

**Southwestern University
Church-Relatedness**

**Visit of the Accreditation Committee of the University Senate
of the United Methodist Church**

November 18-20, 2013

**Dr. David S. Wood, Chair
(Senior Vice President and Provost, Wofford College)**

**Dr. Lacey Warner
(Executive Vice Dean, Duke Divinity School)**

**Dr. Melanie Overton
(Assistant General Secretary for Schools, Colleges and Universities, Division of Higher
Education, United Methodist Church)**

Submitted October 3, 2013

Introduction

Southwestern University has a historic relationship with the United Methodist Church that continues robustly into the present. The University greatly values that affiliation and extends a warm welcome to the visiting accreditation team of the University Senate.

This document demonstrates that Southwestern University is strongly church-related according to the “marks of church relationship” noted in the *Guidelines* of the University Senate of the United Methodist Church.¹ This document is organized according to those “marks.” Each section contains evidence, usually from University publications and policies, of Southwestern’s church relatedness.

- I. A church-related institution identifies itself as such in printed materials, official listings and other statements of self-description.
- II. A church-related institution respects, honors and provides the teaching of religion and, specifically, appropriate scholarly theological teaching in the Christian tradition within the curriculum.
- III. A church-related institution respects and honors religious practice and, specifically, worship and service for students and faculty that choose to participate in the Christian tradition within the total life of the school.
- IV. A church-related institution willingly allows faculty and students to explore the place of religious belief and practice and, specifically, the intellectual dimensions of Christian faith in all academic disciplines and co-curricular activities.
- V. A church-related institution encourages the exploration of the place of religious belief and practice in the larger society and advocates appropriate recognition of the contributions of religion to public life.
- VI. A church-related institution recognizes the Social Principles of the United Methodist Church and seeks to create a community of scholarship and learning which facilitates social justice.
- VII. A church-related institution includes in its faculty, administrative officers and board of trustees persons who understand and respect the relationship with the United Methodist Church.

¹ University Senate of the United Methodist Church, *Organization, Policies and Guidelines*, 2013-2016, pg. 23.

I. A church-related institution identifies itself as such in printed materials, official listings and other statements of self-description.

Southwestern University identifies itself as a United Methodist-related institution in its major publications.

The most important publications of Southwestern University are the website, *Catalog*, *Faculty Handbook* and *Student Handbook*. The University identifies itself as a United Methodist-related institution in all of these publications.

The catalog of Southwestern University identifies the institution as “Accredited by the University Senate of the United Methodist Church.”² Southwestern University’s catalog statement of “who we are” states,

Southwestern stands in a United Methodist tradition of higher education. Non-sectarian and diverse in its collective life, Southwestern’s character is shaped by Wesley’s appeal: “Let knowledge and vital piety be joined.” Dogmatic rigidity is alien to our institutional spirit; we hold that ethical commitments and spiritual identities must welcome and support the swift advance of knowledge. Believing that none has a permanent monopoly on truth, Southwestern is fundamentally committed to academic freedom, to the informed debate in which new knowledge, new ethical insights and richer spiritualities are grounded. Southwestern also shares the traditional Methodist concern for social justice: we seek to promote a sense of social responsibility and are committed to offering the benefits of higher education to those who confront adverse financial and social circumstances.³

Southwestern’s mission statement is published in the University *Catalog*, *Faculty Handbook* and *Student Handbook*:

Institutional Mission Statement

Officially adopted by the faculty and the Board of Trustees in 1972, amended in 2001, 2008 and 2011.

Southwestern University, under the auspices of the United Methodist Church, is committed to undergraduate liberal education involving both the study of and participation in significant aspects of our cultural heritage, expressed primarily through the arts, the sciences, the institutions and the professions of society. As a teaching-learning community, Southwestern encourages rigorous inquiry and scholarship, creative teaching and the expression of free human life. The University seeks to involve the student in finding a personal and social direction for life, developing more sensitive methods of communication, cultivating those qualities and skills which make for personal and professional effectiveness, and learning to think clearly and make relevant judgments and discriminations.⁴

Southwestern’s website, under the heading “About Southwestern – At a Glance,” states that “Southwestern is affiliated with the United Methodist Church.”⁵ The website, under

² Southwestern University 2013-2014 Catalog, pg. 4.

³ Ibid., pg. 6.

⁴ Ibid., pg. 6; Southwestern University *Student Handbook*, pg. i; *Faculty Handbook*, pg. 8.

⁵ Southwestern University website: <http://www.southwestern.edu/about/glance.php>

the heading “About Southwestern – At a Glance – Statement on Religious Diversity,” states:

Consonant with the educational mission of The United Methodist Church, our United Methodist heritage, and Southwestern University’s Core Purpose – fostering a liberal arts community whose values and actions encourage contributions toward the wellbeing of humanity – we recognize that diversity in one category is impossible without diversity in others. We are a meeting place for differing religious beliefs and practices as well as spiritualities, and we encourage, and are committed to providing institutional support to a diversity of such traditions, and we understand that an enlightened model of religious diversity also encourages the presence and perspective of humanists, agnostics, and atheists.

We are committed to making it as easy as possible for students, faculty, and staff to participate in the celebrations and observances of their respective faith communities. We facilitate participation of Southwestern students in religious communities beyond the campus, and welcome our neighbors to religious practices and celebrations on campus.

Our goal is to be respectful and appreciative of our various religious and non-religious traditions. We seek to provide educational opportunities for each of us to learn about one another’s cultures and practices. Dialogue can sometimes be painful; the legacies of intolerance run through the histories of almost all religious and secular traditions. Respectful dialogue, nevertheless, is the first step in modeling a peaceful world, in welcoming what is strange, in making new friends, and in deepening our lives. Indeed, no position should be imposed from one person on another. We welcome dialogues based on mutual consent in which the explanation of each person’s secular or religious position is offered.⁶

The “Statement on Religious Diversity” also appears in the *Faculty Handbook* and *Student Handbook*.⁷

Southwestern’s institutional mission statement appears in the *University Catalog*, on the website, in the *Faculty Handbook* and in the *Student Handbook*:

Southwestern University, under the auspices of the United Methodist Church, is committed to undergraduate liberal education involving both the study of and participation in significant aspects of our cultural heritage, expressed primarily through the arts, the sciences, the institutions and the professions of society. As a teaching-learning community, Southwestern encourages rigorous inquiry and scholarship, creative teaching and the expression of free human life. The University seeks to involve the student in finding a personal and social direction for life, developing more sensitive methods of communication, cultivating those qualities and skills which make for personal and professional effectiveness, and learning to think clearly and make relevant judgments and discriminations.⁸

Southwestern’s website under the heading “About Southwestern – Our History – Southwestern and the United Methodist Church,” explains the institution’s relationship with the Church:

Southwestern and the United Methodist Church

Southwestern stands in a United Methodist tradition of higher education. Non-sectarian and diverse in its collective life, Southwestern’s character is shaped by John Wesley’s famous appeal: “Let learning and vital piety be joined.”

⁶ Southwestern University website: http://www.southwestern.edu/about/religious_diversity.php.

⁷ Southwestern University 2012-2013 *Faculty Handbook*, pg. 57; *Student Handbook*, pg. 4.

⁸ Website: <http://www.southwestern.edu/about/corevalues.php>; 2013-2014 *Catalog*, pg. 6.; 2012-2013 *Faculty Handbook*, pg. 9; 2013 *Student Handbook*, pg. ii.

A Great Tradition

The power of education to transform the lives of individuals, strengthen communities and benefit the wellbeing of society has been at the heart of the Methodist movement since its 18th century beginnings in England. The high value placed on education continues for the United Methodist Church today. Southwestern University extends the United Methodist commitment to education through the liberal arts tradition. Critical thinking, oral and written expression, and collaborative research are central to our educational approach. Exploration of one's own thinking, values and commitments is encouraged, as is the respectful appreciation of the thinking, values and commitments of others. Southwestern holds the first charter of an institution of higher education in Texas and is constituted by the six annual conferences of the United Methodist Church in Texas. Southwestern University furthers a great tradition in education as it continues to open hearts, minds and doors for the transformation of the world.⁹

II. A church-related institution respects, honors and provides the teaching of religion and, specifically, appropriate scholarly theological teaching in the Christian tradition within the curriculum.

Teaching Religion

Consonant with its history and the public statements of United Methodist affiliation quoted in the section above, Southwestern University respects, honors and provides the teaching of religion.

The Southwestern Religion Department consists of four full-time tenured or tenure-track faculty members: Drs. Elaine Craddock, Laura Hobgood-Oster, Molly Jensen and Kenneth Mello.

The catalog description of the department is:

The program in the study of religion introduces students to a variety of global religious traditions, experiences and expressions, and invites an empathetic understanding of difference. The program provides students with tools to critically engage "religious texts," including written, oral, performative and symbolic ones. Religion courses engage students in the comparative study of themes and dimensions such as beliefs, practices, rituals and myths within and between religious traditions. The religion program facilitates interdisciplinary engagement with the study of religion and other human endeavors by encouraging students to learn and use a variety of methodologies, including: textual, social-scientific, historical, feminist and post-colonial.¹⁰

The Religion Department offers the following courses:

INTRODUCTION TO THE CHRISTIAN TRADITION. A historical and thematic introduction to the Christian thought and practice. The survey begins with the Jesus movement and continues through the current growth of Christianity in the southern hemisphere, particularly sub-Saharan Africa and Latin America. Literary genres, gender issues, political contexts, social movements and ethical dimensions are explored.

INTRODUCTION TO NATIVE TRADITIONS OF THE AMERICAS. A broad survey of role and function of religion and religious activity in Native American communities. The course takes a broad, multi-disciplinary approach and focuses on religious agency in Native American communities, both past and present.

⁹ Southwestern University website: <http://www.southwestern.edu/about/umc.php>

¹⁰ Southwestern University 2011-2012 Catalog, pgs. 176.

ISLAMIC TRADITIONS. A survey of the history, practices and beliefs of Islam from Muhammad's era to the modern. It investigates special themes such as mysticism, gender and politics with attention to diverse cultural contexts.

INTRODUCTION TO JUDAISM. A survey of the development of Judaism from its roots in ancient Israelite religion, its emergence in the Second Temple period and in early rabbinic thought, and its contemporary practices. The course balances historical narrative with detailed examination of important topics such as rabbinic interpretation, mysticism, the Holocaust and diaspora.

INTRODUCTION TO HINDUISM. A historical and thematic introduction to the religious ideas and practices that developed primarily on the Indian subcontinent. The course surveys central religious concepts and myths in classical texts and popular traditions; the interaction with Buddhism, Jainism, Islam and Sikhism; gender issues; and the relationship between religion and politics in South Asia.

INTRODUCTION TO BUDDHISM. A historical and thematic introduction to the central ideas and practices of Buddhism. The course begins with the historical Buddha and early developments in India, Sri Lanka and Tibet, then surveys the spread of Buddhism to China and Japan and the interaction with Confucian, Daoist and Shinto traditions.

BORDERLANDS AND RELIGION. An exploration of complex religious identities of the Texas-Mexico borderlands as expressed in folklore, visual art, poetry, music, film, and ethnographic studies. Through the lens of critical feminist theory, this course examines ways that border-crossing religious identities challenge prevalent assumptions about religion, gender, nation, race, and class.

WOMEN, GODDESSES AND RELIGION. A cross-cultural study of the ways women's voices have been heard and silenced, of the ways that their lives have been influential (as well as violently ended) and of the vital roles women have played in various religious traditions. The course also investigates ways in which female divinity has been conceptualized in various ancient and modern religious traditions. Rituals, communities, visual symbols and sacred texts will provide the material for our explorations and a feminist methodology will provide the lens for our gaze.

RELIGION AND SUSTAINABLE AGRICULTURE. An environmental and agricultural history of Mediterranean religions from the early Israelites to contemporary Jewish and Christian movements. This course involves both text-based learning and engaged learning through the SU community garden and local food organizations.

ANIMALS AND RELIGION. A cross-cultural study of the ways other-than-human animals are included in and influence several different religious traditions. The course also examines contemporary issues such as factory farming and biomedical experimentation. Ecofeminist and environmental theories and methods inform the course.

GENDER AND SEXUALITY IN NATIVE AMERICA. An examination of the ways in which gender and sexuality are understood and acted out in Native American ritual and spiritual life, past and present. Focus will be placed on both continuity and change, and the context through which these definitions make sense.

THE BODY AND SEXUALITY IN RELIGION. A feminist, cross-cultural examination of notions of the embodied human self in various religious traditions, focusing on sexuality and sexual desire. The course will explore how the body is conceptualized; moral proscriptions regarding the body and what they reveal about religion and culture; self-cultivation techniques; and the relationship between gender and sexuality and salvation. Written texts and visual arts will be the media of exploration. This course may be repeated when topic varies.

SACRED SPACE, THE ENVIRONMENT AND RELIGION. This course looks at the ways in which groups of peoples (the focus will be primarily on Native Americans) have shaped their spiritual identities and communities around important places within the landscape, defining themselves against these places in nature and being defined by them at the same time. Students will try to understand what it means to give

spiritual value to natural places, and the varieties of ways in which religious activities (and/or environmental philosophies) are focused on such places.

RASTAS, SAINTS AND VIRGINS: ETHNIC RELIGIONS IN THE U.S. This course looks at the study of ethnic religious traditions in the United States - religions associated with specific ethnic groups. Students will examine religious systems such as Santeria, Rastafarians and the Cult of the Virgin of Guadalupe, among others. The goal of the course is not only to understand the religions themselves, but also to see how to go about studying religious systems which are not founded in texts and which differ on a deep philosophical level from many mainstream religious systems.

THEORIES AND METHODS OF RELIGION. An exploration of some of the theories and methods used in contemporary secular studies of religion. Reviews various scholars who, in the past century, have sought to analyze the phenomenon of religion apart from theology through the use of history, literary studies, feminist studies, psychology, sociology, anthropology and comparative studies. The course requires a significant amount of writing and exercises in the application of various methodological approaches, thus it is research intensive as well.

SEMINAR ON NATIVE TRADITIONS OF THE AMERICAS. Study of a selected aspect or topic related to the indigenous peoples and cultures of North America. Significant primary documents/materials are analyzed. The course includes an intensive writing component requiring analysis and in-depth research, as well as some original research on the part of the students.

SEMINAR ON THE CHRISTIAN TRADITION. Study of a selected aspect of or a topic related to the Christian tradition. Significant primary documents/materials are analyzed. The course includes an intensive writing component requiring analysis and in-depth research, as well as some original research on the part of students (primary document analysis). Course can be repeated with different content.

SEMINAR ON JUDAISM. Study of a selected aspect of or topic related to the Jewish tradition. Significant primary documents/materials are analyzed. The course includes an intensive writing component requiring analysis and in-depth research, as well as some original research on the part of students (primary document analysis). Course can be repeated with different content.

SEMINAR ON BUDDHISM. Study of a selected aspect of or a topic related to Buddhism. Significant primary documents/materials are analyzed. The course includes an intensive writing component requiring analysis and in-depth research, as well as some original research on the part of students (primary document analysis). Course may be repeated with different content.

SEMINAR ON HINDUISM. Study of a selected aspect of or a topic related to Hinduism. Significant primary documents/materials are analyzed. The course includes an intensive writing component requiring analysis and in-depth research, as well as some original research on the part of students (primary document analysis). Course may be repeated with different content.

TOPICS IN RELIGION. A critical investigation of an important subject or issue in religion: religion and violence, religion and media, religious authority, religion and politics, etc. May be comparative or may focus on one tradition. This course may be repeated when topic varies. Topics courses that rotate, not necessarily every two years: Ball Games, Baskets, and Living Skies; A Novel Approach to American Religious History; Pilgrimage; Yoga; Religion and Politics; Religion and Ecology.

COLLOQUIUM IN RELIGION. Intended primarily for majors in religion but open to other students with the permission of the instructor.¹¹

From 2003-2004 to 2012-2013, Southwestern graduated 44 students majoring in Religion. This represented 1.34% of graduates during that ten-year period.¹² More significant than the number

¹¹ Southwestern University, 2013-2014 Catalog, pgs. 172-174.

of graduates majoring in Religion is the number of credits taken by students in the subject. The table below shows Religion credits taken by student from 2003 to 2010. The table reflects the fact that prior to Fall 2010, all Southwestern students were required to take one Religion course. At the request of the Religion Department, Southwestern faculty voted to drop the Religion requirement effective fall 2010. Despite this curricular shift student interest in Religion as a subject remained significant.

Religion Credits Taken by Students, 2003-2013 ¹³	
2003-2004	1395
2004-2005	1440
2005-2006	1327
2006-2007	1357
2007-2008	1467
2008-2009	1517
2009-2010	1320
2010-2011	999
2011-2012	711
2012-2013	812

Scholarly Theological Teaching in the Christian Tradition within the Curriculum

As Southwestern University’s “Statement on Religious Diversity” explains,

We are a meeting place for differing religious beliefs and practices as well as spiritualities, and we encourage, and are committed to providing institutional support to a diversity of such traditions, and we understand that an enlightened model of religious diversity also encourages the presence and perspective of humanists, agnostics, and atheists.

This statement reflects a historical evolution of Southwestern from an institution that, at various times in its history, required chapel attendance and morning and evening prayer,¹⁴ at one time trained more students for the Methodist ministry than any other,¹⁵ and possessed a religious curriculum that was in effect, “a ‘little seminary’ model, teaching almost exclusively subjects related to Christianity, Methodism (and) professional studies such as Christian education,”¹⁶ to

¹² Southwestern University Office of Institutional Research, *Distribution of Total Majors Among Graduates 2003-2013*, June 2013.

¹³ Southwestern University, Office of Academic Success and Records, E-Mail Communication, 9/13/13.

¹⁴ William B. Jones, *To Survive and Excel: The Story of Southwestern University, 1840-2000*, Georgetown, Texas: Southwestern University, 2006, pg.88

¹⁵ *Ibid.*, pg. 361.

¹⁶ *Ibid.*, pg. 447; For example, see the *1958-1960 Bulletin of Southwestern University*, which lists the following courses in the Religion Program: Bible – *Introduction to the Bible, Historical Geography of the Bible, The*

an institution that today describes its core purpose as “(f)ostering a liberal arts community whose values and actions encourage contributions toward the well-being of humanity.”¹⁷

Required chapel attendance was abolished in 1967. The University gradually ceased training students for the Methodist ministry. The “little seminary” model of religious education, disappeared when the Department of Religion and Philosophy “restructured its program in 1977,” to focus on “1) phenomenological studies; 2) historical studies; 3) constructive studies; 4) methodological studies; 5) value studies.”¹⁸

Throughout Southwestern’s history, from the beginnings in the mid-1800s, through the social revisions of the 1960s, to the present, the relationship to the United Methodist Church has been consciously and carefully considered within the University, and periodically addressed and redefined, most recently by a President’s Taskforce for Religious Life in 1997. The Taskforce, chaired by the current Chaplain of the University, Dr. Beverly Jones, defined the Church-relatedness of Southwestern University in this way:

For Southwestern University, connection to the United Methodist Church means:

1. inclusion over exclusion of persons and thought;
2. providing a safe/sacred place for discussion in the classroom, in groups, and campus-wide;
3. educating persons so that they are thoughtful, reflective and responsible to the commitments they make to their present and future communities;
4. contributing to the formation of character through learning;
5. continuing the tradition of open dialogue and discovery between and among students, staff and faculty;
6. fostering an environment that makes spiritual development possible;
7. maintaining religious studies in the curriculum;
8. seeking opportunities to engage the church in dialogue about a vision for society;
9. promoting the wellbeing of humanity, the environment and all that is.¹⁹

The context of definition of Church-relatedness has historically developed and evolved at Southwestern and within the Church, and so has the “scholarly teaching in the Christian tradition within the curriculum.” The Southwestern University Religion Department describes its pedagogical approach in this way:

‘Religious studies’ refers to the academic study of religion and differs from religious instruction received in a particular faith community. The academic study of religion involves a critical examination of beliefs, - practices, narratives, traditions, communities, artifacts and other phenomena associated with religious systems. As an academic discipline, Religious studies prepares students to better understand, compare

Development of Religious Ideas in the Bible, The Inter-Testament Period, The Hebrew Prophets, The Life and Teaching of Jesus, The Pauline Letters, the Johannine Literature; Christian Education – Introduction to Christian Education, Christian Education of Youth, Methods of Teaching Kindergarten Children, The Curriculum and Materials of Christian Education, Organization and Administration of Christian Education in the Methodist Church, Handicraft, Methods of Teaching Junior Children; Church History – Introduction to the Study of Christianity; Religion – Pastoral Work in Town and Country Churches, Psychology of Religion and Pastoral Counseling, The Essentials of Christian Faith, Christian Worship, Methodism.

¹⁷ Ibid., Pg. 556.

¹⁸ Ibid., Pg. 447.

¹⁹ Ibid., pg. 528.

interpret and analyze the diverse array of human expression known as “religious.” A guiding assumption in religious studies is that religion can and should be subjected to the types of critical analyses that are applied to other areas of the human social world. Religious studies is an inherently interdisciplinary field that utilizes the critical theories and tools from many other academic fields, such as philosophy, art, history, sociology, anthropology, psychology, language studies, literature, politics, economics, cultural studies, gender studies and ethnic studies. Scholars and students of religious studies avoid privileging or promoting the perspectives of a particular community of believers or practitioners. At Southwestern, the faculty of the Religious Studies Department attends to the interplay of religious, social, political and economic systems. We challenge students to analyze the connections between religious systems and other systems of power in order to prepare students to critically and creatively promote economic justice, social equality and economic integrity.²⁰

All Religion Department courses take this approach; the particular ones that take this approach in the Christian tradition are: *Introduction to the Christian Tradition*, *Seminar in the Christian Tradition*, *Borderlands and Religion*, *Religion and Sustainable Agriculture*, *Animals and Religion*, and various “special topics” courses. Scholarly theological teaching in the Christian tradition also occurs in other Religion Department courses in the context of comparative study of religious tradition and practice.

III. A church-related institution respects and honors religious practice and, specifically, worship and service for students and faculty that choose to participate in the Christian tradition within the total life of the school.

Southwestern University maintains the beautiful Lois Perkins Chapel, a focal point for religious services on campus. The University Chaplain holds weekly Thursday morning and contemporary Tuesday evening chapel services for students, faculty and staff. Chapel attendance is voluntary, but a long-standing rule holds that no competing University activities will be scheduled during time set aside for services in order that all who wish to may attend. In addition to twice-weekly chapel services and an Advent candlelight service, the University holds worship services during Parent Orientation, Homecoming, Family Days and Commencement Convocation.

IV. A church-related institution willingly allows faculty and students to explore the place of religious belief and practice and, specifically, the intellectual dimensions of Christian faith in all academic disciplines and co-curricular activities.

Southwestern University provides and enables many venues for exploration of religious belief and the intellectual dimensions of Christian faith.

Office of Spiritual and Religious Life

Southwestern employs a full-time University Chaplain, Dr. Beverly Jones, and provides an operational budget to the chaplain’s office. Dr. Jones leads Christian services as described in Section III above, and provides many programs to the Southwestern Community:

²⁰ Dr. Laura Hobgood-Oster, syllabus for *Seminar in the Christian Tradition: Heretics*, Spring 2013, pg. 2.

The Pre-Ministerial Program provides scholarships, support and information to students interested in exploring careers in the ministry. Students meet several times a year to talk, discuss pertinent topics and explore internship opportunities. Fourteen students received pre-ministry scholarships in 2013-14.

Interfaith Dialogues

For the past few years, Interfaith Dialogues was a weekly meeting convened by the University Chaplain to explore discussion strategies for interfaith dialogue. Last year, it became an official student organization for the same purpose. The Chaplain has also sponsored and convened student discussion groups connected with the Brown Symposium and Willson Lectures.

Destination: Service

Destination: Service is a program of Spring Break service trips offered by the Office of Religious Life at Southwestern University. The trips are designed so that Southwestern students may experience serving others in a spirit of care, concern and openness to learning, in a context that is different from that of SU and that of central Texas. While learning about volunteer service and participating in acts of service on behalf of others are at the heart of *Destination: Service*, our program is also designed so that students may learn more about themselves and each other while on the trip. We believe such personal exploration and growth are integral to understanding the lives of those whom we seek to serve and is necessary to positive social change. While there are no religious education or worship activities on the trips designed by *Destination: Service*, nor are their specific “religious” goals created by the program, many students participating on the trips are often motivated to serve others by their faith, values and concern for others. It is hoped that *Destination: Service* will provide the opportunity for a meaningful experience of these commitments (and others), which participants bring with them. The program is designed to value the diversity of interests; ideas and commitments and skills students bring to volunteer service.

Recent destinations and projects have been:

Location	Project
Gila National Wilderness	Trail construction and maintenance
Tucson, Arizona	Immigration and food issues
National Seminars, Washington, D.C. and New York City	Poverty and human trafficking
New Orleans	Hurricane clean-up
Texas Coast	Hurricane clean-up
Nuevo Progreso, Mexico	Medical clinic and church construction
Nashville, Tennessee	Government housing projects assistance
San Francisco, California	Work with UMC ministries
Alabama	Habitat for Humanity
Arkansas	Heifer Project

Pastoral Care

The University Chaplain provides pastoral care to the campus community.

Spiritual Life Retreats

The University Chaplain periodically conducts spiritual life retreats for students aimed at helping students consider faith and life at Southwestern.

Participation in Senior Staff and University Councils

The University Chaplain is a member of the president's Senior Staff and participates in other key University councils.

Bishop in Residence

Bishop Joe Wilson served as Bishop in Residence at Southwestern for twelve years before retiring in May 2013. University Chaplain Dr. Beverly Jones said of Bishop Wilson:

He has been a marvelous presence at Southwestern University. His experience, wisdom and pastoral care has been a very important element in students' lives as it has been for many faculty and staff. His commitment to social justice has been a positive support to Southwestern's commitments. He is very much an advocate for justice for all people. He is a very kind, joyful person. It has been a blessing to have him at Southwestern.²¹

Brown Symposium

The Brown Symposium is a full-day event that occurs annually, conducted by faculty holding endowed Brown Chairs. Symposia feature several eminent speakers addressing a common topic. Many symposia have featured discussion of aspects of faith and practice and/or aspects of the Social Principles of the United Methodist Church (see section VI, below). Among these topics have been:

- *Spiritualities of Resistance*
- *Arctic Journey: Discoveries of Inter-relationships in the Circumpolar North*
- *Who Do We Think We Are? Animals and Humans.*
- *For Love and Justice: Breaking the Cycles of Intimate Violence*
- *GNP or Gross National Well-Being?*
- *Umwelt: Exploring the Self-Worlds of Human and Non-Human Animals*
- *Science and Religion: Conflict or Convergence?*
- *IMPERIVM: The Art of Empire in Rome and America*
- *Back to the Foodture: Sustainable Strategies to Reverse a Global Crisis*
- *Sex Talk: A Symposium with Benefits*²²

²¹ Joyce May, "Beloved Bishop," *Williamson County Sun*, May 29, 2013.

²² Southwestern University, *2013-2014 Catalog*, Pgs. 204-205.

The Roy and Margaret Shilling Lecture Series annually funds an eminent speaker on topics relating to ethics, public service and public policy. Like the Brown Symposium, the Shilling lecturers have promoted discussion of aspects of faith and practice and/or aspects of the Social Principles of the United Methodist Church. These lecturers were:

- Archbishop Desmond Tutu, *Peace and Reconciliation*
- Prime Minister Benazir Bhutto, *Unleashing the Chains of the Past in the Third Millennium*
- Bill Bradley, *The New American Story, Including Nine Questions to Ask before Voting for President*
- James Baker III, *The Case for Pragmatic Idealism*
- Karen Hughes, *Public Service from the Statehouse to the Whitehouse*
- Wangari Maathai, *Sustainable Development, Democracy and Peace*
- Dr. William H. Foegen, *How to Get Wise before You Get Old*
- Thomas Friedman, *That Used to Be Us*
- Jane Goodall²³

These lecture series also address aspects of faith and practice and/or aspects of the Social Principles of the United Methodist Church:

- The A. Frank Smith, Jr. Distinguished Lecture Program brings speakers in the fields of law, history, government, political science and public service.
- The Jessie Daniel Ames Lecture Series focuses on the professional and civic achievements of women.
- The Willson Lectureships seek to significantly relate religious questions to social life and experience.

Southwestern University student activities funds support the following student religious organizations:

- The A.M. Levy Jewish Student Association “fosters Jewish identity at SU through fellowship, religious/cultural activities and communication.”
- Canterbury of SU seeks “to create an atmosphere of open discussion concerning important issues in our world.” Canterbury is sponsored by the Episcopal Church.
- The Catholic Student Organization “promotes Catholic education, provides insight about the Catholic religion to students, and provides Mass on campus to the SU community.”
- The purpose of the Fellowship of Christian Athletes is “to present the challenge and adventure of receiving Jesus Christ as Savior and Lord.”
- Kappa Upsilon Chi seeks “to develop strong Christian men who pursue God through Christian brotherhood, mutual accountability and campus-oriented mission.”

²³ Southwestern University, *2013-2014 Catalog*, Pg. 205.

- The Lutheran Student Movement “supports and develops the faith life of Lutheran students by participation in opportunities for Christian worship.” This group has met over the past ten years but is currently inactive.
- The purpose of the Muslim Student Organization is “to teach members of the student body about Islam, its followers and history; to create a better understanding in the community about the Muslim people; to support Muslim and non-Muslim students as they learn more about Islam.” This group has met over the past ten years but is currently inactive.
- Sigma Phi Lambda seeks “to glorify God by providing a source of Christian fellowship to Christian women who seek to know His person, His will and His ways”
- The United Methodist Student Movement “provides opportunities for fellowship, service, worship and ministry to all students.”²⁴

V. A church-related institution encourages the exploration of the place of religious belief and practice in the larger society and advocates appropriate recognition of the contributions of religion to public life.

Southwestern University encourages the exploration of the place of religious belief and practice in the larger society through the activities detailed above and below in Sections II, III, IV and VI. The Southwestern Religion Department curriculum, discussed above in Section II, particularly addresses the place of religious belief and practice in the larger society, and other aspects of the curriculum set the intellectual context for this exploration. The symposia and lecture series detailed above in Section IV address both the context and particularities of the place of religious belief and practice.

In a very specific sense Southwestern advocates appropriate recognition of the contributions of religion to public life through its policy on religious observance days:

**University Policies Related To
Identified Religious Observance Days and University Events**

In respect of diverse faiths and to enable as many persons as possible to attend major University functions, a listing of commonly observed religious holidays, holy days and observances have been identified, agreed upon and listed here. The University functions listed below are not to take place during the agreed upon religious observance days. If an event is scheduled on one of these days, the event must be re-scheduled or canceled.

Please note that the major University events listed are defined as:

- Events that persons in our community are required to attend and/or
- Events of a campus-wide nature that do not have mandatory attendance; however, persons miss out on a very important opportunity of inclusion in the campus community by not attending.
- One time opportunities for persons to participate and/or receive the services rendered on that day.

²⁴ Southwestern University, website, <http://www.southwestern.edu/studentlife/orgs/religious.php>.

The list of religious observance dates and major University functions are listed below and may be revised as the needs of our community change.

University Functions not to be scheduled on religious observance dates stated above:

- Board of Trustees Meetings
- Board of Visitors Meetings
- Brown Symposium
- Career Fairs
- Commencement and other special convocations
- Mall Ball
- Family Days
- Final Examinations
- Housing sign-ups
- Homecoming
- Matriculation Convocation
- Prospective Student Visit Programs
- Scholarship Interview Days
- Shilling Lecture
- Student Orientation/Parent Orientation
- Town Meetings
- Writer's Voice

Religious observance dates identified for this policy:

Jewish	Islamic	Christian
Rosh Hashanah	Eid al-Fitr	Christmas Day
Yom Kippur	Eid al-Adha	Good Friday
Pesach (Passover)		Easter Day

* Please note that the Islamic dates are tentative based on estimates of the visibility of the lunar crescent. As such, these observances may start slightly earlier or later than predicted. For assistance with dates go to <http://webexhibits.org/calendars/calendar-islamic.html>

2013- 2014 Religious observance dates (in chronological order):

Wednesday, August 7, 2013	Eid al-Fitr* begins at sundown
Thursday, August 8, 2013	Eid al-Fitr*
Wednesday, September 4, 2013	Rosh Hashanah begins at sundown
Thu. & Fri., September 5-6, 2013	Rosh Hashanah
Friday, September 13, 2013	Yom Kippur begins at sundown
Saturday, September 14, 2013	Yom Kippur
Monday, October 14, 2013	Eid al-Adha* begins at sundown
Tuesday, October 15, 2013	Eid al-Adha*
Wednesday, December 25, 2013	Christmas
Monday, April 14, 2014	Pesach begins at sundown
Tue. & Wed., April 15-16, 2014	Pesach (Passover, first two days)
Friday, April 18, 2014	Good Friday
Sunday, April 20, 2014	Easter

2014- 2015 Religious observance dates (in chronological order):

July 27, 2014	Eid al-Fitr* begins at sundown
July 28, 2014	Eid al-Fitr*
September 24, 2014	Rosh Hashanah begins at sundown
September 25-26, 2014	Rosh Hashanah
October 3, 2014	Yom Kippur begins at sundown
October 4, 2014	Yom Kippur
October 3, 2014	Eid al-Adha* begins at sundown
October 4, 2014	Eid al-Adha*
December 25, 2014	Christmas
April 3, 2015	Pesach begins at sundown
April 4, 2015	Pesach (Passover, first two days)
April 3, 2015	Good Friday
April 4, 2015	Easter

VI. A church-related institution recognizes the Social Principles of the United Methodist Church and seeks to create a community of scholarship and learning which facilitates social justice.

The Social Principles of the United Methodist Church are very wide-ranging. They describe the broad intentionality of the Church in terms of categories of conditions and problems facing people of the world. Southwestern’s “Core Values” are the University’s attempt to broadly define its aspirations. They are not nearly as specific as the Social Principles, but several are similar in expression and intention:

Southwestern University’s Core Values

- Cultivating academic excellence.
- Promoting lifelong learning and a passion for intellectual and personal growth.
- Fostering diverse perspectives.
- Being true to oneself and others.
- Respecting the worth and dignity of persons.
- Encouraging activism in the pursuit of justice and the common good.²⁵

The Social Principles of the United Methodist Church derive from the Church’s Social Creed, and address these areas:

- **The Natural World**
- **The Nurturing Community**
- **The Social Community**
- **The Economic Community**
- **The Political Community**
- **The World Community**

²⁵ Southwestern University, *2013-2014 Catalog*, pg. 7.

The Natural World

The Natural World emphasizes stewardship of “God’s creation,” with attention to: water, air, soil, minerals and plants; energy resources utilization; animal life; global climate stewardship; space; science and technology; food safety; food justice.

Southwestern University has a significant and tangible commitment to environmental sustainability.

Southwestern University President Jake Schrum signed the Talloires Declaration in May 2007. This document pledges the University to take appropriate actions to safeguard the environment and promote environmental awareness:

We, the presidents, rectors, and vice chancellors of universities from all regions of the world are deeply concerned about the unprecedented scale and speed of environmental pollution and degradation, and the depletion of natural resources.

Local, regional, and global air and water pollution; accumulation and distribution of toxic wastes; destruction and depletion of forests, soil, and water; depletion of the ozone layer and emission of "greenhouse" gases threaten the survival of humans and thousands of other living species, the integrity of the earth and its biodiversity, the security of nations, and the heritage of future generations. These environmental changes are caused by inequitable and unsustainable production and consumption patterns that aggravate poverty in many regions of the world.

We believe that urgent actions are needed to address these fundamental problems and reverse the trends. Stabilization of human population, adoption of environmentally sound industrial and agricultural technologies, reforestation, and ecological restoration are crucial elements in creating an equitable and sustainable future for all humankind in harmony with nature.

Universities have a major role in the education, research, policy formation, and information exchange necessary to make these goals possible. Thus, university leaders must initiate and support mobilization of internal and external resources so that their institutions respond to this urgent challenge.

We, therefore, agree to take the following actions:

1. **Increase Awareness of Environmentally Sustainable Development**
Use every opportunity to raise public, government, industry, foundation, and university awareness by openly addressing the urgent need to move toward an environmentally sustainable future.
2. **Create an Institutional Culture of Sustainability**
Encourage all universities to engage in education, research, policy formation, and information exchange on population, environment, and development to move toward global sustainability.
3. **Educate for Environmentally Responsible Citizenship**
Establish programs to produce expertise in environmental management, sustainable economic development, population, and related fields to ensure that all university graduates are environmentally literate and have the awareness and understanding to be ecologically responsible citizens.
4. **Foster Environmental Literacy For All**
Create programs to develop the capability of university faculty to teach environmental literacy to all undergraduate, graduate, and professional students.

5. **Practice Institutional Ecology**
Set an example of environmental responsibility by establishing institutional ecology policies and practices of resource conservation, recycling, waste reduction, and environmentally sound operations.
6. **Involve All Stakeholders**
Encourage involvement of government, foundations, and industry in supporting interdisciplinary research, education, policy formation, and information exchange in environmentally sustainable development. Expand work with community and nongovernmental organizations to assist in finding solutions to environmental problems.
7. **Collaborate for Interdisciplinary Approaches**
Convene university faculty and administrators with environmental practitioners to develop interdisciplinary approaches to curricula, research initiatives, operations, and outreach activities that support an environmentally sustainable future.
8. **Enhance Capacity of Primary and Secondary Schools**
Establish partnerships with primary and secondary schools to help develop the capacity for interdisciplinary teaching about population, environment, and sustainable development.
9. **Broaden Service and Outreach Nationally and Internationally**
Work with national and international organizations to promote a worldwide university effort toward a sustainable future.
10. **Maintain the Movement**
Establish a Secretariat and a steering committee to continue this momentum, and to inform and support each other's efforts in carrying out this declaration.

Consonant with the Talloires Declaration and with Southwestern's commitment to the American University's Presidents' Climate Commitment is the following statement in *Shaping Our Future*, Southwestern's 2010-2020 Strategic Plan:

Our Commitment to Environmental Sustainability

The Southwestern community affirms our commitment to protect and enhance the environment through our learning, research, service and administrative operations. We seek to foster a community that sustains ecological systems and emphasizes environmental awareness, local action and global thinking. We seek to incorporate environmental principles and environmentally responsible practices as fundamental and integrated components of operations and programs. As a learning institution, we recognize that planning for sustainability will be an evolving practice. We are signatories of the Talloires Declaration and the American College & University Presidents' Climate Commitment.²⁶

Southwestern University has done the following consistent with the Talloires Declaration and the American College & University Presidents' Climate Commitment toward implementation of environmental sustainability:

New Construction and Renovations

The new Admission Center is a LEED gold building. (A LEED building meets stringent standards for environmentally sustainable design, construction and maintenance.)

²⁶ Southwestern University, *Shaping Our Future*, Strategic Plan 2010-2020, pg. 7.

The new Prothro Center is a LEED silver building.

Prior to design of the above buildings, Southwestern conducted an all-day session for each project with architects, engineers, students, physical plant, faculty, staff, and LEED consultants to introduce LEED concepts and evaluate viability.

All projects are designed with LEED as a guideline.

Water Conservation

Irrigation on campus is controlled by central computer and weather station that measures rain, temperature, and transpiration/evaporation rates and adjust irrigation to minimize water use.

Playing fields are irrigated with reclaimed water.

Southwestern utilizes waterless urinals at three buildings.

Southwestern utilizes infrared sensors on faucets at four buildings. This is the design standard for all future projects.

Southwestern utilizes dual flush commodes at four buildings. This is the design standard for all future projects.

Southwestern installed a computerized chemical monitoring system for condenser water to minimize cooling tower blow down.

Students initiated the following projects:

- Low flow showerheads were installed in all residence halls.
- Rain water collection system was installed at Studio Arts and Physical Plant Storage buildings. Water is used to irrigate Community Garden.
- Dorm competitions were held to reduce water consumption.

Waste Reduction

The campus has a full scale single stream recycling program.

University foodservice composts all compostable scraps.

The campus goal is 90% waste stream reduction and this will be our benchmark year.

Southwestern eliminated 80% of trash liners by using repurposed paper.

Students initiated the following project:

- They installed a bottle filling station to reduce plastic bottle usage.

Energy

The campus has a comprehensive energy reduction plan which has resulted in a 17% reduction in total electrical consumption and a 38% reduction in consumption per square foot since 2001.

The campus purchases 100% green power (wind). The campus has been recognized by the EPA as part of their Green Power Challenge.

Southwestern installed energy efficient windows during recent renovation of Cullen Building.

The Housing Office installed landlord thermostats in residential apartments to reduce energy waste.

Chill water system:

- We replaced old units with high efficiency chillers.

- We installed VFD's (variable frequency drives) to pump only the amount of chill water needed).
- 60% of campus is controlled by EMS (energy management system).

Long term plans include the following:

- Installation of LED lights (in progress)
- Solar hot water heaters

Committees and Organizations:

- The Talloires Committee monitors and fosters sustainability on Campus.
- SEAK is the student organization that facilitates student initiatives.
- The Garden Club promotes sustainable gardening.²⁷

Southwestern's Environmental Studies Program prepares students to become stewards of *The Natural World*:

The Environmental Studies program provides an exploration of the interactions and connections between humans and nature from a wide variety of perspectives. Environmental studies considers the physical and biological properties of the environment, concepts of the environment from a range of social, religious, artistic and philosophical perspectives, and public policy approaches to understanding and grappling with environmental problems. The program introduces students to the viewpoints of both environmentalist thinkers and their critics and encourages students to engage in environmental activism.

Program Goals:

1. To develop in students a level of scientific literacy that allows them to be intelligent readers, users and communicators of scientific principles related to environmental issues.
2. To develop in students an understanding of the human (e.g. social, cultural, historical, religious, political, economic, artistic, etc.) dimensions of environmental issues.
3. To develop in students an understanding of public policy related to environmental concerns.
4. To develop in students an understanding of environmental justice, or the intersection of environmental issues, social difference and inequality.
5. To develop in students an introductory working understanding of Geographic Information Systems and its applications to environmental analysis.
6. To develop in students the capacity to integrate multiple disciplinary perspectives and effectively communicate arguments and concepts related to environmental issues.

The Nurturing Community

The Nurturing Community focuses on the importance of all people in the context of: the family; marriage; divorce; single persons; women and men; human sexuality; family violence and abuse;

²⁷ Bob Mathis (AVP for Facilities and Campus Services), e-mail, September 3, 2013.

sexual abuse; sexual harassment; abortion; ministry to those who have experienced an abortion; adoption; faithful care for dying persons; suicide; sexual assault.

Verizon Company Grant Project

In 2007-2008 and 2008-2009, funded by a two-year grant from the Verizon Company, Southwestern's Office of Civic Engagement sponsored nine student interns working full-time over two summers. The grant paid and housed the student interns, who worked at two domestic violence shelters, a forensic interview and counseling center for physically/sexually abused children, a shelter for children removed from their homes by Child Protective Services, and an agency targeting families with a history of violence tied to substance abuse.

Sexual Harassment Policy

At the faculty meeting on February 27, 1990, the faculty adopted the following policy and procedures on sexual harassment formulated by the Faculty Affairs Council. The Board of Trustees adopted the same policy and procedures at its regular meeting on April 6, 1990. Amendments to the policy were approved by the faculty on April 28, 1992 and February 15, 1994, and the Board of Trustees on October 30, 1992 and April 15, 1994. On October 31, 2002, the University Council approved a proposal from the Faculty Affairs Council that the Sexual Harassment Advisory Committee report to the University Council effective immediately. Amendments to the procedures were approved by the University Council on February 3, 2003 and subsequently by the faculty on February 11, 2003.

Policy and Definitions

Sexual harassment in any manner or form, including sexual harassment based on sexual orientation, is expressly prohibited. It is the policy of Southwestern University (the University) to maintain both an academic and a working environment free from all forms of sexual harassment of any employee or applicant for employment, student, donor, former student, volunteer, or any other constituent of the University. Two reasons for this policy are to reaffirm the University's commitment of respect for the person and to enhance the University community's level of consciousness regarding gender issues. Sexual harassment violates both University policy and Title VII of the Civil Rights Act of 1964, as amended by the Civil Rights Act of 1991 and the Texas Commission on Human Rights Act. All reported or suspected occurrences of sexual harassment will be promptly and thoroughly investigated. All investigations will be conducted in a professional manner, and to the fullest extent possible. The University intends that these investigations will be kept confidential within the limits of the law. Where sexual harassment has occurred, the University will take appropriate and timely disciplinary action.

As used in this policy, the term "sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. submission to such conduct is made, either explicitly or implicitly, a term or condition of a person's employment or education; or
2. submission to or rejections of such conduct by a person is used or threatened as a basis for academic or employment decisions, or evaluations affecting that person; or
3. such conduct has the purpose or effect of a) unreasonably interfering with a person's academic or professional performance or b) of creating an intimidating, hostile, or offensive employment, educational, or campus environment for any person or group of persons.

Other sex-related behaviors, that may or may not be definable as sexual harassment, will hereinafter be referred to as “sex-related misconduct”.

Examples of Sexual Harassment

The examples of sexual harassment given below are intended to illustrate inappropriate behavior, but are not all-inclusive. Courts in this country have recognized two types of sexual harassment: The first type is *quid pro quo* (“something for something”) harassment, where sexual activity is demanded or offered in exchange for an actual tangible job or benefit; the second type is hostile environment harassment, where there is not necessarily a loss or gain of tangible job or benefit. The University intends for this policy to include *quid pro quo* harassment where sexual activity is demanded or offered in exchange for a tangible academic benefit, and hostile environment harassment where there is not necessarily a loss or gain of a tangible academic benefit.

Examples of unacceptable verbal or physical conduct which may constitute sexual harassment include, but are not limited to:

1. Direct or implied threats that submission to sexual advances will be a condition of employment, work, status, promotion, grades, or letters of recommendation;
2. Intimidating conduct which exerts pressure for sexual activity;
3. A pattern of conduct in class or in the workplace (not legitimately related to the subject matter of the course or job) which would discomfort or humiliate a reasonable person at whom the conduct was directed, through comments of a sexual nature, such as sexually explicit statements, questions, jokes, anecdotes, or references to sexual orientation;
4. A pattern of conduct that would discomfort or humiliate a reasonable person at whom the conduct was directed, through one or more of the following: a) inappropriate touching, patting, hugging, or brushing against a person’s body, b) repeated or unwanted staring, c) remarks of a sexual nature about a person’s clothing or body, or d) remarks about a person’s sexual orientation, sexual activity, or speculations about previous sexual experience;
5. A pattern of conduct which a reasonable person would identify as one or more of the following: a) inappropriate remarks or humor based on gender stereotypes or sexual orientation, b) inequities in references to males and females (e.g., “men and girls”), c) the assignment according to gender stereotype of tasks that are not gender specific.

This policy is not intended to limit legitimate claims of academic freedom. In particular, the policy does not limit classroom teaching concerning sexual topics legitimately related to the content or purposes of a course, even though such topics may elicit discomfort in some class members.

University Administration of Policy

Persons in positions of authority have specific responsibilities in the area of sexual harassment. Particular sensitivity should be addressed to such questions as whether consent is as free as it seems, and to the inherent conflicts of interest in personal relationships where professional and educational relationships are also involved.

When faculty or staff members suspect sexual harassment on the part of a person or persons under their jurisdiction, they should immediately take action by contacting the Sexual Harassment Officer to discuss the situation and determine a course of action.

A Sexual Harassment Officer, appointed by the President of the University, is available to assist the University community in dealing with all complaints of sexual harassment and sex-related misconduct (even if the sex-related misconduct is not processed through the Sexual Harassment Policy).

The duties and responsibilities of the Sexual Harassment Officer include:

1. Receiving notification from University officials and/or members of the University community of all allegations of sex-related misconduct including, but not limited to, “sexual harassment” and “sexual misconduct”;
2. Reporting, as needed, to the University community allegations of sexual harassment and sexual misconduct and the subsequent resolution of those reported incidents;
3. Reporting the initiation of any formal complaint to the appropriate member of the University’s Senior Staff and to the Associate Vice President for Human Resources;
4. Serving as Chair of the Sexual Harassment Advisory Committee and reporting, as needed, to the University community the activities of the Committee;
5. Arranging for training of Sexual Harassment Advisors;
6. Counseling and assisting Sexual Harassment Advisors throughout the year;
7. Initiating the informal and/or formal complaint processes as appropriate; be involved in resolutions of the incidents as appropriate.

The Sexual Harassment Advisory Committee is appointed by the President of the University and consists of two students, two faculty members, and two staff/administrators. Members of this Sexual Harassment Advisory Committee are hereinafter referred to as “Sexual Harassment Advisors.” Members of the University community interested in serving as Sexual Harassment Advisors indicate their interest to the Provost (faculty), Vice President for Fiscal Affairs (staff), or the Associate Vice President and Dean of Students (students) during the spring semester prior to the academic year of service. The three ex officio members of the Sexual Harassment Advisory Committee (the Sexual Harassment Officer, the Associate Vice President for Human Resources, and the Associate Vice President for Academic Administration) forward recommendations to the President for approval. Sexual Harassment Advisors are appointed for staggered terms of two academic years, with interim arrangements when necessary for summer.

The Sexual Harassment Advisors’ responsibilities include:

1. Providing information regarding the procedures for handling complaints to members of the University community;
2. Offering support to persons who suspect that they have been victims of sexual harassment;
3. Offering support to persons who have been accused of sexual harassment;
4. Actively participating in the Sexual Harassment Advisory Committee; and
5. Willingly participating in training for handling sexual harassment situations.²⁸

²⁸ Southwestern University, Faculty Handbook, pgs. 105-107.

Counseling Services

The Southwestern University Office of Counseling Services provides free, confidential, short-term individual and couples counseling concerning personal issues. Group therapy is also offered, including theme specific, interpersonal process-oriented sessions, and expressive arts. Students seek counseling for a wide variety of concerns, including adjustment to college, motivation, depression, anxiety, relationships with peers or family, sexuality, alcohol or drug use, body image, suicidal thoughts, self-esteem, mood swings, disordered eating and/or stress. Referrals to off-campus professionals are available for psychiatric care and for long-term counseling. Counseling Services also provides biofeedback, mindfulness, guided meditation and educational outreach programs on such topics as stress management, eating disorder prevention, alcohol education, sexual assault risk reduction, etc.²⁹

The Social Community

The Social Community addresses the basic rights and dignity of all persons in reference to: rights of racial and ethnic groups; rights of religious minorities; rights of children; rights of young people; rights of the aging; rights of women; rights of men; rights of immigrants; rights of persons with disabilities; equal rights regardless of sexual orientation; population; alcohol and other drugs; tobacco; medical experimentation; genetic technology; rural life; sustainable agriculture; urban-suburban life; media violence and Christian values; information communication technology; persons living with HIV and AIDS; right to health care; organ transplantation and donation; mental health.

Social Justice Requirement

In accordance with Southwestern University's core values, which state that the University fosters diverse perspectives, respects the worth and dignity of persons and promotes activism in the pursuit of justice, Southwestern requires all students to take one course that provides them an opportunity to understand how difference is used in the maintenance of structures of power (e.g. institutions, discourses, etc.) and inequality, as well as the activism in which people engage to promote social justice.³⁰

Diversity Education

The goal of the Office of Diversity Education (ODE) is to make Southwestern University a welcoming and affirming place for the entire community. The ODE works to promote diversity and social justice initiatives on campus, as well as provide resources and support the continued development of a positive campus climate. The ODE facilitates workshops, conducts trainings, supports programs/events and explores cultural and identity awareness. The ODE also provides a resource library and a place for study groups or meetings. An important function of the ODE is supporting student organizations, specifically the Coalition for Diversity and Social Justice and the seven cultural/identity-based groups within the coalition: SU Allies, EBONY, Kappa Delta Chi, Latinos Unidos, SU Native, Pan Asian Association and SU Advocates.³¹

²⁹ Southwestern University, *2013-2014 Catalog*, Pg. 203.

³⁰ Southwestern University, *2013-2014 Catalog*, pg. 10.

³¹ Southwestern University, *2013-2014 Catalog*, Pg. 204.

Curriculum

Many courses at Southwestern address concerns of *The Social Community*, particularly those of the Sociology and Feminist Studies programs, and the *Representing Gender* Cluster of Southwestern's new Paideia initiative:

Sociology Program

Sociology is united in (1) its acknowledgment that race, gender and class deeply affect our perceptions and lived experiences, (2) its focus on intergroup comparisons and (3) recognition of the sociological imagination as the foundation of the discipline. The sociology major is designed to help students critically examine the mutual link between daily experiences and larger social structures. Though the specialization is in social patterns and processes in the United States, courses connect these issues to larger transnational phenomena. Courses focus on topics germane to current global society and issues of race/class/gender across the curriculum. Additionally, courses address global inequality and the largely unrecognized institutions that maintain it; the centrality of work and issues of inequality in contemporary employment; global population change and policy; family structure and change in settings around the world, and how the social and cultural construction of gender shapes these global patterns and changes; the causes and consequences of grassroots protest movements; the increase in the unequal distribution of resources within and across nations; the ways that race and ethnicity as well as gender are constructed by a range of interlocking inequalities as well as how they are maintained and challenged individually, institutionally and culturally; the ways that social class is reproduced and maintained in the United States; the stigmatization and social construction of disability; and children's peer cultures as a site where inequalities are both challenged and reaffirmed.³²

Feminist Studies Program

The Feminist Studies program provides an interdisciplinary, critical exploration of how salient categories of difference—such as gender, race, class, sexuality, disability, age, religion and nation—are constituted, challenged and altered across time and place. The program exposes students to the growing body of knowledge that falls under the broad rubric of feminism, including feminist theory and its critics, and it seeks to revise the findings of traditional disciplines to include this new knowledge and variety of feminist methodologies.

Program Goals:

1. Majors will develop feminist research and writing skills.
2. Students will critically reflect on activist practices.
3. Students will learn to use feminist theories and methodologies within traditional disciplines and in interdisciplinary settings.³³

Paideia Representing Gender Cluster and Seminar

Students select three linked courses exploring the theme, *Representing Gender*. The cluster courses explore these questions: How do sex and gender vary across space, place, and time? Why is the world sexed and gendered? What are the consequences of living in a sexed and gendered world? Inside and outside of the classroom, you will analyze how gender and sexuality are represented in different disciplines., and explore the points of sympathy that exist across our

³² Southwestern University, *2013-2014 Catalog*, Pg. 175.

³³ Southwestern University, *2013-2014 Catalog*, Pg. 95.

different fields of study while developing an understanding of areas of tension and conflict. The three cluster courses culminate in a team-taught, interdisciplinary Paideia Seminar on the topic.

Race and Ethnic Studies Minor

Southwestern recently approved a new Race and Ethnic Studies minor.

Diversity Enrichment Committee

The Diversity Enrichment Committee (DEC) promotes a diverse student, staff, and faculty body and an inclusive environment. The committee is composed of faculty, staff, and students. All of the major branches of the university (Provost's Office, Student Life, Enrollment Management, etc.) are represented on the DEC. Subcommittees of the DEC include: Communication, Institutional Culture, Curricular Enhancement, Faculty and Staff Recruitment and Retention, Institutional Partnerships and the Social Justice Programming Committee.³⁴

Student Organizations

The following student organizations promote diversity and social justice issues:

The Coalition for Diversity and Social Justice is an umbrella organization for the cultural and social identity groups at Southwestern.

Allies is a support group for the lesbian, gay, bisexual, trans, queer/questioning, intersex, and asexual/allies community.

E.B.O.N.Y. is a group promoting unity among African-Americans and the SU community.

Kappa Delta Chi is a Latina-founded sorority focusing on service to the Latin community.

Latinos Unidos is dedicated to promoting Latino culture and education the SU community.

The Pan Asian Association works to promote interest within the cultures of Asia and to support Asian and Pacific Islander students.

SU Advocates provides a caring environment for disabled members of the SU community.

SU Native raises awareness of Native American and indigenous culture.

The Economic Community

The Economic Community focuses on: property; collective bargaining; work and leisure; consumption, poverty; foreign workers; gambling; family farms; corporate responsibility; finance; trade and investment; graft and corruption; public indebtedness.

³⁴ Southwestern University, website, <http://www.southwestern.edu/about/diversity/dec/index.php>.

Aspects of several Southwestern University programs address elements of *The Economic Community*. The Business Program teaches ethics and corporate responsibility. The Environmental Studies Program addresses food supply issues and environmental justice. The Sociology Program teaches issues of work, consumption and poverty. The Economics Program addresses issues of finance and public indebtedness.

The Political Community

The Political Community addresses: basic freedoms and human rights; political responsibility; church and state relations; freedom of information; education; civil obedience and civil disobedience; the death penalty; criminal justice and restorative justice; military service.

A great many Southwestern University programs address the concerns of *The Political Community*, particularly in the field of education. Here are some examples of the University's work in this area:

Vicente Villa Summer Scholars and Science Training and Education Programs

Two federal grants totaling about \$700,000 funded the Vicente Villa Summer Scholars (V²S²) program for three years and the Science Training and Education (STEPS) program for three years beginning in 2008. V²S² was a five-week, residential college preparatory program for sixteen low income, first generation Latino/a high school students. The students stayed in Southwestern dormitories, and took courses that introduced them to college-level mathematics, writing and research. STEPS was a five-week, non-residential college preparatory program in science, calculus and laboratory research for sixteen low income, first generation Latino/a high school students. Both V²S² and STEPS ran for three years. A concurrent program funded by the same federal source enabled an annual week-long computer science workshop for local high school teachers, which also ran for three years.

Upward Bound

Upward Bound is a federally funded program (five-year, \$1.3 million grants) offered by Southwestern University. It serves fifty students from Georgetown, Granger and Jarrell high schools. The goal of the program is to prepare these students for college through structured mentoring, tutoring, preparatory courses and other experiences including summer college residencies. Students served are from low-income families.

Operation Achievement

Operation Achievement is a mentoring and enrichment program which assists selected 6th through 8th grade students in the Georgetown Independent School District to develop the discipline and motivation necessary for academic success. Southwestern University and Georgetown Independent School District jointly run the program. Selected students meet with Southwestern University student mentors on a weekly basis to develop an academic program of study based on student goals, teacher/parent recommendations and individual learning needs.

Education Department

Southwestern's Education Department prepares students to become classroom teachers in K-12 schools:

The Education Department at Southwestern recognizes that education is the vehicle upon which the world's future rides and that the preparation of culturally responsive teachers for tomorrow's classrooms is vitally important. The Department believes that a strong foundation in the liberal arts is critical to the preparation of excellent teachers and professionals in education-related fields. Course work in Southwestern's General Education Program, and in the content fields for middle school certification, secondary certification and all-level certification including art, music, health, physical education, theatre and foreign language, is provided outside the Education Department.

Department Goal (BA): Students are well prepared to engage in advanced study or seek careers based on knowledge of educational theory, research, policy, and practice, and the relationships among them.

Department Goals (BSEd):

1. Students are well prepared with pedagogical knowledge and skills, and academic content knowledge in their field(s), for entering the teaching profession.
2. Students participate in a developmental sequence of field experiences building to the field-based semester and student teaching.
3. Students are prepared to meet the needs of a diverse student population.³⁵

The World Community

The World Community focuses on issues that affect all peoples: nations and cultures; national power and responsibility; war and peace; justice and law.

Southwestern University promotes understanding of *The World Community* through several aspects of its curriculum, including a language requirement and an intercultural perspectives requirement.

Language Requirement

In order to fulfill the language requirement, Southwestern University students ordinarily must demonstrate Intermediate Proficiency in a language other than English, according to guidelines developed for the evaluation of functional language ability by the American Council on the Teaching of Foreign Languages (ACTFL). Students starting out in a new language typically are able to demonstrate Intermediate Proficiency with the successful completion of their fourth semester of language study. Students who studied languages prior to joining Southwestern have the opportunity to demonstrate their proficiency levels by completing our regularly scheduled placement examinations. Through the sustained study of literature, film, and other forms of cultural expression in the target language, students gain a foundational understanding of communities and heritages other than their own. Students thereby increase their intercultural intelligence and become competent participants in an increasingly interconnected global environment, where proficiency in languages other than English provides access to intellectual inquiry (including cultural and literary expression) otherwise inaccessible in a monolingual setting. With permission of the Modern Languages and Literatures Department, the language requirement may be fulfilled by demonstrating Intermediate Proficiency in languages not offered at Southwestern University.³⁶

³⁵ Southwestern University, *2013-2014 Catalog*, pg. 68.

³⁶ Southwestern University, *2013-2014 Catalog*, Pg. 10.

Intercultural Perspectives Requirement

The goal of this requirement is to help students understand and interrogate their relation to the world. Students develop awareness of their own and others' worldviews by encountering and analyzing how the interaction between material conditions and cultural beliefs and practices shapes everyday life differently for different people in different social, global and historical contexts. Courses fulfilling this requirement consider similarities and differences in physical and cultural environments, institutions, practices, values, beliefs, worldviews and/or identities. The Intercultural Perspectives requirement may be satisfied by designated courses taken in the Division/School Requirements outlined below. Courses that satisfy this requirement are marked in the catalog with (IP) following their descriptions. A student wishing to satisfy the Intercultural Perspectives requirement with a course taken while on an approved study abroad program must complete a petition process through the Office of Intercultural Learning (IL).³⁷

The interdisciplinary International Studies Program addresses the concerns of *The World Community*, as do the curricula of the History Department, Latin American Studies Program, Modern Languages Department, the Anthropology Program and two Paideia clusters and seminars:

International Studies

The International Studies program integrates a disciplinary major with an area of concentration. The program is designed for students interested in understanding other cultures and the global systems—economic, social, religious, intellectual, political, aesthetic and environmental. Students explore international issues from a broad perspective by studying a particular area of the world in depth, by acquiring an understanding of how that area fits into a global context, by using a particular major as a base from which to explore several disciplinary approaches to another culture, by learning a language used in their geographical area of emphasis, and by the experience of living in another culture while studying it.

Program Goals:

1. Students will understand other cultures and global systems through the lens of a particular discipline.
2. Students will understand their area of concentration from a broad perspective.
3. Students will demonstrate language proficiency in a language spoken in their area of concentration.

The International Studies Program consists of the following components: disciplinary major; global context; geographic focus; advanced language study; and study abroad.³⁸

History Department

The History Department provides students with a global perspective and a solid grounding in the methods and fields of history, while also encouraging interdisciplinary connections. The History major provides students not with a random collection of courses, but with a program that is concerned with finding patterns and connections. Beginning with introductory courses, the major prepares students for advanced courses on topics, themes and methods of history, and for research experience.

³⁷ Ibid.

³⁸ Southwestern University, *2013-2014 Catalog*, Pg. 105.

Department Goals:

1. Students will develop a world historical perspective that identifies global patterns and connections across time and space.
2. Students will be able to demonstrate an understanding of the basic historical developments within a defined geographical region or civilization tradition.
3. Students will be able to recognize and critically evaluate multiple perspectives on, and interpretations of, significant questions raised by those who study the past, including themselves.
4. Students will develop an appreciation for, and the ability to engage in, historical research, including demonstrated familiarity with historical sources, methodologies and argumentation.³⁹

Latin American Studies Program

Latin American Studies (LAS) at Southwestern University is an interdisciplinary program designed to increase the student's understanding of the region known as Latin America and the Caribbean. The interdisciplinary scope of the program ranges from the study of history and politics to literature and art from the pre-colonial to the post-colonial eras. The Latin American Studies program is the intellectual home for a diverse community of scholars, students and visitors, who support a wide spectrum of interests across the curriculum and across campus.

Program Goals:

Students within the Latin American Studies Program will

1. acquire knowledge of the cultural, historical, and socio-political realities of Latin America and the Caribbean.
2. be able to analyze the differences and interconnections between the Latin American and Caribbean region(s) and the rest of the world.
3. be able to recognize the diversity of the Latin American cultures and their influence in the USA, as well as gain an understanding and appreciation of cultures other than their own.
4. communicate well about Latin American and the Caribbean in Spanish.⁴⁰

Modern Languages Department

The Chinese, French and German programs facilitate critical inquiry in the interrelated disciplines of language, literature and culture. Studying languages in cultural contexts encourages students to explore multiple perspectives, to develop informed views, and to acquire the skills to build communities and act as agents of change. We seek to empower life-long learners who can articulate a complex understanding of cultural differences.

Department Goals:

In an integrated curriculum, we assess students' progress in developing proficiencies according to guidelines developed for the evaluation of functional language ability by the American Council on the Teaching of Foreign Languages (ACTFL).

1. Students completing the University's language requirement will demonstrate intermediate proficiency in reading, listening, writing and speaking.

³⁹ Southwestern University, *2013-2014 Catalog*, Pg. 99.

⁴⁰ Southwestern University, *2013-2014 Catalog*, pg. 112.

2. Students completing the minor will demonstrate intermediate to advanced proficiency in reading, listening, writing and speaking.
3. Students completing the major will demonstrate advanced proficiency in reading, listening, writing and speaking.
4. Students at all levels will demonstrate cultural knowledge and competence commensurate with their proficiency levels.⁴¹

The Spanish program facilitates critical inquiry in the interrelated disciplines of language and culture. Studying language in cultural contexts encourages students to explore multiple perspectives, to develop informed views, and to acquire the skills to build communities and act as agents of change. We seek to empower life-long learners who can articulate a complex understanding of cultural differences.

Department Goals:

1. Students completing the University's language requirement will demonstrate Intermediate Proficiency in reading, listening, writing, and speaking, according to ACTFL standards.
2. Students completing a minor will demonstrate Intermediate to Advanced Proficiency in reading, listening, writing, and speaking.
3. Students completing the major will demonstrate Advanced Proficiency in reading, listening, writing, and speaking.
4. Learners of the Spanish language at all levels will demonstrate cultural competency commensurate with their proficiency levels.⁴²

Anthropology Program

The Anthropology major is designed to develop a critical awareness and understanding of the diversity of peoples and cultures, and of the relevance and application of anthropological perspectives and methods to contemporary issues. The major provides a well-balanced intellectual and practical background for a broad range of careers and fields of graduate study, particularly those that require culturally sensitive approaches or multicultural perspectives. Geographically, the department specializes in the Caribbean and U.S.-Mexico Borderlands. Typically, courses cover issues central to our contemporary global society: questions of race, class and gender;; environmental (in)justice; global inequality; the making of religious and spiritual forms and identities; the intersections of gender, race, feminism and religion; and advocacy and activism. Anthropology majors acquire solid grounding in both the social and cultural theory employed and generated by anthropologists and the ethnographic methods that define the discipline.⁴³

Paideia Mediterranean Mingling Cluster and Seminar

Students select three linked courses exploring the theme, *Mediterranean Mingling*. The cluster courses explore these topics: How does a part of the world famous for its wine, olives and cheese, serve as a model for understanding global issues? Studying the Mediterranean—a sea of intersections and fluid borders—will help students see what is at the core of global connection and conflict. The cultural, historical and ecological complexity where Europe, Asia and Africa meet invites multiple perspectives and engages a broad range of interests, from art to food, faith to politics, and language to literature. The three cluster courses culminate in a team-taught, interdisciplinary Paideia Seminar on the topic.

⁴¹ Southwestern University, 2013-2014 Catalog, pg. 121.

⁴² Southwestern University, 2013-2014 Catalog, pg. 127-128.

⁴³ Southwestern University, 2013-2014 Catalog, pg. 176.

Paideia Global Health Cluster and Seminar

Students select three linked courses exploring the theme, *Global Health*. The cluster courses explore these topics: How do culture, age and sex shape societal and individual definitions of health? In this cluster, students will explore the factors that lead to health and healthcare disparities within and across nations, as well as develop ideas as to how to improve outcomes through interventions at the individual, institutional and governmental levels. The three cluster courses culminate in a team-taught, interdisciplinary Paideia Seminar on the topic.

Office of Civic Engagement

Southwestern University's Office of Civic Engagement arranges and sponsors student community-based activities at the University. These range from brief volunteer experiences to concentrated internship-like experiences with community organizations that may encompass a semester or academic year and be closely linked to academic courses. These student community-based experiences cover the entire spectrum of the Social Principles. Each year, Southwestern students engage in thousands of hours of work for community non-profits and schools. This work has included tutoring in local schools, mentoring children, fundraising for a wide variety of groups and causes, research, surveying and reporting, theatre, musical performance, work at local animal shelters, community gardens, Habitat for Humanity, teaching Spanish and science in local elementary schools, and so on.

VII. A church-related institution includes in its faculty, administrative officers and board of trustees persons who understand and respect the relationship with the United Methodist Church.

Board of Trustees

Southwestern University *Bylaws* state:

1.3 BOARD OF TRUSTEES:

1.3.1 NUMBER OF TRUSTEES

The Board of Trustees shall be comprised of not more than fifty (50) Trustees, three-fifths (3/5) of whom must be members of The United Methodist Church, and shall be composed as follows:

DESIGNATED TRUSTEES

1. The President of the University;
2. The Bishop who presides over the Texas Conference of The United Methodist Church;
3. The Bishop who presides over the Central Texas Conference of The United Methodist Church;
4. The Bishop who presides over the North Texas Conference of The United Methodist Church;
5. The Bishop who presides over the Southwest Texas Conference and the Rio Grande Conference of The United Methodist Church;
6. The Bishop who presides over the Northwest Texas Conference of The United Methodist Church;
7. The President of the Association of Southwestern University Alumni;
8. The President-Elect of the Association of Southwestern University Alumni.

NOTE: As described in Section 1.3.2(1), the Trustees described in categories 1-8 serve on the Board of Trustees by virtue of the job positions they occupy. These Trustees may be referred to hereinafter collectively as "Designated Trustees."

TRUSTEES AT LARGE

9. Not to exceed sixteen (16) Trustees elected at large, hereinafter sometimes referred to as “Trustees at Large”;

NOTE: As described in Section 1.3.2(2), the Trustees at Large described in category 9 are nominated and elected by the Board of Trustees and confirmed by the Patronizing Conferences. As provided below, Trustees at Large may also be referred to herein as “Elected Trustees.”

CONFERENCE TRUSTEES

10. Twenty (20) Trustees consisting of four (4) persons from each of the Central Texas Conference, North Texas Conference, Southwest Texas Conference and Texas Conference, at least one (1) but no more than two (2) of which should be ordained ministers, and one (1) minister and one (1) lay person or no clergy and two (2) lay persons if approved by the conference from each of the Northwest Texas Conference and the Rio Grande Conference, hereinafter sometimes referred to as “conference Trustees”;

NOTE: As described in Section 1.3.2(3), the Conference Trustees described in category 10 are nominated by the Board of Trustees and elected by the Patronizing Conferences. As provided below, Conference Trustees may also be referred to herein as “Elected Trustees.”

STUDENT TRUSTEES

11. Not to exceed two (2) recent graduates from the student body, hereinafter referred to as “Student Trustees”; and

NOTE: As described in Section 1.3.2(4), the Student Trustees described in category 11 are nominated by the student body of the University and elected by the Board of Trustees. As provided below, Student Trustees may also be referred to herein as Elected Trustees.”

SUPPLEMENTAL TRUSTEES

12. Not to exceed four (4) Trustees who may at a later date be designated by the Board of Trustees to supplement the membership of the categories above set forth, in accordance with procedures established by the Board of Trustees, subject to such designation being confirmed in accordance with procedures for confirmation, hereinafter sometimes referred to as “Supplemental Trustees.”
NOTE: As described in Section 1.3.2(2), the Supplemental trustees described in category 12 are nominated and elected by the Board of Trustees and confirmed by the Patronizing Conferences. As provided below, Supplemental Trustees may also be referred to herein as “Elected Trustees.” Trustees at Large, Conference Trustees, Student Trustees and Supplemental Trustees may be referred to herein collectively as “Elected Trustees.” The number of Trustees may be increased or decreased (provided such decrease does not have the effect of shortening the term of any incumbent Trustee) by amendment of these Bylaws, in accordance with Article Seven of the Certificate of Formation and Article I, Section 1.3.3 of these Bylaws, provided that the number of Trustees shall never be less than five (5).

In accordance with these *Bylaws*, Southwestern University’s Board of Trustees has the following membership:

Central Texas Conference

Reverend Tim Bruster (United Methodist clergy)
Kay Granger (United Methodist layperson)
Henry C. Joyner (United Methodist layperson)

North Texas Conference

Pam Slaughter Bush (United Methodist layperson)

Robert W. Dupuy (United Methodist layperson)
Ronald D. Henderson (United Methodist clergy)
Kathryn Yeager (United Methodist layperson)

Northwest Texas Conference

Suzanne Blake (United Methodist layperson)
John S. Curry (United Methodist layperson)

Rio Grande Conference

Roberto L. Gómez (United Methodist clergy)
Henry A. Santana (United Methodist layperson)

Southwest Texas Conference

Laura A. Merrill (United Methodist clergy)
Dan R. Stultz (United Methodist layperson)

Texas Conference

L. James Bankston (United Methodist clergy)
Charles R. Millikan (United Methodist layperson)
Stephen G. Tipps (United Methodist layperson)
James V. Walzel (United Methodist layperson)

Elected at Large

Douglas M. Benold (United Methodist layperson)
Thomas A. Forbes
Jack Garey
Robert H. Graham
Larry J. Haynes (United Methodist layperson)
Robert W. Karr
Red McCombs (United Methodist layperson)
Mary Medley
Merriman Morton (United Methodist layperson)
Barbara P. Neely (United Methodist layperson)
Ernesto Nieto
Robert T. Rork (United Methodist layperson)
Pete A. Sessions
Thomas A. Shockley III (United Methodist layperson)
Donald W. Underwood (United Methodist clergy)

Supplemental

Mary D. Balagia (United Methodist clergy)
R. Griffin Lord
Steven A. Raben

Honorary (non-voting member)

Roy H. Cullen

Recent Graduates Elected by the Board

Ethan Lane-Miller
Austin Painchaud

Ex Officio Members

Daryl M. Allen

W. Earl Bledsoe (United Methodist Bishop, Northwest Texas and New Mexico Annual Conferences)

Edward B. Burger, President

James E. Dorff (United Methodist Bishop, Southwest Texas and Rio Grande Annual Conferences)

Janice Riggle Huie (United Methodist Bishop, Texas Annual Conference)

J. Michael Lowry (United Methodist Bishop, Central Texas Annual Conference)

Michael McKee (United Methodist Bishop, North Texas Annual Conference)

H. Blake Stanford

Thirty-one of forty-five voting members (sixty-nine percent) of the Southwestern University Board of Trustees are United Methodist bishops, ministers or laypeople.

Methodist Committee of the Board of Trustees

The Southwestern University Board of Trustees formed the Methodist Committee in 2004. Its purpose is to discuss aspects of religious life and experience, the church-relatedness of Southwestern and the relationship of Christianity and the University. The Methodist Committee meets concurrently with the Board of Trustees. The Committee is open to all trustees. Twelve to twenty trustees regularly attend Committee meetings.

Senior Staff

Southwestern University's senior staff is the group appointed by the President to oversee management of the institution. The senior staff (called the President's cabinet at many colleges and universities) meets weekly with the President. Each member of the senior staff (except the University Chaplain) supervises large numbers of staff responsible for key operations of the institution. Members of the Southwestern University senior staff are:

Edward B. Burger, President

Richard L. Anderson, Vice President for Fiscal Affairs (United Methodist layperson)

Gerald D. Brody, Vice President for Student Life

James W. Hunt, Provost and Dean of the Faculty (United Methodist layperson)

Beverly J. Jones, University Chaplain (United Methodist clergy)

C. Richard McKelvey, Vice President for University Relations (United Methodist layperson)

Pamela McQuesten, Vice President for Information Services and Chief Information Officer

Francie L. Schroeder, Executive Assistant to the President

Dave J. Voskuil, Vice President for Enrollment Services

Five members of the nine-member senior staff (fifty-six percent) are United Methodist clergy or laypeople.

Faculty

The Southwestern University Faculty Handbook states:

Faculty Procurement and the Religious Commitment of the University

Southwestern University values its heritage as a United Methodist Church-related university and seeks to reflect in its life and work the finest traditions of the historical and continuing relationship. Thus, the University is committed to an ecumenical, non-sectarian, cosmopolitan approach to undergraduate education focused on the development of the whole person through a broad-based, value-centered

education. Since the recruitment of quality faculty is vital in the achievement of this commitment, faculty appointments are not dependent upon a particular denominational affiliation. Rather, the University seeks persons who can support both the Judeo-Christian ethical tradition and the Institutional Mission, Core Purpose, and Core Values of the University, so that they can feel comfortable and work closely with the University in achieving its mission.⁴⁴

This statement closely corresponds to the Southwestern University Statement on Religious Diversity, quoted above. In accordance with these policies, Southwestern does not inquire regarding the religious affiliation of faculty.

Students

Approximately 25% of Southwestern students identify themselves as United Methodist.⁴⁵

⁴⁴ Southwestern University, Faculty Handbook 2012-2013, pg. 57.

⁴⁵This number is from the student data, and based on information provided on the admission application, but not all applications provide that question. Nearly half were null, but 24.8% of those with values (which included Atheist and Agnostic as values) specified United Methodist. CIRP surveys (Cooperative Institutional Research Program, administered by the Higher Education Research Institute at UCLA to the large majority of entering first-year Southwestern University students) administered in 2012 and 2013 showed 14.8% and 11.5% United Methodist, but upwards of 30% of the students showed "None", which could probably be attributed to not answering the question.