also have legal counsel present.
- **Dispensing with Pre-hearing Conference:** If there is good reason, namely that the clarification of rights, charges, witnesses, evidence and procedures has been otherwise assured, the chairperson may judge the pre-hearing conference unnecessary and may dispense with it.
- **Distribution of Evidence:** The chairperson will also see that copies of the list of witnesses and copies of the material evidence are distributed to the committee members and all parties in the case.

### **Hearing**

- **Closed Session:** The hearing will be a closed session unless the person being charged requests, and gives good reasons for, an open session. The committee will rule on any such request.
- **Attendees:** Present at a closed hearing will be the members of the Grievance Committee, the person charged and any advisor they wish to bring, the person(s) bringing the charges and any advisor they wish to bring, any witnesses and any other persons the committee may invite.
- **Presider:** The chairperson of the Grievance Committee shall preside at the hearing and is responsible for its orderly conduct.

- **Questioning of Person Charged and One Bringing Charges:** The person charged and the person(s) bringing the charge may be questioned by the members of the committee and by the other parties in the case. The person charged may decline to answer questions without prejudice.
- **Questioning of Witnesses:** All witnesses may be questioned by all parties in a case and their advisors and any member of the committee. The chairperson may rule any question out of order.
- **Evidence:** All material evidence pertaining to the alleged plagiarism shall be formally introduced and its credibility may be challenged by any party in the case.

### **Judgment**

- **Basis for Judgment:** The judgment of the committee shall be based entirely upon testimony and evidence presented formally during the course of the hearing. The person charged shall be presumed innocent until the committee is convinced beyond a reasonable doubt by the evidence presented during the hearing that they are guilty. In determining innocence or guilt the committee will disregard any previous history of disciplinary action with respect to the person charged. If the person charged is found guilty, the committee may, in determining a penalty, take into account any previous disciplinary action.
- **Reaching Judgment:** After the party charged in the case has had a reasonable opportunity to present their arguments and question opposing witnesses, and the committee has completed its questioning, the committee shall meet in private to reach a decision and, if it finds the charges to have been sustained, to assign an appropriate penalty.
- **Quorum:** Three members of the committee shall constitute a quorum. All decisions shall be made by a majority of those present.
- **Notification:** When the committee has reached its decision, the chairperson will notify the GTU Dean who will in turn notify the parties in the case. The Dean may request a meeting with the chairperson of the Grievance committee to ask questions about the report and the committee's procedures in hearing the complaint. The chairperson must see that an official report of the hearing, including its vote and a majority opinion, is submitted to the GTU Dean, who in turn should insure that copies are placed on file and sent to the parties in the case.
- **Review and Approval:** The Dean refers the Grievance Committee's report to the GTU President and the Academic Committee of the GTU Board for review and approval. When the Academic Committee approves the decision, the Grievance Committee is relieved of any further responsibility in regard to the complaint.

- **Appeals:** Appeals of the Grievance Committee’s decision may be made to the GTU Dean and may be made only on the basis of violations of procedures.

### **Penalties**

- **Rationale:** Penalties should be assigned relative to the seriousness of the infraction. This should be determined in light of those criteria used to judge whether the plagiarism is actionable.
- Penalties are assigned primarily to protect: 1) the integrity of the Common MA and Doctoral Program and its degree, 2) the integrity of the Core Doctoral Faculty, and 3) in certain cases the students in the Common MA or Doctoral program. In determining the type of penalty, those assigning the penalty should be guided by concerns for rehabilitation and deterrence.

### **Levels of Penalties**

- **“Minor”**

For faculty: a formal reprimand from the GTU Dean with notification sent to the appropriate Department Chair and to the Dean of their school. For students: a formal reprimand from the GTU Dean with notification sent to their advisor

- **“Serious”**

For faculty: removal from the Core Doctoral Faculty for three years, with notification sent to the CDF members, the students in the faculty member’s department and any other students on whose committee the faculty member serves. For students: academic probation for 2 years with notification sent to advisor and Department Chair/Dean of the School of Affiliation

- **“Extreme”**

For faculty: permanent dismissal from the Core Doctoral Faculty, with notification sent to the CDF members, the students in the faculty member’s department and any other students on whose committee the faculty member serves. For students: expulsion from Common MA or Doctoral program

- **After completion of the dissertation/capstone:** the penalty for serious and extreme infractions—removal of degree and withdrawal of dissertation/capstone from GTU records; written notification to employer; suspension of placement services; notification on transcript.

### **K. Student Sexual Misconduct Policy**

This document discusses the Graduate Theological Union’s (GTU) policies and procedures when addressing prohibited sexual misconduct and issues related to Title IX, the Campus

SaVE Act, and the Violence Against Women Act. Title IX refers to a section of the Education Amendments of 1972 law that prohibits sex discrimination in educational programs and activities at schools that receive federal financial assistance. Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students and other persons at the GTU are subject to and protected by this policy, regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, national origin or other protected category, in all aspects of the GTU's educational programs and activities.

The Violence Against Women Reauthorization Act of 2013 (VAWA) (20 U.S.C. 1092(f)) amended the Jeanne Clery Disclosure of Campus Security and Crime Statistics Act (Clery) under the Campus Sexual Violence Elimination Act provisions (Campus SaVE Act). These laws changed the violations that must be reported by the GTU to include domestic violence, dating violence and stalking as well as to expand the categories of reportable hate crimes.

This document addresses the GTU's policy and complaint procedure for sexual harassment against any person in the United States in a GTU education program or activity, including sexual assault and sexual misconduct, dating violence, domestic violence, and stalking. This policy and procedure applies to any such sexual harassment involving students, faculty and staff of the Graduate Theological Union, regardless of whether the alleged perpetrator is a student, faculty, staff or third party.

All proceedings and actions under this policy by the Title IX Coordinator, any Deputy Coordinator, and the GTU shall be undertaken neutrally, objectively, and without favoring any party over any other party.

This policy is effective as of August 14, 2020. The GTU may review and revise this policy from time-to-time.

### **Non-Discrimination Policy**

The GTU does not discriminate on the basis of race, color, national or ethnic origin, ancestry, sex, age, disability, religion, sexual orientation, gender identity or expression, veteran status, medical condition, marital status or any other characteristic protected by law in its programs or activities. The GTU prohibits unlawful harassment, including sexual harassment and sexual violence and will respond to complaints of potential violations of Title IX by conducting a prompt and thorough investigation and conducting an adjudicatory hearing when warranted.

As a community of scholars devoted to research, learning and teaching, the GTU is committed to creating and maintaining an environment free of all forms of harassment, exploitation, and intimidation. Every member of the GTU community should be aware that such behavior is prohibited by law and school policy. The GTU will not tolerate sexual misconduct or harassment in any form, including acquaintance or date rape or violence, sexual assault, stalking or domestic violence. The GTU will take appropriate action to prevent, correct, and discipline behavior that is found to violate school policy or laws proscribing such activity.

### **Authority**

The GTU has a Title IX Coordinator whose responsibility it is to ensure that this policy is followed and all the requirements of Title IX are met. The Title IX Coordinator may have one or more deputy coordinators to assist in the reporting, investigating and determination of

findings related to a concern addressed by this document. In dealing with allegations and alleged perpetrators (Respondents) or victims (Complainants) it may be appropriate for the Title IX Coordinator to consult with other GTU offices and departments.

#### **Respondent is a Student**

In cases where the Respondent and the Complainant are both GTU students, the Title IX Coordinator or Deputy Coordinator is responsible for coordinating investigations and resolution proceedings, and for making decisions on corrective action, if any. In cases where only the Respondent is a GTU student, the Title IX Coordinator or Deputy Coordinator is responsible for coordinating investigations and resolution proceedings, and for making decisions on corrective action, if any. In both these cases the Dean and Vice President for Academic Affairs will manage and decide appeals. In cases where the Complainant is a GTU student but the Respondent is a student of another member school of the GTU, the Title IX Coordinator or Deputy Coordinator is responsible for coordinating with the Title IX Coordinator or designee of the member school to ensure the complaint is heard and addressed at that school.

#### **Respondent is a Staff Member**

In cases where the Respondent is a member of the GTU staff, the Title IX Coordinator or Deputy Coordinator is responsible for coordinating investigations and resolution proceedings, and for making decisions on corrective action, if any. The Title IX Coordinator or Deputy Coordinator may consult with the supervisor of the Respondent. The President may designate one of the Executive Leadership of the GTU to manage and decide appeals, but not the executive overseeing the Respondent's department.

#### **Respondent is a Faculty Member**

In cases where the Respondent is a member of the faculty the Title IX Coordinator or Deputy Coordinator will work jointly with the Dean and Vice President for Academic Affairs to manage concerns and make decisions under this policy. The President will manage and decide appeals.

#### **Respondent is from Another School**

Cross registration of students in courses within the consortium is a valuable feature of the GTU, and students, faculty and staff from the schools of the consortium frequently interact with one another. Interactions may take place in shared classes, advising, student groups, meetings and events, and in shared facility spaces such as the library.

In cases where the Respondent is a member of another school or affiliated institution, the Title IX Coordinator or Deputy Coordinator will work jointly with the Title IX Coordinator or designee of the other school or affiliated institution to manage concerns and make decisions under this policy. In these cases the Complainant is encouraged to report the concern directly to the Title IX Coordinator of the other school or institution. If the other institution does not have a Title IX Coordinator the Complainant is encouraged to report the concern directly to the president, dean or chief administrator of the institution. In all cases, the Complainant should also report the concern to the GTU's Title IX Coordinator or a Deputy Coordinator. This also applies to cases where the Respondent is a member of another institution with which the GTU has cross registration agreements, such as UC Berkeley, Dominican University and Holy Names University.

While the GTU Title IX Coordinator or Deputy Coordinator will work jointly with officials of the other school or institution, the prohibited sexual misconduct and Title IX policies and procedures of the Respondent's institution will prevail and the Respondent's institution will

have control over the proceedings. The GTU may, at its discretion, conduct an investigation and take corrective action separate from that of the Respondent's institution.

#### Respondent is a Vendor, Contractor or Third Party

The GTU encourages members of its community to report harassing or inappropriate conduct by a vendor, contractor or third party. In cases where the Respondent is not a student or employee of the GTU, but is on campus as a vendor or contractor or other party providing goods or services to the GTU, the Title IX Coordinator or Deputy Coordinator will work jointly with the Chief Operations Officer to address complaints and make decisions under this policy.

#### Applicability

The policies and procedures in this document apply to all students, faculty and staff of the GTU, and it applies to any alleged conduct occurring against any person in the United States in an education program or activity of the GTU, whether occurring on or off campus. Students enrolled in the common MA program and affiliated at a member school are covered under this policy, not that of the member school. Students who are enrolled in a member school but who work at the GTU are covered under this policy.

#### How to Report a Concern

The GTU encourages all individuals to seek assistance from a medical provider and law enforcement as soon as possible after an incident that may be sexual misconduct. Prompt reporting helps to ensure preservation of evidence and facilitates the identification and location of witnesses. The GTU encourages anyone who has been a victim of conduct prohibited by this policy to report concerns immediately. Complaints should be filed as soon as possible.

A report of sexual misconduct or a Title IX concern may be reported in a variety of ways, including:

- Reporting directly to the GTU's Title IX Coordinator or one of the Deputy Coordinators, either in person, by telephone, by mail, or by email (address and contact information is provided at the end of this policy)
- Submitted, anonymously or otherwise, on the third party website designed to host comprehensive and confidential reporting at <https://secure.ethicspoint.com/domain/media/en/gui/33916/index.html>
- By calling a toll free number to submit a report: 855-433-9924

The GTU will promptly review and thoroughly consider all reports of incidents that may be sexual misconduct, violations of Title IX, or other matters addressed in this policy. The GTU will consider all complaints, and the GTU will take prompt action to investigate and resolve all complaints, and to prevent, correct and discipline behavior that is found to violate this policy, where appropriate, in the judgment of the GTU.

The making of a report or complaint under this policy is independent of any criminal investigation or proceeding that may take place by governmental authorities or law enforcement, and both the GTU and criminal investigations may be pursued simultaneously.

## General Information About Addressing Title IX Complaints

### Confidentiality

The GTU will make reasonable and appropriate efforts, consistent with applicable law and the obligation to take appropriate steps to address complaints under this policy, to preserve the Respondent's and Complainant's privacy and protect the confidentiality of information. The GTU will keep confidential from disclosure outside of the GTU and outside of the processes under this policy, the identity of the Complainant, the Respondent, and witnesses, except as may be permitted by FERPA, required by law, or necessary to carry out the requirements and procedures of this policy. Should the Complainant request confidentiality of their identity from the Respondent or other witnesses, the Title IX Coordinator or Deputy Coordinator will inform them that the GTU's ability to respond or take further steps under this policy will likely be very limited, but that where feasible, it will take reasonable steps to prevent prohibited conduct and limit its effects. The Title IX Coordinator or Deputy Coordinator will also inform the Complainant that it is not always possible to provide confidentiality and that the GTU's decision to share information with others is subject to other considerations.

The GTU is required by law to report certain types of reported sexual misconduct in its annual crime statistics report. Names and other identifying details of the incident are not made public in the annual crime report. The GTU may also be required by law under certain circumstances to report any incident which might be classified as a violent crime, hate crime, or sexual assault to law enforcement. While the GTU strongly encourages Complainants to file a report with law enforcement and/or other trauma services, ultimately it is up to the Complainant whether or not to take this action.

Except if required by law, the GTU will not disclose a victim's identity to governmental authorities unless the victim consents to being identified after being informed of their right to have identifying information withheld. If a victim does not consent to disclosing their identity, the alleged perpetrator's identity will not be disclosed either, unless required by governmental authorities.

### Discussing Possible Sexual Misconduct without Making a Report or Record of the Incident

If a person would like to discuss the details of an incident of possible sexual misconduct or other possible violation of this policy, without making a report or record of the incident, or in an otherwise confidential manner, the person should speak with persons who hold a relationship with the person of which there is a legal duty of confidence, such as with their physicians, mental health therapists, priests, or clergy members. These persons generally will maintain confidentiality if they are acting in their capacity as your physician, mental health therapist, or clergy member, except in extreme cases of immediacy of threat or danger, or abuse of a minor, or in the case of proper legal compulsion from a subpoena in a criminal or civil legal proceeding.

Generally speaking, the faculty and administrators of the GTU, even if they are ordained clergy or pastoral counselors, are not acting in their capacity as members of the clergy and do not have such a relationship with GTU students, and thus, they are required under this policy to promptly forward all reports of possible sexual misconduct or other violations of this policy to the Title IX Coordinator for consideration and response.

### Anonymous Reporting

Anonymous reports, or reporting without disclosing the reporter's name, can be made, but anonymous reporting is not the preferred way. Depending on the information received, the GTU's ability to respond to an anonymous report may be limited. The Title IX Coordinator

or Deputy Coordinator will review anonymous reports received by GTU and determine whether an investigation and response is feasible and appropriate.

#### Alcohol, Drugs and/or Other Misconduct

The GTU encourages the reporting of all conduct prohibited under this policy. An individual who reports sexual misconduct or discrimination, either as a Complainant or a third-party witness, or who participates as a witness in an investigation or resolution process under this policy, will not be subject to disciplinary action by the GTU for their own personal consumption of alcohol or drugs, or other non-sexual misconduct, that happened at or near the time of the incident, unless the GTU finds the violation to be egregious. Egregious includes but is not limited to an action that places the health or safety of any other person at risk or involves plagiarism, cheating or academic dishonesty.

#### Prohibition Against Retaliation

It is a violation of GTU policy to retaliate against any person making a report of possible sexual misconduct or other violation of this policy, or against any person cooperating in the investigation or resolution proceeding of any report of possible sexual misconduct. Retaliation against any member of the GTU community may result in disciplinary action, including termination of employment or expulsion from the GTU.

#### Conflict of Interest

The GTU will take action to make sure that officials handling a complaint do not have a conflict of interest in the outcome of the complaint. Any Complainant or Respondent who has reason to believe that an official has conflict of interest, should bring that to the attention of the Title IX Coordinator or a Deputy Coordinator immediately.

#### What Happens When a Complaint is Made: Initial Intake

Upon receipt of a complaint or a report of an alleged violation of this policy, a designated person will promptly schedule a meeting with the Complainant to take place as soon as possible to go over this policy and to identify available forms of non-punitive and non-disciplinary supportive services, and the Complainant's wishes in regard to support, with or without the filing of a formal complaint under this policy. The initial intake meeting shall be conducted by the Title IX Coordinator, Deputy Coordinator, or by an external designee selected by GTU, each of whom shall have training in the handling of Title IX and related matters (hereinafter, "Intake Officer").

At this meeting, the Intake Officer will consider whether there are any interim measures that should be implemented at the discretion of the GTU. The preferences of the Complainant and the Respondent on such measures may be stated and will be taken into consideration by the Intake Officer.

At the intake meeting, the Intake Officer will also discuss the following:

- The right to report the incident to local law enforcement agencies.
- The right to seek medical treatment and the importance of preservation of evidence.
- Requests for confidentiality, if any.
- The GTU's obligation to consider all reports of incidents and the inability of the GTU to guarantee complete confidentiality.

- The GTU's policy against retaliation of any person making a report or participating in the investigation or adjudication of an incident under this Policy.
- The possibility of an investigation by an outside impartial and neutral fact-finder selected by the GTU.
- The possibility for sanctions as determined by the GTU.
- The use of an Advisor or Support Person in any meeting or proceeding under this Policy.
- The GTU's obligation to report crime statistics in its daily crime log.
- The process for filing a Formal Complaint.
- Whether the Complainant wishes to file a Formal Complaint under the policy.

The Intake Officer will consider the nature of the report or complaint, the safety of the individuals involved and of the campus community, the Complainant and Respondent's expressed preferences for resolution, and if the Intake Officer is not the Title IX Coordinator, will make a recommendation to the Title IX Coordinator on whether interim measures should be taken and, in the event a Formal Complaint is filed, whether the matter should be considered for potential informal resolution. In the event law enforcement is conducting an investigation or other activity in connection with matters relating to or overlapping with allegations made under this policy, the Title IX Coordinator may temporarily delay or suspend proceedings under this policy while law enforcement activities occur, or may decide to conduct proceedings under this policy simultaneously.

### Formal Complaint

A Formal Complaint is a written document, either filed by the Complainant or signed by the Title IX Coordinator, that sets forth the alleged incident and conduct constituting a violation of this policy, and that requests the GTU to investigate the matter. The Formal Complaint is the predicate step to proceeding with an investigation and an adjudicatory hearing under this policy. At the time the Formal Complaint is filed or signed, the Complainant must be participating in or attempting to participate in an educational program or activity of the GTU.

A Formal Complaint may be filed by a Complainant with the Title IX Coordinator in person, by mail, or by email. The Complainant's wishes regarding whether to file a formal complaint generally will be respected. In rare circumstances where, in the judgment of the Title IX Coordinator, the larger interests of the GTU community are deemed to be compelling and the signing of a Formal Complaint over the wishes of the Complainant is deemed not to be clearly unreasonable under the known circumstances, the Title IX Coordinator may sign and file a Formal Complaint in regard to the Complainant's allegations in order to initiate an investigation and other potential steps under this policy.

The Title IX Coordinator or the Deputy Coordinator will provide notice and a copy of the Formal Complaint to the Respondent, and will do so prior to proceeding with the informal resolution and/or investigation stage below. This notice will refer the recipient to this policy, will include a summary of the procedural steps (informal resolution, investigation, formal resolution) that may be taken under the policy, and will advise of the right to designate an advisor and support person.

In the event the allegations in the Formal Complaint do not meet the definition of sexual harassment or other prohibited conduct under this policy, the Formal Complaint will be dismissed by the Title IX Coordinator without further action under this policy.

The GTU may in its discretion dismiss a Formal Complaint at any time during the process under this policy in the event the Complainant informs the Title IX Coordinator or Deputy Coordinator in writing that they wish to withdraw the Formal Complaint or the allegations therein, if the Complainant is no longer enrolled in or employed at the GTU, or if circumstance prevent the GTU from gathering sufficient evidence to reach a determination of the matter.

Dismissal does not preclude potential action that may be taken by the GTU under other policies or procedures.

### Informal Resolution

Informal resolution may be offered by the GTU to the Complainant and Respondent in appropriate matters in the judgment of the Title IX Coordinator. The informal resolution process requires the informed written consent of both the Complainant and Respondent, and it will be conducted by an individual trained in alternative dispute resolution and Title IX. The process may take place at any stage of a matter under this policy, but only after a Formal Complaint has been filed. Participation in an informal resolution process is entirely voluntary, and there will be no consequences to any party for declining to participate, at any time, in the informal resolution process. Once started, either the Complainant or the Respondent may withdraw from, and the GTU may cancel, the informal resolution process at any time. Cases involving alleged sexual assault or rape generally will not be offered informal resolution, and cases involving alleged misconduct under this policy by a GTU employee against a student will not be offered an informal resolution process. If a matter is resolved informally, the agreed-upon terms of the resolution will be considered final and binding, and the matter will be deemed closed with no further action or proceedings to take place.

### Possible Interim Measures

Interim measures will be considered and implemented at the discretion of GTU when deemed important to preserving safety, to maintaining an appropriate educational environment for the community, to maintaining access for the parties or others in the community to the GTU's educational programs or activities, and/or to preserve the status quo. Interim measures will not restrict a Complainant or Respondent's ability to discuss the allegations in the case or to gather evidence. Interim measures, which may be applied to the Complainant and/or the Respondent, include such things as:

- Issuance of a "no-contact" or "stay away" directive that restricts persons from having contact with one another in person or through electronic means.
- Change in class schedule.
- Change in student related employment.
- Rescheduling of exams or assignments (in conjunction with appropriate faculty).
- Voluntary leave of absence.
- Providing escort services for movement between classes and GTU activities.

- Interim suspension or GTU imposed leave.
- Administrative hold on student accounts, including a hold on the release of transcripts while an investigation is pending.
- Denial of access to campus, campus facilities and GTU activities.

## Investigation

All matters in which a Formal Complaint is filed and not otherwise dismissed will be investigated. Investigations will be conducted in accordance with the procedures described below. All investigations will be conducted neutrally, objectively, and impartially.

The Title IX Coordinator or the Deputy Coordinator will inform the Complainant and Respondent of the investigation. They may also meet separately with the Complainant and the Respondent to provide information about the process of the investigation and the expectation that each will participate and cooperate in it.

## Purpose of an Investigation

The purpose of an investigation of a Formal Complaint is to determine:

- The basic facts relating to the alleged incident(s) and conduct.
- Whether any conduct potentially occurred that is prohibited under this policy.
- Whether there is ongoing risk of harm of further prohibited conduct.
- Whether the GTU should implement an interim measures.

## Conducting the Investigation

The GTU will endeavor to conduct an investigation that is prompt, thorough, and impartial. Under normal circumstances an investigation should be completed within two months' time. If the investigation involves a large number of witnesses, involves a matter that is unusually complex factually, or takes place over extended GTU breaks, the amount time for the investigation may be extended.

## Investigator and Investigation

The Title IX Coordinator or Deputy Coordinator will investigate or contract with an external investigator who has specific training and experience to conduct such an investigation. The investigator will be impartial, that is, not only will the investigator have the necessary skills to conduct the investigation, but they will also have no stake in the outcome of the matter. The investigation will also be conducted in good faith, and it will include an interview, or an attempt to interview, all of the critical witnesses in the matter. The role of the investigator is to be a neutral fact gatherer. The investigator may also designate other trained colleagues to assist in interviewing parties, identifying and locating witnesses, and in gathering other facts and evidence. The investigator will conduct an investigation in their good faith and experienced judgment in a manner deemed appropriate in light of the circumstances of the case and will cooperate with law enforcement authorities to the extent necessary or requested.

A typical investigation will include interviews with the Complainant, the Respondent and third-party witnesses, and of the collection of available physical, documentary and other evidence. Photographs may be taken. The Complainant and the Respondent will have a full and equal opportunity to present fact and expert witnesses and any other evidence to the

investigator for consideration, and neither party shall have the burden of gathering facts and evidence for the investigation. Information collected during the initial intake and assessment will also be forwarded to the investigator. If any law enforcement agency is also investigating the incident, the GTU investigator may defer to the agency for the collection of some of the evidence. Medical treatment records of a party will not be considered or disclosed in the investigation or any subsequent process under this policy unless the treated party consents.

The investigator, the Title IX Coordinator, or the Deputy Coordinator will provide written notice to the Complainant and the Respondent of the investigative interviews and meetings being conducted in the investigation. They will also provide the Complainant and the Respondent and their advisors with an electronic or hard copy of all evidence directly relevant to the allegations in the Formal Complaint, and the parties will have ten (10) days to submit a response to that evidence. The response will be provided to the investigator.

The investigator will compile the details of the investigation into a written investigative report, which will contain summaries of the interviews of the parties and other witnesses, photographs (if any) and other relevant evidence, along with summaries of relevant portions of any responses to the directly relevant evidence received from the parties.

The investigative report will be prefaced with a summary of the allegations in the Formal Complaint and the steps taken to conduct the investigation.

The investigator will provide the investigative report to the Title IX Coordinator or Deputy Coordinator, and the Title IX Coordinator or Deputy Coordinator will provide an electronic or hard copy of the investigative report the Complainant and the Respondent at the same time.

The Complainant and Respondent will be given ten (10) days thereafter to submit a written response to the investigative report.

### Cooperation

All GTU faculty, staff and students are expected to cooperate with the investigation process. Students and others have the right not to incriminate themselves.

### Participation

Both parties will have the right to request that the investigator meet with them to present facts directly to the investigator, to identify witnesses for the investigator to consider interviewing, and to present any documentary or other evidence to the investigator for consideration. An investigation will not be dependent on participation by either party, and the investigation will proceed irrespective of whether a party refuses to be interviewed or otherwise participate in the investigation.

### Support

The Respondent and the Complainant have the right to have their advisor and/or support person accompany them at any step in the investigation and through any of the processes outlined in this policy. A support person may attend any meeting or other aspect of the procedures specified in this document, but may do so in an advisory or emotional support capacity only, and may not directly participate or intervene in meetings, an investigation or other aspects of this process.

### Formal Resolution

Formal resolution of the allegations in a Formal Complaint is accomplished through an adjudicatory hearing. This is a live hearing conducted by a hearing officer who will hear and consider evidence, make fact and credibility determinations, and make a finding of responsibility or no responsibility under this policy with respect to the allegations set forth in the Formal Complaint. Only the alleged policy violations stated in the Formal Complaint may be decided in the formal resolution process, and the hearing officer(s) may not make determinations of responsibility or no responsibility on any alleged violation of this policy that is not identified in the Formal Complaint. The adjudicatory hearing and final determination of the hearing officer normally should be conducted and made within two months after the completion of the investigation.

The hearing officer may be an appropriately trained individual from within the GTU community or may be a contracted third party trained and experienced in conducting adjudicatory hearings and making decisions in Title IX matters. In the discretion of the Title IX Coordinator in matters involving more complexity or larger amounts of witnesses or facts, the adjudicatory hearing may be conducted and determined by a panel of three hearing officers, with any determination or decision of such a panel requiring a majority of at least two hearing officers. The hearing officers will be neutral and impartial, and will not be the Title IX Coordinator, a Deputy Coordinator, or anyone who conducted the investigation in the matter.

The Title IX Coordinator or Deputy Coordinator will provide at least two weeks' notice to the Complainant and Respondent of the adjudicatory hearing, the date of the hearing, and the identity of the hearing officer(s). The Title IX Coordinator or Deputy Coordinator will also provide the Complainant and the Respondent access to the investigative report and any other evidence that will be provided to the hearing officer(s) in advance of the hearing. This access to the investigative report and other evidence will be provided to both parties at least ten days prior to the date of the adjudicatory hearing and maintained for each of the ten days thereafter preceding the hearing. Access will be provided in a manner to help ensure its confidentiality, and the Complainant and the Respondent will maintain the materials in confidence and will not distribute or disclose them to anyone other than their advisor who shall also maintain the confidentiality of the materials. The investigative report provided to the hearing officer(s) will include any underlying interview summaries and other evidence obtained during the investigation as well as any responses to the directly relevant evidence or investigative report received from the Complainant and the Respondent.

At the request of either the Complainant or the Respondent, the adjudicatory hearing will be conducted with the parties in separate rooms and able to see and hear each other through remote electronic means. Although all aspects of the hearing will be conducted live and in real time, the GTU may conduct some or all of the hearing virtually in its discretion through the use of remote technology. The hearing will be video and sound recorded, and the recording may be transcribed by the Title IX office. The Complainant must attend the adjudicatory hearing unless such attendance is physically impossible. In the event the Respondent refuses to attend, the adjudicatory hearing will proceed, and the Respondent's refusal to attend may be taken into account by the hearing officer(s) but may not, in itself, be determinative of the outcome or otherwise alter the standard of evidence.

The hearing officer(s) will conduct a prompt, thorough, and good faith adjudicatory hearing in accordance with the rules and requirements of this policy. The hearing will convene live with testimony from the parties and other relevant witnesses. The parties will have until

one week before the hearing to submit names of witnesses they would like to attend the hearing, and the Title IX Coordinator or Deputy Coordinator will request in writing the attendance of all witnesses with potentially relevant testimony identified by the parties and/or the hearing officer(s). The Title IX Coordinator or Deputy Coordinator may also request the attendance of other relevant witnesses in addition to those identified by the hearing officer(s) or a party. The Complainant and the Respondent may, but are not required to, personally deliver an opening statement at the beginning of the hearing and/or a closing statement at the end of the hearing. The Complaint and Respondent may present documents and other tangible evidence to the hearing officer(s) during the hearing for consideration in making a determination and decision.

The investigator generally will appear as a witness at the hearing to testify to the investigation conducted, the facts gathered, the responses to the evidence and investigative report given by the parties, and the matters as to which the facts gathered from the investigation were in accord or were in conflict.

Questioning of the witnesses may be conducted by the hearing officer(s) and by the parties' advisors. Either party may elect to have the hearing officer(s) ask questions provided by that party in lieu of the party's advisor asking questions directly. Neither party will be permitted to question the other party or any witnesses directly as part of the hearing process. Only relevant questions are permitted to be asked and answered, and the hearing officer(s) will permit all relevant questions that a party wishes to ask to be asked. A repeat question by a party that has already been asked by that party and answered by the witness is not relevant. The hearing officer(s) will determine the relevancy of questions before the party or other witness answers them and, in the event of a decision that the question is not relevant and should be precluded, will explain the basis for that decision.

Both the Complainant and the Respondent will be expected to submit to questioning by the other party (either through the advisor or the hearing officer(s) but not by the party directly) as part of the hearing process. If a party refuses to submit to questioning by the other party, the hearing officer(s) will not rely on any statement of that party in making a determination on responsibility, and the hearing officer(s) will not draw an inference about responsibility based solely on a party's refusal to submit to questioning by the other party.

The hearing officer(s) will determine the specific order of the proceedings, and will be empowered to control the procedural and evidentiary aspects of the hearing so that it runs fairly, impartially, efficiently, professionally, and in accordance with the requirements and objectives of this policy. This will include decisions regarding the potential exclusion of evidence or the limiting of witness examination that is clearly not relevant to any issue in the case or is excludable for other reasons (such as the Complainant's sexual history or prior sexual behavior, which should be excluded unless it is offered to prove consent or to prove that someone other than Respondent committed the alleged misconduct). Information that is subject to a legally protected privilege will not be used, requested, or relied upon in connection with the hearing or determination unless the privilege is waived by the holder of that privilege.

The standard of evidence for a finding of responsibility will be a "preponderance of the evidence" standard, meaning that the hearing officer(s) must find that, based on the evidence and record as a whole, it is more likely than not in the judgment of the hearing officer(s) that one or more of the alleged policy violations occurred.

Upon the conclusion of the adjudicatory hearing, the hearing officer(s) will deliberate in private, make a determination of responsibility or no responsibility on the allegations in the Formal Complaint, and prepare and submit to the Title IX Coordinator or Deputy Coordinator a written decision setting forth in the detail the determination and basis for the decision, including findings of fact, conclusions about whether the alleged conduct occurred, and the basis and rationale for each such conclusion.

### Sanctions

After completion of the adjudicatory hearing, the Title IX Coordinator (and Deputy Coordinator, if involved) will review the written determination of the hearing officer and consult as appropriate. The Title IX Coordinator or Deputy Coordinator will issue the Respondent and Complainant a written Outcome Letter that states the determination of the hearing officer, provides information on how to submit an appeal, and if applicable, describes any actions the GTU will take to provide accommodations to the Complainant, and any safety measures taken or to be taken by the GTU. The Outcome Letter may also include a recommendation that the matter be referred for corrective action and disciplinary review by other GTU offices, such as the Associate Dean Dean, or Human Resources. If prohibited conduct has been determined to have occurred and responsibility has been found against the Respondent, the matter will be referred to the Respondent's Dean, supervisor, and/or HR office for corrective action. At the time of sending the Outcome Letter, the Title IX Coordinator or Deputy Coordinator will also simultaneously provide the Complainant and the Respondent a copy of the written adjudicatory hearing determination.

The Title IX Coordinator or Deputy Coordinator can also issue or recommend to a GTU officer any sanctions or other corrective action they believe appropriate based on the results of the adjudicatory hearing, including but not limited to warnings, censure, disciplinary probation, extension or imposition of interim measures, suspension, expulsion, revocation of admission or degree, withholding a degree, and termination of employment.

Past violations of the Respondent may be considered in the determination of appropriate corrective action. The GTU will also consider whether the sanctions or other corrective action will bring an end to the violation in question, whether it will reasonably deter and prevent a recurrence of a similar violation, or whether it will remediate or mitigate any effects the violation had on the Complainant and/or the GTU community.

Any sanctions or other corrective action imposed under this Policy will be effective immediately. In event sanctions or other corrective action are taken against the Respondent, these will be communicated in writing simultaneously to the Respondent and to the Complainant.

### Appeal

Either the Respondent or Complainant may appeal the final determination of the hearing office from the adjudicatory hearing or the earlier dismissal of a Formal Complaint. An appeal must be made in writing within two (2) weeks of the date of the Outcome Letter. The appeal should follow the standards for review outlined in this document and should clearly state the the grounds for the appeal and the relief sought by the appealing party. The written appeal should be delivered to the President of the GTU, who will assign an appeal officer to review and make a determination on the appeal. The appeal officer will be a faculty member or administrator from within the GTU trained in this policy and Title IX matters or, in the discretion of the President, an outside professional trained and experienced in deciding Title IX matters. In determining the appeal, the appeal officer will recommend that the underlying decision should be affirmed and the appeal dismissed, or

that the appeal should be sustained and certain relief (e.g., a rehearing should be conducted, the hearing officer(s) should re-evaluate or reconsider a determination, finding, or other aspect of the case without a full re-hearing, etc.).

Appeals should normally be completed within three weeks unless there is good reason to extend the time necessary to review the appeal. Normally, the grounds for granting an appeal will be limited to the following considerations:

- Newly discovered evidence that was not available previously that could have affected the outcome of the matter.
- One or more procedural irregularities occurred that affected the outcome of the matter.
- Personnel involved in coordinating, investigating, or determining the matter had a conflict of interest or bias that affected the outcome of the matter.

#### False Accusations and False Statements

While the GTU encourages everyone to report harassing or inappropriate conduct, anyone who knowingly makes a false accusation of harassment, discrimination, sexual misconduct, retaliation, or other conduct prohibited under this policy will be subject to appropriate sanctions. Failure to prove a claim of harassment, discrimination or retaliation under this policy, or a finding of no responsibility, does not itself constitute proof of a knowingly false or bad faith accusation. The Complainant, the Respondent, and all witnesses are obligated under this policy to tell the truth, and knowingly making a false factual statement within the process for addressing complaints and concerns under this policy is grounds for disciplinary action.

#### Coordination with Law Enforcement

The GTU encourages everyone in this community to report criminal actions that are violations of California law, such as sexual assault, to the Berkeley Police Department. The GTU will cooperate with law enforcement agencies to the extent permitted by law and requested by the agency.

Legal actions that may be taken by local law enforcement agencies, including criminal investigations, work independently of the GTU's obligation to conduct its own investigation and grievance processes. If requested by law enforcement authorities, or otherwise in the GTU's discretion in the event law enforcement activities are occurring in regard to matters that relate to or overlap with a complaint or concern raised under this policy, the GTU may pause or extend its investigation and grievance process. The GTU's internal grievance processes are not subject to change, and the GTU's decision on a Formal Complaint is not determined, by the outcome of any criminal proceeding, including a decision by law enforcement authorities not to bring criminal charges against the Respondent, or because any such charges are dismissed.

#### Accommodations

If prohibited conduct is found to have taken place the GTU will, to the extent reasonable and feasible, consult with the Respondent and Complainant in determining accommodations and safety measures. Appropriate actions may include:

- Class reassignments
- No contact letters and directives

- Limitations on non-course activities
- Removal from the GTU community
- Referral for disciplinary processes
- Review of GTU policies, practices, procedures and training
- Other appropriate actions necessary to lessen the incidence of prohibited conduct

### Retaliation

Retaliation against any person making a complaint of prohibited conduct, or against any person participating in an investigation, hearing, or any other process under this policy, is a violation of GTU policy. Retaliation by any student, faculty or staff member is grounds for disciplinary action, up to and including dismissal from the GTU and/or termination of employment for cause. A complaint filed in good faith will not be considered as retaliation, nor will the exercise of rights protected under the First Amendment of the United States Constitution or principles of academic freedom. A good faith complaint or charge of making a knowingly false accusation under this policy or knowingly making a false statement in connection with a matter being addressed under this policy will not be considered as retaliation. However, a complaint or charge of misconduct not involving sexual harassment or other misconduct addressed by this policy, even if arising from the facts and circumstances of a complaint made under this policy, will be considered as retaliation if it made for the purpose of interfering with or impairing any rights provided under this policy or under Title IX.

### Berkeley Police Department and Criminal Investigations

Since the GTU does not maintain a police force it encourages everyone to report all violations of the law involving sexual assault, rape, domestic violence, stalking and any other violation to the Berkeley Police Department. The Berkeley Police Department is not required to notify the GTU of violations of the law that involve GTU students, faculty or staff, so the GTU will not have notice of the incident unless it is also reported as indicated elsewhere in this document. The GTU will, to the extent allowed by law, cooperate with any investigation by the Berkeley Police Department.

### Privacy of Records

The Title IX Coordinator will retain records of reports and related documents under this policy for at least seven years. In addition, records relating to a determination of misconduct under this Policy may become a part of a students' academic record.

Documents which are prepared in anticipation of and in connection with the investigation and resolution/determination of the matter (including the investigative report, adjudicatory hearing determination, and any other documents) will not be disclosed outside of the processes under this policy, except as required by law. The Complainant and the Respondent are required to maintain the confidentiality of these documents as well.

The final Outcome Letter will be issued concurrently to both the Complainant and the Respondent. The GTU neither encourages nor discourages the further disclosure of the Outcome Letter by either the Complainant or the Respondent.

### Prevention, Training and Dissemination of this Policy

As a part of the GTU's commitment to maintaining its campus and programs free from sexual misconduct and discrimination, this Policy will be disseminated widely to the GTU community through publications, websites, student orientations, and other appropriate channels of communication.

The Title IX Coordinator is responsible for overseeing the GTU's efforts at training, prevention and education as it relates under this Policy. The Title IX Coordinator and the Deputy Coordinators will receive appropriate training for the intake and handling of reports of sexual misconduct under this Policy, including those that are victim-centered and trauma informed.

GTU will also provide other employees with online training relating to this Policy every two years.

In addition, in an effort to deter and prevent all forms of sexual misconduct from occurring on the GTU campus or within the GTU community, the GTU will provide incoming students and faculty, at the start of the academic year, with a copy of this Policy, and may also provide additional materials designed to educate students on sexual misconduct and how to prevent it from occurring. Education programs shall promote the awareness of rape, acquaintance rape, domestic violence, dating violence, sexual assault, sexual harassment, and stalking, and shall be designed to deter and prevent all misconduct prohibited under this Policy from occurring, to empower victims, to identify safe and positive options for bystander intervention, and to help recognize warning signs of abusive behavior and how to avoid potential attacks.

Students, faculty and staff of GTU are all encouraged to take part in education and training designed to prevent sexual misconduct.

### Prohibited Conduct, Definitions and Examples

The GTU prohibits all forms of sexual misconduct, including sexual and gender related violence of any form, assault, sexual harassment, domestic violence, dating violence, and stalking. These terms each encompass a broad range of behavior. The following behaviors are among the forms of sexual misconduct that violate GTU policy. Definitions and examples are provided to assist in the understanding of prohibited conduct.

**CLOSE PERSONAL RELATIONSHIPS AFFECTING TEACHING, MENTORING AND SUPERVISORY FUNCTIONS** — Except where explicit and advanced authorization has been obtained in writing from the Chief Operating Officer, no person who is employed by GTU may participate in a close personal relationship with an individual who is a member of the GTU community for whom the person provides or may (by virtue of GTU assigned position or functions) reasonably be expected in the future to provide teaching, mentoring or supervision. Supervision includes grading or other academic evaluation, job evaluation, decisions pertaining to promotion, the direct setting of salary or wages, and job, internship, educational, or employment references or recommendations.

Close personal relationships include dating, sexual and similar close personal relationships that are or are not consensually undertaken by the supervisor and the individual. Such relationships do not include the usual and customary socializing at GTU of teacher-student; mentor-mentee; supervisor-employee; faculty member-graduate student; co-workers; and supervisor-student employee. A person provides supervision when they

oversee, directs or evaluates the work of others, including but not limited to, managers, administrators, directors, deans, chairs, advisors.

**DATING VIOLENCE** — means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

**DOMESTIC VIOLENCE** — This is a form of sexual violence and is abuse committed against someone who is a current or former spouse, current or former cohabitant, someone with whom the abuser has a child, someone with whom the abuser has or had a dating or engagement relationship, or someone similarly situated under California domestic or family violence law.

**FORCE** — is the use of physical violence or imposing on someone physically to gain sexual access. Other forms of force include intimidation (implied threats), threats and coercion that overcome resistance or produce consent. For example, “Have sex with me or I’ll hit you.” “Okay, don’t hit me; I’ll do what you want.”

**FORCIBLE FONDLING** — The touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person’s will or not forcibly or against the person’s will in instances where the victim is incapable of giving consent because of youth or because of temporary or permanent mental or physical incapacity.

**FORCIBLE SEX OFFENSE** — Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.

**FORCIBLE RAPE— (EXCEPT STATUTORY RAPE)** The carnal knowledge of a person, forcibly and/or against that person’s will or not forcibly or against the person’s will in instances where the victim is incapable of giving consent because temporary or permanent mental or physical incapacity.

**FORCIBLE SODOMY** — Oral or anal sexual intercourse with another person, forcibly or against that person’s will or not forcibly or against the person’s will in instances where the victim is incapable of giving consent because of youth or because of temporary or permanent mental or physical incapacity.

**INCEST**— Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

**PROHIBITED CONDUCT** — In the context of this policy, Prohibited Conduct refers to matters of sexual assault, sexual harassment, sexual misconduct, dating violence, domestic violence, stalking, discrimination based on race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, gender identity or expression, veteran status, or any other characteristic protected by law.

**RAPE** — is defined as “penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.” This definition includes any gender of victim or perpetrator. Sexual penetration means the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person. This definition also includes instances in which the victim is incapable of giving consent because of

temporary or permanent mental or physical incapacity (including due to the influence of drugs or alcohol) or because of age. Physical resistance is not required on the part of the victim to demonstrate lack of consent.

The following scenarios illustrate incidents that are classified as Rape:

- A female college student attended an off-campus party. She drank heavily until she had difficulty standing and was slurring her speech. Two male students offered to walk her home. Once in her dorm room, she passed out. She awoke the next day in pain and found used condoms in her bed. She reported that she was raped to the local police department.
- One night, a woman's husband was very drunk and he accused her of sleeping around. He became enraged and pushed her onto the bed and penetrated her with an object. She was too afraid to struggle.
- A student was drinking with a classmate. The classmate gave him a pill that he said would make him "feel really good." After taking the pill, the man did not recall what happened. A rape kit indicated semen from sexual penetration.

**RAPE - ATTEMPTS TO COMMIT RAPE** — are assaults or attempts to commit rape and are classified as Attempts to Commit Rape.

The following scenarios illustrate incidents that are classified as Attempts to Commit Rape:

- A man attacked a woman on the street, knocked her down, and attempted to rape her. A pedestrian frightened the man away before he could complete the attack.
- At a local bar, a man slipped gamma-hydroxybutyrate (GHB), a drug sometimes used to facilitate sexual assault, into the drink of his date. However, the man could not convince the woman to leave her friends and go home with him. After an investigation, detectives concluded that the man intended to rape the woman.

**SEX OFFENSES, NONFORCIBLE**— (Except Prostitution Offenses) Unlawful, non-forcible sexual intercourse.

**SEXUAL ASSAULT** — is defined as the imposition of non-consensual sexual conduct excluding rape, including but not limited to oral copulation, penetration by a foreign object, or touching, caressing, fondling, or touching of a person's genitalia, buttocks, or breasts.

**SEXUAL ASSAULT WITH AN OBJECT**— To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly or against that person's will or not forcibly or against the person's will in instances where the victim is incapable of giving consent because of youth or because of temporary or permanent mental or physical incapacity.

**SEXUAL CONTACT – NON-CONSENSUAL**— Any intentional sexual touching, however slight, with any object, by any person upon any other person, that is without consent or is by force. "Person" is regardless of gender status.

**SEXUAL EXPLOITATION** — is defined as taking non-consensual or abusive sexual advantage of another person for one's own advantage or benefit or advantage of another person. The following scenarios illustrate incidents that are sexual exploitation:

- Causing or attempting to cause another person to become drunk, drugged or otherwise incapacitated with the intent of engaging in a sexual behavior.
- Recording, photographing or transmitting images of sexual activity and/or the intimate body parts (groin, genitalia, breasts or buttocks) of another person without their consent.
- Allowing third parties to observe sexual acts and voyeurism (spying on people who are engaging in sexual acts or who are doing other intimate activities such as undressing, showering, etc.)
- Exposing one's genitals in non-consensual circumstances or inducing someone to expose their genitals.
- Knowingly transmitting a sexually transmitted disease or virus to another person without his or her knowledge.
- Sexually-based stalking and bullying.

SEXUAL HARASSMENT — consists of unwelcome conduct of a sexual nature falling into one of the two categories below (“quid pro quo” and “hostile environment”) and can include unwelcome sexual advances, requests for sexual favors, and other visual, verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes any actual or attempted instance of sexual assault, sexual violence, rape, dating violence, domestic violence, or stalking as more specifically defined herein. Sexual harassment can take different forms depending on the harasser and the nature of the harassment. The conduct can be carried out by school employees, other students, and non-employee third parties, such as a visiting speaker. Students of any sex can be victims of sexual harassment and the harasser and the victim can be of the same sex.

The conduct can occur in any GTU program or activity and can take place in school facilities or at off-campus locations such as a member school classroom, office or apartment.

One category of sexual harassment is quid pro quo or “this for that.” This consists of any instance of unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature submission to which is implicitly or explicitly conditioned on access to or benefits in education or the avoidance of adverse educational action. An example is a student advisor asking a student to have sex in exchange for keeping quiet about a student’s violation of the plagiarism policy. Another example is a faculty member telling a student that their grade can be improved if the student performs a sexual act for the faculty member.

Another category of sexual harassment is hostile environment sexual harassment. This consists of any unwelcome conduct of a sexual nature that is so severe and pervasive and objectively offensive to a reasonable person that it denies a person equal educational access. In addition to conduct of a sexual nature, such conduct can include unwanted verbal, physical, or visual behavior that makes someone feel uncomfortable because of their gender, gender identity, or sexual orientation. Conduct that may constitute sexual harassment may include one or more of the following:

- Physical conduct — unwanted touching, blocking normal movement, or interfering with studies or work.

- Verbal conduct — epithets, derogatory comments, slurs, or humor of a sexual nature.
- Visual conduct — leering, making sexual gestures, displaying sexually suggestive or explicit objects or pictures, cartoon posters in a public space or forum.
- Written conduct — letters, notes, or electronic communications containing comments, words or images as described above.

**SEXUAL INTERCOURSE, NON-CONSENSUAL (OR ATTEMPTS TO COMMIT THE SAME)** — Any sexual intercourse, with any object or body part, by any person upon any other person, that is without consent or is by force. “Person” is regardless of gender status.

**STALKING** — is the act of willfully, maliciously, and repeatedly following or willfully and maliciously harassing another person and making a credible threat with the intent to place that person in reasonable fear for their safety, or the safety of their immediate family or suffer substantial emotional distress. For the purpose of determining whether stalking has occurred, harass means “engages in a knowing and willful course of conduct directed at a specific person that seriously alarms, annoys, torments, or terrorizes the person, and that serves no legitimate purpose.” Course of conduct means two or more acts occurring over a period of time, however short, evidencing a continuity of purpose. Credible threat means a verbal or written threat, including that performed through the use of an electronic communication device, or a threat implied by a pattern of conduct or a combination of verbal, written, or electronically communicated statements and conduct.

**STATUTORY RAPE**—Non-forcible sexual intercourse with a person who is under the statutory age of consent.

#### Other Definitions

**ADVISOR** – IS A PERSON WHO PROVIDES ADVICE AND SUPPORT TO A COMPLAINANT OR A RESPONDENT AND WHO MAY BE PRESENT IN A PARTICIPATING ROLE DURING ANY MEETING OR PROCEEDING UNDER THIS POLICY. The advisor may be a currently enrolled student, parent or other family member of the student, a GTU faculty or staff member, or other individual designated by the Complainant or Respondent, including an attorney. The advisor will generally be copied on notices and other communications sent in connection with proceedings under this policy.

Participating means that the advisor may speak at the meeting or proceeding and, during the adjudicatory hearing process, may examine the other party and witnesses with relevant questions. Advisors are not permitted to disrupt, interfere with, or impair any of the processes under this policy. Advisors are not permitted to function as substitutes for the Complainant and the Respondent providing their percipient account of what occurred and other relevant facts during an investigation or adjudicatory hearing under this policy. If a party does not have an advisor at the adjudicatory hearing, the GTU will provide an advisor of GTU’s choice (who may or may not be an attorney), without charge, to the party to conduct questioning of the other party and witnesses on their behalf at the hearing.

**SUPPORT PERSON** — is a person who provides emotional support to a Complainant or Respondent and who may be present in a non-participating role to provide moral support during any meeting or proceeding under this policy. The support person may be a currently enrolled student, parent or other family member of the student, a GTU faculty or staff member, or other individual designated by the Complainant or Respondent. Non-

participating means that the support person is silent and does not speak or present information during the meeting or proceeding under this policy. Support persons are not generally copied on notices and other communications sent in connection with proceedings under this policy.

**CLERGY MEMBER** — means “a priest, minister, religious practitioner, or similar functionary of a church or of a religious denomination or religious organization.” Communications made in confidence with a clergy member may be privileged under the “clergy-penitent privilege” described in Evidence Code sections 1032-1034. A person who meets this statutory definition may also meet the definition of a pastoral counselor for purposes of Title IX and Clery Act, which dictate various campus officials’ obligations to report sexual assault to campus authorities.

**COERCION** — is a form of force which comprises unreasonable pressure for sexual activity. When someone makes clear that they do not want to participate in a sexual activity, that they want to stop, or that their limit is at a certain point, continued pressure to act beyond that point can be coercive.

**COMPLAINANT** — A student, faculty or staff member who has made an allegation against another person of Prohibited Conduct.

**CONSENT** — is defined as affirmative, conscious, and voluntary agreement to engage in sexual activity. The individuals consenting must act freely and voluntarily and have knowledge of the nature of the act or transaction involved. A current or previous dating relationship is not sufficient to constitute consent. Lack of protest or resistance does not mean consent, nor does silence mean consent. Consent must be affirmative and be ongoing throughout a sexual activity and can be revoked at any time. It is the responsibility of each person involved in the sexual activity to ensure that they have the affirmative consent of the other to engage in the sexual activity.

**INCAPACITATION** — is a state where someone cannot knowingly give consent, such as where the individual is unconscious or is conscious but is unable to appreciate the nature and significance of what is occurring or is about to occur. It may arise as the result of alcohol or other drug use. This Policy also applies to a person who is incapacitated as a result of sleep, mental disability, or from taking or being given rape drugs (Rohypnol, GHB, Burundanga, Ketamine, etc.)

**PASTORAL COUNSELOR** — means a person who is associated with a religious order or denomination, is recognized by that religious order or denominations as someone who provides confidential counseling, and is functioning within the scope of that recognition. 34 C.F.R. §§ 668.46(a). In this context, a pastor who is functioning as an administrator of GTU or as a student advocate would not be exempt from the reporting obligations under Clery and Title IX.

**PREPONDERANCE OF EVIDENCE** — The standard used by the GTU. Preponderance of evidence means the greater weight of evidence, that the evidence on one side outweighs the evidence on the other side.

**RESPONDENT** — A student, faculty or staff member who is accused of engaging in Prohibited Conduct.

RETALIATION — any adverse action taken against a person because, in whole or in part, they reported a concern or conduct that may be prohibited or participated in an investigation of such a report or assisted another person in making such a report.

STANDARD OF EVIDENCE — In determining whether the elements of a complaint of sexual harassment or any other conduct prohibited by this policy (or a complaint for the same alleged conduct under any other GTU policy) are sustained and support a finding of responsibility, the GTU will use a “preponderance of evidence” standard.

VAWA — refers to the Violence Against Women Reauthorization Act of 2013 (20 U.S.C. 1092(f)). This act amended the Jeanne Clery Disclosure of Campus Security and Crime Statistics Act (Clery) under the Campus Sexual Violence Elimination Act provisions (Campus SaVE Act).

WITNESS — refers to any individual who either witnessed an incident or who has relevant information regarding a case that is being investigated under this Policy.

### Resources

The GTU encourages all members of the GTU community who believe they have been victims of sexual misconduct to report these incidents to local law enforcement authorities and to seek medical attention where appropriate.

The GTU also encourages all members of the GTU community to report any incident(s) of possible sexual misconduct to the GTU under this policy and to get help from as many resources as possible.

### For Emergency Needs

- **911** – Police
- City of Berkeley Police Department: Emergency 510/981-5911
- Rape Crisis Center 24-hour helpline: 800/670-7273
- Bay Area Women Against Rape 24-hour hotline: 510/845-7273
- National Domestic Violence Hotline: 800/799-SAFE (7233)

### Other Resources

GTU does not maintain an on-campus counseling center or staff with professional qualifications to provide counseling. There are however, other services available in the Berkeley area, including:

- Bay Area Women Against Rape provides free 24-hour comprehensive services to victims of sexual assault. Website: <http://www.bawar.org> Telephone: 510/845-7273 or 510/845-RAPE.
- Alameda County Medical Center, Highland Hospital Sexual Assault Center, 1411 E. 31st Street, Oakland provides 24-hour assistance, including medical treatment and examination, advocacy and counseling support for victims of sexual assault. Website: <http://www.highlandahs.org/our-services/specialty-services/medical-counseling>. Telephone 510/437-4688.
- City of Berkeley Adult Clinic, 2640 Martin Luther King Jr. Way 510/981-5290.

- City of Berkeley Domestic Violence Crisis Line 510/562-3731.
- City of Berkeley Mobile Crisis Team (MCT) is available every day from 10:30 AM to 11:00 PM at 510/981-5254.
- East Bay Crisis Support Services and Suicide Prevention 800/309-2131.
- Men Overcoming Violence, 1385 Mission Street, Suite 300, San Francisco 415/626-6704.

There are also several national organizations that may be able to provide the GTU community with important information and assistance:

- National Domestic Violence Hotline, 800/799-SAFE (7233)
- National Sexual Assault Hotline, 800/656-HOPE (4673)
- Stalking Resource Center, 202/467-8700
- National Teen Dating Abuse Helpline, 866/331-9474

#### GTU Campus Services

- Title IX Coordinator: Marie Lucero, Chief Operating Officer, [mlucero@gtu.edu](mailto:mlucero@gtu.edu), 2400 Ridge Road, Berkeley, CA 94709, 510/649-2437,
- Deputy Coordinator (for students): Diandra Erickson, Ph.D., Associate Dean [derickson@gtu.edu](mailto:derickson@gtu.edu), 2400 Ridge Road, Berkeley, CA 94709, 510/649-2440; and
- Deputy Coordinator (for faculty and staff): Sylvie Tisnado, Manager of Human Resources, [stisnado@gtu.edu](mailto:stisnado@gtu.edu), 2400 Ridge Road, Berkeley, CA 94709, 510/649-2577.

#### Off Campus Counseling Services

While there are many Bay Area resources for counseling services, two counseling centers may be of interest to the GTU community.

The Interfaith Counseling Center of the Bay Area <http://interfaithcc.org/> offers a variety of services including psychotherapy, pastoral counseling, spiritual direction, and other counseling services. Trained and licensed therapists and counselors are available. Reduced fees may be available to GTU students, faculty, staff and families. There are two Bay Area locations. An office is located in San Anselmo at 15 Austin Avenue, San Anselmo, CA 94960 and may be reached at 415/256-9701. In Berkeley the offices are at Durant House at First Congregational Church of Berkeley, 2345 Channing Way, Berkeley, CA 94709 and may be reached at 510/225-5595

4614 California, formerly the California Counseling Institute, is a collective of psychotherapists in private practice who share in a mission to aid the healing transformation of individuals, couples, and families from all backgrounds through the integration of psychotherapy and spirituality. 4614 California is not itself a business, but rather it is a place for independently operating therapists to work in community. 4614 California has offices in San Francisco at 4614 California Street and in Kensington at 4562 Oakview Avenue. Call 415/379-4591 to speak with someone to set up an appointment or visit <http://www.4614california.com/>.

### Confidential Discussion Options

Persons who would like to speak to someone in confidence about an experience of sexual misconduct or about another's experience of sexual misconduct, should contact off-campus rape crisis counselors, domestic violence resources, private agencies, external mental health agencies and external clergy members.

Part of our efforts to ensure that you have a safe environment include providing you with an on-line course that will explore these issues in some depth. The GTU has partnered with United Educators to provide you with a course called *Impressions* that address the topics of sexual harassment and abuse, fostering healthy relationships, and will give you tools to respond if you are a victim of harassment or see someone else in trouble.

Each of these courses takes about 30 minutes to complete. They will provide you with information that you will find helpful in both your personal and professional lives as an academic. You do not have to complete the course(s) in one sitting.

To begin training, follow these steps:

- 1) Go to <https://learn.ue.org/NZ30K497048/GTUincomingstudents>
- 2) Complete the Registration form.
  - a. Enter your first name, last name, and email address and click Register.
  - b. You will receive a welcome email with your username and a temporary password.
  - c. Follow the link in the email to sign on.
  - d. You will be prompted to:
    - i. Enter your temporary password
    - ii. Create a new password
    - iii. Create and answer a security question
- 3) Once you are logged in, be sure to complete all courses assigned to you.
- 4) A history of your completed courses is available in "My Completions." You will also receive an email containing a link to your completion certificate, upon successful completion of the course.

The GTU requires entering students to take the *Impressions* course. Although none of us expect to be victim or witness to harassment, assault or abuse, knowing what to do in the event of such an act, and knowing what you can do to prevent it, will make the GTU a safer place to work and study.

Your faculty and staff at the GTU will be taking similar courses. Let's all work to keep the GTU a safe environment. If you have any questions please contact one of the GTU's Title IX deputy coordinators: Wendy Arce 510/649-2440.

### L. CALIFORNIA DISCLOSURE STATEMENT

If you believe the GTU's administrative processes or educational programs are compromised and not up to the required minimum standards, you may notify the State of California, Department of Consumer Affairs, Bureau for Private Postsecondary Education. An individual may contact the Bureau to file or review of a complaint.

The Bureau may be contacted at:  
Bureau of Private Postsecondary Education  
Suite 400  
2535 Capitol Oaks Drive  
Sacramento, CA 95833  
Telephone: (916) 431-6924  
Fax: (916) 263-1897

For Information on how to file a complaint, visit:  
<https://www.bppe.ca.gov/enforcement/complaint.shtml>

Website: <http://www.bppe.ca.gov>

## LIFE AT THE GTU

### A. Resources for Students in the Doctoral Program

#### 1. The Faculty

##### a. Core Doctoral Faculty

The Core Doctoral Faculty was established in order to formalize the structures for faculty working directly with doctoral students. Beyond this, the Core Doctoral Faculty is a group appointed by the GTU Board and reviewed by their peers to establish and maintain the standards and procedures of the doctoral program, as well as to serve as qualified and committed resources for the doctoral program. The member schools have agreed to credit service on the Core Doctoral Faculty as part of their teaching/service load.

These faculty commit themselves to be active in the governance of the doctoral program and to maintain the research and professional ties which will help doctoral students establish themselves in the profession. They are the governing core of the doctoral program, and they are the group to which the GTU Dean goes for clarification and development of policies, procedures, and standards for the program.

**Only Core Doctoral Faculty can serve as doctoral student advisors and coordinators of comprehensive examinations and dissertation committees.** All faculty who work in the disciplines and methods of the Department may attend Colloquia and be active in the life and discussions of the Department. However, the Core Doctoral Faculty takes primary responsibility for issues of doctoral faculty policy and decision; and this includes students' comprehensive and dissertation proposals as well as any policy issues related to the doctoral program.

Another benefit for doctoral students is in the number of doctoral level courses offered, since Core Doctoral Faculty are expected to teach doctoral level courses on a regular basis.

In principle, any member of the Core Doctoral Faculty should be available to doctoral students for their work. Remember, however, that faculty members' sabbatical leaves are arranged according to criteria set by their own seminaries and are not generally coordinated with leaves taken by other Department faculty. Thus, it is most important to know who will be on leave when so that the persons the student wants to work with (or suitable substitutes for them) are available when the student needs them. Also remember that faculty members are not obliged to work with a particular student if they feel the relationship will not be successful or that the match of interests is not appropriate.

##### b. Consortial Faculty

The majority of GTU faculty are employed by and obligated primarily to the GTU member schools; they are also involved in and committed to many programs and projects both in their respective faith communities and in the academic world.

**Faculty that hold a regular appointment with the GTU or a member school and, therefore, teach classes, advise students, regularly attend faculty meetings, serve on committees, etc. are members of the GTU Consortial Faculty.** Consortial faculty classification is left to the faculty member's employer (the GTU or a member school) or, in the case of faculty from some of the Centers and Affiliates, to the GTU.

Doctoral work with GTU students is an additional responsibility taken on by consortial faculty members, because of their desire to work with students at that level. Comprehensive exams or dissertation committee members, other than the coordinator, need not be on the Core Doctoral Faculty, but they have to be approved by the Department Chair and the Dean, as appropriate. **Normally, only consortial faculty are eligible to serve on doctoral student committees.** All GTU faculty working in relevant fields are resources for the doctoral program; they are not only invited but encouraged to serve on doctoral student committees.

## **2. Academic Staff**

This section is intended to introduce students to the people who work both on the Student Affairs Staff and in the Dean's Office of the GTU and to offer them a brief description of their responsibilities. This will help the student to determine who best can answer their questions.

The Offices of Student and Academic Affairs are both located in the Hewlett Building, 2400 Ridge Road.

For staff telephone phone numbers and email addresses, students should consult the GTU website.

**Student Affairs Office** (Hewlett Building, 2400 Ridge Road, Berkeley, CA, 8:30 a.m. – 5:00 p.m.; examinations in this building must finish by 4:30 p.m.). The Student Affairs Staff is overseen by the Associate Dean, the Dean and Vice President of Academic Affairs, and the Chief Strategy Officer.

### **Associate Dean (510-649-2511)**

- Answers questions about policies and protocols of the program
- Oversees implementation of department protocols and procedures
- Oversees language certification procedures, certifies MA and doctoral language proficiency
- Oversees administration of research readiness review process
- Manages Human Subjects Protocol review process
- Certifies graduation for MA and doctoral candidates
- Coordinates annual MA and doctoral student summer mailings
- Maintains Doctoral and MA Program Handbook
- Publishes Extended Calendar
- Attends Doctoral Council, CDF, Faculty Council meetings
- Assist in planning and implementing new MA and doctoral student orientation
- Serve as GTU doctoral program ADA compliance officer
- Title IX Deputy Coordinator DEI Coordinator
- Coordinates academic assessment and program review
- Manages the Taskstream electronic portfolio system
- Manages digital learning (Moodle) at the GTU
- Oversees the Newhall Fellowship Program

**Senior Director of Student Success (510-649-2464)**

- Manages international MA and doctoral student issues, produces I-20s for F visas
- Handles new international student I-20 status issues
- Advises GTU-wide student organizations
- Works with Student Advisory Committee on institutional issues relating to students
- Oversees elections to determine doctoral student committee assignments
- Works with the Associate Dean in management of MA and doctoral student support and professional development workshops
- Ascertains Satisfactory Academic Progress
- Oversee
- Responds to student problems and manages probation process
- Organizes GTU Commencement
- Answers questions related to the MA Program

**Administrative Assistant to Academic Affairs (510-649-2461)**

- Distributes information and routes questions regarding financial aid, graduation, language certification, etc.
- Manages sign-up for modern language exams
- Helps receive and process graduation paperwork
- Answers questions about procedures of the doctoral program
- Maintains paper and computer files on students
- Communicates with students about status of student leaves, program and comp exams extensions, part-time status
- Implements language certification procedures, communicates with students about certification of MA and doctoral language proficiency
- Distributes and collects doctoral student forms
- Schedules oral and written examinations and oral defenses
- Receives written comprehensive questions
- Collects proposals to be presented to the Doctoral Council
- Receives completed dissertations for filing
- Receives and processes graduation paperwork
- Organizes the GTU Fall Welcome Reception
- Publishes the Dean's Newsletter
- Schedules appointments with the Dean

**Consortial Registrar (510-649-2462)**

- Designs and implements the registration process
- Assists with technical cross-registration problems and certifies cross-registration applications with UCB, Holy Names, Dominican University, Mills College
- Handles difficult registration issues

- Processes student loan deferment certification; resolves requests for incompletes and late registration, and changes in enrollment (pass/fail; drop-add; withdrawal; etc.)
- Produces schedule of classes
- Assigns and reassigns classroom spaces
- Issues transcripts
- Complies and maintains GTU Directory of Faculty, Staff, and Students
- Certifies students who qualify for VA benefits

#### **Senior Director of Financial Aid and Enrollment (510-649-2459)**

- Oversees admissions processes
- Manages the development of and answers questions related to financial aid policies and procedures
- Ensures institutional compliance with the U.S. Department of Education's Federal Student Aid regulations
- Plans and coordinates the annual financial aid application and awarding process
- Determines annual cost of attendance (student budget)
- Determines student eligibility for federal and institutional aid
- Oversees federal student loan processing
- Oversees the administration of the Federal Work-Study program
- Manages the development institutions' default prevention policies and procedures
- Responsible for the administration, oversight and coordination of scholarship resources
- Counsels students on financial aid eligibility and planning
- Assists students with the completion of financial aid Requirements
- Maintains student financial aid files and records

#### **Assistant Director of Financial Aid (510-649-2463)**

- Assists in the development of and answers questions related to financial aid policies and procedures
- Examines changes to current regulations to maintain institutional compliance with the U.S. Department of Education's Federal Student Aid program requirements.
- Determines student eligibility for federal and institutional aid
- Assists with the federal student loan processing
- Assists in overseeing institutions' default prevention programs
- Assists in the administration of the Federal Work-Study programs
- Counsels students on financial aid programs and eligibility
- Assists students with the completion of financial aid requirements
- Provides student loan debt management and repayment counseling
- Maintains student financial aid files and records

#### **Assistant Director of Admissions and Recruitment (510-649-2465)**

- Answers questions regarding admissions policies and procedures
- Arranges visits for prospective students (may ask current students to meet them)
- Implements recruitment strategies for the M.A. and doctoral programs
- Coordinates doctoral and master's admissions process and follow-up
- Coordinates new student orientation
- Contact for information on GTU Admissions web page

#### **Dean and Vice President for Academic Affairs (510-649-2441)**

- Serves as Accreditation Liaison Officer
- Handles governance issues of Core Doctoral Faculty
- Appoints and reviews Core Doctoral Faculty
- Works with Student Advisory Committee on institutional issues related to students
- Chairs Doctoral Admissions process
- Approves comprehensive examinations and dissertation committees
- Supervises Core Doctoral Faculty, Departments, and Doctoral Council
- Coordinates Council of Deans
- Represents GTU in academic relations with UCB and other institutions
- Authors Dean's Newsletter

**It helps if the student states their business so that the Administrative Assistant for Academic Affairs to the Dean's Office can determine whether the student needs to see someone else before seeing the Dean. In most circumstances, the Office of Student Affairs is able to assist the student most expeditiously.**

**Students normally see the Dean for specific issues involving academic aspects of their program, or after being referred for a complex problem or special issue by the Associate Dean, advisor or Department Chair.**

### **3. Financial Aid Resources**

Financial aid awards are designed to help support students in offsetting the cost of tuition during the first two years of the doctoral program and to augment the student's efforts during the continuing fee years. Sources of aid include merit-based awards, grant-in-aid, as well as, a limited number of endowed scholarship funds, teaching awards, federal student loans, federal work-study and other funding opportunities.

**General Policies Guiding GTU Financial Aid:** The Financial Aid Office adheres to institutional policies, rules, and regulations of the federal government in administering all financial aid programs. This includes the Satisfactory Academic Progress requirements. See "GTU Financial Aid: General Policies", "Registration, Enrollment Status, and Financial Aid" in Section D, "Satisfactory Academic Progress", and "Doctoral Program Policies" in section E to review these important and necessary policies.

All students are encouraged to seek external financial resources including scholarships,

dissertation-writing and travel grants and other such external opportunities provided by organizations and foundations. To access the GTU External Scholarship and Resources Database, please visit <https://scholarships.gtu.edu/>.

### **Applying for Financial Aid**

Students must complete and submit a financial aid application *each year* by the GTU priority deadlines: December 15 for students in years one through three of the doctoral program; and April 15 for continuing students in years four through seven. **U.S. citizens and eligible non-citizens** are required to submit the Free Application for Federal Student Aid (FAFSA) and the GTU Financial Aid Application. **International Students** are required to complete the GTU Financial Aid Application and submit copies of all foreign and domestic bank statements for the most current 3-month period. Members of Religious Orders must submit a letter from the Superior of their Order indicating the level of financial support they will receive. If additional documentation is required, students will be contacted by email to their GTU student email accounts during the financial aid review process. Students should check their Net Partner account periodically for any missing or incomplete requirements. For application instructions, visit [the Financial Aid pages](#) of the GTU Website.

### **Types of Funding Available**

#### **a. GTU Grants and Scholarships**

**Presidential Scholarship:** A limited number of full tuition awards are offered to students based on strong academic abilities and leadership skills. All applicants are considered for this award during the admissions process and are selected by the Admissions Committee. If a Presidential Scholar defers matriculation for a year, they forfeit the award, but may be reconsidered by the Admissions Committee along with the following year's pool of applicants.

**Dean's Scholarship:** A limited number of partial-tuition awards are offered to students based on strong academic abilities and leadership skills. All applicants are considered for this award during the admissions process and are selected by the Admissions Committee. If a Dean's Scholar defers matriculation for a year, they forfeit the award, but may be reconsidered by the Admissions Committee along with the following year's pool of applicants.

**Grant-In-Aid (GIA):** Tuition restricted, institutional grants that are need-based. Students are eligible for grant-in-aid in years one and two of the doctoral program with the possibility of providing aid in years three through five only if funding allows. Grants to assist with the continuing fee are awarded on the availability of funds and satisfactory academic progress.

**Other Student Awards:** The Offices of the President and Dean of Academic Affairs have a limited number of special research and project awards that become available from time to time, particularly in the early stages of the program.

**Chan Essay Prize in Religion and Economics:** All students in the GTU and its member schools are eligible to submit work for this prize of around \$2,500, established in 1987 by the Lionel Chan Family Endowment. Submissions are due by September 15, and the topic alternates from year to year. In the fall semester of odd-numbered years, the topic is "Identity and Practice across Religious Boundaries: exploring a particular concept, theme, or practice that is common to two or more religions (e.g., Buddhism, Christianity, Hinduism, Islam, Judaism, etc.)" In the fall semester of even numbered years, the topic is

"Religion and Economics." To enter, students submit an original essay, a term paper for a course, or a chapter of a thesis or dissertation with an introduction and conclusion to frame it as an independent essay. The GTU Dean of Academic Affairs and Core Doctoral Faculty Awards Committee select recipients for this award. There is no application form.

**GTU Student Travel Grant:** Students who have papers accepted for the program of the Annual Meeting of the AAR, SBL, or other comparable national meeting or conference may compete in the GTU Student Travel Grant competition. Winners are given cash awards to support the costs of attending the meeting. The Dean of Academic Affairs and Core Doctoral Faculty Awards Committee select recipients for this award.

There are two awards cycles for the GTU Student Travel Grant with deadlines in the early fall and early spring semesters. For the exact deadlines, visit the GTU website and search for the GTU Student Travel Grant online application. The application and supporting materials must be submitted by the deadline in order to be considered; late materials will not be accepted.

The following are the criteria for evaluating travel grant entries:

- *Level of Competitiveness for the program slot:* Different program categories of the AAR or SBL, for example, represent different levels of competition. These are ranked from easiest to most competitive along these lines: round tables, consultations, seminar, group, section. The higher up the "competitiveness scale," the more points awarded to the proposal.
- *Clarity and coherence/scholarly substance:* Is the proposal well-formed and clear; is it accessible to an audience outside of a very small cadre? Is it scholarly sound? Does it offer a fresh perspective or creative contribution?

#### **Newhall Awards:**

Newhall Fellowships are competitive awards for GTU Doctoral students in collaborative teaching or research with faculty mentors in the belief that such collaborative work would contribute to the professional development of the students and the mission of the GTU. Newhall Fellowship roles include Research Assistants, Teaching Assistants, Course Instructors, and Co-Teaching. Those applying as Course Instructors are required to use the GTU Syllabus template.

Awards are given for fall, spring or both semesters, but the application process takes place only in the fall. (If you apply for funding for two semesters, please note that the Awards Committee will fund projects for the one semester in which the course is to be taught or the research conducted.) Generally, awards are at least \$3000 per semester. The design of the project should require the student to work only about 5 - 10 hours per week.

Newhall Fellowships offer an exceptional opportunity to work closely with professors whose interests and approaches parallel the student's on projects that often would not be possible under other circumstances. The Newhall applications must come from both the student and the professor. The awards are designed to support both students (through grants) and faculty (through assistance to their research and teaching).

Students should take the initiative in finding out which professors would be interested in providing assistance--especially when the student thinks such a working relationship

would be beneficial to both the professor and the student. Even if the student does not have a particular professor in mind, it is a good idea to make known (perhaps through the Department Chair) what their interests and qualifications are. Often the professors themselves are looking for capable students to work with them, but they may not know the students well enough to seek out those best suited for their projects.

One of the stipulations of the Newhall Fellowship is that the recipients write a brief report and description of the work accomplished. This report should be submitted to the GTU Dean's Office by the end of May 2023.

**Criteria for Receiving a Newhall Fellowship:**

- the qualifications of the persons involved
- the quality and nature of the project
- the level of mutual collaboration
- the extent to which the project as described would be educational and beneficial to the student
- in the case of courses or curricular projects, whether they strengthen academic cooperation at the GTU, either through the doctoral program, through inter-school courses at any level, by offering a unique course which would enhance curricular offering significantly, or by enhancing diverse pedagogical approaches
- contributions of faculty members involved to the doctoral program and other consortial programs are considered in determining awards
- preference will be given to students who have not received a Newhall previously
- students may receive Newhall Fellowships for no more than two years
- The Awards Committee members rank applications on the merits of the written proposals. Outstanding persons with poorly developed proposals will not receive an award.

Each member school and the GTU may nominate one student each year to serve as a teaching assistant or instructor under faculty supervision

- nominations from the member school dean must be submitted to the GTU Dean's Office by the second Friday in November.
- all other requirements of the application process apply as usual, except that mutual collaboration will not be required if the proposed course is deemed of value to the nominating school's curriculum

**Proposal Guidelines:** Students must include the following items when submitting a proposal for a Newhall Fellowship.

*Research Assistants*

1. 1-2 page, single-spaced cover letter describing
  - the specific content of research and its end goal
  - the level of mutual collaboration between the Newhall Fellow and faculty
  - how the project enhances the goals of the consortium in promoting excellence in research among faculty and students
2. 1-2 page, single-spaced Research Proposal (applicants should follow the Dissertation Proposal Guidelines for their research proposal).

3. Letter of recommendation from faculty nominator outlining:
  - Newhall Fellow's excellence in study
  - qualifications for the research assignment
  - faculty member's record of involvement in the doctoral program or consortial-wide cooperative teaching and research
  - how the project enhances the goals of the consortium in promoting excellence in research among faculty and students

#### *Teaching Assistants*

2. 1-2 page, single-spaced cover letter describing:
  - specific information on course content, learning outcomes and the Teaching Assistant's role
  - the level of mutual collaboration between the Newhall Fellow and faculty
  - how the experience of being a TA will help in professional development
3. Draft syllabus of the course or draft course plan
4. Letter of recommendation from faculty nominator outlining:
  - Newhall Fellow's excellence in study
  - qualifications for the teaching assistantship
  - faculty member's record of involvement in the doctoral program or consortial-wide cooperative teaching and research
  - specific ways the faculty member hopes the TA will grow professionally

#### *Course Instructor or Co-Teaching*

1. 1-2 page, single-spaced cover letter describing:
  - the specific content of course and learning outcomes
  - how the course strengthens academic cooperation at the GTU by offering a unique course that would enhance curricular offerings significantly and include diverse pedagogical approaches
  - the level of mutual collaboration between the Newhall Fellow and faculty
  - how the project enhances the goals of the consortium in promoting excellence in teaching among faculty and students
2. Draft syllabus using GTU Syllabus Template with:
  - course title (29 characters maximum including spaces and punctuation), field codes, course level
  - course description
  - student learning outcomes
  - reading assignments
  - assessment methods
  - outline of class sessions
  - policies as listed on the template
3. Letter of recommendation from faculty nominator outlining:
  - Newhall Fellow's excellence in study
  - qualifications for the research assignment
  - faculty member's record of involvement in the doctoral program or consortial-wide cooperative teaching and research
  - how the course enhances the goals of the consortium in promoting excellence in research among faculty and students

To be considered by the Awards Committee, the application and supporting materials are due to the GTU Dean's Office no later than the second Friday of November at 5pm. Late materials will not be accepted.

**Teaching and Research Assistantships:** some of the GTU member schools provide other teaching and research opportunities directly. Core Doctoral Faculty should apply directly to the GTU Dean's Office for a Research Assistant.

**Student Employment Procedures:** If a professor is hiring the student as an R.A. or T.A. through the GTU Dean's Faculty Research funds and not through the Newhall program, there are a number of steps to follow.

- The Professor writes the GTU Dean a memo requesting a faculty research award to hire the student as an R.A. or T.A. for a certain number of hours at a certain rate. The Dean will act on the request in writing
- The student must complete a W4 for tax purposes and an I-9 to conform with immigration laws and submit both forms to Human Resources. A Work Authorization form must be completed to specify the start and duration of employment, number of hours, and rate of pay and must be signed by the Financial Aid Office and by the faculty member. The completed form will be forwarded to the Business Office who will add the student to payroll.

**Outstanding Dissertation Proposal Award:** Each year the Doctoral Council selects one of the dissertation proposals approved that year to receive a Dissertation Award that is given in recognition of the excellence of the proposal itself, as well as the promise of the scholarship of the project.

**b. Federal Student Aid Programs**

Students who are U.S. citizens and eligible non-citizens may be eligible for federal student aid.

**Federal Work-Study (FWS):** GTU participates in the Federal Work-Study (FWS) program which is a federally funded financial aid program designed to make part-time employment available to help students meet their educational expenses. The award is earned through employment and paid as an hourly wage or by stipend. Students may be employed by the institution itself; a federal, state, or local public agency; or a private nonprofit organization. Institutions are federally mandated to use at least seven (.07 %) percent of their federal work-study allocation to support students working in community service jobs, including: reading tutors for preschool age or elementary school children; mathematics tutors for students enrolled in elementary school through ninth grade; literacy tutors in a family literacy project performing family literacy activities; or emergency preparedness and response.

To be eligible for work-study, a student must be a U.S. Citizen or Permanent Resident and have demonstrated financial need, as defined by the Federal Methodology. U.S. citizens and eligible non-citizens who are members of a religious order or society are not eligible for need-based FWS funds. Priority is given to full-time students who express an interest in off campus employment as a literary or mathematics tutor or at an eligible non-profit community service organization. Prior to beginning employment, all work-study students must complete a Federal Work Study Authorization form, a current job description, and complete employment documents with Human Resources, for approval.

### **Federal Direct Loans**

Students eligible for federal student aid with educational expenses that will not be met by other sources of aid may borrow an unsubsidized loan. Students are not required to demonstrate financial need in order to qualify for this type of federal loan and the Financial Aid Office will determine a student's eligibility based on the Federal Methodology calculation as regulated by the U.S. Department of Education.

Interest accrues (accumulates) on an unsubsidized loan from the time it is first paid out. The student borrower may pay down the interest while they are in school and during grace, deferment or forbearance periods, or the interest will accrue and be capitalized (that is, added to the principal balance of the loan). Choosing not to pay the interest as it accrues will increase the total amount a borrower will have to repay as interest will eventually be charged on the higher principal amount, once the interest is capitalized. Accrued interest is capitalized once the loan enters repayment.

Unsubsidized loans are limited to an annual maximum borrowing limit per federal regulation. Graduate and professional students are subject to a lifetime, aggregate loan limit. For more information please visit

<https://studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized#how-much>.

An additional loan provided under the Direct Loan Program is the Graduate PLUS Loan for graduate and professional degree students. Applicants must not have adverse credit and the maximum amount an eligible student can borrow is the cost of attendance minus any other financial assistance received. Before a student will be considered for a PLUS Loan, the Financial Aid Office must have determined the maximum eligibility for Direct Unsubsidized Loans.

Fixed interest rates are established each year for federal Direct Unsubsidized and Graduate PLUS loans for which the first disbursement is on or after July 1 through the following June 30. For information on the current interest rates please visit

<https://studentaid.ed.gov/sa/types/loans/interest-rates>.

The federal Direct Loan Program offers several repayment plans that are designed to meet the different needs of individual borrowers. Generally, borrowers have 10 to 25 years to repay a loan, depending on the repayment plan that is chosen. A borrower will receive detailed information on repayment options upon completion of the required online student loan entrance and exit counseling sessions. To retrieve federal student loan history, students may log into the National Student Loan Data System at [www.nslds.ed.gov](http://www.nslds.ed.gov). The federal student loan Repayment Estimator Tool and Direct Loan information as well as available repayment options may be found online at <https://studentaid.ed.gov/sa/>.

**Deferment of Prior Federal Student Loans:** To defer federal student loans, students must be enrolled at least half-time in an eligible program. The GTU Registrar reports current enrollment information to the National Student Loan Clearinghouse using a federally mandated schedule each semester. This information is accessible to all lenders and loan servicers. It is the student's responsibility to verify deferment procedures with your lenders/servicers, and to comply with their deadlines to avoid delinquency and defaults of student loan repayment. Likewise, it is the student's responsibility to submit the appropriate deferment form(s) to the Registrar in a timely manner. To ensure current deferment status, please respond to any mail directed from your federal student loan lender(s) or servicer(s).

**Return of Title IV Federal Aid:** The Financial Aid Office is required to perform a Return of Title IV (R2T4) calculation when a student takes a leave of absence or withdraws from all coursework prior to the scheduled end date of any given semester/payment period. The standard formula for R2T4 is calculated on a percentage basis by comparing the total number of days the student completed to the total number of days in the payment period. The payment period is defined as the semester from which the student withdraws or takes a leave. Official and unofficial withdrawal/leave of absence dates are defined as the last documented date of academically-related activity by the student as defined by the U.S. Department of Education. If an R2T4 calculation return creates a balance due on the student's school account, the student will be responsible for payment to the school. The student will not be allowed to reenter or register until the outstanding balance has been paid in full. Please review the Return to Title IV Policy for more detailed information.

### **Satisfactory Academic Progress**

The U.S. Department of Education requires that schools establish a reasonable Satisfactory Academic Progress (SAP) Policy to evaluate a student's progress in their educational program. The SAP policy must include a qualitative and a quantitative measure of the completion of work within a maximum timeframe and students must meet both measures in order to maintain their financial aid eligibility during all periods of enrollment.

GTU Doctoral students in coursework must maintain a cumulative GPA of 3.0 ("B") or better. Student progress is evaluated annually by the advisor and the Associate Dean. Standards of progress include the passing of language requirements, specific coursework, comprehensives, and dissertation proposal.

Students who do not maintain satisfactory academic progress will be suspended from receiving financial aid. If there are exceptional circumstances, a student may appeal the decision by providing written details of the circumstances. The Associate Dean will review such appeals and if approved, the student will be placed on probation for the subsequent term and continue to be eligible to receive aid. The one term probationary period will provide the student the opportunity to demonstrate sufficient progress so that financial aid eligibility continues in subsequent terms.

Students who do not make SAP during the probationary term are suspended from financial aid for the subsequent semester and must once again successfully appeal to be placed on financial aid probation. If a student is not making SAP by the end of the second probationary period, they are placed on financial aid suspension for the following year and may not appeal the decision. They may regain eligibility by successfully completing the GPA and pace requirements expected in accordance with the normative time schedule and/or according to revised expectations outlined in the Associate Dean's written review.

The normative time frame for the completion of a Ph.D. is **seven years**. The time limit from acceptance of (special) comps proposal to completion of comps is one year (see also Section II.A.7.f. for a description of normative time frames for the completion of the program). After the seventh year of the program, doctoral students are no longer eligible for financial aid. However, a student may appeal to the Associate Dean for an extension of Title IV federal student aid eligibility for an eighth and final year. It is recommended that you review the [Satisfactory Academic Progress Policy](#) in its entirety.

#### **4. THE LIBRARY WEB SITE- <http://www.gtu.edu/library>**

Information about hours and other services may be found on the GTU Library web site. From the home page, you may link to SUMMON, the library search engine, GRACE- the

GTU Library catalog, and individual electronic resources and databases, and tutorials and guides on a variety of research topics. Notices regarding special closings or other news will also appear on the library's home page.

**\*Recommended Resource: Getting Started with Library Research.** On the library website, you'll find many guides and tutorials on all kinds of research. We'd recommend checking out the getting started guide for more information (<http://libguides.gtu.edu/start>) including the reciprocal borrowing programs, using specific resources like WorldCat, and links to video tutorials.

#### HOW TO GET A LIBRARY CARD

Your Student ID card is your library card, and you will receive it at Library Orientation. The first time you check out books from the GTU library we will put a barcode on the back. You can use this barcode number or your student ID number to login to library resources remotely, such as ebooks and online journal articles.

You'll need to get a semester sticker from your registrar to use the UC-Berkeley libraries. Once you have your Student ID card and semester sticker, you can visit the Privileges desk in the Doe Library at UCB to obtain a borrowing card for their library.

The GTU Library card may be used for borrowing materials from both the Hewlett Library in Berkeley (commonly called "the GTU Library") and its branch library at the San Francisco Theological Seminary ("the SFTS Library") in San Anselmo. Patrons may visit either location, and a courier delivers materials between locations and from off-site storage. Fines are charged on overdue, lost, or damaged materials. For more information about recalling materials, placing holds, or other borrowing procedures, see the web page above.

Both the GTU library and SFTS library are focused on religion and theology, so UC-Berkeley library's collection will help you in your research for areas outside of our subject scope. For example, psychology, art, and education resources might be a complement to your research interest and they have 11 million items in their collection. You'll see UCB students in our stacks looking for items on religion. Our collections are intentionally complementary.

#### MANAGING YOUR ONLINE LIBRARY ACCOUNT

Patrons can manage their materials and personal information from anywhere by signing into their online library account. From here you can renew materials and see your due dates. To sign in to your account you may use your library barcode number (no spaces), or your GTU Student ID number. For help accessing your online library account, contact the circulation desk.

SUMMON: search for books, articles, and more

Summon is the GTU Library's search engine. Think of it as a Google search for the things you have access to, including print books, ebooks, journal articles, microforms, and media collections. Summon is the search box you will find on the library webpage, and once inside you can narrow by type (for example: books only) or format (such as full-text online) and specify publication year or find peer-reviewed articles only. Summon will save you time by searching both GRACE (our library catalog) and all 90+ subscription databases simultaneously.

## GRACE, THE LIBRARY CATALOG

You can see what materials the library owns by searching the library's online catalog, GRACE. Books may be looked up by author, title, subject, keyword, form/genre or call number. Searches can be further restricted by using Advanced Keyword Search. All items in GRACE also appear in Summon.

## RESEARCH DATABASES

The GTU Library subscribes to databases that provide access to journal indexes, full-text journal articles, electronic encyclopedias, and images. Remote access is available for GTU students, faculty, visiting scholars, and staff by logging in using your library barcode number (no spaces), or your GTU Student ID number when prompted. These are searchable from the A-Z electronic resource list, or search them all at the same time using Summon.

## COURSE RESERVE BOOKS

Books placed on reserve for a class are shelved at the Circulation Desk. To pick up an item on reserve, you must know its call number. Look up the call number from the library homepage either by the course number or the professor's name.

## RESEARCH ASSISTANCE

The Reference Desk is located on Level 2, the entry level, of the GTU Library and is generally staffed six days a week during the school year; see the website for exact hours as these may vary depending on availability of the librarians. You can reach a librarian on chat via the library homepage, on email at [library@gtu.edu](mailto:library@gtu.edu), by calling 510-649-2501, or by visiting the desk.

For assistance with renewing books or questions about your account (including fines), please contact the circulation desk at 510-649-2500 or visit the library. The Circulation desk is staffed all of the hours the library is open.

## WORKSHOPS

Library workshops, conducted in the Collaborative Learning Space of the GTU Library, are offered in the fall, spring, and online. Topics include: using the citation management software Zotero, searching the library resources, using databases to find journal articles, and getting started on Biblical research. See the current semester's schedule and a full description of each workshop on our webpage. Some workshops, such as Zotero, have been recorded and are available anytime.

## AUDIO-VISUAL MEDIA

The Library has a variety of non-book materials: videos, DVDs, CDs, audiocassettes, filmstrips, kits, and slides. Most materials circulate, but they may also be viewed or listened to in the library, just ask at the circulation or reference desks.

## COMPUTERS IN THE LIBRARY

Computers are located on level 2 or connect to wifi with your laptop and sit anywhere. Wifi passwords are available at the circulation and reference desks. Printing is 5 cents per page (cash or check only) and should be paid at the Circulation desk.

Computers in the public areas of the SFTS Branch Library may be used for research, and computer lab adjacent to the library is available for general use.

#### PHOTOCOPIERS and SCANNERS

Photocopy machines are located on Levels 1, the downstairs level, and 2, the entry level. These machines only accept cash and copy cards (which may be purchased from a vending machine located on the book return desk on Level 2). There is a Book Scanner on level 2 that can scan face-up, to better protect the spine of your book, or you can scan photographs and documents at a higher resolution. Downstairs, there is a microfilm and microfiche scanner located on Level 1. Scans from all of our machines are free and can be saved to USB or emailed.

#### STUDY AREAS

The library is divided into two zones. Level 1, the lower level, is for silent solitary study- and features study carrels and quiet corners. The upper level, the level you enter on, is for collaboration- feel free to work with a group at a table, have conversation, and meet with your classmates. The upper level is generally noisy, as there are classrooms, and two service desks, reference and circulation, are on this level.

On Level 1, two reserveable study rooms are available to GTU students and faculty. These rooms are equipped with whiteboards and large monitors to work on group work or do presentations. Seminar A (the smaller room) seats 5, while Seminar B can accommodate up to 10 people.

#### LOCKERS

GTU students may check out a locker from the Circulation Desk at the beginning of each semester. Lockers are located on Level 1 behind the stairs. Please note that the number of lockers is limited and available on a first come basis.

#### INTERLIBRARY LOAN

Materials not found at the GTU Library or UC Berkeley Library may be obtained for you from another library. This service is called Interlibrary Loan (ILL). ILL requests may be made at the Reference Desk or by completing an ILL request form, or directly from WorldCat.org. This service is only available to GTU students, faculty, visiting scholars, and staff.

#### **LIBRARY SAFETY**

Please be especially mindful of your possessions while visiting the library. We suggest that you take the same precautions that you would take when visiting any public place. Do not leave personal belongings out of your sight, and we recommend taking your valuable belongings to the restroom with you. The Library will not take responsibility for theft, damage or loss of property.

As you would in any urban environment, please be especially observant when walking to and from the library after dark. If possible, walk with others. If returning to a car, always have your keys ready and check the surroundings. The GTU has a security guard who is available in the library. If you are in need of assistance or escorting, inform the Circulation desk for arrangements.

### **5. Student Participation in GTU Governance**

The official documents and established traditions of the GTU provide for ample student representation in GTU governance.

Below is a list of student committees. Students receive a request for nominations

from the Director of Student Life in early February where they can submit the names of individuals they feel are a good match for the positions available. Students in good standing in the program and interested in service on these committees may nominate themselves. Nominations are followed by a slate of candidates for a general election. Each year's representatives are published in the April and September Dean's Newsletters.

**Doctoral Student Liaison to the American Academy of Religion (AAR) and to the Society of Biblical Literature (SBL) (one student for each group, two-year terms):** One student serves as a liaison to AAR; one student serves as a liaison to SBL. The students attend their national conference annually, meet with other student liaisons, orient new and continuing GTU students about AAR or SBL, alert them to AAR or SBL activities including Call for Proposals, and actively participate in the annual AAR or SBL regional conference. The student liaisons should have at least one year of AAR or SBL membership prior to being elected.

**Student Advisory Committee (six students, two-year terms):** The Student Advisory Committee meets at least several times a semester (starting early in each semester) for 1 ½ hours with the Academic Dean and Director of Student Life. The Student Advisory Committee advises the Dean and pro-actively advocates on behalf of student needs/concerns/issues. Specific duties include: formally participating in the incoming doctoral student orientation; hosting at least one open meeting with students per semester (the meeting is held early in the semester to leave time to follow-up on issues raised); collaborating with the Deans to develop accountability procedures to make sure student concerns are addressed; working with the Deans to make sure the composition of the Committee addresses the diversity among the students.

**Doctoral Council: (two students, two-year terms):** The Doctoral Council, which votes on all doctoral dissertation proposals, consists of the GTU Dean, two faculty members selected by the CDF, and two student representatives elected by their doctoral student peers (non-voting). The GTU Dean chairs the meeting; the Associate Dean is also in attendance. The Council's task is to help assure that students are successful in completing their work and maintain a standard of excellence for dissertations.

Student representatives read, analyze and critique proposals from all GTU Departments; participate in discussions about the proposals during the meetings; raise student concerns about the dissertation process or protocols; and are available for questions from students before they appear before the Council.

**Library Committee (one student, one-year term):** The Faculty Library Committee consists of representatives from a cross-section of institutions and Departments within the GTU consortium and the doctoral student body. Its monthly meetings oversee the development and implementation of policy for the GTU Library and its relationships with associated institutions.

**Grievance Committee (two students, two-year terms):** The Grievance Committee meets as needed to hear complaints brought by students concerning misapplication of GTU policies and procedures. The committee consists of three Core Doctoral Faculty and two doctoral students.

## **6. Professional Development for Students**

Most GTU doctoral students come to doctoral work with a great deal of professional experience. Students spend their time developing themselves professionally, not just by getting a doctorate, but also by engaging in other activities that improve their chances of using the degree effectively. For most doctoral students this means teaching, usually in a college, university, or seminary; but it may also mean doing research or taking up an administrative or consultant position. In any case, the activities the student engages in will both increase their skills and knowledge and enhance the appeal to prospective employers.

**Doctoral Student Professional Development Program:** The Doctoral Student Professional Development Program is designed to support students' transition to a graduate academic setting, particularly as this is impacted by cross-cultural and adult learning issues. The program aims to help students perform successfully within the GTU and to develop the skills necessary to support transition to professional careers. Further, the program supports students' transition to post-graduate academic careers through workshops and other events which help students to hone job search, interviewing, and longer-term career development skills.

**Professional Associations:** Students should join professional associations, both at the regional and national levels, and attend their meetings whenever possible (e.g. American Academy of Religion, Society of Biblical Literature, Society of Christian Ethics, etc.). Students can ask the Department faculty which professional associations are most relevant. This will allow others to get to know students and will acquaint them with the procedures, people, and general "workings" of such groups. Presenting papers and/or participating on panels at such meetings is an especially good opportunity to achieve these goals.

Students should apply to give papers at regional, national, or international scholarly meetings. In order to encourage such applications, the GTU sponsors an annual competition for AAR/SBL travel grants.

Although the GTU does not have a fund for student travel, students should contact the Dean's Office if they have a scholarly paper accepted by a professional association through competition. The GTU will celebrate the achievement and try, depending on budgetary constraints, to award the student some help toward travel costs.

**GTU Awards-Fellowships:** Students may compete for other awards, grants, and fellowships. The mere process of applying is an education in itself, and winning any competitive award adds weight to the student's c.v.

**Teaching Opportunities:** Look for teaching and research opportunities at the GTU and elsewhere (e.g. UCB). The experience one gains is invaluable when applying for and securing positions. Schools, churches, and related organizations are constantly looking for qualified doctoral students to give workshops, lectures, and even courses. They can then provide students with valuable references and contacts for the future.

**Denominational/Religious Affiliation:** If a student thinks they will be interested in a position at an institution affiliated with a particular religious denomination,

they should consider affiliation as a doctoral student with the GTU member school of that denomination. Such affiliation can prove quite valuable in that professors and administrators get to know students and can perhaps provide contacts and references when they are job searching.

## **7. Consortial Events**

There are few consortial-wide events during each academic year, but they are important moments for building the community and ritually reaffirming the ideals of the consortium. Each of them has its own special charms and traditions, MA and doctoral students should plan to attend them.

**Opening Fall Reception:** Watch the Dean's Newsletter for an announcement about this event. The reception is open to students, faculty and staff throughout the consortium and is traditionally held **the second Wednesday in September**. The GTU Dean introduces new faculty and acknowledges the many new students at this event.

**GTU Distinguished Faculty Lecture:** Watch the Dean's Newsletter for an announcement about this event. Each year the faculty of each of the member schools nominates distinguished faculty from outside their school who they feel embody the scholarly standards, teaching excellence, and commitment to ecumenism that defines the GTU. The nominations are considered by the Council of Deans, who elect the next year's lecturer. There is a formal faculty respondent, some time for questions, and then a reception to honor the lecturer.

**Surjit Singh Lecture on Religion and Culture:** Watch the GTU Dean's Newsletter for an announcement about this event. The lecture is usually held in February or March. This endowed lectureship brings to the GTU a distinguished scholar/church leader to address religion and culture from a cross-cultural perspective. This is one of the major inter-religious or "broader ecumenical" events of the GTU year.

**Borsch Rast Book Prize:** Watch the GTU Dean's Newsletter for an announcement about this event in the Spring term. The lecture is linked with a prestigious book prize for a book authored by a GTU faculty member or alum.

**GTU Commencement:** The first annual GTU commencement was held in 1987. The ceremony includes a formal academic procession with school banners, music, distinguished speakers, and a celebration of the achievements of GTU graduates. Students are encouraged to attend commencement to celebrate the culmination of fellow students' work. It usually takes place the second or third Thursday of May.

## **3. Communications**

**The Extended Calendar:** Each year the GTU publishes an extended calendar that lists major administrative and academic deadlines, and dates and times of major events and lectures. The Extended Calendar is found on the GTU website.

**Dean's Newsletter:** The GTU Dean's Office issues a Newsletter the first week of September, October, November, December and the first week of February, March, April, and May **posted on the GTU website**. The Newsletter is an attempt to maintain communication about significant consortial events and activities, issues and developments in the Dean's Office and Student Affairs Office, and fellowship and award opportunities.

**Website:**

A wealth of information about the GTU consortium, the library, member schools, academic centers, affiliates, faculty, and GTU programs can be found on the GTU website. Visit [www.gtu.edu](http://www.gtu.edu) for news of alumni, faculty, and students; the most complete and updated events calendar; consorial chapel services; recent lectures and addresses; and more.

The [PhD Program Moodle Page](#) provides information about the PhD Program, including forms, the student handbook, best practices and more! Please refer to this resource regularly.

**SOCIAL MEDIA**

You can stay in touch with the GTU via Facebook (GraduateTheologicalUnion), Twitter (@tweetGTU), Instagram or LinkedIn (Graduate Theological Union).

**GET INVOLVED**

The communication department for the GTU is always interested in contributions MA students can make to these and other GTU programs and publications. If you are interested in becoming a member of the editorial team, want to recommend events or assist in our social media efforts, or have any other ideas, please email [communications@gtu.edu](mailto:communications@gtu.edu).

**Newsletters of Member Schools, Centers, Affiliates, and Programs:** Many

of the schools, centers, affiliates, and programs in the GTU consortium have their own publications and newsletters which offer a wealth of information. Students seeking to stay up to date on the events and opportunities offered by these groups, should visit them via the web and get on their mailing lists.

**4. Internet**

**Email:** GTU provides MA and PhD students with GTU branded G-Suite accounts. Your GTU email address is an important communications link with the GTU. The GTU Associate Dean's Office will use this address to contact you with information you will not receive by any other medium. It is the primary way to notify you of upcoming events, policy and procedure changes, as well as to communicate to you directly concerning your program. It is required that you set up your account and check it regularly.

The system provides not only email, but additional services such as calendaring, chat, document storage and word processing applications. The Registrar will send instructions on how to access and set up the account at the email address you gave us when applying for admission. Your email address will be based on your first initial, last name, occasionally combined with a number in cases where there is a conflict with an existing address.

This account is your official school email address and as such will be used by GTU to contact you directly, as well as for important general announcements.

The GTU uses a 3-tiered strategy to communicate with students:

- 1) Messages from the Associate Dean will usually only pertain to

specific academic program issues. All MA and doctoral students are required to receive and review these messages in a timely fashion;

- 2) Messages from the Director of Student Life usually pertain to professional development opportunities. All MA and Doctoral students are required to receive these messages and encouraged to review them in a timely fashion.
- 3) Messages from the Student Advisory Committee (SAC) usually pertain to “community life” opportunities. Students are encouraged to review these messages in a timely fashion.

Further information about your G-Suite account such as setting up forwarding, accessing email on mobile devices, etc., is covered on the GTU website at: <https://www.gtu.edu/students/support-services#emailwifimoodle>

**Wireless:** Wireless networks are available at all of the member schools for use by GTU-Consortium faculty, staff and students. There is wifi in the Hewlett Building. Ask for login information at the main desk or each building.

**GTU-ALERTS** Emergency Notification System: The Higher Education Opportunity Act (HEOA) of 2008 requires that all institutions of higher education provide an emergency notification and warning system to alert their campus community in case of an emergency. GTU has contracted with Omnilert to provide this service for the GTU Community. Our system, called **GTU-ALERTS**, is available to faculty, staff and students of all GTU Member Schools and Centers on an opt-in basis. In the event of an emergency announcements will be sent out via text message, email and voice recording, as deemed necessary. In order to participate in this system, you will need to sign up at: <https://gtu.omnilert.net/subscriber.php>. You may configure multiple email addresses and telephone numbers within your account if you wish to provide more than one way for the system to contact you in the case of an emergency.

Your account expires one year from the date of creation unless you renew it. Notices will be sent out by the system via email and text message reminding you of your account expiration and providing a link for you to renew. Twice yearly tests are sent to all subscribers. In the event that your account information is incorrect or your account has expired we will remove you from the system.

If you need assistance in signing up or configuring your GTU-Alerts account, please contact GTU IT staff at [it@gtu.edu](mailto:it@gtu.edu).

## **B. Student Community Life**

GTU doctoral students are mostly in their thirties and forties, although they range in age from the mid-twenties to early seventies and have families and/or extensive obligations within their communities, denominations, and/or professional networks. Not all live in Berkeley or the immediately surrounding communities, and many find it necessary to work one or more jobs to support their doctoral studies. Under these circumstances, “community” is neither residential nor natural; it must be built intentionally.

The extent of interest in a GTU student community varies considerably from student to student and from era to era. The desire for community tends to grow at the “pressure points” in the program: it is nice to have the moral support of peers when one is going through language examinations, comprehensive proposals, orals, dissertation proposal development, and the like. Student community provides an avenue for sharing resources, learning about faculty, getting help. However, if connections have not been made prior to crisis moments, they are not easily made under pressure.

Students are encouraged to organize support groups and the Dean’s Office is happy to help publicize their formation and meetings through the Dean’s Newsletter.

As indicated in the introductory reflections, connections between doctoral students in the programs are likely to become some of the most profound and important professional connections in the lives of the graduates. Hence the GTU stands ready to encourage student interest in community.

## **1. Parking**

As with housing, parking is at a premium in Berkeley. Pacific School of Religion (PSR) provides limited parking for a fee: check with PSR for more details. All street parking near the GTU is either metered or requires a residential permit in order to park for more than two hours. There is limited unrestricted street parking at some distance from the GTU. If you must drive, try to carpool and be prepared to park and walk at some distance. (Remember that we are located on a hill.) If you can take public transportation, we encourage you to do so.

GTU and member school staff and faculty members pay for parking spaces in the lot besides the GTU Virginia Street Annex Building. Three spaces are reserved for vans that shuttle between GTU and SFTS. The parking lot spaces are never available to other constituencies, including students. Please be aware that an empty space, even if it is empty repeatedly or over the summer, is not available for parking. GTU Facilities will “boot” an unauthorized vehicle in the lot and will have the vehicle towed.

## **2. UCB Services**

GTU doctoral applicants are reviewed by UCB as part of the admissions process. This review means that students are academically qualified to cross-register for classes at UCB. It does not entitle students to any special privileges, and there are certain services of which you can take advantage. Not all of these services are permanent or guaranteed, but previous students have been able to use them, and it is worth the effort to avail yourself of them. Unless otherwise noted, these services are available without cross-registering for classes at UCB.

### **Housing**

- Access to CalRentals as a Newcomer/Affiliate student
  - See <https://calrentals.housing.berkeley.edu/>
  - There is a fee for access
- Eligible for housing at International House – [ihouse.berkeley.edu](http://ihouse.berkeley.edu)

- GTU students have access to *GSI Teaching and Resource Center* workshops and classes through cross-registration
  - <http://gsi.berkeley.edu/> GSI Teaching and Resource Center, 301 Sproul Hall.
  - Classes on Teaching, Mentoring, Writing, Syllabus Design, Pedagogy, etc.
  - Resources for Teaching Assessments, Pedagogy, etc.

### **Writing**

- Eligible to cross-register for GSPDP320: Academic Writing for Graduate Students through GSI Teaching and Resource Center
- Eligible to take Summer Courses on Writing (tuition must be paid by student) – <http://writing.berkeley.edu/summer/courses.html>

### **ESL and International Students**

- All students have access to *International House's* workshops, housing, and meal events
  - See <http://ihouse.berkeley.edu>
- The *Visiting Scholars and Postdoc Affairs* website at UCB has many helpful resources on integrating into US academic life.
  - See <http://vspa.berkeley.edu>
- *Berkeley International Office* is specifically designed for international students and faculty and has excellent information on every aspect of life as an international student. They have especially good information about visas and offer workshops on a regular basis.
  - See <http://internationaloffice.berkeley.edu>

### **Disabled Students Program**

- See <http://dsp.berkeley.edu> , also speak to the GTU Associate Dean for more information

### **Night Escort Service**

- The UCB Night Escort Service will walk students to their car, a shuttle bus, public transportation, or home if they live nearby. Call 642-WALK from 6:00 p.m. to 2:00 a.m. The boundaries are: Cedar (north), Parker (south), Shattuck (west), and Prospect (east).  
<https://nightsafety.berkeley.edu/nightsafety/escort>