



FACULTY HANDBOOK

Compiled by

The Vice President for Academic Affairs
Adopted by the Board of Trustees

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PREFACE

PURPOSE OF THIS HANDBOOK

This handbook is maintained to help faculty members and administrative officers understand the principles on which the University is founded and by which it operates, as well as to understand the procedures and policies of the university and the privileges and responsibilities of working at Dordt University. In all of its policies and practices, outlined herein, the university seeks to acknowledge that every member of this academic community—trustees, administrators, members of the faculty and staff, and students—is called to give positive response to the Lord’s injunction to provide Christian service in a context of mutual support and obligations, and that each receives authority to carry out specific duties and responsibilities.

Faculty members are issued a written employment contract for a specific period of time, signed by the president. Please note that this handbook as well as any rules, policies, or practices contained in this handbook, or otherwise explained, do not constitute an employment contract. The information presented in this handbook is explanatory and intended to serve as the current statement of policies and practices at the university. The university may decide to revise any specifications in this handbook, doing so in a manner that presupposes and conforms to its guiding principles for decision-making [\[HL\]](#). Proposed revisions of the handbook may be developed by any governing or administrative entity of the university. All proposed revisions in policy shall be reviewed by appropriate bodies before such revisions are presented to the Board of Trustees for action. All employees must abide by the most recent board-approved policies.

This *Faculty Handbook*, and the rules, regulations, and procedures it contains, is not merely advisory; board, administrators, faculty, and senior staff are expected to know, understand, and follow applicable processes and policies found herein.

PURPOSE OF DORDT UNIVERSITY

Dordt University is a comprehensive four-year university controlled by an incorporated free society. The members of this society desire Christian higher education that is in agreement with their Reformed, Calvinistic principles. This biblical perspective has continued to determine the direction of Dordt University since its founding in 1955. In the training and development of the redeemed in Christ, Holy Scripture is indispensable to realizing one’s capabilities and to fulfilling one’s responsibilities. As an educational institution, each office-bearer at the University (administrative, academic, student, or staff) assists in fulfilling this purpose.

Dordt University confesses that the Bible provides the determinative and essential principles for a Christian educational philosophy. Therefore, scripturally-oriented learning is both a possibility and a necessity for the Christian community. Recognizing this, the constituents of Dordt University maintain an institution of Christian higher education. The understanding of this mission of Dordt University is further explained in the *Educational Task of Dordt University* [\[HL\]](#).

The Articles of Incorporation of Dordt University stipulate that the purpose of the organization shall be to establish, conduct, and maintain a school for higher education by means of general arts programs in accordance with the Word of God as interpreted by the three forms of unity of the Reformed churches, namely the Belgic Confession, Heidelberg Catechism, and Canons of Dort (see Appendix A [\[HL\]](#)).

DORDT UNIVERSITY MISSION STATEMENT

As an institution of higher education committed to the Reformed Christian perspective, Dordt University equips students, alumni and the broader community to work effectively toward Christ-centered renewal in all aspects of contemporary life. We carry out our educational task by

- developing a biblical understanding of creation and culture;
- discerning the pervasive effects of sin throughout our world;
- celebrating and proclaiming the redemptive rule of Christ over all of life and all of creation;

- nurturing a commitment for challenging the forces that distort God's good creation and all of human activity;
- offering academic programs, maintaining institutional practices, and conducting social activities in a visionary, integrated, biblically-informed manner; and
- fostering a climate in which discipleship becomes a practiced way of life both on and off campus.

HISTORY OF THE UNIVERSITY

Dordt University began in 1953 as Midwest Christian Junior College. At the time, there was a dearth of qualified Christian school teachers in the area, and the new college sought to fill that void. The college's doors opened in 1955, with 35 enrolled students and five faculty members. The campus was comprised of a new four-classroom building; the property was set on a former mink farm and surrounded by fields of crops.

Once the institution became a four-year college, its name was changed to Dordt College in honor of the Synod of Dordt held in Dordrecht, the Netherlands, in 1618-19, a synod which emphasized the sovereignty of God through his electing grace.

Dordt's first four-year B.A. degrees were awarded to a graduating class of 58 in 1965. The college grew rapidly in the 1960s and 1970s, with enrollment climbing above 1,200. Many faculty members, intending to teach here only a few years, became committed to the college mission and remained for their entire careers.

Although it began as a college for training up Christian school teachers, Dordt has expanded its academic offerings to include programs in agriculture, nursing, engineering, business, social work, criminal justice, construction management, international business, and more.

Over the years, Dordt continued to add and deepen academic and cocurricular programs that, as Dordt's mission says, "equip students, alumni, and the broader community to work effectively toward Christ-centered renewal in all aspects of contemporary life." In doing so, Dordt began to look and act more like a university than a college; the institution prioritized robust scholarship, excellence in teaching, and increased opportunities for students and faculty to collaborate. In addition to a diverse array of traditional undergraduate programs, Dordt's academic offerings began to include online studies, graduate programs, and professional-technical associate degrees. Students came from more than 26 countries to study at Dordt, and alumni lived all over the world. In May 2018, the Board of Trustees and Dr. Erik Hoekstra announced that Dordt would become known as Dordt University. The transition to Dordt University officially took place on May 13, 2019.

THE EDUCATIONAL TASK OF DORDT UNIVERSITY

PREFACE

*As an institution of higher education committed to the **Reformed**, Christian perspective, Dordt University equips students, alumni, and the broader community to work effectively toward Christ-centered renewal in all aspects of contemporary life.*

Under the supervision of the Board of Trustees, the Dordt faculty has written and adopted a statement of purpose describing how a Reformed confession of biblical faith impacts Christian higher education.

All who are associated with Dordt pledge to prayerfully pursue the purposes outlined in this document as we engage together in educating God's covenant people for faithful service in the kingdom of Jesus Christ. The first such statement, adopted in 1961, consisted of seventeen propositions to guide the development of the educational program. A more detailed statement was later formulated in 1968 titled *Scripturally-Orientated Higher Education*. Between 1979 and 1996, *The Educational Task of Dordt University* was developed and adopted. In 2015, a committee was charged with updating the language of the document and renewing a commitment of ownership among a new generation of campus faculty and staff. In 2018, after three years of revision and renewal, the Board of Trustees approved the *Educational Task* in its current form. This document now serves as the biblically-based, confessional foundation for the entire academic enterprise of Dordt.

INTRODUCTION

This document sets forth the principles that direct Dordt University in performing its educational task.

Dordt was established and is sustained by a Reformed, Christian community dedicated to the meaningful expression of biblical principles in education. Those who first showed interest in founding a University in northwest Iowa stated their vision in a 1937 report submitted by **Classis** Ostfriesland (now Classis Northcentral Iowa) of the Christian Reformed Church:

That Classis Ostfriesland invite Classis Pella, Minnesota, Orange City, and Sioux Center to join with us in working towards the organization, support, and control of a Christian junior college in harmony with Reformed principles. The aim of such a junior college is to give young people an education that is Christian, not merely in the sense that devotional exercises are appended to the ordinary work of the college, but in the larger and deeper sense that all the class work, all the students' intellectual, emotional, and imaginative activities shall be permeated with the spirit and teaching of Christianity.

This foundational biblical perspective was further articulated in successive directional documents of Dordt University:

In the training and development of the redeemed in Christ, the Holy Scriptures are basic, since they are indispensable to the proper realization of the individual's capacities and the proper fulfilling of his responsibilities. All education must be scripturally oriented. (*Educational Task of Dordt University*—Adopted in 1961, Proposition #9)

The covenant parent recognizes the school, formal education, as the second **sphere** vital to the fulfillment of his task. In agreement with his covenantal-kingdom philosophy, he demands an education for his child that is scripturally oriented. (*Scripturally-Oriented Higher Education*, 1968, p. 26)

This educational commitment, a key aspect of a Reformed worldview, determines Dordt's principles, purpose, and direction.

The educational task is the responsibility of the entire university community. The faculty play a central role in defining and implementing it. Working under the supervision of the Board of Trustees, faculty and staff must remain sensitive to the religious perspective and insights of the supporting community. Applying their gifts of Christian scholarship, faculty must also lead the broader community to a growing understanding of the demands of a Reformed **world and life view**.

CHAPTER I: BASIS

At Dordt University, we confess that the Bible is the inspired Word of God, his infallible and authoritative revelation. It reveals God's good **creation**, the radical **fall** into sin, the total **redemption** in Jesus Christ, and the **fullness** (shalom) of the kingdom in the age to come. The Bible reveals to us the Word become flesh, Jesus Christ, who is the key to understanding the interpretation, meaning, and purpose of life. The Bible provides insight into the true nature of created reality and ultimately how all things must be judged in the light of its teaching. Therefore, at Dordt, we confess that the Bible provides the essential principles for a philosophy of Christian education.

The Bible reveals to us a loving and sovereign God; all things are under his control. Nothing can exist apart from him, and everything finds purpose in his glory.¹

The Bible tells us that in the beginning God created all things.² The Son of God, the Word incarnate, was central in this work of creation. The Apostle John affirms that Christ is the Son of God, the Word, without whom nothing was made.³ Paul explains that through the Son the entire **cosmos** was brought into existence, has its meaning, and will find its fulfillment.⁴ In the same context, Paul makes clear that God

¹ Romans 11:36.

² Revelation 4:11

³ John 1:3

⁴ Colossians 1:15-17; 1 Corinthians 8:6; Hebrews 1:2; Hebrews 11:3; 2 Peter 3:5.

upholds and maintains the entire creation by his Son and through his Spirit.¹ Therefore, the creation is an integrated and interrelated whole. It belongs to God² and is under his sovereign rule;³ it is God's kingdom.⁴

There is rich diversity within creation. We confess with the Belgic Confession that God, "created heaven and earth and all other creatures from nothing, when it seemed good to him, by his Word--that is to say, by his Son. He has given all creatures their being, form, and appearance, and their various functions for serving their creator."⁵

Within the whole of creation, only men and women are created in God's image. Human beings are in a **covenant** relationship with their creator and called to loving obedience.⁶ With hearts open to the will of God, we are called to serve the creator by fulfilling the mandate to subdue the creation.⁷ That is, God places men and women in office and calls them to the task of kingdom work, enabling the flourishing and abundance of all creation.

However, by disobeying God, men and women fell into sin and violated their **office**, breaking the bond of covenantal fellowship. They closed their hearts to the will of God and exchanged true service to the creator for idolatrous worship of created things.⁸ After the fall, people began to treat the creation not as the kingdom of God, but as an object of exploitation for their own purpose and glory. Having rejected the source of true fellowship and harmony, humanity subjected itself and the rest of creation to division and strife, misery, and death.

God determined not to leave his creation in such rebellion and brokenness. In his grace,⁹ he promised to reclaim what had been deformed and distorted by sin. He fulfilled this loving promise in the death and resurrection of Jesus Christ, the Word made flesh. Through faith in Christ, we are restored to covenant fellowship with God and enabled to live as joyful servants in his kingdom.

Christ redeemed not only humanity but the entire cosmos.¹⁰ Even though the effects of the fall continue, Christ has broken the dominion of Satan, rescued creation from the curse of sin, and now reigns as King over all.¹¹ From this position of power, he **commissions** us as members of the new humanity, to work toward the expression of his kingdom everywhere. As his agents of reconciliation, we are called to labor together as one body, fulfilling the **original mandate** according to the claims of Christ.

God continues to sustain all things through his Word and to require obedience of all his creatures.¹² Our efforts to obey are hindered by an antithesis between the redeeming work of Christ and the old order of sin and rebellion. This conflict is at work in each human heart and within the world at large.

Those redeemed in the Son and filled with the Spirit are called to a newfound joy in obedient living. Although unbelievers may be given significant understanding of the created order, true insight requires the light of the Bible, a heart committed to Christ, and the indwelling of the Holy Spirit.¹³ Therefore, biblically-oriented learning is both a possibility and a necessity for the Christian community.

As an institution of higher education committed to the Reformed, Christian perspective, Dordt University equips students, alumni, and the broader community to work effectively toward Christ-centered renewal in all aspects of contemporary life.

CHAPTER II: CONTEXT

The nature of education must be understood in the context of God's mandate to steward the earth.¹⁴ This mandate calls us to glorify God by unfolding creation's potential and participating in its flourishing. God

¹ Colossian 1:17.

² Exodus 9:29; Exodus 19:5; Psalm 24:1; Corinthians 10:26.

³ Psalm 103:19.

⁴ Psalm 22:28; Psalm 47; Psalm 103:19; Psalm 119:89-91; Psalm 145:10-21; Obadiah 1:21; Zechariah 14:16-21.

⁵ Belgic Confession, Article 12.

⁶ Proverbs 23:7; Proverbs 4:23; Matthew 12:34, 35; Luke 6:45; Mark 7:18-23; 2 Corinthians 9:7.

⁷ Genesis 1:26, 28.

⁸ Romans 1:25.

⁹ Genesis 3:15.

¹⁰ John 1:29; John 3:16; Ephesians 1:9-10; Philippians 2:9-10; Colossians 1:19-20; 1 John 2:2; Revelation 21:5.

¹¹ Matthew 28:18.

¹² See earlier in Chapter I.

¹³ See earlier in Chapter I.

¹⁴ See earlier in Chapter I.

uniquely equips humanity to fulfill this charge by creating us in his own image. This calling is renewed and reiterated with even greater authority by the risen Lord in the Great Commission. Furthermore, Christ himself anticipated the empowerment of this calling, gifting us with the Holy Spirit's presence in and through his church.

In its broadest sense, education is an essential response to the **cultural mandate**,¹ the **Great Commission**,² and the Pentecost vision.³ Consequently, we must study, examine, and seek to understand God's design and will for creation, sharing wisdom across generations. At Dordt, we describe these efforts to understand and develop the creation in the term *serviceable insight*.

Education also relates to the performance of humanity's cultural task in another way. God instructs men and women to be fruitful and multiply. This inherently involves nurturing and training children to exercise insight.

Education, then, is an essential aspect of life itself, and in its broadest scope refers to all human efforts to gain and share insight, whether at the forefront of higher education, in the kindergarten classroom, or on a parent's lap. Education pervades all of life and is operative in every human relationship. In marriage, it manifests itself in the deepening of understanding between husband and wife. In the home, the rearing of children is an educational activity. In the church, we are instructed in Scripture. In all other spheres, such as commerce, industry, arts and media, creation's flourishing requires growing insight.

Throughout history, as humanity engaged in increasingly complex cultural activity, a differentiation of calling, tasks, and responsibilities occurred. At Dordt, we refer to these distinctions using the word *office*.

One of the results of such historical differentiation is the school: the sphere in which society formalized the educational task of gaining and sharing insight. However, this task is so great and complex that further differentiation within formalized education became necessary, resulting today in preschool, elementary, secondary, and post-secondary education. With each successive level of education, the understanding of reality is both broadened and deepened.

Within the Christian community, education is essential for understanding God's loving law, handiwork, and mission in the world. However, this task is complicated by the extensive and pervasive deformation brought about by sin and centuries of idolatry. This situation makes the work of Christian education both challenging and crucial.

As an institution of higher learning, Dordt is called to the task of Christian higher education. We seek to equip our constituents with Christian insight, developing and implementing Christian learning that benefits students, alumni, and the broader Christian community.

CHAPTER III: STRUCTURE

Participating in the educational task of Dordt University is to be understood as a calling. When disciples of Christ hear and accept God's call to participate in the task of the university, they occupy a variety of offices.⁴ Due to a diversity of tasks, Dordt has historically recognized five kinds of office: board members are elected; professors, staff, and the president are appointed; and students enroll in the work of the educational community. However, it should be noted that there is not an exclusive identity of office with any one person, and that a person can occupy more than one office. Office-bearers, endowed with God-given competence and insight, are authorized to take part in the educational task of Dordt and should discharge the specific responsibilities of their office in a spirit of selfless obedience to God, fellow office-bearers, and the mission of the university.⁵

Participating in the work of developing and sharing insight is not merely an occupation or a means to gain financial security or self-esteem, but a task to which God calls us.⁶ When this sense of office consciousness is

¹ Genesis 1:26-30; Genesis 2:15.

² Matthew 28:18-20.

³ Acts 2:17-18.

⁴ Romans 12:6-8.

⁵ Romans 12:10; 1 Corinthians 12:4-5.

⁶ Psalm 8:6; Matthew 25:14-30.

lost, we lose the essential meaning of our work. Therefore, Dordt University seeks to develop and foster an atmosphere where all office-bearers can flourish in fulfilling the calling of their office.

The board's specific task is to oversee the university. Trusted people from the broader constituency are mandated to provide leadership and direction, upholding the university's biblical faithfulness, maintaining its **Reformational** character, and ensuring its academic excellence and overall health.

Faculty have the primary responsibility for developing and sharing insight. Through perspectival growth, teaching, research and scholarship, and service, they are called to carry out the central educational task of the university.

Students also share in the educational task. With the faculty, they form a community of scholars responsible for developing and sharing insight, from its theoretical beginnings to concrete applications.

The administrators and staff construct and maintain the learning environment within which the educational work of the university can grow and thrive.

A distinct office is occupied by the chief executive officer, the president of the university, who is charged with overseeing, guiding, and directing the entire life of the institution. The president serves as the liaison between the board and constituency on the one hand, and the faculty, students, administration, and staff on the other.

These tasks compose the one, common educational calling which pervades every segment and activity of Dordt. Though these tasks are similar in their response to the one, all-encompassing educational calling, each office is unique and functions properly only when the others are appropriately recognized and allowed free expression.

Dordt promotes responsible use of office, providing an education that deepens the insight of all its office-bearers. Therefore, ongoing development and growth must rank high on the institutional agenda. To ensure responsible and competent execution of all offices, the university community maintains effective programs of evaluation on all levels.

CHAPTER IV: AUTHORITY

All authority is given by God and is therefore always delegated and representative.¹ It is given to serve humanity and the whole of creation. At Dordt University, each office is associated with a specific kind of authority and must be exercised in servanthood.

The goal of authority within the university is to enable and encourage office-bearers to perform their tasks as fully and effectively as possible in response to the will of the Lord. This authority is not to be used to dominate or exercise presumed rights; rather it must be exercised to serve, facilitate, and edify.²

Every office-bearer has the responsibility to serve others, empowering them by ensuring their freedom to carry out their task and exercise their authority. A biblical understanding of authority requires a spirit of mutual responsibility and accountability before God.³

The board possesses the authority to make and implement wise, insightful decisions that affect the direction of the entire educational enterprise. Normally the board entrusts the day-to-day operation of the university to the other office-bearers. However, if the board detects a departure from the mission of the university, it is called and authorized to act.

The faculty is called and authorized to exercise authority over the academic and curricular program. As educational office-bearers they must give evidence of possessing the requisite competence, insight, and expertise which enables and authorizes them to equip students, alumni, and the broader community to work effectively toward Christ-centered renewal in all aspects of contemporary life.

Students exercise a meaningful but more limited authority. They are directly involved in the teaching and learning process, so their insight regarding instruction and the overall life of the university is deeply valued. As this insight develops, it results in increased authority, enabling them to evaluate whether the board, president, faculty, and staff are fulfilling their mandate.

¹ Matthew 28:18; Romans 13:1; 1 Peter 3:22.

² 2 Corinthians 4:5; Philippians 2:3-4.

³ 1 Peter 4:10-11.

The authority of administrators and staff is determined by their special task of organizing and facilitating the educational process. Their expertise lies in facilitating and cultivating academic, cocurricular, financial, operational, and public relations aspects of the university.

The office of president of the university includes a broad range of authority for overseeing, guiding, and directing the entire university. As the liaison between the board and the faculty and staff, the president speaks to the faculty and staff with the specific authority of the board; the president speaks to the board with the specific authority of the faculty and staff. The president is responsible to ensure that the university functions effectively and efficiently and is authorized to exercise both academic and administrative authority. All office-bearers on the campus, in the performance of their various functions, are accountable to the president, who in turn, is accountable to the board.

Authority on campus is exercised effectively and responsibly when all office-bearers carry out their tasks competently. Office-bearers endowed with educational authority at the curricular and academic heart of the university must show themselves competent in their research and teaching. The administrators and the staff must also be competent to supply an enabling context for the educational process. As leader of the entire institution, the president must have a special measure of experience and understanding.

The proper exercise of authority requires structured and open lines of communication. Any concerned office-bearer may examine or question procedure, policy decisions, or the university's effectiveness in developing and sharing serviceable insight. Such concerns should not be regarded as failing to submit to authority but as an appropriate testing of the university's activities. However, such questioning should respect the authority of each office and be done in a spirit of communal love.

Dordt recognizes a distinction between arriving at a decision and implementing it. The decision-making process must involve those given the authority to implement a decision as well as those who will be impacted by it. Conflicts and disputes should not be resolved by coercion. Instead, conflict resolution should involve a spirit of love and mutual trust, prompted by the desire to advance Dordt's educational purposes.

CHAPTER V: CONTENT

The central educational task of Dordt University is to provide Christian insight on an advanced level. To function effectively in a complex society, Christians require wisdom and understanding. As members of the body of Christ, we are called to spiritual discernment, critical thinking, and wise judgment. In our daily lives, we are continually confronted by the difficulties and problems of our age. National and international tensions enter our homes through the media, political and economic problems touch our everyday lives, and the power of technology and communications affects us all. Christians require an advanced level of insight to engage with these multi-dimensional challenges and opportunities. Furthermore, all callings require a deep knowledge and a broad range of skills.

This situation puts a particularly important responsibility on Christian institutions of higher learning including Dordt. We are faced with the need to meet continually changing demands. We must not be satisfied with the transmission of abstractions; we must develop and share insight that enables Christians to serve Jesus faithfully. At Dordt, our educational task is to provide insight that is kingdom-oriented and genuinely Christian: serviceable insight. Such insight equips the Christian community to respond obediently to the central Scriptural command: "Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength." The second is this: "Love your neighbor as yourself." There is no commandment greater than these."¹

Serviceable insight is a lived-out expression of the Scriptural command to seek wisdom and understanding. The Bible teaches that "The fear of the Lord is the beginning of wisdom, a good understanding have all they that do his commandments."² Also, "Look carefully, then, how you walk, not as unwise, but as wise, redeeming the time, because the days are evil. Therefore don't be foolish, but understand what the will of the Lord is."¹ And again: "Who is wise among you? Let him show by his good life his works in meekness of wisdom."²

¹ Mark 12:30-31.

² Psalm 111:10.

Scripture admonishes us to seek wisdom and understanding so that we may be able to discern and follow the will of the Lord. Dordt takes this pursuit seriously, striving to provide and promote the kind of insight that will enable Christians to discern the will of the Lord in all areas of life. Serviceable insight inspires and empowers students, alumni, and the broader Christian community for kingdom citizenship. Dordt aims to develop and disciple kingdom citizens who are answering the demands of the cultural mandate and the Great Commission, equipping believers to advance, in loving service, the claim of Christ over all areas of life.

Christian insight encompasses an understanding of the structure and working of God's created order, including theoretical knowledge and the practical ability and motivation to carry out one's task in loving obedience and service.

Dordt is called to provide multi-dimensional insight. The Dordt graduate must have theoretical understanding, practical ability and skill, and a passion to be biblically faithful in response to God's call to service. For this reason, theory, practice, and motivation are all integral to the implementation of God's will in everyday situations.

In principle, no legitimate profession, occupation, vocation, or station in life can be precluded from Dordt's educational concern. One goal of the university is to identify those occupational areas where serviceable insight is increasingly needed. The university must therefore continually examine the nature and scope of its curriculum and other activities in order to provide high quality learning experiences that are central to its mission and that address crucial needs in society. In this way Dordt, by remaining aware of the demands of the times, can carry out its educational task of providing leadership that is not only uniquely Christian, but also dynamic and relevant.

CHAPTER VI: IMPLEMENTATION

Central to the implementation of the educational task of Dordt University is the curriculum, the basic means for sharing serviceable insight. The curriculum consists of organized fields of investigation that are reflective of an intentional creational order.

Within the curriculum, four coordinates guide our pursuit. They are: 1) Religious Orientation (Who owns the cosmos and who owns your heart?); 2) Creational Structure (How do things hold together?); 3) Creational Development (How do things unfold?); and 4) Contemporary Response (How are we called to respond?).³

At Dordt, the dimensions of reality are examined to obtain an understanding of the underlying unity in diversity. We attempt to convey the perspective of an ordered creation continuously upheld by God's Word,⁴ the cosmos in which people are placed and called to carry out their tasks. Dordt stresses the indispensability of biblical study and Christian philosophy to our understanding of the character and coherence of the created order.

Insight into the structure of creation is to be integrally linked to an investigation of humanity's response to God's call to service. In the building of civilizations, God's image-bearers have been influenced by a variety of spirits. Dordt engages students in a broad study of history and of contemporary problems. The investigation of historical developments is designed to enable the student to recognize the various deformations that were the result of humanity's fall into sin, as well as the redeeming effect of Christ's reclaiming of creation. Such investigation equips students to discover and evaluate the religious response evident in every cultural expression. In addition, Dordt provides insight into crucial challenges and opportunities facing contemporary culture. Living in a global community, we continually encounter issues that require discernment and thoughtful engagement. Dordt implements a curriculum sufficiently flexible to address these challenges and opportunities as they arise. In our study of history and contemporary problems through a Reformed perspective, Dordt instills the ability to discern the spirits and to engage in redemptive transformation of cultural activity.

¹ Ephesians 5:15–17.

² James 3:13; Proverbs 8; John 1:1-14; 1 Corinthians 1:18-31.

³ For more information and elaboration, see the Educational Framework.

⁴ Hebrews 1:3; 2 Peter 3:5.

Lastly, Dordt seeks to provide insight into the nature and demands of various vocational and professional tasks. Dordt graduates must be equipped to carry out their tasks as kingdom citizens in a variety of vocations. As a result, majors and pre-professional programs form another essential component of the curriculum.

While the various disciplines and programs, together with historical and contemporary studies, constitute the core of the curriculum, Dordt by no means neglects to teach the many skills required by graduates as they continue in their calling. Emphases are placed on analytic, communicative, artistic, and physical skills, as these are essential for effective Christian service. Other skills, as demanded by the nature of vocational tasks, are also included in the curricular offerings.

The curricular components, taught in an integral way, constitute the elements required by the student to attain genuine Christian insight and wisdom. For this reason, Dordt seeks to offer a curriculum conducive to contextual learning.

Truly serviceable insight involves theoretical comprehension, practical ability, and proper motivation. Further, Dordt's curriculum provides coherence, creativity, and interrelatedness within the unifying framework of a biblical perspective.

This integral curriculum is effectively implemented through excellence in teaching and scholarship. Faculty members are responsible for various components of the curriculum. They ought to develop into a cohesive team of teachers and scholars, competent professionals who are interdependent in their concern for effective teaching within their area of academic specialization, and their responsibility to the overall development of serviceable insight.

Both the curricular and the cocurricular aspects of the university play essential roles in the implementation of the educational task, working toward the same goal, serviceable insight. Cocurricular activities are fundamentally grounded in the same educational objectives as curricular endeavors. Dordt seeks to provide a wide range of cocurricular opportunities to develop and enhance serviceable insight.

Dordt will have succeeded in its mission when it produces knowledgeable and skillful students desiring to carry out their calling and vocation in service and loving obedience. To this end, the university must cooperate closely with the church community and home to engender wisdom according to the mind of Christ.¹

CHAPTER VII: ACADEMIC FREEDOM

Dordt University confesses that the source of true freedom is Jesus Christ. However, such freedom is not to be equated with Enlightenment philosophy. Individual autonomy, the traditional idea of academic freedom, suggests that freedom knows no bounds. This view is not acceptable because all perceptions of academic freedom are based on worldviews that set parameters for the academic enterprise. Christ empowers us by his Spirit and directs us by his Word. He frees us to perform our academic task in a liberating way that enables us to respond obediently to his call to serve. The implementation of this calling includes an institutional commitment to academic freedom. Our Reformational view of academic freedom rests in part on the biblical concept of **sphere sovereignty**.

Dordt finds its God-given authority and responsibility within the distinct societal sphere of education. God gives each sphere its own unique integrity, authority, and task, while simultaneously holding each responsible to the other spheres within the broader kingdom of God. This makes each sphere both compelled and bounded by the calling it has received. Therefore, the university desires to fulfill its calling, while also cooperating with other non-academic spheres such as business, the church, the family, or government. In faithful response to the cultural mandate and the Great Commission, Dordt boldly maintains that academic freedom is compelled and bounded by the Word of God and shaped by a Reformed worldview. The university must uphold academic freedom, promoting genuine Christian scholarship and teaching by the faculty as they explore and investigate.

¹ 1 Corinthians 2:15-16.

Dordt actively promotes an environment of trust and mutual responsibility among office-bearers. Therefore, our understanding of academic freedom requires humility, cooperation, discernment, and rigorous engagement with one another. Disagreement need not necessarily imply error or be divisive. However, all parties must understand the nature and parameters of the statement of purpose, explicitly affirm *The Educational Task of Dordt University*, and agree to carry out their academic responsibilities within the framework articulated therein. If an academic freedom issue arises in which a faculty member appears to move away from the stated goals and purposes of the university, faculty and communal evaluation of one's work should be sought and expected. If this informal and formal engagement has not produced a resolution, the faculty member should ultimately be prepared for re-evaluation of his or her contractual status with the Board of Trustees serving as the final authority.

Dordt faculty are called to explore, tend, and develop God's world by asking probing questions, formulating insights, wrestling with ideas, freely dialoguing with differing perspectives, and living obediently, all while prophetically working toward shalom. This involves submitting to God's Word as revealed in Creation, embodied in the person of Jesus, expounded in the Scriptures, and applied through the ongoing work of the Holy Spirit and his Church. In doing so, faculty participate in the Reformational tradition of *Semper Reformanda* – Reformed and always being Reformed, according to the Word of God.

EDUCATIONAL TASK GLOSSARY

Reformed: The Reformed tradition emerged out of the Protestant Reformation in the sixteenth century. Its early representatives include John Calvin, Ulrich Zwingli, and Theodore Beza. Reformed theology emphasizes the authority and normativity of Scripture and doctrines such as justification by faith alone, the sovereignty of God, infant baptism, and the spiritual (i.e. non-physical) presence of Christ in the Lord's Supper. Multiple branches of the Reformed tradition now exist across the globe. Dordt University is closely associated (yet not exclusively so) with a Dutch strand of the Reformed tradition, which has historically emphasized the sovereignty of God over every aspect of life. It includes prominent thinkers such as Abraham Kuyper, Herman Bavinck, and Herman Dooyeweerd.

Classis: A classis is a governing body of the church that is composed of multiple congregations, usually in a defined geographical area. It is the intermediate body between individual congregations and the nationwide synod. The classis is analogous to a presbytery in other traditions.

Sphere: A sphere is a realm of human life that has its own distinctive calling, authority, and responsibility. God has ordered his creation such that each sphere of human life has its own task and arena of authority. Kuyper, Dooyeweerd, and other Reformed thinkers have identified a number of these distinctive realms of life—including family, school, church, and the state.

World and Life View: A worldview is a person's fundamental orientation to life and reality. It encompasses our most basic beliefs, moral principles, and desires. Often, our worldview is revealed not only by what we profess to believe, but by what we do—how we love (or fail to love) God, his creatures, and his creation. Worldview impacts not only our individual beliefs and practices but also shapes all aspects of society and culture.

Creation: Creation refers to God's creative work, bringing all things into existence out of nothing, and continually unfolding and upholding it. God called his creation good, and made human beings to live and flourish in relationship with him, serving as stewards of all that has been entrusted to us.

Fall: The Fall refers to humanity's sinful rebellion against God and his good ordering of creation. All aspects of human existence, including our relationships with God, neighbor, creation, and self are affected by this corruption of God's created order. Yet, even amid the sinful corruptions of the Fall, God continues to sustain and govern all things according to his eternal providence.

Redemption: Redemption refers to God's restoration of humanity through the saving work of Jesus Christ, including our relationships with God, neighbor, creation, and self. Redemption applies not only to the human soul, but to the whole human person. All of creation longs for God to set things right, reversing the effects of sin and restoring all that he has made.

Fullness: The fullness of the Kingdom is the consummation of God's redemptive plan for humanity and creation. In the present time, we enjoy a foretaste of God's coming Kingdom, but look forward to the peace and perfection of a future age.

Cosmos: The cosmos is the entirety of all that God has made. There is nothing in the universe that exists that was not created by God.

Covenant: A covenant is a mutual agreement that establishes a fellowship between parties. It is usually accompanied by specific terms and conditions, promising blessings to those who are faithful to the covenant, and specifying penalties for those who violate it. The redemptive covenant between God and humanity accomplishes the salvation of God's people. Through this covenantal relationship, we enjoy an intimate fellowship with our creator, and come to know his will for us.

Office: In any social context, certain individuals will have responsibility to care for the common good of the community. In family life, parents have responsibility to nourish, educate, and protect their children. In ecclesial life, pastors, elders, and deacons are called to minister to their congregation in various ways. We refer to these roles and responsibilities as "offices." At Dordt University, those who hold office (faculty, staff, president, student, or Board of Trustee) are granted authority to act on behalf of the community in specific ways. If officeholder acts against the common good of the community, authorized individuals may correct or even remove the individual from his or her office.

Commissions: All authority derives from God. As Christ's disciples, we are commissioned in his name to spread the knowledge of God through all the world. Doing so, we act as agents of reconciliation to every part of creation.

Original Mandate: See "Cultural Mandate."

Cultural Mandate: The cultural mandate refers to God's original command to Adam and Eve to serve as stewards of God's good creation, promoting the flourishing of humanity and the natural world (Genesis 1:28).

Great Commission: The Great Commission refers to Christ's command to his disciples to preach the gospel to every nation, making disciples and baptizing individuals in the name of the Father, Son, and Holy Spirit (Matthew 28:16-20).

Serviceable Insight: At Dordt University, education is about more than mere transmission of information or knowledge; it strives for transformation of the whole person. This transformation, wholly dependent on biblical wisdom, is cultivated in community and equips us to serve God and neighbor. We do not pursue wisdom simply for wisdom's sake or personal benefit; rather, we are seeking wisdom that enables us to better know, serve, and praise our Creator.

Reformational: A philosophical school of thought within the Reformed tradition that emphasizes the religious grounding of all areas of life. There is nothing that does not fall under the sovereignty of God. The primary proponents of reformational thought include Herman Dooyeweerd and Dirk H.T. Vollenhoven.

Sphere Sovereignty: Sphere sovereignty is a philosophical idea that emerged out of the Dutch Calvinist tradition of Abraham Kuyper and Herman Dooyeweerd. God has ordered his creation such that each sphere of human life (see "Sphere" above) has its own task and arena of authority and responsibility. Each sphere is directly under Divine rule and one sphere may not impinge on another's unique authority. Kuyper, Dooyeweerd, and other Reformed thinkers have identified a number of these distinctive realms of life— including family, school, church, and the state.¹

¹ Richard Mouw, On Kuyper

GUIDING PRINCIPLES FOR DECISION-MAKING

Introduction

An essential ingredient in a well-run institution of higher education is the acceptance of a style of management, an organizational structure, administrative policies, and a decision-making process that jointly promote the vision and goals of the organization. At a time when it is increasingly important to maximize the effect of limited human and material resources, a well-defined governance structure is not an optional accessory; it must be a conscious decision and an integral part of the university's operational philosophy. A small university can have an effect out of proportion to its size if it is organized and operates so that its members productively contribute toward the fulfillment of a common educational task.

Styles, structure, policies, and procedures are themselves rooted in principles that may or may not be in agreement with the philosophical outlook of the institution. We believe that the following guiding principles reflect Dordt's stance on authority as articulated in *The Educational Task of Dordt University* [HL] and encourage the ongoing development of this academic community.

Guiding Principles

The guiding principles governing decision-making at Dordt University shall be the following:

I. Primary Principle

The managerial style, organizational structure, administrative policies, and decision-making procedures of the university shall enable all members of the academic community to participate effectively in the common educational task of the university. Members shall be engaged in the decision-making process in a manner appropriate to their office, exercising their authority in order to serve one another and God in love.

II. Subsidiary Principles

1. The decision-making process shall engage parties who will be affected by the decision in a way that reflects their particular tasks, abilities, and insights.
2. The decision-making process shall provide the requisite freedom for participants to exercise their authority in the context of mutual accountability.
3. The decision-making process shall engender trust and harmonious cooperation among the participants.
4. The decision-making process shall be readily accessible to parties who will be affected by the decision.
5. The decision-making process shall encourage and secure open communication among the participants.
6. The decision-making process shall enable decisions to be made in a timely way.
7. The decision-making process shall enable decisions to be made efficiently.

III. Further Explication of the Guiding Principles

Our guiding principles posit the effective fulfillment of the educational purpose of the institution as the primary norm governing organizational structure and decision-making procedures at Dordt University. The various members of the university must be involved in the decision-making process, but in a way that reflects their office within the structure of the university.

This approach provides a biblically Reformed, Christian alternative both to democracy, in which everyone has equal authority and must be involved in making decisions, either directly or indirectly through elected representatives, and to autocracy, where a select few impose their will upon the rest. It is predicated upon a recognition of the existence of coordinate spheres within the university with different kinds of God-given authority and responsibility that are to be exercised in a concerted manner by the various office-bearers for the fulfillment of the specific tasks to which they have been called. God grants us various gifts and the authority to exercise them in different offices within the university so that we may mutually serve one another for the benefit of the institution and the advancement of his kingdom.

In order for the primary norm to be realized, various subsidiary norms must also function in the decision-making process. Those responsible for carrying out institutional decisions shall be involved in the process of making them. The manner and extent that any member shall be engaged in the decision-making process will depend upon the degree to which the decision affects that party's ability to fulfill its task in the university. Those segments of the university community affected by a decision but not ultimately responsible

for making it shall be involved in the decision-making process both at an input and a feedback level prior to its being finalized.

Within the context of mutual accountability and cooperation, those involved in making and finalizing a decision must be given sufficient freedom to participate in the process. This means that those affected by a decision must be granted adequate participation in the decision-making process, but it also means that those who finally make the decision must be given the opportunity to exercise their authority and responsibility.

The decision-making process shall engender trust and cooperation among the various parties of the university. The participants in the decision-making process shall not be viewed as adversaries fighting for their own concerns. The aim of any decision ought to be the better fulfillment of the educational task of the university, not the advancement of any special interest group. Disagreements will invariably arise regarding objectives, methods, and actions, and these will need to be resolved in order to come to a decision, but this shall be done in ways that promote trust and cooperation among the participants rather than suspicion.

One way in which trust is encouraged is by making sure that parties affected by a decision are treated fairly. Each person or group shall be given sufficient access to the decision-making process at the outset, so that the merits of proposals and requests can be evaluated equitably. Affected parties shall also be provided with avenues of challenging any decision they deem detrimental to the university.

Another way in which trust is encouraged is by providing lines of open communication among the affected parties. All parties shall have adequate background information pertaining to the decision under consideration and shall be kept informed of any developments as the process moves toward a conclusion. They shall also have ample time and opportunity and suitable channels for responding to any information they receive.

Decisions must be made in a timely way so that the work of the university will not be hampered by indecision. If the affected parties cannot come to an agreement leading to a decision, those responsible for making the decision will have to judge whether it is wiser to postpone making the decision until greater consensus is reached or whether a decision must be made without reaching agreement.

Effective planning will ordinarily satisfy the need for timely action, but emergencies may occasionally arise that require a decision to be made more quickly than the normal procedure permits. When this occurs, an abbreviated process that adheres to the other guiding principles shall be followed as far as is possible, doing whatever is feasible given the constraints of time.

Decisions must be made efficiently. Due to limited resource of time and money, a decision-making process shall involve no more people or meetings than are necessary. This principle does not negate the earlier emphasis upon participation by affected parties, but it places a further restriction on the process that needs to be balanced in any given situation.

IV. Realization of the Guiding Principles

The realization of the guiding principles listed above requires more than having proper organizational structures and decision-making procedures. These do not in themselves guarantee that the institution's goals will automatically be achieved. Those who engage in a decision-making process at whatever level need the guidance and wisdom of the Holy Spirit to be sensitive to their calling and to those they work with in order to effect such goals. However, the general decision-making schema outlined below does encourage these goals in an institutional way.

The schema in Figure 1 exhibits an interaction/response loop between those who help develop and ultimately make decisions in a certain area and those who will be affected by the decision but are not responsible for finalizing the decision on that level. The intent of the diagram, in accordance with the above principles, is that a decision shall cycle until it has sufficiently solidified and those who will be affected by it have had ample opportunity to respond to it prior to its being made and implemented. Those ultimately responsible for making the decision and moving the proposal to another area or level, if necessary, will have to judge when it is appropriate to move further in the process, balancing the need for timely and efficient action with the need for cooperative ownership and adequate participation of those involved.

Different ways of initiating a proposal are compatible with the above schema. Administrators might first seek information or ideas from the interested parties, or they might formulate an initial proposal and present it to those involved for their consideration. Furthermore, the process can be more or less formal, depending on administrative style and the nature of the decision. The key principle to be followed, however, shall be the same: ready and timely access to the decision-making process must be given to those who will be affected by the decision.

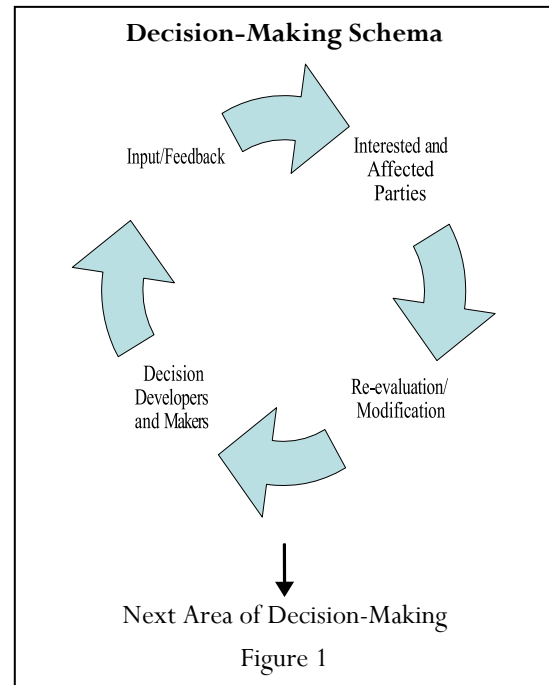
Open communication throughout the entire decision-making process is crucial. Potential conflicts and aggravation can often be avoided merely by taking the time to communicate information regarding a procedure or decision. Such a courtesy is the very least that shall be expected. However, more than mere communication is usually necessary. The interested parties shall have an opportunity to reflect upon and respond to a proposal with the possibility of modifying a decision prior to its being implemented.

Exactly who the interested parties are in a given situation may be spelled out in certain instances, but even if it is not, those charged with making decisions shall have sufficient insight as leaders of the university community to know who will be affected by the decision. Decisions must not be viewed only in terms of the issue addressed but also in terms of the people affected. Decision-makers must not become so task-oriented that they lose sight of those working with them.

V. Leadership and Participation in Decision-Making

Communal action requires leadership with a clear and steady vision. Leaders are needed to stimulate fresh ideas and mobilize people behind a cause. Leadership must be exercised so that everyone is enabled to participate in a way appropriate to his or her own office. Leaders shall seek to build consensus through participation among the interested parties.

Participatory decision-making helps develop a sense of professionalism and an organizational *esprit de corps* that promotes trust and encourages community within the university. Having been part of the process, members of the university community can take more complete ownership of the decision and will strive to implement it. Once such a decision has been made, its integrity must be recognized by all. Decisions made must be considered settled and shall be supported and carried out by those involved. Any anticipated changes must follow normal channels for such decisions and shall themselves adhere to the principles outlined above.



VI. Structure of Decision-Making Bodies

Based upon principles that guide and characterize decision-making at Dordt University, and given an understanding of the needs of the university, the university tries to facilitate effective participation in the work of the university by its members and seeks a productive academic governance.

To that end, the composition, structure, duties, and procedures of certain bodies in the decision-making process are especially crucial: the administrative cabinet, the main administrative units, the academic senate, the Board of Trustees, and the executive committee of the Board of Trustees. Other committees and other bodies, such as departments and divisions, are also essential to decision-making in that they provide forums for discussion and for processing ideas and decisions. Committees are valued for their specialized tasks and recommendations.

CHAPTER ONE: ORGANIZATION AND GOVERNANCE

1.0 OVERSIGHT OF THIS CHAPTER

The Board of Trustees oversees the organization and governance of the university. Changes regarding the organization and governance of the university may be initiated by the board, but may also be recommended to the board by the administrative cabinet via the president. Because the organization and governance of the university touches everyone at the university, all parties are expected to follow the guidelines outlined in this chapter. Likewise, the university community shall receive adequate background information, as early as possible, pertaining to any changes in organization and governance being considered and shall be kept informed of any developments as the process moves toward a conclusion. Ordinarily, they shall also be provided ample time and opportunity and suitable channels for providing a timely response to any information they receive.

1.1 MEMBERS OF THE CORPORATION

The Articles of Incorporation indicate that any adult person who is in good and regular standing in a Christian Reformed church or in any other church which may be officially designated by the Board of Trustees, in the district, the areas or boundaries of which shall be defined by the bylaws, shall be a member of the corporation (see Appendix A).

1.2 BOARD OF TRUSTEES

1.2.1 TRUSTEES

The Articles of Incorporation and Bylaws of the Corporation outline the organization and responsibilities of the Board of Trustees, as well as matters regarding the election and selection of members of the board (see Appendix A).

1.2.2 FINAL AUTHORITY

1.2.2.1 OVERALL OPERATION

The Dordt University Board of Trustees is the legally constituted body that is responsible for the overall operation of the university. The board has final control over the policies, budget, and property of the university. The Board of Trustees shall be the final authority in all matters pertaining to the faculty handbook and contractual agreements.

1.2.2.2 CONTRACTUAL AGREEMENTS

Faculty employment conditions, policies, and procedures cited in faculty contracts, as such conditions, policies, and procedures may be amended annually by the Board of Trustees, shall be binding for faculty members and the Board of Trustees. The Board of Trustees likewise has the authority to amend through modification or discontinuance any of the provisions of the compensation and benefits section of this handbook [\[HL\]](#).

- All appointments and contracts shall name Dordt University, Inc. as the contracting corporation.
- All contracts shall require that faculty members agree to carry out their responsibilities according to the principles and particulars outlined in this handbook.
- All full-time and proportional faculty members are expected to demonstrate their commitment to the mission of the university by
 - A. enrolling their children, when appropriate, in Christian day schools (while the university honors the desire of parents who choose to home school their children, it should be noted that the Grade School/High School Tuition Scholarship [\[HL\]](#) is not available for home school curriculum materials);
 - B. affiliating with one of the local, confessionally Reformed congregations (adhering to the Westminster Standards and/or the three forms of Reformed Christian unity; namely, the Belgic Confession, Heidelberg Catechism, and Canons of Dort) that actively supports the mission of Dordt University (as indicated either by written support from the church council/elders of the Educational Task and Educational Framework, and/or by regular and specific financial support of the university through denomination, regional judicatory/classis, or congregation); and
 - C. giving personal assent to the Belgic Confession, the Heidelberg Catechism, and the Canons of Dort.

1.2.2.3 THE FACULTY HANDBOOK

- A. The information presented in this handbook is the current statement of policies and practices at the university. If an employee believes that a policy or practice has been administered incorrectly, the employee may pursue an internal grievance [\[HL\]](#).
- B. The handbook is subject to revision and the university reserves the right to modify or change the handbook following the process outlined in the Guiding Principles for Decision Making [\[HL\]](#) and as briefly summarized in the first paragraph of each chapter.
- C. All proposed changes, so processed, shall be presented to the Board of Trustees for adoption, rejection, or revision. The Board of Trustees shall normally consider revisions of the faculty and staff handbooks at the board's spring meeting of each year. Adopted revisions shall be effective August 1, or on a date set by the Board of Trustees.

1.2.3 LEGAL COUNSEL PROTOCOL

All contact with legal counsel on behalf of Dordt University must be authorized by the vice president for university operations or the president of the university. The vice president for university operations will notify the president prior to all such contacts. The president will inform the chair of the Board of Trustees of all contact with legal counsel. Any commitment of Dordt University to a course of legal action requires prior authorization by the president of the university and immediate notification of the chair of the Board of Trustees.

1.3 ADMINISTRATIVE STRUCTURE

1.3.1 PRESIDENT OF THE UNIVERSITY

The president is the executive head and chief administrative leader of the university and is directly responsible to the Board of Trustees for every aspect of the university. The president represents the university to various publics and provides leadership on the university campus. The president is responsible for the work performed by vice presidents and staff.

1.3.2 VICE PRESIDENT FOR ACADEMIC AFFAIRS

The vice president for academic affairs is the chief academic officer and the administrative leader for the academic division of the university. The vice president for academic affairs is responsible to and makes appropriate recommendations to the president and serves, when so directed, as the chief administrative leader in the absence of the president.

1.3.3 VICE PRESIDENT FOR STUDENT SUCCESS AND DEAN OF STUDENTS

The vice president for student success and dean of students is responsible to the president and is responsible for nurturing the cocurricular aspects of the university. The VPSS-DS will champion the physical, spiritual, mental, emotional, social, and academic success of students within the campus community. The VPSS-DS collaborates with campus departments to integrate all aspects of university life in order to nurture a Christian community of relationships, learning and scholarship among faculty, staff, and students.

1.3.4 DEAN FOR CURRICULUM AND INSTRUCTION

The dean for curriculum and instruction provides formative leadership to faculty in the areas of teaching excellence, instructional support, curricular development, faculty development and evaluation, development of student learning goals and assessment, and program review.

1.3.5 VICE PRESIDENT FOR UNIVERSITY OPERATIONS

The vice president for university operations is responsible to the president. Duties include supervision of computer services, human resources, facilities and services, capital projects, auxiliary services, and special projects assigned by the president.

1.3.6 VICE PRESIDENT FOR FINANCE AND RISK MANAGEMENT

The vice president for finance and risk management is the chief fiscal officer and is responsible to the president. Primary duties are preparing an annual budget, keeping financial records, managing investments, analyzing and managing the university's risk, supervising the business office, and providing leadership regarding financial strategies and policies.

1.3.7 VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT

The vice president for university advancement is the chief development officer and is responsible to the president. Duties include planning, organizing, implementing, and giving leadership to the overall institutional advancement program of the university, which includes fund raising, grant writing, community relations, and assisting in general public relations.

1.3.8 VICE PRESIDENT FOR ENROLLMENT & MARKETING

The vice president for enrollment & marketing is responsible to the president. Primary duties include leading enrollment and marketing, directing alumni activities for the university, and building a clear, high-quality brand position and positive institutional identity for prospective students, parents, donors, and constituents. Responsible for creating institutional alignment of the brand identity across the entire leadership team of the institution and providing leadership for the university's media network.

1.3.9 DEAN OF CHAPEL

The dean of chapel is responsible to the president and plays an integral role in nurturing the spiritual life of the campus, establishing direction and oversight of all student faith formation activities, and facilitating the link between the academic life and the spiritual climate of campus. The dean of chapel oversees campus ministries and church relations. The dean of chapel holds faculty status.

1.3.10 CHIEF OF STAFF (currently held in tandem with dean of chapel)

The chief of staff is primarily responsible for working closely with the president and campus leaders to streamline strategic initiatives, drive productivity and campus efficiencies, oversee the cultural health of the organization, and communicate objectives between departments and back to the president. The chief of staff will maintain focus on executive-level advising and interdepartmental collaboration.

1.3.11 ADMINISTRATIVE MEETINGS

Meetings at which decisions are made, recommendations formulated, and counsel given are conducted regularly during the academic year. They serve as the principal communication and governance links in the ordinary administration of the university. These regularly scheduled meetings include

- the Administrative Cabinet,
- the Academic Senate,
- the Faculty Assembly,
- the academic divisions,
- division deans with the departments,
- and vice presidents with directors in their areas.

1.4 UNIVERSITY STANDING COMMITTEES POLICY

The administrators, faculty, staff, and students of Dordt University bring to it a wealth of talent, knowledge, and expertise. The university standing committees structure provides an avenue by which their serviceable insight is applied to institutional problem-solving and planning.

1.4.1 GUIDING PRINCIPLES

First, if a job can be done well by one or two persons, then a committee should not stand in the way. On the other hand, when matters affect people across the spectrum of the university on a regular basis, a standing committee may be the best way to deal with those issues. Operating on this principle requires that the university community trust the person doing the job not only to do it well but also to get appropriate input from the people affected by a decision. Operating by this principle also requires that the university community trust the committee to do its job well and in a way that does not hinder the work of individuals with specific responsibilities. Trust, in this context, should be anchored in an appropriate understanding of office, calling, and authority, as outlined in *The Educational Task of Dordt University* [\[HL\]](#).

Second, a clear and transparent process is also an important element of building trust. If people know what will happen to a document or a proposal, who will have input, and when they will give input, they can be more forgiving about the large number of people who have to participate in the process in an academic setting.

A university standing committee is established by action of the president of the university, usually with the recommendation of the administrative cabinet. Implied with this presidential responsibility are the following:

- A. The committee structure shall reflect the mission, goals, and objectives of the university.
- B. The university's commitment to the Guiding Principles for Decision-Making [\[HL\]](#) is a high priority.
- C. The university standing committees structure shall provide an opportunity for a broad spectrum of the Dordt community to have a voice in the operation of the institution.
- D. Undue proliferation of university standing committees should be avoided in order to diminish duplicative effort and unnecessary meetings. Ad hoc committees and task forces should be used to handle specific, short-term issues. When a long-term issue arises, an attempt should be made to find a committee that may handle the issue appropriately within its existing charge. Or, if the charge of an existing university standing committee is closely related to a long-term issue, the charge of the committee should be expanded by the president of the university to encompass the issue.

1.4.2 GENERAL RULES

Unless contradicted by the language of a specific committee description, the following general rules apply:

- A. *Eligibility for membership* - Elected and appointed membership is ordinarily limited to Dordt University administrators, faculty, staff, and students.
- B. *Terms* - The term for an elected or appointed member is three years, with the possibility of one additional consecutive term. Eligibility is effective again after a hiatus of one year. Elected terms ordinarily begin August 1. Elected and appointed terms are staggered in the initial construction of a committee in order to provide for continuity.
- C. *Selection of members* - Members are described in committee descriptions as elected, appointed, or ex officio.

Although not always listed in committee descriptions, the president of the university is an *ex officio* member of all university standing committees; and vice presidents are *ex officio* members of committees that affect their areas of responsibility.

At its May meeting, each academic division shall elect per assigned three-year rotation one member to the following committees: Cocurricular, Core Program, Curriculum, Faculty Status, Information Services Advisory, and Compensation Advisory.

The administrative cabinet shall appoint faculty members, administrators, and staff to other committees. These appointments shall be announced in August.

- D. *Filling vacancies in unexpired terms* - A vacancy in an unexpired term of an elected member is filled by a newly elected alternate for the position. A vacancy in an unexpired term of an appointed member is filled by a new appointment. A partial term has no bearing on eligibility of the person's own right to election or appointment.
- E. *Chair and secretary* - Wherever a chair is undesignated, committees shall elect a chair at their first meeting of each academic year. The chair is responsible for calling, conducting, and adjourning meetings, placing items of business, notices, and motions on the agenda, admitting observers and visitors, determining the vote on a particular motion, seeing that the will of the committee is carried out or communicated, and seeing to the reporting responsibilities of the committee.

The committee secretary, who is not necessarily a member of the committee, is responsible for drafting accurate and concise minutes, preparing other materials for meetings, and undertaking associated clerical tasks assigned by the chair.

1.4.3 GUIDELINES

- A. At its last committee meeting in the spring, each committee shall review its membership positions (roster) and duties/mandate. Recommendations for changes—including the nomination of new student members—shall be submitted to the administrative cabinet.
- B. At the last committee meeting in the spring, the committee shall discuss and tentatively set the agenda for the next academic year.
- C. At its first meeting in the fall, each committee shall review the committee's purpose, mandate, mission statement, and duties.
- D. At its first meeting in each semester, the committee shall review and adopt the agenda for the year and semester.
- E. Committees shall try to limit their meetings to an average of 50 minutes per week.
- F. It shall be standard procedure for committees to work with written proposals.

1.4.4 REPORTS AND MINUTES

Each standing committee shall submit annually, usually at the end of the academic year, a one-to-two page summary report of its activities. The report, submitted in electronic form, is sent to the president of the university, to the chair of the academic senate, and to the reporting authority in the committee description. Each committee shall select a secretary to record the minutes that will serve as the official record of the policy decisions and administrative actions. Committee and task force minutes shall distinguish between items discussed and items for committee or academic senate action. All minutes should have sufficient background and documentation to make the records self-explanatory.

- A. In order to have a unified system of minutes all committee secretaries should
 - 1. Use unbroken, consecutive numbering of articles regardless of passage into the new year, whether it be academic or calendar.
 - 2. Indicate the calendar year from January 1 through December 31 by prefixing article numbers with the last two digits of the calendar year (example: Art. 99.144 - last article of the meeting in 1999, Art. 00.145 - first article of the meeting in 2000).
 - 3. Distribute minutes electronically to committee members within three days and receive responses via e-mail, either approving the minutes or suggesting changes. The goal of this electronic approval of minutes is to post minutes to DC Central within one week of a meeting.
- B. Preface the text of each minute by indicating its topic in upper case letters immediately following the article number. Example: Art. 98.144 MINUTES. The minutes of the October 22 meeting were approved.
- C. The secretary is responsible for typing the minutes in WORD and preparing the minutes for posting on u.dordt.edu. The secretary shall observe professional standards when writing minutes. Careful proofreading, spell checking, and numbering will preclude time-consuming revisions.
- D. The office of the vice president for university operations shall provide the protocol for posting minutes on u.dordt.edu. A protocol shall also be provided for a limited distribution of minutes that are not intended for the intranet.

Copies of annual reports and minutes that are sent to the president are filed in the archives of the institution.

1.4.5 REVIEW PROCEDURES

- A. The administrative cabinet shall annually review the list of committees, memberships, and duties.
- B. Requests to add a committee or to modify memberships or mandates of existing committees shall be submitted to the administrative cabinet for approval.

1.4.6 DESCRIPTIONS OF UNIVERSITY COMMITTEES (see Chapter Nine)

1.5 ORGANIZATION OUTLINES (see Appendix B)

CHAPTER TWO: CURRICULAR POLICIES

2.0 OVERSIGHT OF THIS CHAPTER

Oversight of the curricular policies of the university that are outlined in this chapter and the decision to introduce changes to the same falls primarily to the faculty in general and the vice president for academic affairs in particular. The decision-making process leading up to changes affecting these curricular policies shall include deliberation and endorsement by the academic senate. A vote of (non)endorsement shall be construed as advisory to the vice president for academic affairs.

2.1 EDUCATIONAL FRAMEWORK OF DORDT UNIVERSITY

2.1.1 PREFACE

The Educational Task of Dordt University [[HL](#)], formulated and adopted between 1979 and 1996, sets forth the basic overarching principles that direct Dordt University in fulfilling its educational purpose. *The Educational Task of Dordt University* makes clear that the academic program, which is central to the mission of the university, must present a coherent view of the created world—not a random collection of disciplines and subjects.

In 1993, the faculty deepened this understanding by adopting a framework for the overall academic program. *The Educational Framework of Dordt University* elaborates on Chapter VI: “Implementation” of *The Educational Task of Dordt University*. It clarifies what the academic program should look like and how it should be structured to fulfill the mission of the university.

The goal for every academic department of the university, whether curricular or cocurricular, is to develop the four coordinates (religious orientation, creational structure, creational development, and contemporary response) within the respective area of learning. This is an on-going effort of continuous improvement and renewal to be more biblically obedient, contextually relevant, and culturally active as an academic community. We do this to develop and transmit serviceable insight to learners engaged as God's Kingdom builders.

The Educational Framework of Dordt University is not the final word on academic matters at the university. Indeed, the reformational directive to be always reforming will lead future Dordt faculty members to articulate an even more biblically sensitive view of curricular content and design. The faculty welcomes readers' response to and evaluation of the *Educational Framework*.

2.1.2 INTRODUCTION

The Educational Framework of Dordt University sets forth a structure for the overall educational program at Dordt University. We begin with a section on the underlying educational principles of the university. This part contains a number of statements that spell out our confessional basis and religious affiliation and that delineate the main features of our educational task. What we say on these topics is not new; it summarizes what has been said elsewhere: in *Scripturally Oriented Higher Education*, *The Educational Task of Dordt University*, and *Renewing Our Vision*. We include these statements here to give an explicit context for the remainder of the document.

The second section contains some parameters for organizing the curriculum, both with respect to curricular content and curricular design. It describes in general terms what the curriculum should be and how it should be structured in order to fulfill the mission of the university.

Our treatment of the content of the curriculum, as well as of the curricular goals in the following section, is organized under four broad headings: religious orientation, creational structure, creational development, and contemporary response. These categories are meant to be comprehensive and inclusive, not the exclusive domain of particular disciplines. They sum up our curricular responsibilities before God, regardless of specialty. Each part of the curriculum should be infused with Christian perspective, should reveal how God has structured that field of investigation for the benefit of his creatures, should show how that area of creation has unfolded over time and how human beings have responded to God's law there, and should prepare students to fulfill their contemporary responsibilities relative to the insights it provides. Different courses may weigh these things differently, but all four sides should be present in a balanced way in every student's program.

This fourfold classification provides a coherent curricular framework that is consistent with a Reformational Christian perspective. None of these dimensions can be considered in isolation from the rest, but each highlights an important feature of the curriculum and of life itself. In a sense, the first three may be viewed as culminating in the last: we respond in contemporary situations according to our religious orientation, the structure of the situation, and the possibilities for action that are available to us at the time. The conceptual schema we have adopted directs our attention to each of these points in turn, as well as on the need to respond.

In the last section we focus on curricular goals and student outcomes. These are the general abilities and characteristics we would like to see developed by the curriculum in all those who graduate from Dordt University. We have not tried to separate student outcomes from curricular input, since we see these as two sides of the same coin. Nevertheless, more specific curricular objectives for accomplishing the overall goals will need to be fleshed out for each program.

In formulating student outcomes we have consciously incorporated what are usually called “skills” into the section dealing with creational structure. This was done for two reasons. First, we did not want to artificially separate skills from knowledge and commitment: all three are and should be woven together to provide students with the abilities and resources needed to engage our world Christianly. Each area of study must help students acquire and develop theoretical and intuitive insights (knowledge or understanding), cultivate those abilities necessary for appropriating and applying them (skills), and build personal responsibility and initiative (commitment). Secondly, these competencies are essential to the nature of learning. They are practiced abilities students should possess in order to be effectively engaged in the educational process and be prepared for the challenge of Christian discipleship in today’s society.

The principles, parameters, and goals comprise the framework for the total curriculum and context in which each individual program can take shape. The core program, professional and pre-professional programs, majors, and minors should each articulate its own framework and relate it to that of the total curriculum. Once this is done, programs can be evaluated and redesigned, if necessary, to make them more productive participants in fulfilling the mission of the university.

2.1.3 UNDERLYING PRINCIPLES FOR CHRISTIAN UNIVERSITY EDUCATION

A. CONFESSIONAL BASIS AND TENETS

1. Scriptural Direction and Reformed Tradition

The Bible is God’s written Word. It reveals his will for creation and provides guidance for our lives. Our understanding of the implications of Scripture for the scope and meaning of our task as Christian community stands within the Reformed tradition of John Calvin, Abraham Kuyper, and their followers.

2. Creation

Our entire world, in all its parts, aspects, and relations, is the revelatory creation of the triune God, Father, Son, and Holy Spirit. God orders and preserves the cosmos by his Word as an expression of covenantal love. All things are unified under God’s rule and exist to give him glory.

3. Humanity

Human beings were created to bear God’s image. As such, they were given a mandate to cultivate creation, to develop its potential and take good care of it.

4. Fall Into Sin

Through humanity’s willful disobedience to God, sin entered the world. Sin disrupted communication between God and humankind, spawned disharmony between people, set men and women in harmful opposition to the rest of creation, and brought a curse on creation that resulted in hardship and death.

5. Redemption and Restoration

God sent his only son, Jesus Christ, the Word made flesh, to save us from sin and restore all things to himself. Jesus’ death and resurrection broke the domination of the evil one and inaugurated the renewal of creation. The divine campaign to regain full control over the world will be completed when the Lord returns to make everything right.

6. The Kingdom of God and the Task of the Church

As God’s people, the church, we are called to be agents of reconciliation. Under the leading of the Holy Spirit and in communion with God and one another, we are to summon sinners to repentance and strive to advance God’s rule in all areas of life. We seek to transform culture and bring shalom to a broken world.

7. Christian Education

Christian education is an integral part of the Christian community’s contemporary responsibility before God. It assists each new generation of God’s people to discern his will for their time and place. It prepares them to care for and unfold all of creation in praise to him and it helps them to fight against the works of the devil.

8. Christian University Education

Christian university education develops insight, capabilities, and Christian perspective across a broad spectrum of areas and at an advanced level of theoretical reflection and practical competence so that God’s people can become better equipped to serve him as mature adults in all areas of life.

B. EDUCATIONAL TASK OF DORDT UNIVERSITY

1. Educational Mission of Dordt University

Dordt University strives to develop and share serviceable insight into the meaning, structure, and development of the world God has created and graciously maintains.

2. Serviceable Insight

Education at Dordt University is not pursued for its own sake nor for its civilizing qualities nor for the strictly pragmatic purposes of vocational instruction, but to provide insight and develop talents that will sustain lifelong responsible service in God's Kingdom. The knowledge, competencies, and commitments gained through the educational process aim to prepare students to live thankful lives before the Lord; to serve others with integrity, in common everyday activities as well as in specific vocations; and to unfold and care for creation.

3. University Community

Within the context of Dordt's administrative support staff and its constituency among God's people, the faculty and students of Dordt University form a community of scholars responsible for developing and sharing serviceable insight on all aspects of creation.

4. Curriculum

Dordt University accomplishes its educational task primarily via the curriculum, which is the formally structured set of interconnected learning activities and experiences designed to realize the mission and goals of the university. The curriculum thus constitutes the central focus of the university's organization and activities.

5. Living Environment and Cocurricular Activities

While remaining focused on its educational task, the university must treat its members as whole people. It should therefore maintain an environment that promotes responsible Christian living and supports scholarly investigation and practice. Cocurricular activities and organization of university life in general should facilitate and complement study of the curriculum, so that the university can better realize its mission.

2.1.4 PARAMETERS OF CURRICULAR ORGANIZATION

A. CURRICULAR CONTENT

1. Religious Orientation

The curriculum should be rooted in the Word of God and infused with a Reformational worldview to reflect the fact that all of creation is related to God as its Creator, Redeemer, and Lord.

2. Creational Structure

The curriculum should be organized into a balanced cohesive whole of complementary academic programs to faithfully reflect the diversity and coherence of reality. The curriculum should include the study of general areas of common concern to all people, and it should contain in-depth study of selected fields of specialization.

3. Creational Development

The curriculum should reflect and promote knowledge of the dynamic unfolding of creation, and it should highlight the various aspects of human responsibility and involvement in this process.

4. Contemporary Response

The curriculum should help students convert their insights and competencies into committed action. It should enable them to translate the results of theoretical investigation into faithful response to God and practical Christian service to their neighbor. Insofar as resources permit, the curriculum should contain a focused range of programs that explore the main areas of contemporary life, giving opportunities for study in those academic fields where genuine biblical insight has been developed and the Christian community's need and significant student interest have been demonstrated. The curriculum should be broad enough to address the pressing concerns of today's world, but narrow enough to be able to treat these issues with the sustained thoroughness required to develop genuinely serviceable insight on them from a Christian perspective.

B. CURRICULAR DESIGN

1. Sequencing of Learning

The curriculum should be organized vertically into a sequence of courses and learning activities that build upon previous learning experiences and that demonstrate sensitivity to and understanding of the various types and stages of maturation that normally take place during typical university-age years.

2. Coordination of Learning

Curricular programs should be organized horizontally to complement and interconnect with one another and to provide a well-rounded understanding of creation. The curriculum should arrange ways in which insights from different fields of investigation can be integrated to provide comprehensive understanding of issues.

3. Pedagogy for Effective Learning

The curriculum should be organized to employ instructional styles and strategies that suit the subject matter being studied, that recognize different stages of late adolescent development and help students progress in their learning, that employ learning experiences to match the various ways students learn, that foster communal scholarship, that capitalize upon and broaden faculty members' strengths, that encourage student reflection and response, and that connect learning with real-life situations.

4. Assessment of Learning

Students' progress should be regularly assessed as part of the educational process in order to monitor their success and that of the various programs in meeting the goals of the university.

5. Extension of Learning

The curriculum should be organized to facilitate interaction with Dordt's constituency, other Christian organizations, and the surrounding community. The curriculum should reach out through appropriate study centers, workshops, practica, internships, and other channels to develop and extend serviceable insight into the life of contemporary society.

2.1.5 CURRICULAR GOALS—STUDENT OUTCOMES

A. RELIGIOUS ORIENTATION

1. Biblical Basis

Students should recognize the guiding role of the Bible in a life of Christian discipleship. They should be familiar with the main themes and teachings of the Bible, and they should be able to develop Scripturally-based perspectives and strategies on contemporary issues.

2. Reformed Faith and Worldview

Students should have a good working understanding and appreciation of the Reformed Christian faith, both with regard to its roots in God's revelation and its elaboration in a distinctly Christian worldview. They should be able to discern, evaluate, and challenge the prevailing spirits and worldviews of our age in the light of God's Word and our Reformational perspective.

3. Christian Lifestyle

Students should know the nature and implications of living a life of Christian discipleship in today's world, and they should be committed to developing such a lifestyle and to transforming those features of our culture that oppose it.

B. CREATIONAL STRUCTURE

1. Lawful Regularity of Creation

Students should understand that all of creation has been structured in an orderly way by God and that he faithfully preserves it through his laws, thus making possible the systematic organization experienced in each field of investigation.

2. Coherence of Creation

Students should understand that all of creation is unified in Christ Jesus as its sovereign head and that nothing exists apart from him or has a right to our ultimate allegiance. They should also learn to appreciate and properly distinguish the rich diversity within the creation. They should recognize the interdependence of the various parts and aspects of creation, and they should be able to connect what they learn to their everyday experience and their future vocations.

3. **Place of Human Beings in Creation**
Students should recognize the central position human beings hold in creation as image bearers of God. They should learn to exhibit proper care and respect for everything God has created, acknowledging their responsibility to treat all creatures justly and with compassion; and they should know how to maintain a balanced, wholesome lifestyle.
 4. **Disciplined Focus of Learning**
Students should be able to use the ideas, theories, and procedures from a variety of disciplines in order to conceptualize issues, solve problems, and provide service to others in daily life. They should be competent in one or more specialized fields of inquiry, and they should be acquainted with the main contours of other fields of study.
 5. **Structural Conditions of Learning**
Students should develop the various abilities and understandings necessary for engaging in university level learning and for continuing to develop, share, and apply serviceable insights after graduation. They should be able to work professionally and cooperatively with others, taking responsibility for their work and striving to build community among people with diverse backgrounds, interests, and capabilities.
- C. **CREATIONAL DEVELOPMENT**
1. **Dynamic Character of Created Reality**
Students should appreciate the developmental nature of reality. They should understand in broad terms how our world has developed, and they should be equipped to cope with a rapidly changing world.
 2. **The Cultural Mandate and Stewardship**
Students should recognize their calling to give form to culture as creative historical agents acting in obedience to God. They should comprehend and appreciate their God-given responsibility to unfold the potential of creation in stewardly ways, exhibiting care for and proper use of the things they employ, and showing concern for those creatures that suffer from the misery caused by human sin and error.
 3. **Development of Culture and Civilization**
Students should understand and critically evaluate the formative processes and religious spirits by which our civilization and others have been shaped. They should understand how creation has developed historically and human civilizations have helped to form today's world. Students should be familiar with the different ways in which major world cultures and civilizations have responded to the cultural mandate, and they should be aware of the interconnected global nature of contemporary life.
 4. **Historical Development of Fields of Study**
Students should be able to identify and evaluate influential formative traditions operating in their particular disciplines and vocations and in common areas of life. They should be familiar with the resources available to them for developing new perspectives or plans of action consistent with a Christian worldview.
- D. **CONTEMPORARY RESPONSE**
1. **Learning for Service**
Students should develop the insights, skills, and strategies needed to contribute entry level expertise and work in their special vocations and the common tasks of adult life. They should realize that they are called to vocations and communal responsibilities by God himself, and they should seek those areas of service that further his kingdom.
 2. **Gaining in Wisdom**
Students should exhibit increasing wisdom, rooted in a mature fear of the Lord, in their understanding of his world and their service to his kingdom. They should be equipped for, and committed to, lifelong learning so that they can continue to develop and apply insight in faithful response to God.
 3. **Commitment to Transforming Culture**
Students should be sensitive to the impact of sin and idolatry in their own lives, in human society, and in the world around them. They should show a desire to transform the world for the service of God's kingdom and the good of all his creatures. They should seek Christian responses to the world's contemporary needs, and they should actively participate in their various communities, supporting with their time, money, and prayers those institutions and ventures that serve God's kingdom and promote a Christian vision of life.

2.2 ACCREDITATIONS AND APPROVALS

Dordt University is accredited by the Higher Learning Commission (HLC) as a four-year, bachelor-degree-granting institution. Dordt University is also accredited by HLC for the master of education degree, the master of social work, and the master of public administration.

The Teacher Preparation Program has been accredited since 1957, and the Administrator Preparation Program since 2011, but the State of Iowa. Both programs have also been accredited since 2013 by the Association of Christian Schools International (ACSI).

The bachelor of social work program is accredited by the Commission on Accreditation of the Council on Social Work Education. The master of social work program is approved by the Higher Learning Commission. The program has entered candidacy with Council on Social Work Education (CSWE) and is expected to be fully accredited by February 2023. Accreditation status will then be retroactively applied to all who graduate from the program before it is fully accredited.

The engineering program has been accredited since 1991 by the Engineering Accreditation Commission of ABET, <http://abet.org>. The applied science and technology major and engineering science major have not been examined or accredited by ABET.

The nursing program, the Bachelor of Science in Nursing, is approved by the Iowa Board of Nursing and accredited nationally by the Commission on Collegiate Nursing Education. Dordt's consortium partner, St. Luke's College, provides the Associate of Science in Nursing degree that is approved by the Iowa Board of Nursing and accredited nationally through the National League for Nursing Accreditation.

2.3 CURRICULUM DEVELOPMENT PROCESS

Faculty members, departments, and academic administrators are encouraged to continually review and update curricular offerings in light of Dordt's mission, strategic plans, contemporary needs in our culture and world, disciplinary and pedagogical developments, and faculty expertise. The curriculum and academic policies committee (CAPC) [HL] handles undergraduate curricular matters and academic policies, whereas the Graduate Studies Committee (GSC) [HL] handles graduate curricular matters and academic policies. The CAPC and GSC review all curricular proposals in light of *The Educational Framework of Dordt University*, the institution's strategic plans and resources, and a department's mission and student learning objectives. The CAPC and GSC also consider unintended negative consequences on existing programs and courses. Proposals are treated as efficiently and directly as possible while ensuring that those directly impacted by the proposal are also consulted.

2.3.1 NEW PROGRAM PROPOSALS

- A. A program is an umbrella term that includes any named, prescribed group of credit-bearing courses. It therefore includes majors, minors, and emphases (sometimes called "tracks"). To be transcribed, an academic program must have at least twelve unique credits.
- B. A new program proposal is normally developed by an academic department and its respective division dean; an administrative office may also develop a new program proposal. It is wise to consult the CAPC/GSC chair and the vice president for academic affairs about possible resource or other limitations that may impede approval of the proposal.
- C. Proposal guidelines are available from the CAPC/GSC chairs and proposal templates are posted on the Curriculum Change Guide on Dordt's internal network.
The proposal for a new program shall include/indicate
 1. a summary of the new program,
 2. a rationale that
 - a. reflects connections to the *Framework's* curricular coordinates, assessment data, and comparison program information;
 - b. indicates anticipated student demand for the program; and
 - c. affirms that responses from affected departments have been considered,
 3. staffing and other resources needed to support the program,
 4. student learning objectives and an assessment plan,
 5. required courses and a four-year course sequencing chart, and
 6. an implementation timeline
- D. The proposal should be submitted to the CAPC/GSC chair at least one full semester before the

anticipated implementation date.

1. Although reasonable efforts will be made to review and approve proposals promptly, it is unlikely that proposals submitted after October 1 or February 1 can be implemented the following semester as the course pre-registration process has begun.
 2. The CAPC chair will inform the vice president for academic affairs and the core program committee (CPC) chair of the proposal; the GSC chair will inform the vice president for academic affairs of the proposal.
 3. The CAPC/GSC chair will work with the division dean to ensure the proposal is ready for presentation to the CAPC/GSC.
- E. The CAPC/GSC shall review the proposal for approval in light of the *Framework*, institutional and department goals, assessment and comparison university data, resource requirements, and anticipated demand. The committee may ask for revisions, clarifications, or answers to questions in writing or through invitation to the division dean at a future CAPC/GSC meeting.
- F. The CAPC's/GSC's decision on a proposal is recorded with rationale and reported to the department or office submitting the proposal, the vice president for academic affairs, the faculty assembly chair, and the chairpersons for the CAPC, CPC, and GSC. Any of these may refer the decision to the academic senate for review.

2.3.2 NEW (OR SPECIAL TOPICS) COURSE PROPOSALS

- A. A proposal for a new course is normally developed by a faculty member in collaboration with the department and the division dean. It is wise to consult the CAPC/GSC chair and the respective division dean about possible resource or other limitations that may impede approval of the proposal.
- B. Proposal guidelines are available from the CAPC/GSC chair and proposal templates are posted on the Curriculum Change Guide on Dordt's internal network. The proposal for a new or special topics course shall include/indicate
1. a summary statement (course name, number, description, number of credits, and offering schedule);
 2. a rationale that
 - a. reflects connections to the *Framework*'s curricular coordinates, department mission and student learning goals, assessment and comparative program information, and curricular context;
 - b. Indicates anticipated student demand for the course; and
 - c. affirms that responses from affected departments have been considered;
 3. student learning objectives and connections to the curricular coordinates; and
 4. staffing and other required resources.
- C. The proposal should be submitted to the CAPC/GSC chair at least one full semester before the anticipated implementation date.
1. Although reasonable efforts will be made to review and approve proposals promptly, it is unlikely that proposals submitted after October 1 or February 1 can be implemented the following semester as the course pre-registration process has begun.
 2. The CAPC/GSC chair will inform the vice president for academic affairs of the proposal.
 3. The CAPC/GSC chair will work with the faculty member to ensure the proposal is ready for review.
- D. The review process for new course proposals may follow two routes.
1. Proposals for undergraduate special topics course proposals shall be reviewed and approved by the CAPC chair and vice president for academic affairs, whereas special topics graduate course proposals shall be reviewed and approved by the GSC chair and vice president for academic affairs; these courses may be offered twice before undergoing full review as a regular course.
 2. All other proposals for new courses shall be reviewed by the full CAPC/GSC. The committee may ask for revisions, clarifications, or answers to questions prior to approval.
 3. Decisions on all proposals are recorded with rationale in the CAPC/GSC minutes and reported to the faculty member submitting the proposal. Unfavorable decisions may be appealed in writing to the vice president for academic affairs.
 4. Upon approval of the proposal, the faculty member shall submit a full syllabus to the CAPC/GSC chair, who shall review and approve it based on Dordt's syllabus requirements [\[HL\]](#).
- E. Final approval shall be reported to the vice president for academic affairs) and to the faculty member

or department submitting the proposal.

2.3.3 MODIFYING PROGRAMS OR COURSES

- A. A department and its division dean may submit a written proposal to the CAPC/GSC chair for changes to programs or courses.
- B. The proposal shall include sufficient information to determine the impact of the change on student learning and on resources and should therefore include
 - 1. current information (e.g., course requirements, descriptions) and the proposed change;
 - 2. a rationale for change, including department mission, student learning objectives, assessment, and comparison program university information; and
 - 3. the anticipated impact on student demand and resources (including staffing, information services, budget impact).
- C. The proposal should be submitted by December 1 of the year preceding the anticipated implementation date. This allows time to make approved modifications to the Catalog.
- D. The CAPC/GSC chair shall determine whether the proposed change requires short or full review by the CAPC/GSC.
 - 1. Short review normally includes changes to course titles and prerequisites, updated course descriptions, changes to a course offering schedule, and dropping courses not offered in the last four years.
 - a. The CAPC/GSC chair may approve the proposed changes in consultation with the registrar.
 - b. Unfavorable decisions may be appealed to the CAPC/GSC for full review.
 - 2. Full review is normally required for the addition, deletion, or combination of current courses.
 - a. The CAPC/GSC chair presents the proposal to the CAPC/GSC committee, which may ask for revisions, clarifications, or answers to questions prior to approval.
 - b. The CAPC/GSC's decision is recorded with rationale and reported to the department and the vice president for academic affairs.
 - c. Unfavorable CAPC/GSC decisions may be appealed to the vice president for academic affairs.

2.4 ACADEMIC PROGRAM REVIEW AND PLANNING

2.4.1 CONTEXT AND PURPOSE

At Dordt University, *The Educational Task and Framework* inform and guide academic program review and planning. These ongoing and cyclical processes are central parts of institutional strategic planning at Dordt University. Institutional strategic planning focuses on our mission and also includes budget, administrative, resource, and facilities planning. It is forward looking and helps us move the institution in response to a variety of factors. Through our assessment, we identify and agree on intended results; we determine how to assess the results; we assess the results; and we interpret, reflect on, and use results to improve what we are doing – in programs and departments, as well as in our assessment processes.

Departments and programs have the opportunity and responsibility for formal self-study that is conducted on an ongoing, cyclical basis with the goal of continuous improvement. The self-study process allows for reflection on what a department/program is accomplishing in relation to its educational goals, judgments about its strengths and challenges, and recommendations for change. The ultimate goal of the self-study is departmental/program improvement to benefit student learning.

The Assessment and Program Review Committee (APRC) participates in the self-study process by helping to guide a department or program's continuous goal setting, collection and interpretation of data, and forward-looking response to what is learned through self-assessment. APRC participation in an occasion for communal professional development and reflection on how the department/program fits within the institutional mission (as developed in the Task and Framework documents).

2.4.2 SELF-STUDY PARTICIPANTS AND RESPONSIBILITIES

When a department or program is scheduled to receive APRC input into its ongoing assessment process, the participants involved (and their responsibilities) are as follows:

- A. Assessment and Program Review Committee. The APRC will provide consultation to departments and programs as they write student learning assessment plans and gather, analyze, interpret, and respond to assessment data. A liaison from the committee will be assigned to collaborate with the division dean for the purpose of providing insight and feedback before and during the self-study. The committee will give written feedback on the self-study report.
- B. Division Dean. The division dean works with the department/program throughout its ongoing self-study cycle of planning, collecting and analyzing data, and drafting/updating self-study reports. This leadership occurs on an ongoing basis; when the APRC is also involved, the division dean collaborates with a liaison from APRC in providing guidance to the department or program.
- C. Department or program. Department/program members are communally responsible for the formal self-study and on-going review; students and other stakeholders should be consulted for their formative and evaluative responses to the self-study. The department/program members are responsible for composing a written self-study plan and a written self-study report, as well as for revising these documents in response to guidance from the APRC.
- D. External Reviewer. The department chair and/or academic dean may propose the inclusion of an external reviewer in the program review. Proposals for the inclusion of an external reviewer, as well as the appointment of a specific individual to serve in this role, require approval by the VPAA under recommendation from the APRC. The approved reviewer will write a review of the first draft of the self-study and will be required to visit with faculty, students, and academic administrators. Expenses for external reviewers must be pre-approved by the VPAA and will be paid from a budget designated for this purpose.
- E. Curriculum and Academic Policies Committee (CAPC)/Graduate Studies Committee (GSC). When a department or program's self-study report recommends curricular change, or when the APRC/GSC believes curricular change is necessary, the CAPC/GSC chair will review the self-study and provide written and verbal feedback to the department regarding action steps for proposing required curricular change.
- F. Vice President for Academic Affairs. In consultation with the CPAC chair, the academic deans, the assessment director, and the APRC chair, the vice president for academic affairs will establish a self-study cycle for departments and programs. The vice president for academic affairs will also use information gleaned from self-studies to inform strategic planning and resource allocation.

2.4.3 GUIDELINES AND TIMELINE

The recommended guidelines and timeline for on-going and episodic self-study are available through the Assessment and Program Review Committee.

2.5 STUDENT LEARNING ASSESSMENT

Student learning assessment is integral to program review, which is under the auspices of the Curriculum and Academic Policies Committee (CAPC) and Graduate Studies Committee (GSC) and supported by the Assessment and Program Review Committee (APRC).

The APRC is available for giving advice to departments/programs and providing assistance with collecting and analyzing data. Student learning assessment and program review are cyclical, and synergistic activities. Processes for program review and assessment must be on-going and aligned with accreditation processes for the institution and any external accrediting agencies associated with the program. The APRC establishes and communicates a regular cycle of review and assessment for curricular and co-curricular programs.

CHAPTER THREE: ACADEMIC POLICIES AND PRACTICES

3.0 OVERSIGHT OF THIS CHAPTER

Oversight of the academic policies and practices of the university that are outlined in this chapter and the decision to introduce changes to the same falls primarily to the faculty in general and the vice president for academic affairs in particular. The decision-making process leading up to changes affecting these academic policies and practices shall include deliberation and endorsement by the academic senate. A vote of (non)endorsement shall be construed as advisory to the vice president for academic affairs.

3.1 VICE PRESIDENT FOR ACADEMIC AFFAIRS

3.1.1 CALLING AND OFFICE

The vice president for academic affairs occupies the offices of both faculty member and administrator. The vice president for academic affairs is the chief academic officer of the university and the administrative leader for the academic division of the university, including student services, and is called to advance the overall educational task of Dordt University.

3.1.2 AUTHORITY

The vice president for academic affairs oversees the work of the faculty and the university's curricular and cocurricular programs. When properly exercised, the authority of the vice president for academic affairs will give rise to a spirit of mutual responsibility and accountability, and to a community of mutually supportive fellow servants. The vice president for academic affairs is responsible to and makes appropriate recommendations to the president; and, when so directed by the president, serves as the chief administrative leader.

The associate dean, the academic deans, the department chairs, the registrar, the Andreas Center, the director for global education, the director for research and scholarship, and an executive assistant are responsible to the vice president for academic affairs.

3.1.3 RESPONSIBILITY

The primary responsibility of the vice president for academic affairs is the central teaching and student learning tasks of the institution. To that end, the vice president for academic affairs will

- A. promote the biblical, Reformational character and vision of the university and address key developmental/educational issues for students and faculty/staff;
- B. provide deliberated academic leadership through strategic planning and decision-making, budgeting and educational resource allocation, and fostering academic community-building and conflict-resolution;
- C. review and evaluate student learning and program effectiveness, which includes program and university accreditation processes;
- D. oversee the recruitment, professional development, evaluation, promotion, and compensation of teaching faculty and other professional educational personnel;
- E. advance the integration of all aspects of the university in order to nurture a Christian community of relationships and scholarship among faculty, staff, and students; and
- F. teach at least one course every other year.

The vice president for academic affairs is also a member of the administrative cabinet, academic senate, and compensation advisory committee.

3.2 THE ROLE OF THE FACULTY

The Educational Task of Dordt University [HL] begins by asserting that the Dordt University faculty is qualified and responsible for defining as well as implementing the educational philosophy of the university. The *Task* charges the faculty with leading the members of the supporting society to a deepening understanding of the demands of its religious perspective by means of Christian scholarship while remaining sensitive to the society's understanding of that perspective. Thus, for example, the faculty has a particular responsibility for the formation of a purpose statement. Throughout the *Task*, the role of the faculty is articulated by giving positive content to the concepts of 1) calling and office, 2) authority, and 3) responsibility.

3.2.1 CALLING AND OFFICE

Chapter III of the *Task* makes it clear that a sense of office is at the heart of what it means to be a member of the Dordt University faculty. The work of developing and transmitting insight is not merely an occupation or a means to gain financial security or self-esteem, but a task to which God calls. To be a member of the faculty is to be placed in a God-ordained office requiring educational service in self-effacing love and obedience to the Lord. And this, in turn implies a responsibility on the part of the whole Dordt University community for developing and fostering an atmosphere in which the sense of calling and meaningful office consciousness can flourish.

Educators, according to the *Task*, have the primary responsibility for the development and transmission of insight. This is to be done through teaching and research, which are the vehicles by which the faculty is called to carry out the central educational task of Dordt University. Other offices, such as those involving administration and facilities, support the one, overall, educational task of Dordt University. The *Task* particularly notes that the distinction between offices does not necessarily correspond to a distinction between persons. That is, it is legitimate for one person to occupy more than one office, e.g., educator and administrator. Thus the sense of office that ought to pervade the Dordt University community is one that actively resists the adversarial implications of North American workplace divisions such as “employer-employee,” and its expression in much of North American education, “administration-faculty.”

3.2.2 AUTHORITY

Chapter IV of the *Task* deals with the concept of educational authority as it is associated with the various kinds of office and anchors that concept in the norm of servanthood. The recognition of various offices provides a biblically reformed, Christian alternative both to democracy, in which everyone has equal authority and must be involved in making all decisions, directly or indirectly through selected representatives, and to autocracy, in which a select few impose their will upon the rest. It is predicated upon a recognition of the existence of coordinate domains within the university with different kinds of God-given authority and responsibility that are to be exercised in a concerted manner by the various office-bearers for the fulfillment of the specific tasks to which they have been called.

God grants us various gifts and the authority to exercise them in different offices within the university so that we will mutually serve one another for the benefit of the institution and the advancement of his kingdom. Educational authority, therefore, is not to be used to dominate or exercise presumed rights. It must serve, facilitate, and edify. This concept applies not only to the relationship between educator and student, but also to the relationships among all of the offices within the educational community. The goal of authority is to enable office-bearers to perform their tasks as fully and as effectively as possible in response to the will of the Lord. Some office-bearers are called to oversee the work of other office-bearers, and even though their tasks, responsibilities, and concomitant authority are broader, that overseeing is to be practiced as service. When properly exercised, authority gives rise to a spirit of mutual responsibility and accountability, and to a community of mutually supportive fellow servants.

Grounded in the requisite competence, insight, and expertise to make and implement curricular, academic, and institutional decisions, the faculty exercises authority over the academic and curricular program.

The exercise of authority requires structured and open lines of communication. Thus the *Task* emphasizes that anyone may examine or question procedure or policy decisions. Such examination should not be regarded as failing to submit to authority or as attacking the legitimacy of authority but rather the necessary testing of the spirits of the university’s activities.

In the same spirit, the decision-making process should involve not only the person who has the authority to implement, but also those who are affected directly by the decision, evidencing the communal nature of the educational enterprise. In a similar fashion, love and mutual trust should guide the resolution of any and all conflicts or disputes, and there must be the mutual desire to advance, unitedly, the educational purpose of Dordt University.

3.2.3 RESPONSIBILITY

The basic responsibility of the faculty is the overall, educational task of Dordt University: to provide genuinely Christian, that is, truly serviceable insight. In order to implement that task, the faculty is responsible for practicing communal scholarship. Dordt’s faculty should be a team of teachers and scholars—competent professionals who are vitally concerned about their teaching effectiveness, their knowledge and areas of academic specialization, and the responsibility to contribute to the overall development of integrated serviceable insight.

The faculty shall: 1) supervise, design, and implement curriculum; 2) set and implement academic policies; 3) learn, practice, and share pedagogical techniques; 4) identify contextual needs for the completion of the educational process, e.g., equipment, laboratories, staff, library; 5) establish and maintain academic standards for faculty members; and 6) contribute to the overall direction of the university by articulating its purpose and assessing its goals and activities.

3.2.4 FACULTY ASSEMBLY

A. Membership

The faculty assembly is made up of all full-time and proportional faculty members, associate adjunct faculty, the vice president for academic affairs the dean for curriculum and instruction, the vice president for student success and dean of students, , the director of library services, the professional librarians, the director of the academic enrichment center (AEC), the dean of chapel, the director of athletics, full-time staff whose primary function is coaching and secondary function is teaching, and the registrar. The president is an *ex officio* member.

B. Meetings

1. The faculty assembly meets regularly in August, January, and May. Other roll-call assembly meetings may be called by the academic senate.
2. A quorum shall consist of one more than half the membership.
3. Robert's Rules of Order shall guide proceedings of the faculty assembly.

C. Business of Faculty Assembly Meetings

1. Elect its officers, who are likewise the officers of the academic senate, from among its members and at-large senators.
2. Serve as an advisory body, providing suggestions and responses, e.g., via discussion or polling, to academic senate deliberations.

D. Officers of the Faculty Assembly

1. The faculty officers are its chair and secretary. Each is elected by simple ballot majority by the faculty assembly in May to serve a three-year term, with a limit of two consecutive terms. In the case of concurrent elections, the term of the secretary shall be decreased by one year. Nominations will be solicited from and announced to the faculty by the current officers no less than two weeks prior to the May meeting. All nominees for officers shall have had eight years of full-time service at Dordt University.
2. The chair of the faculty assembly also serves as the chair of the academic senate and presides over both bodies. The chair is given a one-course teaching reduction per semester.
3. The secretary of the faculty assembly also serves as the secretary of the academic senate, takes and distributes meeting minutes and distributes meeting agendas. The secretary is given no other committee assignments.

3.3 ACADEMIC SENATE

3.3.1 PURPOSE

The academic senate is the deliberative body that represents all the members of the faculty assembly. The primary function of the academic senate is to deliberate all issues directly related to its academic sphere of responsibility, namely, to exercise authority over the academic, curricular, and cocurricular programs. Such deliberation may either lead to *decisions* on issues central to its sphere of responsibility or to *advice* on issues related to its sphere of responsibility. Deliberated *decisions* are recommendations to the vice president for academic affairs that normally will be administered by the vice president for academic affairs or other academic officers, whereas deliberated *advice* will be offered as such to other offices within the institution.¹

¹This distinction between “decisions” and “advice” will not obviate the need to address the possibly “grey” or “fuzzy” line between what is *central* to the academic sphere of responsibility and what is merely *related* to that sphere. Dordt is a community of persons holding different offices that is called to cooperation—also at the fuzzy surfaces of intersecting spheres—in meeting its educational task by moving forward in a manner that evidences a Christ-centered sense of mutual support and obligation.

3.3.2 STRUCTURE

- A. Roll-call membership:
 - 1. President (nonvoting)
 - 2. Vice president for academic affairs(nonvoting)
 - 3. Dean of students
 - 4. Registrar
 - 5. Chair of senate (i.e., chair of the faculty assembly) (nonvoting, except in the case of a tie-vote)
 - 6. Secretary of senate (i.e., secretary of the faculty assembly)
 - 7. One academic dean appointed by the vice president for academic affairs
 - 8. Eight “constituent” senators; one faculty member with at least six years at the university, elected in May, by/from each division; shall normally be selected to balance faculty representation across the divisions; serving no more than two consecutive regular full-three-year terms¹
 - 9. One “at large” senator; elected by the faculty assembly in May from their members with at least six years at the university; serving no more than two consecutive regular full-three-year terms.
- B. The steering committee of the academic senate (the chair of the academic senate and the vice president for academic affairs) meets regularly and sets the agendas for the academic senate and the faculty assembly.
 - 1. Agenda items may be submitted to the chair or vice president for academic affairs no later than four days prior to a meeting, by the president, the faculty assembly, by any university committee chair on behalf of their respective committee, or by any two members of the senate. Members of the academic community who wish to ask the senate to consider or review an important matter need to have at least two senators submit and represent that request.
 - 2. The steering committee may not prevent any item from coming to the floor of the senate that is properly submitted, but it is also the responsibility of this committee to ensure that the senate makes stewardly use of its time and avoids micromanaging or getting involved in areas outside of its academic and curricular sphere of responsibility.
- C. Providing direction and guidance to university committees with mandates involving the academic, curricular, or cocurricular programs of the university is a key role of the senate. Each of these groups is invested, by virtue of the nature of its office, with responsibilities for and authority over those matters within its domain, while being accountable to the academic senate.
 - 1. The senate will be represented by two senators on each of these committees: curriculum and academic policies, core program, and faculty status. The senate will be represented on the compensation advisory committee by one “constituent” or “at large” senator.
 - 2. “Constituent” and “at large” senators who are members of the curriculum and academic policies, core program, or faculty status committees are given no other committee responsibilities.
- D. The senate shall post agendas prior to meetings and will keep regular and reasonably detailed minutes of meetings, which shall follow the protocols of FH 1.4.4.

3.3.3 PROCEDURES

- A. The senate ordinarily meets once per month.
- B. A key part of the senate’s agenda is broad oversight for the academic, curricular, and cocurricular programs of the university. The senate does so mindful of, and in cooperation with, the other office-bearers of the university. One of the senate’s tasks is to provide annual insight and direction to committees involved with the academic, curricular, or cocurricular programs of the university.
 - 1. The senate may decide by motion to place any committee decision on the floor of the senate for deliberation and a possible “not to endorse” vote, which would send the issue—with rationale—back to its respective committee.

¹ 1 Should the term of any elected senator be curtailed for any reason, the appropriate body will elect a member to serve the remainder of the term. The election of senators must be preceded by the preparation and prior distribution of a slate of qualified nominees by the senate chair; a slate which is subsequently reviewed by the steering committee of the academic senate. Although expected to be a rare occurrence, the steering committee may, upon agreeing that said person would jeopardize the effective functioning of the senate, exclude (with no further explanation) one nominee per year from the total list of nominees

2. The previous procedure notwithstanding, it is not the task of the senate to micromanage the work of committees.
 3. Each year (normally during the summer recess), the senate shall process the annual reports of the committees (FH 1.4.4), discuss past progress of the committees, and provide input and direction to each committee for their work the following academic year.
- C. The senate will always strive to work toward consensus, but failing that, it will decide any controversial issues by means of majority vote. Although they are nonvoting members of the senate, the president and the vice president for academic affairs will contribute to such decisions through the deliberative process.
1. If the vice president for academic affairs rejects a recommendation, the senate will revisit its decision.
 2. If the senate reaffirms its decision by a two-thirds majority, the matter will be taken up by the president, who will mediate the disagreement.
 - a. If the issue does not require board approval, the president's decision after hearing all parties involved will be final.
 - b. If the issue is weighty enough to require board approval and agreement is not reached through mediation, the chair of the senate or someone appointed by the chair will be granted permission to represent the senate's position in person when the board takes up the matter. The decision of the Board of Trustees is final.
- D. Meetings of the senate are open to the university community. Only members of the senate have voice and vote, although voice privileges may be granted to members of the university community. When sensitive issues are discussed (for example, personnel issues), the chair of the senate may call for "executive session."
- E. A quorum shall consist of the president or the vice president for academic affairs, the chair or secretary of the senate, of the deans and registrar at least two, and four constituent or at-large senators.
- F. Robert's Rules of Order shall guide proceedings of the academic senate.
- G. The senate's responsibility to interview candidates for new faculty appointments will usually be met by an *ad hoc* subcommittee consisting of at least four members of the senate.
- H. Senators are responsible for communicating with the academic community regarding the work of the senate.

3.4 DIVISIONAL ORGANIZATION

3.4.1 DIVISIONS

The ARTS AND HUMANITIES DIVISION is made up of the following departments: Art and Design, Communication, English, History, Language Studies, Music, Philosophy, Theatre Arts, and Theology.

The FOUNDATIONAL AND HEALTH SCIENCES DIVISION is made up of the following departments: Biology, Chemistry, Environmental Studies, Health and Human Performance, Mathematics and Statistics, and Nursing.

The SOCIAL SCIENCES DIVISION is made up of the following departments: Business Administration/Accounting/Economics, Criminal Justice, Education, Political Science, Psychology, and Social Work.

The TECHNOLOGY AND APPLIED SCIENCES DIVISION is made up of the following departments: Agriculture, Computer Science, Engineering, and Physics/Astronomy.

3.4.2 DIVISIONAL MEETING SCHEDULE

A division shall normally meet for business matters in August prior to the beginning of classes, in January between semesters, in May following commencement, and as needed to fulfill the duties and responsibilities of the division. The meetings shall be chaired by the respective division dean.

Each division shall elect a secretary to prepare and post minutes of meetings of the division.

3.4.3 DIVISIONAL DUTIES AND RESPONSIBILITIES

- A. Receive regular informational reports from the division dean and committee representatives and offer suggestions and responses to the matters being studied by the committees.
- B. Select representatives at the May meeting for the committees that have elected divisional representation.
- C. Constitute a means whereby division members assist and support each other by sharing ideas and insights concerning the statement of purpose and the educational goals of the university.
- D. Share common interests and concerns relating to teaching, scholarship, and professional development.

3.5 DEPARTMENTAL ORGANIZATION

3.5.1 DEPARTMENTS

Agriculture	Environmental Studies
Art and Design	Language Studies
Biology	Health and Human Performance
Business Administration	History
Chemistry	Music
Communication	Nursing
Computer Science	Philosophy
Criminal Justice	Physics and Astronomy
Mathematics and Statistics	Political Science
Education	Psychology
Engineering	Social Work
English	Theatre Arts
Theology	

3.5.2 DEPARTMENTAL DUTIES

- A. Ensure effective instruction; also by developing and together assessing the department's courses, curricula, and programs.
- B. Ensure high-quality student advising, deliberated advisor/advisee assignments, and on-going training and development in collaboration with Student Services.
- C. Carry out departmental functions associated with: course scheduling, staff assignments, registration information, student evaluation of each course taught, the timely submission of grades and textbook orders, library holdings, *Catalog* information, equipment, work study, long-range planning and staffing needs, staff recruiting, budget requests that reflect institutional parameters and department goals, and departmental records.
- D. Develop, carry out, and annually review a written operations plan that includes at least the following elements:
 1. a departmental purpose/mission statement that conforms to and implements the *Educational Task and Framework* documents, lists student learning and program objectives, and indicates annual plans for development, collaboration, scholarship, and outreach; and
 2. a curricular and student learning assessment framework that demonstrates development of a reformed perspective on the discipline/program; where and how student learning goals are met; how course scope, sequencing, and other learning activities align with current discipline standards and the realities of how and where students are called to use their serviceable insight.
- E. Support high-quality student recruitment through department collaboration with the Admissions Office and regular updating of department promotional materials.
- F. Keep a public record of decisions made by the department.

3.6 ACADEMIC DEANS

Each division and each graduate program is led by a faculty member who serves as the educational leader and chief administrative leader. With the vice president for academic affairs, the division dean is responsible for the undergraduate programs of the division and its departments. With the vice president for academic affairs, the dean for online, graduate, and partner programs is responsible for a graduate program and its faculty. All academic deans are responsible to the vice president for academic affairs. Academic deans work with the vice president for academic affairs to meet the academic objectives of their respective divisions and programs.

3.6.1 APPOINTMENT AND TERMS

Academic deans shall be appointed by the vice president for academic affairs in consultation with members of the division or graduate program that they would lead.

The initial appointment is for three years and may be renewed for a second term. After a dean has served two terms, the vice president for academic affairs can appoint the dean to subsequent terms, if the division/program endorses each request for an additional appointment with majority support.

The dean shall maintain membership in a department/program and shall have full rights for returning to full-time teaching in the department/program.

3.6.2 RESPONSIBILITIES

3.6.2.1 DEPARTMENTAL/PROGRAMMATIC VISION AND IMPROVEMENT

- A. Ensure and support the successful execution of each department's /program's duties [\[HL\]](#).
- B. Ensure proper maintenance of facilities and effectively collaborate with the vice president for academic affairs, maintenance, and business office to plan improvements to facilities.
- C. Where applicable, lead processes to ensure (re)accreditation. Between accreditation cycles, ensure that departments/programs keep abreast of relevant accreditation standards and effectively maintain appropriate records and assessment data.
- D. Oversee administrative services required for the proper functioning of the division/program and its departments, e.g., clerical and other support staff, supplies, etc.

3.6.2.2 PEOPLE LEADERSHIP

- A. Orient new faculty and staff members to departmental/programmatic and institutional objectives, policies, and procedures.
- B. Ensure that each faculty and staff member formulates, and carries out, and reflects upon an annual contribution and development plan (ACD; [\[HL\]](#)) that aligns with department/program goals and planning. Meet at least three times per year with each department/program faculty member to discuss ACD plans, review student responses to instruction, and provide other feedback related to effective performance.
- C. Work within faculty or staff handbook guidelines [\[HL\]](#) to evaluate the performance of each faculty or staff member and recommend either renewal or non-renewal of contracts.
- D. Evaluate faculty and staff members' requests for leaves, professional development grants, exceptions to policy, etc. [\[HL\]](#).
- E. The vice president for academic affairs, in consultation with academic deans, will coordinate to determine which dean will provide primary people leadership for faculty members who teach in two or more divisions or programs. This process will occur annually. The resulting list showing the appropriate chain of responsibility and supervision for each faculty member will be communicated by August 1 (or the beginning of the contract year) to involved faculty members and deans. Although teaching assignments may fluctuate between divisions and programs from year to year, care will be taken to provide continuity of assigned people leadership so that an individual faculty member has the benefit of working consistently under one primary division/program over time.

3.6.2.3 FACULTY RECRUITMENT AND HIRING

- A. Maintain contact information for potential faculty members (e.g., alumni, constituents, professional contacts) and correspond appropriately to foster interest in Dordt University.
- B. For each faculty position opening, ensure development of an appropriate candidate pool and participate in the hiring process [\[HL\]](#).

3.6.3 EVALUATION

Regular evaluation of the academic deans will be provided by the vice president for academic affairs, faculty in the division/program, and other academic administrators.

3.7 DEPARTMENT CHAIRS

Chairs are the administrative and academic officer of a department; their curricular, budgetary, hiring, and administrative responsibilities are delegated to them by the division dean.

3.7.1 APPOINTMENT AND TERMS

The vice president for academic affairs shall appoint the department chair in consultation with each department and the division dean.

- A. The initial appointment is for three years and may be renewed for a second term. After a department chair has served two terms, the vice president for academic affairs can request to appoint the chair to subsequent terms, if the department and the division dean endorse each request for an additional appointment.
- B. There is no limit to the number of terms a chair can serve as long as the department and the division dean support each subsequent appointment after the first two terms.

- C. To be eligible to serve as a department chair one must have been a member of the Dordt University faculty for a minimum of two years.
- D. Appointments begin in August, but assume a transition of responsibilities over the summer months.
- E. Load credits of release time for general administrative tasks may be granted to chairs of departments. Department chairs may also request from the division dean additional load release for the department to carry out tasks such as coordinating assessment and/or self-study or external accreditation. Chairs are expected to delegate responsibility for assessment and outreach tasks to other department members.

3.7.2 RESPONSIBILITIES

Supervise and provide leadership in ensuring the successful execution of the department's duties [\[HL\]](#).

3.8 OTHER ACADEMIC ADMINISTRATORS

3.8.1 DIRECTOR OF THE ANDREAS CENTER FOR REFORMED SCHOLARSHIP AND SERVICE

The director of the Andreas Center is responsible to a supervisor appointed by the university president. The director is responsible for setting the direction and administering the structure, budget, and policies of the Andreas Center, including soliciting and evaluating project proposals, approving projects and disbursements, coordinating publicity for projects and events, and assessing progress and outcomes of projects. The director leads any administrative supporters assigned to the Andreas Center and works in collaboration with the Andreas Center Advisory Council.

3.8.2 DIRECTOR OF ASSESSMENT

The director of assessment is responsible to the vice president for academic affairs. This person's primary duty is to lead Dordt University's ongoing assessment of student learning at institutional, programmatic, and course levels. The faculty member holding this role will help faculty and administrators to use data from Institutional Research and from program and course assessments for continuous improvement to curriculum and instruction.

3.8.3 DIRECTOR OF ATHLETICS

The director of athletics serves the university by leading the intercollegiate and intramural athletic programs. Responsible to the president, the director of athletics works in collaboration with the vice president for academic affairs when hiring potential instructors and pursuing initiatives that have both cocurricular and curricular impact. The director of athletics ensures that the athletic programs of the university are infused with a Christ-centered worldview in all aspects.

3.8.4 DIRECTOR FOR GLOBAL EDUCATION

The director for global education is responsible to the vice president for academic affairs. Duties include international student recruiting and on-campus success; advocating for cross-cultural opportunities; providing leadership and oversight in matters pertaining to the cross-cultural curriculum; establishing new and overseeing existing off-campus programs; assisting advisors, departments, and other bodies involved in cross-cultural and off-campus program curricula; and coordinating institutional relationships for faculty/student exchange.

3.8.5 DIRECTOR OF GRADUATE STUDIES

The director of graduate studies is responsible to the vice president for academic affairs. Duties include recruitment of qualified students and faculty, assessment and development of graduate programs, close cooperation with the registrar's and business offices, and other administrative tasks. The director is also responsible for graduate student advising and supervision of the master's project/thesis.

3.8.6 DIRECTOR OF INSTITUTIONAL RESEARCH

The director of institutional research is responsible to the vice president for academic affairs and leads by compiling, sorting, and providing access for the campus to the myriad of internal and external information to inform decision making. In addition, the director of institutional research is also an important filter for any official information reported to external accrediting bodies for any academic program. The director maintains up-to-date institutional data in both print and electronic format.

3.8.7 DIRECTOR OF KUYPER HONORS PROGRAM

The director of the Kuyper Honors Program (KHP) is responsible to the vice president for academic affairs.

Duties include providing highly motivated and academically gifted students with scholarly challenges throughout and beyond the regular curriculum, organizing and hosting KHP events and seminars, critiquing seminar papers, recruiting and staying in touch with KHP students.

3.8.8 DIRECTOR OF LIBRARY SERVICES

The director of library services is responsible to the vice president for academic affairs. Duties include supervising library staff, developing policies and procedures for information management, developing collections, reporting information, representing the university in various settings, and planning and collaborating with faculty members and other offices to enhance student learning.

3.8.9 DIRECTOR OF ONLINE EDUCATION

The director of online education is responsible to the vice president for academic affairs. Duties include recruitment of qualified students and faculty, assessment and development of online programs, close cooperation with the registrar's, business, and marketing offices, and other administrative tasks.

3.8.10 DIRECTOR FOR RESEARCH AND SCHOLARSHIP

The director for research and scholarship is responsible to the vice president for academic affairs and leads by encouraging and supporting the development and dissemination of faculty insight and a reformational perspective on scholarship and service via publications, presentations, grant-writing, faculty development and student-research initiatives, and other venues.

3.8.11 REGISTRAR

The registrar is responsible to the vice president for academic affairs. Duties include class and room scheduling, student registration, student records management and security, grade reporting, data reporting, student academic status, student advising, commencement details, management and supervision of the staff of the office of the registrar, and committee membership(s).

3.9 STANDARDS OF INSTRUCTION

3.9.1 COURSE SYLLABI

- A. Purpose: A course syllabus is an outline of the course schedule and the expectations, responsibilities, and requirements of the students taking the course. It is intended to inform students (and other readers such as faculty, parents, registrars, academic administrators, and accreditors) about course content, student learning objectives, learning assessment strategies, policies, and scheduling. Well-written syllabi also set a positive tone for the course and motivate student learning through clear rationales and explanations. Syllabi may be used by administrators as a basis for adjudicating student complaints. See FH 3.10 for implications for grading policies.
- B. Content
 - 1. Course title and number
 - 2. Academic semester, year, and name of the university
 - 3. Instructor information (title, name, office hours, and location, contact information)
 - 4. Course description, prerequisites, and how the course fits into curriculum
 - 5. Student learning objectives
 - 6. Assessment tools and grading
 - a. brief description of major assignments, projects, papers, and tests
 - b. grading scale
 - c. overall grading system (total points, weights, etc.)
 - 7. Materials/resources required and recommended
 - 8. Course format
 - a. method(s) of instruction (e.g., lecture, lab, role-playing, film, discussion, field trip, etc.)
 - b. course policies (e.g., attendance, late assignments, make-up tests, writing standards)
 - c. institutional policies regarding academic integrity and support for students requiring accommodations
 - 9. Course outline/schedule with the amount of time to be spent on each topic indicated, test and assignment due dates, and assigned readings [[HL](#)]
- C. Collection/Filing:

1. Faculty members shall submit electronic copies of their syllabi each semester through the learning management system. Fall semester syllabi shall be submitted by September 1. Spring semester syllabi shall be submitted by January 15. Summer semester syllabi shall be submitted by June 1.
2. The library maintains a comprehensive and historical collection of syllabi for courses taught at Dordt University. This collection is available at the reference desk for use by students for making course registration decisions and by faculty members and advisors for advising students.

3.9.2 TEST AND ASSESSMENT POLICIES

3.9.2.1 ADMINISTRATION AND SUPERVISION OF TESTS

- A. Faculty shall assume responsibility for careful, full-time supervision of tests.
- B. Faculty shall seek to structure and administer tests, to the extent reasonable, in such a way that the opportunity for students to behave dishonestly is limited.
- C. Publicly-posted test scores shall not reveal the identity of students through use of names or student ID numbers.
- D. Faculty shall be prudent about the practice of returning tests to students. If there is a possibility of similar or identical questions routinely appearing on tests, the tests either shall not be returned or a database of potential questions shall be made available to everyone. Students with access to the previous tests shall not have an advantage over students who do not have access to previous tests.
- E. Final examinations need not be returned to students.

3.9.2.2 SCHEDULING OF TESTS AND ASSIGNMENTS

- A. Faculty shall notify students at least one week in advance of major tests. The expectations for major papers and projects should be made clear at least two weeks before the paper or project is due. It is advisable to include the schedule of tests and due dates and expectations for major papers and projects that do not require class time for explication in the course syllabus distributed the first week of a course.
- B. Tests for the entire class shall be scheduled and administered only during regularly-scheduled class times.
- C. Assessment in the form of graded and returned daily assignments, papers, projects, quizzes, and/or tests given early in the semester provide students with timely notification regarding their progress. This is especially important in freshman-level courses.
- D. A minimum of three forms of evaluation (tests, papers, major presentations, etc.) shall be given during the semester (this includes the examination given during the final examination week). No two forms of evaluation that together total more than 1/3* of the grade for the semester may be due within two calendar weeks of each other. This will help spread the workload for the course out over the entire semester, and avoid situations where major papers are due at the end of the semester when the same class has a comprehensive final exam.

*If there is a major paper or presentation that is due at the end of the semester and a final exam during exam week, the paper should be structured in such a way that the weight of the actual presentation or final draft of the paper and the final exam not exceed 1/3 of the grade. For example, if a major paper includes submission of the outline and thesis statement for 5 percent due at mid-term, a rough draft for 5 percent due three weeks later, and a final draft for 10 percent due at the end of the semester, only the 10 percent for the final draft applies to the 1/3 weighting. So even though the whole paper totaled 30 percent of the grade, a final exam worth 20 percent of the grade would still be allowable.

3.9.2.3 FINAL EXAMINATION POLICIES

- A. The final examination schedule [\[HL\]](#) is set by policy.
- B. Examinations for evening courses shall be scheduled in the regularly-scheduled class time during the final examination week. Exceptions to this, e.g., Thursday evening classes, shall be approved by the registrar.
- C. Final examinations in the form of take-home examinations shall be due during the exam period scheduled for that course. They are to be given to the students no earlier than one week prior to the exam period.
- D. Exceptions to these policies are to be reviewed at the departmental level and recorded in the department minutes.

3.9.2.4 FINAL EXAMINATION SCHEDULE

Final examinations shall be administered according to a specific schedule during the final examination week.

Fall Semester

Monday – three testing periods

10:30 a.m. – 12:30 p.m.

1:15 p.m. – 3:15 p.m.

3:30 p.m. – 5:30 p.m.

Tuesday – three testing periods

8:00 a.m. – 10:00 a.m.

1:15 p.m. – 3:15 p.m.

3:30 p.m. – 5:30 p.m.

Wednesday – three testing periods

8:00 a.m. – 10:00 a.m.

10:30 a.m. – 12:30 p.m.

3:30 p.m. – 5:30 p.m.

Thursday – two testing periods

8:00 a.m. – 10:00 a.m.

10:30 a.m. – 12:30 p.m.

Spring Semester

Monday morning – review

Monday afternoon- two testing periods

1:15 p.m. – 3:15 p.m.

3:30 p.m. – 5:30 p.m.

Tuesday – three testing periods

8:00 a.m. – 10:00 a.m.

10:30 a.m. – 12:30 p.m.

3:30 p.m. – 5:30 p.m.

Wednesday – three testing periods

8:00 a.m. – 10:00 a.m.

10:30 a.m. – 12:30 p.m.

3:30 p.m. – 5:30 p.m.

Thursday – three testing periods

8:00 a.m. – 10:00 a.m.

10:30 a.m. – 12:30 p.m.

1:15 p.m. – 3:15 p.m.

3.9.3 CLASS ATTENDANCE POLICIES AND PROCEDURES

Students are expected to be present for every class and laboratory period. Penalties for absence from class are left to the instructor. No designated number of “skips” is permitted.

3.9.3.1 STUDENT RESPONSIBILITY

- A. Students shall notify each instructor concerning the reason for absence prior to or immediately upon returning to class or in accordance with the instructor’s method of accounting for absences.
- B. Students shall notify student services concerning all illnesses.

3.9.3.2 UNEXCUSED ABSENCES

- A. Failure to notify the instructor concerning the reason for absence
- B. The instructor deems the reason given for absence is not legitimate

3.9.3.3 FACULTY INITIATIVES

- A. Instructors may contact student services to check on the illness record of a student.
- B. Instructors should inform student services and are encouraged to contact the student directly concerning excessive absences (e.g., more than two consecutive class periods or routine absence every other period), and must, if asked, report student attendance patterns.
- C. After due warning concerning excessive absence, the instructor may penalize the student by reducing the semester grade by a given percentage as stated in the course syllabus.

3.9.3.4 STUDENT SERVICES RESPONSIBILITY

- A. Normally student services does not notify faculty concerning student illnesses.
- B. In case of a serious illness or special emergency that entails extended absence, the dean of students shall notify the instructors of the student concerning the circumstances thereof if confidentiality is not a factor.
- C. Procedure for students with serious problems that affect the continuation or completion of academic studies:
 - 1. The dean of students shall determine the seriousness of the situation and the expectation of the student concerning the courses in progress. A tentative plan will be worked out between them.
 - 2. The tentative plan shall be explained to the instructors and advisors involved. A detailed plan of action for completing or dropping each course shall be agreed to by each instructor and student.
 - 3. If the plan involves dropping one or more courses or completing courses after the normal semester deadline, the registrar shall be notified in writing by the dean of students. In the case of delayed completion, no grade shall be entered on the semester grade report.

3.9.3.5 EXCUSED ABSENCE FOR CURRICULAR AND COCURRICULAR ACTIVITIES

A. Responsibilities of sponsor

1. Because students have obligations to several classes and activities, special care shall be taken not to demand commitments for participation in cocurricular events that cause students to neglect other responsibilities. Sponsors shall apprise students at the outset of a semester or season of the time and energy commitments that will be expected of them. They should remind students to be aware that time commitments include travel time for activities off campus as well as the actual performance or event.
 2. Plan a minimum number of occasions that require absence from class.
 3. Restrict participation to students directly and beneficially involved.
 4. Choose date/time that is least disruptive to classes.
 5. Resolve serious conflicts.
 - a. Conflicts shall be resolved by the activity sponsor and the instructor without penalty for the student with the best interest of the student always the primary consideration.
 - b. When conflicts arise, instructors are encouraged to make accommodation when students are required to miss academic activities for performance events such as concerts, debates, theatrical productions or athletic games. Sponsors and coaches should be aware that academic responsibilities take precedence over practices, rehearsals, or other preparatory activities. Decisions concerning occasional student absences for preparatory activities are left to the instructor's discretion.
 - c. Sponsors and coaches are encouraged to excuse students from performance events when there are special academic opportunities that will enhance the student's program of study and which are offered at times that conflict with performance events. The university schedules events, seminars and professional gatherings at times that might conflict with performance events which, under certain circumstances, may take precedence over performance events. The goal in all accommodations is to strive for balance so that flexibility in these matters is a shared responsibility rather than an exclusive expectation of one segment of the Dordt University Community.
 - d. Conflicts that cannot be resolved at this level shall be submitted for appeal to the Approved Activities Coordinating Committee, which is a subcommittee of the Curriculum and Academic Policies Committee. The Committee's decision will stand as the official resolution of the matter in cases submitted for appeal.
- B. An official absence report shall be sent by the sponsor to the involved faculty and to student services. The report may be sent via e-mail.
1. Activity requiring absence from classes
 2. Date(s) and time of absence
 3. Names of students
- C. Students must contact the instructor(s) to make arrangements for missed class work

3.9.4 ACADEMIC INTEGRITY

- A. Dordt University is committed to developing a community of Christian scholars where all members accept the responsibility of practicing personal and academic integrity. For students, this means not lying, cheating, or stealing others' work to gain academic advantage; it also means not supporting academic dishonesty.
- B. Academic Dishonesty
1. Students found to be academically dishonest will receive academic sanctions from their professor (from a failing grade on the particular academic task to a failing grade in the course), who will report the incident and the sanction given to the appropriate committee for possible institutional sanctions (from a warning to dismissal from the university). The student life committee will respond to reports of undergraduate student dishonesty, and the graduate admissions and student life committee will respond to reports of graduate student academic dishonesty.
 2. When a faculty member encounters an academic integrity concern in a student's coursework, the following process should be implemented:
 - a. An academic integrity concern describing the situation shall be submitted using the academic integrity concern online form [\[HL\]](#). This submission automatically and simultaneously informs

the student, the chair of the Student Life Committee, the VP for Student Success, and the administrative assistant in charge of documentation.

- b. The student then has four business days to initiate an appeal via email to the chair of the Student Life Committee or Graduate Admissions & Student Life Committee. The appeal should include the justification for the appeal and any necessary supporting documentation.
- c. The chairs of the Student Life Committee and Graduate Admissions & Student Life Committee will maintain an ongoing list of multiple faculty members from each academic division and multiple Student Services staff members willing to serve on an ad hoc Academic Integrity Panel when a student appeal is initiated.
- d. The chair of the Student Life Committee or Graduate Admissions & Student Life Committee shall inform the instructor of the appeal and establish an ad hoc Academic Integrity panel (made up of one faculty member from each division and a Student Services staff member) to review the appeal. The instructor shall have four business days to respond to the appeal with an explanation and any necessary documentation.
- e. The Academic Integrity Panel will meet to judge the merits of the appeal documentation and make a decision on the academic integrity concern and any related academic sanctions.
- f. The Vice President for Academic Affairs will notify the student and the faculty member of the decision regarding the academic integrity concern and provide them with a brief rationale.
- g. The Vice President for Student Success will issue a decision on the student's appeal with regard to any institutional sanctions.

C. Definitions

Academic dishonesty at Dordt University includes, but is not limited to, the following behaviors:

1. Stealing/Plagiarizing: copying another's work or ideas and creating the impression that they are one's own by failing to give proper credit or citation. This includes reading or hearing another's work or ideas and using them as one's own; quoting, paraphrasing, or condensing another's work without giving proper credit; purchasing or receiving another's work and using, handling, or submitting it as one's own work.
2. Cheating: unauthorized use of any study aids, equipment, or another's work during an academic task. This includes using unauthorized aids or other equipment during an examination; copying or looking at another individual's examination; taking or passing information to another individual during or after an examination; taking an examination for another individual; allowing another individual to take one's examination; stealing examinations.
 - a. All graded academic tasks are expected to be performed on an individual basis unless otherwise stated by the instructor.
 - b. An academic task may not be submitted by a student for course credit in more than one course without the permission of all instructors.
3. Lying/Fabricating: the intentional, unauthorized falsification or invention of any information or citation during an academic task. This includes changing or adding an answer on an examination and resubmitting it to change the grade; inventing data for a laboratory exercise or report.
4. Facilitating Academic Dishonesty: knowingly allowing or helping another individual to plagiarize, cheat, or fabricate information.

3.10 ACADEMIC COMPLAINTS AND APPEALS

As "The Educational Task of Dordt University" specifies in Chapter 4, each office-bearer has the responsibility to serve others by empowering them to carry out tasks and exercise their authority. A biblical understanding of authority requires "mutual responsibility and accountability before God" (Task 9). The faculty are called and authorized to exercise authority over the academic and curricular program. Students are called and authorized to participate in the teaching and learning process. Part of a student's responsibility is to provide insight regarding instruction, both when instruction is excellent and when concerns arise. Serving each other well means that faculty and students exercise their offices communally. When concerns regarding instruction arise, faculty and students should work together to seek resolution as close to its origin as possible.

3.10.1 COMPLAINTS REGARDING INSTRUCTION

- A. The following procedures shall apply to complaints that may arise regarding instruction. A student may submit a

complaint when instruction is either unsatisfactory or unacceptable. While midterm or end of semester responses to instruction (IDEA forms) are one place to communicate concerns, this process is another way students can share concerns related to classroom instruction. This process should be implemented when concerns are of a more significant nature (or unresolvable at a more informal level).

- B. Should the concern involve harassment, as outlined in 7.2.2.3, the student should follow the procedure as outlined. As appropriate, the student complaint regarding instruction may be pursued after the procedure in 7.2.2.3 has been completed.
- C. Concerns must be specific, and the student making a complaint must do so personally with the individual(s) involved. Every attempt must be made to resolve the problem as close to its origin as possible. Students may seek further information and guidance through the process from the associate dean.
 - 1. The student shall first seek resolution of the complaint with the instructor. Before making a personal appeal to the instructor, it can be very beneficial for students to seek out guidance, the student's advisor or a Student Services staff member can assist in formulating how best to approach the instructor.
 - 2. If, after a discussion, resolution cannot be reached, the student shall present a written complaint to the division dean. The division dean shall notify the instructor, department chair, and associate dean that a complaint regarding instruction has been received. Then the division dean shall consult with the student, instructor, and department chair and seek resolution. The associate dean may provide guidance to all parties (the student, instructor, and division dean) at this stage in the appeal process.
 - a. A formal complaint, written and submitted by the student, should include the following:
 - 1) a full description of the situation,
 - 2) a statement of the remedy the student is seeking,
 - 3) any supporting documents, such as a syllabus, course outcomes and assessments, written documents, emails, etc., and information on when and with whom the student attempted an informal resolution.
 - b. Any evidence and all direct and supporting statements, once made, become part of the permanent record of the complaint and must be produced at each level of the process.
 - 3. If resolution is not reached with the assistance of the division dean, the student may present the complaint regarding instruction in writing to the associate dean. The associate dean shall consult with the student, instructor, and division dean and seek resolution.
 - 4. If resolution is not reached with the assistance of the associate dean, the student may present the complaint a final time through the vice president for academic affairs.
 - a. Undergraduates shall submit in writing, through the vice president for academic affairs, to the curriculum and academic policies committee. Graduate students shall submit in writing, through the vice president for academic affairs, to the graduate studies committee.
 - b. Upon receipt of the complaint, the vice president for academic affairs shall convene a sub-committee of the Curriculum and Academic Policies Committee to review the student's written materials. This sub-committee may accept the appeal for review or determine that there is no merit to the complaint and rejects it. This decision is final. The vice president for academic affairs shall inform all parties of this decision in writing.
 - c. If the written complaint is accepted for review, the vice president for academic affairs transmits the written complaint and all documentation to the appropriate committee for review (the Curriculum and Academic Policies Committee for undergraduates and the Graduate Studies Committee for graduate students). Should the committee affirm the complaint, an action plan shall be developed in consultation with the instructor, division dean, and associate dean to assist the instructor in addressing the concerns. Some action plan steps could include: further professional development in a specific area, working with a faculty mentor, or more robust observations of classroom instruction. The vice president for academic affairs shall inform all parties, including the student and department chair, that an action has been developed to address the concerns.
- D. The student should initiate the complaint process within one semester of completion of the course. (For a course completed in the spring or summer, the complaint should be initiated no later than the fall of that same calendar year. For a course completed in the fall, the complaint should be initiated no later than the spring of that same academic year.) To request exceptions to this timeline and process due to extenuating circumstances, the student must submit a written request to the associate dean for consideration.

3.10.2 GRADE CHANGE POLICY

- A. The instructor of record shall have the prerogative to change a student's final course grade within two weeks after the start of the following semester. The registrar shall provide procedures for such changes.
- B. A student may initiate, within two weeks after the start of the following semester, an appeal for a change of course grade in cases where:
 - 1. The student can demonstrate that the instructor did not use the "means of evaluation and the weight of each means of evaluation" described in the course syllabus.
 - 2. The student can demonstrate that the instructor was biased by student opinion or conduct in matters unrelated to academic standards.
- C. Grade appeals must be based on problems of process and not on differences in judgement or opinion concerning academic performance.
- D. For the appeal process see 3.10.4.

3.10.3 UNCOOPERATIVE STUDENT

- A. The instructor shall have the prerogative to invoke the Uncooperative Student Policy in cases where student behavior or attitude is characterized by disrespectful or disruptive classroom behavior, failure to submit assigned or required work, failure to appear for examinations, failure to respond to the instructor's request for an individual conference to discuss a problem, or a number of unexcused absences.
- B. Faculty members should discuss (or attempt to discuss) the situation with the student and should only invoke the following steps if the matter has not sufficiently improved after this discussion.
- C. When a faculty member encounters uncooperative behavior from an undergraduate student, the following process should be followed.
 - 1. An academic alert should be issued. This simultaneously informs the student, the advisor(s), and the student success team (representatives from: the registrar's office, the Academic Enrichment Center, Student Services, and admissions staff members familiar with the student's case). The academic alert describes the situation, recommends solutions, and provides automatic documentation.
 - 2. The student success team will work with the student, the advisor, and the instructor to resolve the situation. Once they become involved all parties should maintain documentation (attendance records, email messages, etc.) of any future discussions with the student relating to the situation.
 - 3. If the situation persists, the instructor should file a second academic alert recommending that the student be removed from the class under the uncooperative student policy. The instructor should forward this alert to the instructor's division dean. This alert removes the student from the class.
 - 4. The student then has four business days to meet with the vice president of student success regarding the uncooperative student alert. At this meeting, the vice president for student success will meet with the student in an attempt to resolve the situation. If the situation cannot be resolved, the decision to remove the student from the class stands.
 - a. The vice president for student success will inform all parties (student, instructor, instructor's department chair, and the student success team) regarding the outcome of the meeting.
 - b. Students may appeal this decision in writing through the vice president for academic affairs. See 3.10.4 for the appeal process.
- D. When a faculty member encounters uncooperative behavior from a graduate student, the following process should be followed:
 - 1. The instructor sends a written summary of the issue to the dean for online, graduate, and partner programs and to the student. The dean shall work with the student and instructor to resolve the situation.
 - 2. If the situation persists, the instructor writes again to the dean for online, graduate, and partner programs and to the student, with a cc: to the graduate program chair, recommending that the student be removed from the course under the uncooperative student policy.
 - 3. The dean for online, graduate, and partner programs, the graduate program chair, and the instructor shall meet with the student to review all documentation. This group has the delegated authority from the graduate studies committee to remove the student from the course or take other appropriate action.
 - 4. Students may appeal in writing to the graduate studies committee via the vice president for academic affairs. See 3.10.4 for the appeal process.

¹ This policy does not apply to clerical error.

3.10.4 APPEAL PROCESS

This appeal process may be used in connection with either a grade change or uncooperative student policy appeal.

A. The student shall first make an appeal to the instructor. Before making a personal appeal to the instructor, it can be very beneficial for students to seek out guidance; the student's advisor or a Student Services staff member can assist in evaluating whether or not the student's case meets the criteria and in formulating how best to approach the instructor.

1. If the instructor of record is separated from the university, the student may appeal in writing to the division dean. The department chair would serve as instructor of record if needed.

B. If, after a discussion, resolution is not reached, the student may appeal in writing to the division dean. The division dean shall notify the instructor, and department chair, and associate dean that an appeal has been received. Then the division dean shall consult with the student, instructor, and department chair and seek resolution. The associate dean may provide guidance to all parties (the student, instructor, and division dean) at this stage in the appeal process.

1. A formal appeal, written and submitted by the student, should include the following:

- a. a full description of the original academic decision,
- b. a statement of the remedy the student is seeking,
- c. the basis for the student's appeal for reconsideration,
- d. supporting documents, such as a syllabus, course outcomes and assessments, written documents/emails/etc., and information on when and with whom the student attempted an informal resolution.

2. Any evidence and all direct and supporting statements, once made, become part of the permanent record of the appeal and must be produced at each level of the appeal.

C. If after consulting involved parties/reviewing supporting information, a more informal resolution was not reached, the division dean shall make a decision regarding the appeal. The division dean informs the student, instructor, and the instructor's department chair of the decision to either uphold the appeal or deny the appeal.

D. If resolution is not reached or if the division dean rules against the appeal of the student, the student may appeal in writing a final time through the vice president for academic affairs.

1. Students may seek guidance from the associate dean in determining whether or not the concern rises to the level of an appeal.

2. Undergraduates shall submit written appeals, through the vice president for academic affairs, to the curriculum and academic policies committee. Graduate students shall submit written appeals, through the vice president for academic affairs, to the graduate studies committee.

3. Upon receipt of the appeal, the vice president for academic affairs shall convene a sub-committee of the Curriculum and Academic Policies Committee to review the student's written appeal. This sub-committee may determine that: 1) there is no claim of unfairness or incorrect application of University policies and/or 2) information to support such a claim is not included. In either of these cases, the appeal is denied. This decision is final. The vice president for academic affairs shall inform all parties of this decision in writing.

4. If the appeal is accepted for review, the vice president for academic affairs transmits the written appeal and all documentation to the appropriate committee (the Curriculum and Academic Policies Committee for undergraduate appeals and the Graduate Studies Committee for graduate appeals) for review and a final decision.

5. The decisions of the committees shall be final. The vice president for academic affairs shall inform all parties of this decision in writing.

3.11 STUDENT RATINGS OF INSTRUCTION

A. Purpose

1. Provide opportunity for students to respond to course and instructor with encouragement and constructive criticism
2. Provide faculty members an opportunity to reflect on teaching and on course structure in ways that foster professional development and student learning
 - a. Make instructional changes in courses
 - b. Determine professional development goals
3. Use of data by deans and vice president for academic affairs
 - a. Assist faculty with planning professional development goals
 - b. Assessment of classroom dynamics, course design, and pedagogy [\[HL\]](#)

B. Types of student ratings and response

1. Institutional ratings—institutionally-required evaluation for designated courses
 - a. Students shall be asked to rate and comment on instruction in designated courses as listed below using the university's standard form. A copy of the standard form for student rating of instruction may be obtained from the office of academic affairs.
 - b. Schedule for institutionally-required student ratings of instruction

CONTRACT YEAR	MID-FALL SEMESTER	FALL SEMESTER	MID-SPRING SEMESTER	SPRING SEMESTER
YEAR ONE	ALL Courses	ALL Courses		ALL Courses
YEAR TWO		ALL		ALL
YEAR THREE		ALL		ALL
YEAR FOUR		ALL		
YEAR FIVE*				2 Courses
YEAR SIX		2 Courses		
YEAR SEVEN		ALL		ALL
YEAR EIGHT		ALL		
1 ST YEAR EXTENDED TERM		1 Course		
2 ND YEAR EXTENDED TERM				2 Courses
3 RD YEAR EXTENDED TERM		1 Course		
ADJUNCT FACULTY	NEW Adjunct	ALL**	NEW Adjunct	ALL**

* After year four, at the request of the division dean or the instructor, additional evaluations may be scheduled in either semester.

** After six evaluation summaries have been filed on the same course, an academic dean may require only intermittent course evaluations from an adjunct faculty member.

2. Faculty ratings or responses—faculty-initiated ratings or responses for other courses
 - a. Students shall be given opportunity to respond to instruction in each course. The method chosen for student responses that are not institutionally required is the prerogative of the instructor. The results of this response are used primarily by the instructor for improving instruction in the course.
 - b. An instructor may submit information from such evaluation to the division dean for use in professional development and assessment discussions.

C. Procedures for administering institutionally-required student evaluation of instruction

1. By September 1, the vice president for academic affairs shall prepare a listing of faculty by contract status year.
2. By the sixth week of the semester, the office of academic affairs shall submit to the academic deans a listing of courses requiring mid-term evaluations.
3. By November 1 and March 15, the office of academic affairs shall submit to the academic deans a listing of courses to be evaluated that semester by each instructor.
4. The office of academic affairs shall deliver evaluation forms to each faculty member no later than the tenth school day prior to the last day of classes.

5. Faculty shall set aside an unhurried time during class (or in an online module, if the course is online) for students to complete SRI forms. Faculty shall assign a student to collect and return the evaluations to the office of academic affairs.
6. Data on the institutional evaluation forms shall be kept on record by the office of academic affairs. Reports of the data shall be released to faculty members and to their academic dean after the final grades for the semester have been filed.
7. The academic dean shall review the reports and student comments and prepare notes that may be used in faculty development work with the instructor and in the contract recommendation process [\[HL\]](#). Academic deans have the option of contacting individual students to determine the validity of a response and to ask for supporting information.
8. Copies of the evaluations with signatures detached and the statistical report shall be presented to the faculty member. These evaluations shall be retained by the instructor for at least four years.
9. Copies of the report and any written analyses sent to the faculty member shall be kept on file in the academic dean's office.

3.12 ACADEMIC RECORD KEEPING

A. Responsibilities of the registrar

1. Records in the office of the registrar may be made available to faculty for inspection in accordance with the policy of Dordt University for compliance with the Family Educational Rights and Privacy Act. Copies of the policy are available in the office of the registrar.
2. At the middle of the fall semester, faculty members submit to the registrar mid-term grades for all new students and those on academic probation.
3. At the end of each semester, faculty members submit final grades to the office of the registrar. A copy of these final grades should be retained by the faculty member. The office of the registrar keeps these grades as part of the permanent student record, and makes official grades available to students.

B. Responsibilities of the faculty

1. Because of the occasional but important need to recheck student performance and attendance, faculty members should keep accurate grade books and retain these records for five years.
2. Final examinations and major papers should be retained for at least six months.

3.13 STUDENT ADVISING

3.13.1 PURPOSE

- A. Enable students to develop a plan to articulate and accomplish educational and vocational/professional goals in consultation with a faculty advisor
- B. Enable students to implement that plan given the policies and curricular requirements of the university

3.13.2 STRUCTURE

A. Responsibilities of the registrar

1. Assign faculty advisors
 - a. After completing CORE 100, first year students shall be assigned an advisor based on their stated academic interest and the advisor's field of teaching responsibility. Students undecided about academic interests shall be assigned to faculty or staff selected for this purpose.
 - b. Upperclassmen shall be assigned or may request an advisor in accordance with the student's declared major.
2. Provide information to advisors and departments
 - a. Advisor/advisee assignments
 - b. Lists of students majoring/minoring in a particular department
 - c. Current Dordt University *Catalog* [\[HL\]](#)
 - d. Curricular policies and requirements
 - e. Course registration information
 - f. Graduation requirement checklists
 - g. Student academic records necessary for effective advising (e.g., high school GPA, ACT/SAT scores)

- B. Responsibilities of faculty advisors
 - 1. Review course preregistration plans of each assigned advisee
 - 2. Know the university curricular policies and requirements
 - 3. Guide, assist, and counsel assigned advisees in regard to meeting their educational and vocational/professional goals
 - 4. Refer students to appropriate campus personnel as needed (e.g., career services director, ASK director)
 - 5. Help hold advisees accountable when academic alerts are issued
- C. Responsibilities of student advisees
 - 1. Meet with assigned advisor at preregistration
 - 2. May request a different advisor (using a form from the registrar's office)
 - 3. Inform the registrar of intended changes in program, major, etc.
 - 4. Are responsible for meeting graduation requirements

3.14 OFFICE HOURS

- A. A faculty member shall post and keep office hours, which are times whose primary purpose is to be available for meeting with students outside of class. Office hours should be scattered throughout the week, both mornings and afternoons. Five to ten hours per week are typical, though they may be adjusted accordingly in semesters with especially large (or small) classes.
- B. A faculty member shall normally be on campus throughout each week when classes are in session. Regular day-long absences from campus must be approved by the division dean.

CHAPTER FOUR: UNIVERSITY POLICIES AND PRACTICES REGARDING FACULTY MEMBERS

4.0 OVERSIGHT OF THIS CHAPTER

Oversight of the (non-hyperlinked) policies and practices of the university regarding faculty that are outlined in this chapter and the decision to make changes to the same falls primarily to the vice president for academic affairs. The decision-making process leading up to changes affecting these policies and practices regarding faculty shall include discussion and endorsement by the academic senate. A vote of (non)endorsement shall be construed as advisory to the vice president for academic affairs.

Oversight of the hyperlinked benefits referenced in this chapter and the decision to make changes to the same falls primarily to the executive director of finance and risk management. The decision-making process leading up to changes affecting these policies and practices shall, when deemed appropriate by the faculty officers and vice president for academic affairs, include discussion by and input from the academic senate.

4.1 BASIC PRINCIPLES OF AGREEMENT

4.1.1 CHRISTIAN EDUCATION, CHURCH AFFILIATION, AND REFORMED CONFESSIONS

As detailed in FH 1.2.2.2 [\[HL\]](#), the Board of Trustees has determined that all full-time and proportional faculty members are expected to send their children to Christian day schools, to be or become a member of a confessionally Reformed congregation, and to subscribe to the "three forms of unity."

4.1.2 A COVENANTAL APPROACH TO CONTRACTS AND CONTRACT RENEWAL

4.1.2.1 GUIDING PRINCIPLES

- A. Underlying the employment expectations at Dordt University is the acknowledgment that each faculty member is part of a covenant community in which each person
 - 1. has a calling to give positive response to the Lord's injunction to provide Christian education,
 - 2. participates in the task of developing and transmitting serviceable insight, and
 - 3. has received authority to carry out specific duties and responsibilities.
- B. The analogy of a body or organism that the apostle Paul uses to suggest the interaction and complementary character of membership in the church has application to faculty as well. The office of faculty member shall not be construed atomistically. Members of the academic community are called to mutual support and mutual obligations.

- C. The Dordt University academic community interacts with and is part of the broader body of Christians—the church universal. This means that those who are part of the Dordt University academic community have a diversity of callings for service in God’s kingdom. The academic community must remain sensitive to each member’s callings and gifts and to the needs of the entire kingdom. The policies that follow are designed to recognize both our mutual support and obligations within the Dordt University academic community as well as our obligations within the entire Christian community.

4.1.2.2 MUTUAL SUPPORT

The mutual support of officeholders in the academic community includes many things. Employment practices, for example, are intended to reflect the institution’s commitment to the professional development of each person. The following assumptions are implicit in these practices:

- A. Appointment to the faculty reflects the assumption by all parties in the faculty recruitment and appointment process [\[HL\]](#) that the appointee is the best qualified individual available for the position in terms of the specific institutional requirements and expectations for the position.
- B. It is assumed that each faculty member has the potential and motivation, through development, to reach and maintain an optimum level of performance in the position as it is understood today and as it may change in the future. It is further assumed that the faculty member is committed to such continuing development, and that the institution will encourage and support development efforts. (See the specific provisions of the faculty development program in FH 4.10 [\[HL\]](#).)

4.1.2.3 MUTUAL OBLIGATIONS

- A. To recognize the academic community as a covenant body entails mutual obligations on the part of the Board of Trustees, administration, and individual faculty members. The intent of the Dordt University employment policies is to give formal expression to these mutual obligations.
- B. The Board of Trustees and the administration assume the responsibility to
 - 1. establish and adhere to clearly understood faculty personnel policies whereby each faculty member is treated with justice, fairness, and equity;
 - 2. specify for each faculty member the duties and responsibilities for which the person is qualified and what constitutes an equitable work load and provide what is necessary to carry out those duties;
 - 3. encourage continued professional development by providing various types of resources for such development; and
 - 4. provide adequate compensation for faculty members.
- C. In relationship to the Board of Trustees, administration, and faculty and student bodies, each faculty member reciprocates as an academic office-bearer by committing to
 - 1. develop and maintain the highest possible level of performance within the context of the Dordt University academic community;
 - 2. be accountable at all times to the Board of Trustees, administration, and faculty for such performance and development; and
 - 3. carry out assigned duties and responsibilities to the best of the individual’s ability and abide by the stipulations of stated employment expectations and policies.

4.2 FACULTY RECRUITMENT AND APPOINTMENT PROCEDURES

Members of the faculty are appointed by the president of the university. The vice president for academic affairs coordinates the process of recruiting qualified people to fill faculty positions.

4.2.1 POTENTIAL APPLICANT FILES

- A. The academic dean, working with department members, is responsible for maintaining contacts with Dordt University graduates and with professional colleagues to be approached concerning teaching positions.
- B. The vice president for academic affairs is responsible for maintaining files of persons who have sent a curriculum vitae or letter of inquiry and for those who have been identified as potential applicants by faculty members or administrators.

4.2.2 OPENINGS

The vice president for academic affairs in consultation with the academic dean, shall determine faculty staffing needs and appropriate recruiting activities.

4.2.3 REVIEW DESCRIPTION OF POSITION

The vice president for academic affairs shall meet with the relevant academic dean, the department chair, and when appropriate the chair of the core program committee, to discuss the position to be filled. They shall

- A. specify the qualifications for and responsibilities of the position;
- B. identify prospective applicants to be notified and encouraged to apply for the position;
- C. develop a search committee for the position; and
- D. prepare a timeline for completing the application, screening, and appointment processes.

4.2.4 ADVERTISING

The vice president for academic affairs shall normally:

- A. Advertise for all faculty or academic staff openings, except for openings to be filled with temporary or special term positions [\[HL\]](#). Exceptions to this policy shall be approved by the president.
- B. Announce the opening to the faculty with a request for names of prospective candidates.
- C. Place advertisements in appropriate papers, journals, and web sites.

4.2.5 APPLICATION PROSPECTUS

The vice president for academic affairs shall send an application package to persons who send letters of inquiry in response to an advertisement and to persons who have been contacted and have indicated an interest in applying. This package shall include (electronic links to):

- A. *The Educational Task of Dordt University* [\[HL\]](#)
- B. *The Educational Framework of Dordt University* [\[HL\]](#)
- C. *The Dordt University Catalog* [\[HL\]](#)
- D. Position description (responsibilities and qualifications)
- E. Application procedure
- F. Prospective faculty information

4.2.6 PROCESSING APPLICATIONS

- A. Copies of materials received from applicants by the office of academic affairs shall be sent to the academic dean and the search committee.
- B. Applicants shall be asked to submit information including, but not necessarily limited to, the following materials:
 - 1. Curriculum vitae
 - 2. Official undergraduate and graduate transcripts
 - 3. Personal statement concerning religious convictions
 - 4. Demonstrated understanding of and agreement with *The Educational Task of Dordt University* and *The Educational Framework of Dordt University*
 - 5. Philosophical orientation that directs teaching, research, and writing
 - 6. Placement credentials (if available)
 - 7. References

4.2.7 SCREENING APPLICANTS

- A. Application material shall be reviewed by the search committee. As necessary, the search committee and the academic dean shall determine additional steps that shall be taken to assist or motivate the applicant to complete the application.
 - 1. Normally, a retiring faculty member shall be consulted during the review and screening of applicants.
 - 2. Throughout the hiring process, the department has the prerogative to meet in session without the retiring faculty member.
 - 3. Faculty members leaving for reasons other than retirement shall not normally be involved in the screening and selection process.

- B. The academic dean shall meet with the search committee to review the completed applications and shall
 1. Identify applicants with potential to meet entry-level criteria. [\[HL\]](#)
 2. Determine if additional material or information shall be sought (e.g., by telephone interview).
 3. Screen those to be invited to the campus for an interview. Normally the list shall be narrowed to two candidates.
- C. The academic dean shall submit a short list, with rationale, to the vice president for academic affairs. Applicants who are not on the short list shall be notified in writing by the office of academic affairs.

4.2.8 DECISION TO INTERVIEW

The vice president for academic affairs shall review the academic dean's written recommendation and recommend to the president candidate(s) for interview.

4.2.9 CAMPUS VISIT

- A. The campus visit is intended to provide an opportunity for the faculty and administration to evaluate the candidate's commitments and qualifications for the opening, to familiarize the candidate with Dordt University and its mission, and to present the challenge of joining Dordt's faculty.
- B. The academic dean shall arrange the campus visit(s).
 1. Contact the candidate to schedule a date for the visit, to explain the interview process, and to indicate expectations for candidate while on campus
 2. Make travel and lodging arrangements
 3. Determine any special presentations that shall be included in the campus visit, e.g., classroom lecture, position paper, performance, exhibit, etc.
 4. Assume host responsibilities—meal arrangements, introductions, and other amenities
 5. Prepare an agenda of activities for the visit, which may include one or more of the following, and notifies those to be involved
 - a) Academic senate (subcommittee) interview (to include the vice president for academic affairs)
 - b) Student classroom presentation
 - c) Interview with the president and the vice president for academic affairs
 - d) Department and/or search committee interview
 - e) Normally, a retiring faculty member shall not participate in the formal interviews, although the academic dean or the department chair may invite the retiring faculty member to observe the interview.
 - f) Informal contacts with a wide range of faculty members and students
 - g) As requested or of interest to the candidate: tour of the community; visits to schools and churches; appointment with the executive director of human resources & organizational development to discuss details of the benefits program and real estate options

Note: The vice president for academic affairs shall remind the academic senate, the academic dean, and the department to carefully structure the interview so that a consistent set of important questions is asked of each candidate for the position in question.

- C. Interview expenses: Expenses incurred by the candidate (for travel and lodging) or by the department (for travel and meals, etc.) shall be presented to the office of academic affairs for payment.

4.2.10 EVALUATION AND SELECTION PROCESS

- A. Following the campus visit(s), the academic dean shall meet with the search committee to evaluate the candidate(s) and to prepare a written recommendation for the vice president for academic affairs based on criteria set forth in FH4.3.2.1 [\[HL\]](#). A retiring faculty member shall not vote on this recommendation. All steps and decisions in the faculty recruiting and appointment process shall be documented and recorded by the academic dean.

- B. The recommendation shall specify a type of contract, as defined in FH 4.3 [\[HL\]](#).
- C. The vice president for academic affairs reviews the academic dean's recommendation and recommends a candidate to the president.
- D. The Board of Trustees interviews a candidate recommended for an initial two-year term contract. The president issues the contract.

4.2.11 ADJUNCT RECRUITMENT AND SELECTION PROCESS

- A. The academic dean shall submit a request to the vice president for academic affairs seeking approval to employ adjunct personnel for specific departmental assignments.
- B. After approval has been granted, the academic dean, in consultation with the department/graduate program chair, shall solicit and review applications and then recommend a candidate for the position to the vice president for academic affairs.
 - 1. A candidate who has previously completed a similar assignment at Dordt University is eligible for contract renewal on the basis of a review of past performance.
 - 2. For applicants who have not previously taught at Dordt University:
 - a. The academic dean and the department chair shall meet to screen the names of applicants and to select one or more for a departmental interview.
 - b. The vice president for academic affairs and the president--shall interview the recommended candidate.
 - c. Candidates for tutorial adjunct positions shall be screened and selected by the academic dean. The academic dean sends a recommendation to the vice president for academic affairs.
 - 3. The president shall issue a contract and inform the executive committee of the Board of Trustees regarding the appointment of adjunct personnel.

4.2.12 EDUCATIONAL QUALIFICATIONS AND EQUIVALENT EXPERIENCE

- A. All instructors (full-time, proportional, or adjunct) normally shall possess an earned academic degree at least one educational level above the level at which they teach or have equivalent experience relevant to their teaching assignment. Tutorial adjuncts and lab instructors may be appointed based solely on experiential expertise.
 - 1. For instruction at the associate degree level, instructors shall have earned a bachelor's degree.
 - 2. For instruction at the baccalaureate level, instructors shall normally have earned a master's degree in the discipline or related sub-discipline they are teaching. Those teaching core courses, or other courses that transfer, typically hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach. In certain circumstances, a faculty member can be hired to teach at the baccalaureate level on the basis of equivalent experience (described below).
 - 3. For instruction at the master's level, instructors shall normally have a doctorate or other terminal degree in the field of instruction or one of the following:
 - a. a master's degree in the field of instruction plus 30 credits of course work in a planned degree program leading to a terminal degree in the discipline or subfield;
 - b. a master's degree in the field of instruction, professional licensure in the relevant area, and at least three years of full-time experience in an area directly related to the subject matter being taught; or
 - c. a master's degree in the field of instruction and at least five years of exceptional experience (recognized by peers in the field) in an area directly related to the subject matter being taught.

B. Equivalent experience

1. In all cases in which an instructor does not hold the higher degree, the academic dean shall submit to the vice president for academic affairs a written description of an instructor's licensure and related experience and how it is directly related to his or her teaching assignment. Examples of equivalent experience for instruction at the bachelor's level include
 - a. a bachelor's degree in the content area, an M.Ed., MAT, or similar degree with demonstrable course work in both content and pedagogy, three years of outstanding teaching as defined by the instructor's most recent institution, and evidence of continuing education in the content area;
 - b. a bachelor's degree in the content area, professional licensure in the relevant area (e.g., RN, CPA, or PE), and at least three years of full-time experience in an area directly related to the subject matter being taught; and
 - c. a bachelor's degree in the content area and at least five years of exceptional experience (recognized by peers in the field) in an area directly related to the subject matter being taught.

Examples of equivalent experience for instruction at the master's level include

- a. a master's degree in the content area, with demonstrable course work in both content and pedagogy, three years of outstanding teaching as defined by the instructor's most recent institution, and evidence of continuing education in the content area;
 - b. a master's degree in the content area, professional licensure, certification, or specialized training in the relevant area (e.g., academy certification), and at least three years of full-time experience in an area directly related to the subject matter being taught;
 - c. a master's degree in the content area and at least five years of exceptional experience (recognized by peers in the field) in an area directly related to the subject matter being taught.
2. Documentation shall be completed at the time of initial appointment as well as each time the instructor has a change of teaching assignment.
3. All instructors hired on the basis of equivalent experience will be paired with a full-time faculty member who supervises development of curriculum, syllabi, and assessments.
4. All instructors hired on the basis of equivalent experience will design a professional development plan for continuing education that includes, as appropriate, instructional coaching and content-area course work.
5. The office of academic affairs shall review these documents and keep them on file.

4.3 TYPES OF CONTRACTS

4.3.1 DEFINITIONS: APPOINTMENT, CONTRACT, AND CONTRACT RENEWAL

- A. An *appointment* confirms a communal decision that a candidate is invited to hold a faculty position at Dordt University. Unless there is significant change in a faculty member's assignment at Dordt University, a letter of appointment is issued only one time, when the faculty member is first employed. The significance of an appointment is defined in *The Educational Task of Dordt University*, chapter III, "Structure" [HL], where office, task, and responsibility are discussed. The term is used occasionally for special situations, such as appointment to the studies institute, or appointment to a committee.
- B. A *contract* is an agreement between the faculty member and Dordt University, Inc., for a period of time specified in the contract. It is an employment contract setting forth the terms of employment.
- C. Following a review and recommendation process as outlined in FH 4.4.1 – 4.4.4 [HL], *contract renewal* results in a new contract. The term is not applicable to temporary contracts, which are not renewable.
- D. Dordt University offers a variety of contracts, all of which are *term contracts* that specify a beginning and an ending date. With the exception of temporary and special contracts [HL], all contracts provide for the possibility, but not the certainty, of renewal.

4.3.2 REGULAR

4.3.2.1 INITIAL TERM CONTRACTS

An initial term contract is a two-year full-time (or proportional) appointment reserved for an entry-level candidate. See FH 4.4.2 for specific development and review procedures [\[HL\]](#). The candidate may be recommended for an initial term contract if the candidate adequately meets entry-level criteria.

A. Entry-level criteria:

1. Acceptable academic credentials—normally a doctorate or terminal degree
2. Substantive understanding of the Reformed Christian view of Scripture, and basic understanding and support of the Reformed worldview as expressed in *The Educational Task of Dordt University* and *The Educational Framework of Dordt University*
3. Evidence of a developing Reformed perspective in an academic field
4. Preparation for teaching and department assignment
5. Effectiveness as a classroom instructor
6. Potential in regard to scholarly research and dissemination of insight
7. Personal compatibility with department colleagues

B. The Board of Trustees interviews and approves a candidate recommended by the president for an initial term contract. The president makes the appointment and issues the contract.

4.3.2.2 REGULAR TERM CONTRACTS

A regular term contract is a two-year full-time (or proportional) appointment reserved for a faculty member who successfully completes an initial two-year term contract and is not yet eligible for an extended term contract. (See FH 4.4.3 for on-going development, review, and renewal procedures, and for preparatory procedures for an extended term contract [\[HL\]](#).)

A. The Board of Trustees interviews and approves a candidate recommended for the first regular term contract. The president issues the contract.

B. The president approves subsequent recommendations from the vice president for academic affairs for regular two-year term contracts and issues contracts.

4.3.2.3 EXTENDED TERM CONTRACTS

An extended term contract is a five-year full-time (or proportional) appointment, which may be renewed. (See FH 4.4.3.3 for eligibility and preparation for first extended term contract [\[HL\]](#), and FH 4.4.4 for on-going evaluation and the renewal process [\[HL\]](#).)

A. The Board of Trustees interviews and approves a candidate recommended for the first extended term contract.

B. The president issues the contract.

4.3.2.4 PROPORTIONAL APPOINTMENTS

Proportional faculty members are salaried faculty with an initial/regular/extended term appointment for less than 100 percent but not less than 50 percent of full-time annually. They shall normally have credentials similar to those of full-time faculty and perform similar curricular, departmental, advising, and committee responsibilities on a prorated basis.

4.3.3 TEMPORARY AND SPECIAL CONTRACTS

A. A temporary contract may specify any period of time from one semester to two years of full-time employment. This contract category shall be used to issue contracts for visiting or replacement faculty or to fill a position while searching for a candidate who meets the qualifications for an initial two-year appointment. The president issues the contract.

B. A special one-year contract is a contract reserved for reasons agreed upon by the vice president for academic affairs and the faculty member. The president issues the contract and informs the board. Normally a special contract will not be renewed.

C. Temporary and special contracts shall not provide expectations of continued employment, or obligations on the part of the employee, beyond the time and the terms specified in the contract.

4.3.4 CONTRACTS FOR ASSOCIATE AND ASSISTANT ADJUNCT FACULTY

4.3.4.1 ELIGIBILITY

- A. Academic training and experience required for the assignment
- B. Demonstrated understanding of and agreement with *The Educational Task of Dordt University* and *The Educational Framework of Dordt University*

4.3.4.2 TERMS

- A. A contract specifying the load credits (LCs), any earned adjunct increments, and total compensation to be received shall ordinarily be issued at least two months prior to the beginning of the semester by the president [HL].
- B. Fulfillment of the contract is contingent on appropriate course enrollment. If a course is canceled due to insufficient enrollment as determined by the academic dean, a stipend of up to 10 percent of the compensation for the assignment may be given. This policy does not apply to full-time or proportional employees.

4.3.4.3 ADJUNCT FACULTY STATUS

- A. Associate Adjunct Faculty
 - 1. Individuals who hold a master's degree and have been contracted for 15 or more load-credits (LCs) per year for at least two consecutive years qualify for this classification. Load may include prorated LCs for institutional service. Once associate classification has been attained, continuing associate classification can be maintained with annual assignments of at least 12 LCs per year.
 - 2. Current professional development goals must be maintained in an annual contribution and development plan [HL] developed in consultation with the academic dean.
 - 3. Voting membership is granted in faculty assembly, assigned departments, and committees.
 - 4. Associate adjunct faculty members are invited to participate in academic ceremonies such as commencement and convocation.
 - 5. By special appointment for a specific assignment, the vice president for academic affairs may assign the associate adjunct designation on a case-by-case basis.
- B. Assistant Adjunct Faculty
 - Individuals who are contracted for fewer than 15 LCs per year or do not meet the other above criteria qualify for this classification.
- C. Tutorial Adjunct Faculty
 - Individuals who are designated for small group or one-on-one musical instruction, supervision of elementary or secondary education students, or similar responsibilities qualify for this classification.
- D. Emeriti Adjunct Faculty
 - Faculty members who have attained emeritus status and who are contracted for part-time work following their official retirement from the university qualify for this classification.

4.3.5 CONTRACTS FOR TUTORIAL ADJUNCTS

4.3.5.1 ELIGIBILITY

- A. Academic training and experience required for the assignment
- B. Demonstrated understanding of and agreement with the spirit of *The Educational Task of Dordt University* and *The Educational Framework of Dordt University*

4.3.5.2 TERMS

- A. A contract specifying the load credits (LCs), any earned adjunct increments, and total compensation to be received shall be issued at least two months prior to the beginning of the semester by the president [HL].
- B. Fulfillment of the contract is contingent on appropriate enrollment.

4.4 DEVELOPMENT AND FORMAL REVIEW

The vice president for academic affairs coordinates the process of faculty development and formal review. The academic dean who has primary people leadership responsibilities for a given faculty member (as outlined in FH 3.6.2.2) shall lead development and formal review processes for that faculty member.

4.4.1 CONTRACT PLANNING AND RENEWAL PROCESS

- A. The university, through the academic deans, shall be in regular discussion with faculty members concerning faculty development, long-term goals and plans, and any possible change in employment. Any desire to change direction in professional activity at Dordt University or to transition to employment elsewhere shall be indicated and outlined in the faculty member's annual contribution and development plan [\[HL\]](#).
- B. The president shall, by November 1 of each year, ask each faculty member on an initial, regular, or extended term contract to give written notice if the faculty member intends to seek other employment in the following academic year. The memorandum from the president shall request that written notice to seek other employment be given by November 10 of such year. See FH 4.4.7 [\[HL\]](#) regarding resignation. An early indication of intention to seek other employment will give the university an early opportunity to publicize a possible opening and to support a faculty member in transition.
- C. Faculty members in the second year of the initial term contract and those applying for their first extended term contract will be issued a contract subsequent to a successful interview at the spring meeting of the Board of Trustees.
- D. Contracts being extended to faculty who are in the fourth and sixth renewal year of a regular term contract will be issued after the February meeting of the Board of Trustees' executive committee and must be returned (signed or unsigned) to the office of the president by March 1 of such year.
- E. Faculty members anticipating a renewal of their extended term contract will be issued a contract subsequent to the spring meeting of the Board of Trustees.
- F. Faculty members with reservations about signing another regular or extended term contract may request from the vice president for academic affairs a one-year special contract (see FH 4.3.3 [\[HL\]](#)) before March 1. A faculty member requesting a one-year special term contract may elect to return to original contract status and re-enter the renewal process the following year. A one-year special contract is a *bona fide* option that does not prejudice later contract decisions.
- G. In any meetings relating to contract matters and process, a faculty member has the privilege of having their divisional senate representative be present in meetings to act as advisor and witness to the proceedings. The divisional senate representative will ordinarily be appointed for this role, but the selection of an agreed upon advisor will be made in consultation between the faculty member and academic senate officers. The advisor may join the faculty member prior to and during meeting. Advisors will not ordinarily directly participate in meetings unless invited to do so by agreement of all involved parties.

4.4.2 YEARS ONE AND TWO: INITIAL TERM CONTRACTS

4.4.2.1 YEAR ONE—FIRST YEAR OF INITIAL CONTRACT

- A. Development opportunities
 - 1. An orientation program designed and implemented by the office of academic affairs shall be conducted for new members of the faculty assembly.
 - 2. To foster the development of teaching and the ongoing development of a Reformed worldview and its central place in the Dordt University community, the following shall be made available to assist the new faculty member:
 - a. a non-evaluative mentor for a minimum of one year
 - b. an array of faculty enrichment opportunities ranging from the highly formal (workshops, conferences, etc.) to the informal (class visits, peer discussion groups, consultations, etc.)
- B. Self-assessment and planning
 - 1. An annual contribution and development plan [\[HL\]](#) prepared in consultation with the academic dean shall be completed by August 1 (the end of the first contract year).
 - 2. By August 1, update and submit to the academic dean the personal response to *The Educational Framework* originally submitted in the application process (see FH 4.2.6 B.3–5) in light of the first year of teaching and current responsibilities.

- C. Evaluation
 - 1. The academic dean (or the dean's designee) shall periodically observe classroom instruction and review student evaluations with the faculty member after mid-semester, after the fall semester, and after the spring semester.
 - 2. The dean writes and reviews with the faculty member, and submits by June 15, the dean's contract status report to the vice president for academic affairs.
- D. By June 20, the vice president for academic affairs shall present a status review to the president.
 - 1. If the review is favorable, the faculty member shall be informed in writing by the president by June 30.
 - 2. If serious performance deficiencies are indicated, the vice president for academic affairs, in consultation with the academic dean, shall recommend to the president that these deficiencies be addressed and that sufficient improvement be made during the following year. If the president concurs with this recommendation, by June 30, the vice president for academic affairs shall
 - a. provide the faculty member with a written statement indicating a list of specific deficiencies that will need to be addressed and improved upon during the following year,
 - b. meet with the faculty member to discuss the above-mentioned issues no later than July 10, and
 - c. notify the Board of Trustees via the president concerning the contract status review and the noted deficiencies.

4.4.2.2 YEAR TWO: SECOND YEAR OF INITIAL CONTRACT

- A. The academic dean shall continue to meet with the faculty member to review recent teaching evaluations and to assist with professional development and planning, systematic self-assessment and the completion of an annual contribution and development plan [\[HL\]](#). Classroom visits by the academic dean (or the designee), including subsequent follow-up conversations with the faculty member regarding such visits, will normally be part of this process. The frequency of such visits shall be appropriate to the situation at the discretion of the dean.
- B. After the fall semester, the academic dean shall meet with the faculty member to review all evaluative sources and to discuss the contract recommendation prepared by the dean.
 - 1. This recommendation will focus on at least the following: Reformed perspective, instructional development, instructional design, instructional dynamic, content expertise, classroom management, other institutional contributions, and involvement in the broader academic and/or professional community.¹
 - 2. By January 20, the academic dean shall write the contract recommendation to the vice president for academic affairs; a copy shall be provided to the chair of the faculty status committee for information.
- C. By January 25, the vice president for academic affairs shall make a contract recommendation to the president.
 - 1. If the president concurs with a recommendation to offer a regular term contract, the president shall present a recommendation to the Board of Trustees at its spring meeting, at which time the faculty member shall be interviewed.
 - 2. If the president does not concur with a recommendation to offer a regular term contract, or if the president concurs with a recommendation that the faculty member not receive a regular term contract, the president shall provide the faculty member with a copy of the unfavorable recommendation being submitted to the Board of Trustees. In addition, the president and the vice president for academic affairs shall meet by January 31 with the faculty member to inform the faculty member concerning:
 - a. The decision to present an unfavorable recommendation to the Board of Trustees at its spring meeting.
 - b. The faculty member's option to ask the faculty status committee to review the recommendation (see FH 4.4.6 for appeal deadlines).
 - c. The option to appear before the Board of Trustees to discuss the recommendation of the president. A decision by the Board of Trustees is final.

¹ Note definitions that are used throughout this policy:

1. Instructional development means the ongoing process of developing and improving instruction.

4.4.3 YEARS THREE–EIGHT: REGULAR TERM CONTRACTS

4.4.3.1 YEARS 3, 5, 7—FIRST YEAR OF REGULAR TERM CONTRACTS

- A. The academic dean shall continue to meet with the faculty member to review recent teaching evaluations and to assist with professional development and planning, systematic self-assessment, and the completion of the annual contribution and development plan [\[HL\]](#). Classroom visits by the academic dean (or the designee), including subsequent follow-up conversations with the faculty member regarding such visits, will normally be part of this process. The frequency of such visits shall be appropriate to the situation at the discretion of the dean.
- B. After the fall semester, the academic dean and the department chair shall meet with the faculty member to review all evaluative sources and discuss the implications for contract status and renewal.
- C. If the academic dean concludes that there are serious performance deficiencies, the vice president for academic affairs, in consultation with the academic dean, may recommend by January 20 to the president that the faculty member be placed on probation for the second year of contract. If the president concurs with this recommendation, the president shall:
 1. Provide the faculty member with written notification indicating the probationary standing, including the following:
 - a. a list of specific deficiencies;
 - b. a plan developed by the academic dean in consultation with the department chair and faculty member to address these deficiencies;
 - c. a notification stating that, unless sufficient improvement is demonstrated during the following year, the contract may not be renewed;
 - d. a statement providing information concerning the faculty member's option to discuss probationary standing with the faculty status committee; and
 - e. a statement providing information concerning the faculty member's option to place a personal response to the notification of probationary standing in the faculty member's personnel file.
 2. Meet with the faculty member, including the vice president for academic affairs and the academic dean, to discuss the above-mentioned issues no later than ten days after written notification is received.
 3. Notify the Board of Trustees of the action to place the faculty member on probation and identify specific reasons for the probationary standing.
 4. Inform the faculty status committee concerning the action and identify reasons for the probationary standing.
- D. By March 15 of year seven, the office of academic affairs shall provide the chair of the faculty status committee and academic deans with a list of faculty members who are eligible to apply for an extended term contract.
 1. The office of academic affairs shall likewise notify the faculty member and respective department chair of the requirements and timetable for applying for an extended term contract.
 2. To ensure preparation for the process, the academic dean and faculty member should meet regularly in the year leading up to the deadlines. Any exceptions to this expected application must be requested by the faculty member in writing before May 15 of the same year, be supported by the academic dean, and be approved by the vice president for academic affairs before June 15.
 3. Faculty members sixty years or older during year seven may, but are not required to, apply for an extended term contract; rather, they shall have the option of requesting by November 1 of year seven the continuing renewal of their regular two-year contract.

2. Instructional design deals with planning, evaluating, and managing the instructional process and strategies to ensure competent performance by students.
3. Instructional dynamic deals with the most effective delivery style and refers to utilizing the teachable moment. In connection with the latter, it refers to flexibility in lesson planning and delivery.
4. Classroom management deals with the managing of the classroom environment, including physical setting, instructional techniques, and learning strategies, so that learning can take place.

4.4.3.2 YEARS FOUR/SIX: SECOND YEAR OF REGULAR CONTRACTS

- A. The academic dean shall continue to meet with the faculty member to review recent teaching evaluations and to assist with professional development and planning, systematic self-assessment, and the completion of the annual contribution and development plan [\[HL\]](#). Classroom visits by the academic dean (or designee), including subsequent follow-up conversations with the faculty member regarding such visits, will normally be part of this process. The frequency of such visits shall be appropriate to the situation at the discretion of the academic dean.
- B. In year four, the faculty member shall enter a process of systematic review with the academic dean, faculty status committee, and the vice president for academic affairs. To ensure preparation for the process, the academic dean and faculty member should meet regularly in the year leading up to the deadlines.
 1. By September 1, the faculty member shall submit an application for review to the academic dean, which shall be forwarded to the vice president for academic affairs and faculty status committee chair. The application shall include:
 - a. An Articulation Paper (draft due by July 15 to the academic dean)—This paper is primarily a means of helping faculty members clarify and focus on issues relating to the development of a Christian perspective in a discipline. It should include a brief autobiography that highlights the faculty member's faith and academic journey and a concise discussion of how a Reformed, biblical faith shapes and directs his or her work at Dordt University. The following points are illustrative rather than required.
 - b. Discuss how your faith has shaped your view of your discipline, of students, and of the teaching-learning process.
 - c. Reflect on insights gained from specific books, lectures, experiences, and individuals that have nurtured a Reformed, biblical understanding of your discipline, of students, and of the teaching-learning process. Explain how you incorporate the insights and contributions of Dordt colleagues and Christians in other fields or cultures.
 - d. Discuss how your understanding of *The Educational Task of Dordt University* [\[HL\]](#) and *The Educational Framework of Dordt University* [\[HL\]](#) has grown over the past three years.
 - e. Describe your understanding of the unique task, role, and contribution of your discipline or area of academic specialization within the context the broader Christian academic and/or professional community.
 - f. Explain how your perspective affects your view of and work with students, colleagues, administrators, and the broader community.
 - g. Teaching Evaluations—a complete set of teaching evaluations from all courses that were evaluated in the first three years of teaching. This should include a brief (2-3 page) reflection and/or response by the faculty member on particular teaching strengths and development areas.
 - h. Annual Contribution and Development Plans—a complete set of all previous plans for the past three years.
 2. By October 1, the faculty status committee (or representative members of the committee) shall meet with the academic dean to review the faculty member's materials and seek input from the academic dean into the particular strengths and challenges of the faculty member to be reviewed.
 3. By October 1, the faculty status committee (or representative members of the committee) shall meet confidentially with the entire department of the faculty member being reviewed to seek input into the particular strengths and challenges of the faculty member.
 4. The faculty status committee shall appoint two of its members to complete (by common attendance) an appropriate number of classroom visits (normally 2-4) during the fall semester. The evaluation of the classroom visits shall be shared in writing with the faculty status committee as a part of the overall evaluation process.

5. By December 10, the faculty status committee shall interview the faculty member and dialogue with him/her about the materials submitted and the results of the classroom visits. The academic dean shall attend this meeting.
 6. By January 20, the faculty status committee shall provide a written recommendation to the vice president for academic affairs with a copy provided to the academic dean.
 7. After the fall semester, the academic dean shall meet with the faculty member to review all evaluative sources and to discuss the contract recommendation prepared by the academic dean. This recommendation will focus on at least the following: Reformed perspective, instructional development, instructional design, instructional dynamic, content expertise, classroom management, other institutional contributions, and involvement in the broader academic and/or professional community (see FH 4.4.2.2 B for definitions [\[HL\]](#)). By January 20, the academic dean shall write the contract recommendation to the vice president for academic affairs with a copy forwarded to the chair of the faculty status committee.
- C. In year six, after the fall semester, the academic dean shall meet with the faculty member to review all evaluative sources and to discuss the contract recommendation prepared by the academic dean. This recommendation will focus on at least the following: Reformed perspective, instructional development, instructional design, instructional dynamic, content expertise, classroom management, other institutional contributions, and involvement in the broader academic and/or professional community (see FH 4.4.2.2 B for definitions [\[HL\]](#)). By January 20, the academic dean shall write the contract recommendation to the vice president for academic affairs; a copy shall be provided to the chair of the faculty status committee for information.
- D. By January 25, the vice president for academic affairs shall make a contract recommendation to the president.
1. If the president concurs with a recommendation to reappoint the faculty member, the president shall present a recommendation to the Board of Trustees' executive committee at its February meeting.
 2. If the president does not concur with the recommendation to reappoint the faculty member to a regular term contract, or if the president concurs with a recommendation that the faculty member not receive a new regular term contract, or that the faculty member shall be placed on a one-year probation, the president shall provide the faculty member with a copy of the recommendation being submitted to the Board of Trustees. In addition, the president shall meet with the faculty member by January 31 to inform the faculty member concerning:
 - a. The decision to present the specific recommendation to the Board of Trustees at its spring meeting.
 - b. The faculty member's option to ask the faculty status committee to review the recommendation (see FH 4.4.6 for appeal deadlines).
 - c. The option to appear before the Board of Trustees to discuss the recommendation of the president. A decision by the Board of Trustees is final.
- 4.4.3.3 YEAR EIGHT: PREPARING FOR FIRST EXTENDED TERM CONTRACT
- A. Eligibility
1. Faculty members are eligible for an extended term contract after eight years of regular employment at Dordt University, be that as full-time or as proportional faculty. See FH 4.3.2.3 for definition of extended term contract. (Upon the recommendation of the academic dean and at the discretion of the vice president for academic affairs, other significant teaching or work experience may be counted toward the eight years required for eligibility. Time spent on graduate leave of absence shall normally not apply.)
 2. Demonstrated competence as a Reformed teacher and scholar shall be evidenced by
 - a. mastery of the discipline and the art of communicating it through teaching, presentations, and publications;
 - b. the confidence and respect of students and colleagues;
 - c. the on-going modification of courses in the light of student and colleague evaluations and developments in the discipline;
 - d. continuing contact with the literature in the field;

- e. participation in appropriate professional organizations; and
 - f. contributions to insight and knowledge in the discipline through public lectures, publications, or other appropriate professional means.
- B. Process
1. The academic dean shall continue to meet with the faculty member to review recent teaching evaluations and to assist with professional development and planning, systematic self-assessment, and the completion of an annual contribution and development plan [\[HL\]](#). Classroom visits by the academic dean (or the dean's designee), including subsequent follow-up conversations with the faculty member regarding such visits, will normally be a part of this process. The frequency of such visits shall be appropriate to the situation at the discretion of the academic dean.
 2. By September 1, the faculty member shall submit an application to the academic dean and office of academic affairs for extended term contract status. The office of academic affairs shall forward the materials to the chair of the faculty status committee. The application shall include:
 - a. An updated version of the 4-year articulation paper (draft due by July 15 to the academic dean). This paper is primarily a means of helping faculty members clarify and focus on issues relating to the development of a Christian perspective as an educator in a discipline. It shall include a brief autobiography that highlights his or her faith and academic journey and a concise discussion of how a Reformed, biblical faith shapes and directs his or her work at Dordt University. Within the paper, specific examples and illustrations are expected. The following points are illustrative rather than required.
 - b. Discuss how your faith has shaped your view of your discipline, of students, and of the teaching-learning process.
 - c. Reflect on insights gained from specific books, lectures, experiences, and individuals that have nurtured a Reformed, biblical understanding of your discipline, of students, and of the teaching-learning process. Explain how you incorporate the insights and contributions of Dordt colleagues and Christians in other fields or cultures.
 - d. Discuss how your understanding of *The Educational Task of Dordt University* and *The Educational Framework of Dordt University* has grown over the past seven years.
 - e. Describe your understanding of the unique task, role, and contribution of your discipline or area of academic specialization within the context the broader Christian academic and/or professional community.
 - f. Explain how your perspective affects your view of and work with students, colleagues, administrators, and the broader community.
 - g. Reflections on Teaching Evaluations—a brief (2-3 page) reflection/response by the faculty member on particular teaching strengths and development areas following a review of teaching evaluations from all courses that were evaluated in the first seven years of teaching.
 - h. Annual Contribution and Development Plans—a complete set of plans for the past seven years.
 - i. Original Professional Work (draft due by July 15 to the academic dean)—An original, significant, discipline-specific, professional work product (which may or may not be a traditional scholarly paper) that displays mature engagement and scholarly insight into the discipline. It shall give evidence of growth in understanding and articulation that has taken place during the candidate's years as a member of the Dordt University community. Ordinarily, such work would have been previously engaged by, submitted for, or presented to a wider academic and/or professional community. This work shall be the subject of a public presentation (see point 7 below) as a part of the contract renewal process. The faculty member shall be in consultation with the academic dean at least one year prior to the submission deadline to discuss and develop the concept for this professional work.

3. By October 1, the faculty status committee (or representative members of the committee) shall meet with the academic dean to review the faculty member's materials and to seek input into the particular strengths and challenges of the faculty member.
4. By October 1, the faculty status committee (or representative members of the committee) shall meet confidentially with the entire department of the faculty member being reviewed to seek input into his or her particular strengths and challenges.
5. The faculty status committee may also request, at their discretion, access to the faculty member's four-year contract renewal file and complete set of teaching evaluations, which shall be provided by the office of academic affairs.
6. By November 15, the faculty status committee shall appoint two members of the committee to complete (by common attendance) an appropriate number of classroom visits (normally 2-4) during the fall semester. The evaluation of the classroom visits shall be shared with the faculty status committee as a part of the overall evaluation process.
7. During the month of January, the faculty member shall present the original professional work to the campus community in a public setting with time for questions/comments/engagement. While not a roll-call meeting, all faculty members are expected to attend. The faculty status committee shall serve as moderator for that setting. In addition, the faculty status committee shall solicit confidential feedback from the faculty following the formal presentation.
8. By February 1, the faculty status committee shall interview the faculty member and dialogue with him/her about the materials submitted, the results of the classroom visits, and the presentation to the faculty. The academic dean shall attend this meeting.
9. By February 20, the faculty status committee shall provide a written recommendation to the vice president for academic affairs and provide a copy to the academic dean.
10. By February 20, the academic dean shall submit a written recommendation to the vice president for academic affairs and provide a copy to the chair of the faculty status committee.
11. By March 1, the vice president for academic affairs shall review all evaluative sources and make a recommendation to the president.
 - a. If the president concurs with a recommendation for an extended term contract, the president shall present a recommendation to the Board of Trustees at its spring meeting at which time the faculty member shall be interviewed.
 - b. If the president does not concur with a recommendation to appoint the faculty member to an extended term contract, or if the president concurs with a recommendation that the faculty member not receive an extended term contract, the president shall provide the faculty member with a copy of the recommendation being submitted to the Board of Trustees. In addition, the president shall meet with the faculty member at least thirty days before the spring meeting of the Board of Trustees to inform the faculty member concerning:
 - 1) The decision to present the specific recommendation to the Board of Trustees at the spring meeting.
 - 2) The faculty member's option to appear before the Board of Trustees to discuss the recommendation of the president (see FH 4.4.6 for appeal process and timetable).
 - 3) Any decision of the Board of Trustees is final.

4.4.4 YEARS NINE AND BEYOND: EXTENDED TERM CONTRACTS

- A. During the first three years of the extended term contract, the academic dean shall continue to meet with the faculty member to review recent teaching evaluations and to assist with professional development and planning, systematic self-assessment, and the completion of an annual contribution and development plan [\[HL\]](#). Classroom visits by the academic dean (or designee), including subsequent follow-up conversations with the faculty member regarding such visits, will normally be a part of this process. The frequency of such visits shall be appropriate to the situation at the discretion of the dean.

- B. By the beginning of the third year, the academic dean shall meet with the faculty member to review all evaluative sources and to discuss the contract recommendation being prepared by the academic dean. This recommendation will focus on at least the following: Reformed perspective, instructional development, innovations in course design, dynamics in the classroom, classroom management, non-instructional contributions to the university, participation in relevant professional organizations, and contributions to the discipline through lectures, publications, or artistic products, which shall be outcomes of the annual contribution and development plans. The evaluation shall include a review of student evaluations.
- C. By January 31 of the third year, the academic dean shall provide the vice president for academic affairs with a written recommendation, and provide a copy to the chair of the faculty status committee, regarding a new extended term contract.
- D. By February 15 of the third year, the vice president for academic affairs shall make a contract recommendation to the president.
 - 1. If the president concurs with a recommendation to grant a new extended term contract, the president shall present a recommendation to the Board of Trustees at its spring meeting.
 - 2. If the president does not concur with a recommendation to grant the faculty member a new extended term contract, or if the president concurs with a recommendation that the faculty member not receive a new extended term contract, the president shall provide the faculty member with a copy of the recommendation being submitted by the president to the Board of Trustees. In addition, the president shall meet with the faculty member at least thirty days before the spring meeting of the Board of Trustees to inform the faculty member concerning:
 - a. The decision to present the specific recommendation to the Board of Trustees at the spring meeting.
 - b. The faculty member's option to appear before the Board of Trustees to discuss the recommendation of the president (see FH 4.4.6 for appeal process and deadlines).
 - c. Any decision of the Board of Trustees is final.

4.4.5 PROFESSIONAL DEVELOPMENT EXPECTATIONS—ANNUAL CONTRIBUTION AND DEVELOPMENT (ACD) PLANS

- A. Purpose
 - 1. Contribution and development plans will collectively be a vital means of advancing Dordt University's goals of mutual support and mutual obligations in a covenantal community (FH 4.1.2 [\[HL\]](#)).
 - 2. A particular faculty member's contribution and development plan will direct, in the near term, the priorities for course and committee assignments, recruiting, advising, teaching/learning improvements, professional development, scholarship, service, and related activities.
 - 3. The contribution and development plan provides the context for on-going dialogue, guidance, encouragement, and accountability for continuous improvement and development of the faculty member.
 - 4. For each department (or other entity defined by the faculty member's division dean) annual contribution and development plans shall reflect an outworking of the department's objectives and plans. The collection of the department's ACD plans shall reflect a synergistic coordination of people and resources.
 - 5. A faculty member's ACD plan will be used by the academic dean in faculty contract recommendations.
 - 6. The vice president for academic affairs and the academic deans shall use the file of annual contribution and development plans to inform many aspects of their work, including hiring replacement or additional faculty, awarding professional development grants, providing guidance to divisions and departments, and in structuring institutional goals.

B. Content

A faculty member's ACD plan consists of two major sections:

1. Reflection

A review of how one accomplished the previous year's goals. This may consist of listing the previous goals with brief comments (e.g., Done, In Progress, Dropped), a more narrative review, or some other means that helps the faculty member reflect on his or her accomplishments, barriers to success, and goals that should be dropped or continued to the next year.

2. Planning

- a. A brief list of longer-term, directional goals (5–10 years) regarding one's professional development and contributions. These may include such things as new courses to develop; completion of a doctoral program; leadership roles to seek; specific scholarly outcomes (e.g., complete a book or host a conference); or personal development goals (e.g., become a well-organized person through counseling, consulting, and accountability partners).
- b. A longer section on annual goals that encompasses the broad "office" of a faculty member by including the categories of (a) development and contributions in teaching, (b) development of insight and contributions to one's field of study, (c) contributions to and development of the Dordt University academic community, and (d) contributions to broader communities and constituencies.

3. The document should use action-oriented language (e.g., "This year I will..." statements) and emphasize phrases and lists over long narratives.

C. Process

1. A draft of this plan shall be further worked out in consultation with and approved by the faculty member's academic dean.
2. The faculty member will meet with the academic dean three times per year to review and discuss this plan: to review and reflect upon goal accomplishment and to set new goals; to review and discuss mid-term progress and to adjust goals as appropriate.

4.4.6 APPEAL PROCESS

4.4.6.1 CONDITIONS FOR APPEALING CONTRACT DECISIONS

A faculty member may appeal a contract decision if the president does not concur with the recommendation to reappoint a faculty member to a regular or extended term contract, or if the president concurs with a recommendation that the faculty member not receive a new regular or extended term contract, or that the faculty member shall be placed on a one-year probation.

4.4.6.2 APPEAL PROCESS AND DEADLINES

A. Appealing the president's contract decisions for years 2, 4, 6 shall follow this calendar and process:

1. By February 10, the faculty member shall submit to the president and to the chair of the academic senate a written request and rationale for a contract recommendation review.
 - a. The appeal body for faculty members in years 2 and 6 shall be the faculty status committee.
 - b. The appeal body for faculty members in year 4 shall be the faculty status committee chair, the chair of the academic senate, and the secretary of the academic senate.
2. The appropriate appeal body shall review all previously submitted evaluative materials, including the recommendations of the academic dean, the faculty status committee (if applicable), and the vice president for academic affairs. The appeal body shall present its written recommendation to the president and to the faculty member by February 25.
3. If the faculty member desires to appeal the appeal body's recommendation before the Board of Trustees, a request shall be submitted in writing to the president by March 10.
4. The decision by the Board of Trustees is final.

B. The process of appealing the president's contract decisions for faculty members in year 8 or on an extended term contract shall follow this calendar and process:

1. At least twenty days before the spring meeting of the Board of Trustees, the faculty member shall submit to the president and to the chair of the academic senate a written request and rationale for a contract recommendation review.
 - a. The appeal body for faculty members in year 8 shall be the faculty status committee chair, the chair of the academic senate, and the secretary of the academic senate.
 - b. The appeal body for extended term contract renewals shall be the faculty status committee.
2. The appropriate appeal body shall review all previously submitted evaluative materials, including the recommendations of the academic dean, the faculty status committee (if applicable), and the vice president for academic affairs. The appeal body shall present its recommendation to the president and to the faculty member at least ten days before the spring meeting of the Board of Trustees.
3. If the faculty member desires to appeal the appeal body's recommendation before the Board of Trustees, a request must be submitted in writing to the president at least five days before the spring meeting of the Board of Trustees.
4. The decision of the Board of Trustees is final.

4.4.7 RESIGNATION OF FACULTY MEMBER

- A. A faculty member in the renewal year of a regular or extended term contract may give notice of resignation by March 1 without appeal to the Board of Trustees.
- B. Release from contract by March 1 for faculty not at the end of a contract period (i.e., first year of a two-year term contract or any year of an extended term contract) shall be granted without the need for appeal to the Board of Trustees, if the faculty member has responded in writing by November 10 to the memorandum sent by the president (see FH 4.4.1 B).
- C. Contract release for special circumstances
 1. A request to be released from contract when no written intent was given by November 10 (see above) or for release any time after March 1 may be granted by the Board of Trustees, if the faculty member appeals in writing for special consideration. Some of the circumstances that shall be considered by the board include the following:
 - a. The infrequent availability of the new position.
 - b. The new position is consistent with the gifts and goals of the faculty member as expressed in the annual contribution and development plan.
 - c. The individual cannot continue in the present position because of health concerns, or serious family or personal reasons.
 2. The Board of Trustees reserves the right to deny a request for release from contract. If an individual does not accept the decision of the board, the mutual obligations of the faculty member and the university terminate one week after commencement, and at the discretion of the board, the salary for the last two months—June and July—shall not be paid.

4.4.8 RETIREMENT/EMERITATION POLICIES

4.4.8.1 GENERAL RETIREMENT/EMERITATION POLICIES (see also FH 7.6)

- A. Full-time and proportional faculty members who intend to retire and/or seek Emeritation shall notify the vice president for academic affairs in writing no later than September 1 of the last academic year of regular employment. For example, a faculty member intending to end employment at Dordt University in the summer of 2018 shall give notice by September 1, 2017. Written notice shall be construed as a notice of resignation, effective July/August of the next calendar year.
- B. For faculty members and academic administrators issued an initial contract before August 2006, the ending date is August 31. For those issued an initial contract after July 2006, the ending date is July 31. For those issued an initial contract after June 2021, the ending date is May 31.
- C. At the time of retirement and/or Emeritation, the academic gown and hood shall become the property of the retiree.

4.4.8.2 ADMINISTRATIVE ACTION ON EMERITATION

- A. Faculty members on an extended-term contract with at least 15 years of service at Dordt University who desire to end employment at Dordt University may be considered for Emeritation by the Board of Trustees upon recommendation of the vice president for academic affairs and president.

- B. Request for Emeritation shall be considered by the Board of Trustees. The president or vice president for academic affairs shall inform the faculty member of the board's action, and if Emeritation is awarded the president shall meet with the faculty member to discuss the rights and privileges associated with retirement.
- C. Upon emeritation, the faculty member shall be invited to be a guest of honor at the spring Board of Trustees and faculty dinner. At this dinner, appropriate recognition shall be given, and the faculty member shall receive the official Dordt University medallion.
- D. Emeritation shall be noted on the commencement program and announced during the commencement exercises.
- E. Emeriti shall receive the honorary title of [current rank] of [discipline], emeritus or emerita. They shall be so listed in the Dordt University *Catalog*.
- F. The president may seek exceptions to these guidelines by means of a recommendation to the Board of Trustees.

4.4.8.3 CONTINUED PARTICIPATION IN THE DORDT UNIVERSITY ACADEMIC COMMUNITY

- A. To foster continued participation in Dordt University academic activity, within the limits of available facilities and resources, the vice president for academic affairs shall annually consider requests from emeriti for support of such academic activity, e.g., work space, mailbox, library privileges, and use of equipment.
- B. Emeriti may not return to employment at Dordt University by their own election.
- C. Emeriti may contract to teach a course or courses on a part-time or adjunct basis with compensation and terms of employment to be governed by existing policies for part-time/adjunct faculty [\[HL\]](#). Compensation for any other type of work shall be arranged with the vice president for academic affairs on an individual basis.
- D. Emeriti shall be invited to participate in formal and informal university activities.
 - 1. Faculty Assembly meetings (*ex officio*, without vote)
 - 2. Official university ceremonies
 - 3. Informal communal activities
- E. Emeriti shall have faculty privileges regarding complimentary tickets to university-sponsored events.

4.4.9 DISCHARGE FOR CAUSE

4.4.9.1 CRITERIA

The contract of a faculty member may be terminated for any of the following reasons, but are not limited to

- A. unsatisfactory performance,
- B. professional incompetence or irresponsibility,
- C. moral dereliction,
- D. disaffection from the doctrinal standards required of Dordt University faculty, or
- E. violation of any contract term.

4.4.9.2 PROCEDURES

- A. The president, in consultation with the vice president for academic affairs, shall initiate action leading to the termination of a faculty member's contract for cause.
- B. The president, with the vice president for academic affairs or a person designated by the vice president for academic affairs shall meet with the faculty member
 - 1. to inform the faculty member, also in a written memo, of the charge(s);
 - 2. to present documented evidence for the charge(s);
 - 3. if warranted, to suspend the faculty member with pay until the Board of Trustees next meets to take action on the recommendation of the president; and
 - 4. to apprise the faculty member of the faculty member's option to appeal to the Board of Trustees.
- C. If the faculty member waives his or her option to appeal or fails to initiate an appeal within five calendar days after the meeting with the president, the Board of Trustees shall take action at its next meeting without consideration of an appeal. The decision of the Board of Trustees is final.

4.4.9.3 APPEALS

- A. If the faculty member decides to appeal to the Board of Trustees, the faculty member shall so inform the chair of the board in writing within five calendar days of meeting with the president. The faculty member has ten days total to prepare and to deliver the written appeal to the chair of the Board of Trustees.
- B. The chair of the Board of Trustees shall form a hearing committee and arrange for the committee to meet within fifteen days after the appeal is received.
 - 1. The committee shall be composed of the chair of the Board of Trustees or a board member designated by the chair who shall preside, the chair and secretary of the academic senate, and three additional board members selected by the chair of the board.
 - 2. The appealing faculty member shall have the option to appear before the committee.
 - 3. Within 30 days after the hearing, the committee shall present in writing its findings to the Board of Trustees and to the faculty member.
- C. The Board of Trustees shall take action at its next meeting and its decision is final.

4.5 FACULTY RANK

Promotion in rank is based on education and teaching experience. Dordt University has no rank quotas. Salary is not connected to rank. The vice president for academic affairs will keep a current list of degrees that qualify as “terminal” and “doctorate.” For degrees other than Ph.D. and Ed.D., the criterion for approval is that the degree constitutes (with approval by the academic senate and the president) a unique preparation for a specific assignment. The office of academic affairs shall review the status of faculty members each summer for promotion in rank.

- A. Professor: A doctorate or a terminal degree plus eleven years of postsecondary teaching experience with a minimum of two years at Dordt University.
- B. Associate Professor:
 - 1. A doctorate or a terminal degree plus six years of postsecondary teaching experience; or
 - 2. A master of art/science degree and 45 semester hours of graduate work toward the doctorate plus seven years of postsecondary teaching experience; or
 - 3. A master of art/science degree and 30 semester hours of graduate work toward the doctorate plus eight years of postsecondary teaching experience
- C. Assistant Professor:
 - 1. A doctorate; or
 - 2. A terminal degree plus two years of postsecondary teaching experience; or
 - 3. The master of art/science degree and 45 semester hours of graduate work toward a doctorate plus three years of postsecondary teaching experience; or
 - 4. The master of art/science degree and 30 semester hours of graduate work toward a doctorate plus four years of postsecondary teaching experience; or
 - 5. The master of art/science degree and 15 semester hours of graduate work toward a doctorate plus five years of postsecondary teaching experience
- D. Instructor: A terminal degree or the master of art/science degree
- E. Special rank by appointment of the president:
 - 1. Visiting Professor
 - 2. Artist in Residence

4.6 PERSONNEL RECORDS OF FACULTY MEMBERS

Personnel files are maintained in the office of academic affairs.

4.6.1 TRANSCRIPTS AND EMPLOYMENT HISTORY

- A. The office of academic affairs shall maintain a file of references, recommendations, and any correspondence that pertains to the professional status of the faculty member.
- B. It shall be the responsibility of the faculty member to provide a detailed employment history at the time of appointment.

- C. It shall be the responsibility of the faculty member to provide proof of academic and professional degree(s) held at the time of appointment and to update the file if degrees are earned while employed.

4.6.2 CURRICULUM VITAE

- A. A curriculum vitae shall be submitted by each faculty applicant. When an applicant receives an appointment that curriculum vitae is entered in the faculty member's official personnel file.
- B. Each year faculty members shall update the curriculum vitae. The vita, along with the updated contribution and development plan [\[HL\]](#), should be submitted electronically to an assigned secretary by August 15 to be forwarded to the office of academic affairs by September 1.
- C. Content
 - 1. Current date
 - 2. Name and contact information (home address, telephone, e-mail)
 - 3. Educational background (beginning with most recent)
 - a. Degree earned and date of degree
 - b. Major or program
 - c. Name of institution
 - d. Years of attendance
 - e. A short paragraph describing the dissertation topic, if applicable
 - 4. Work experience (beginning with most recent)
 - a. Name of employer and place of employment
 - b. Dates of employment
 - c. Position title and description of duties
 - 5. Faculty roles
 - a. Areas of instruction
 - b. Committee and other campus service
 - c. Special assignments
 - 6. Professional development
 - a. Professional publications and presentations
 - b. Research and writing in progress
 - c. Involvement in conferences, seminars, institutes, workshops, etc.
 - d. Significant awards, honors, scholarships, grants, etc.
 - e. Significant positions held on boards, etc.
 - 7. Community involvement: offices, committees, leadership, service, etc.

4.6.3 PROFESSIONAL DEVELOPMENT FILES

4.6.3.1 ANNUAL CONTRIBUTION AND DEVELOPMENT PLANS

By August 15 every year, the faculty member shall submit a contribution and development plan to their division dean to be forwarded to the office of academic affairs by September 1.

4.6.3.2 ARTICULATION PAPERS AND DEVELOPMENT REPORTS

- A. Articulation papers are written during the contract (renewal) process in years one [\[HL\]](#), four [\[HL\]](#), and eight [\[HL\]](#).
- B. Faculty members shall provide a report on each development project funded by the university [\[HL\]](#).

4.6.4 STUDENT RATINGS OF INSTRUCTION

Statistical summaries of student ratings of instruction [\[HL\]](#) for each faculty member.

4.6.5 GRIEVANCE AND APPEALS FILE

The office of academic affairs shall keep grievances and appeals for any faculty member who initiates an appeal or grievance process. Appeals [\[HL\]](#) pertain to contract issues. Grievances [\[HL\]](#) pertain to all other issues that may arise.

4.7 SALARY FOR FACULTY MEMBERS

4.7.1 CONTRACT TERMS FOR SALARIED FACULTY

4.7.1.1 SALARY SCHEDULE

- A. The salary schedule is set up in terms of a base salary that is set annually by the Board of Trustees. Information regarding base salary is available from the office of academic affairs and from the vice president for finance and risk management.
- B. Assignment to the salary schedule is made on the basis of preparation for the position assigned, in alignment with expected educational qualifications and equivalent experience (FH 4.2.12).
 - 1. Levels: The salary level is assigned by the vice president for academic affairs on the basis of earned degrees and academic work completed toward such degrees.
 - a. Level I: (base salary and up to 20 increments)
 - 1) For teaching in bachelor's or master's degree programs, a master's degree or equivalent experience;
 - 2) For teaching in associate's degree programs, a terminal associate degree or equivalent experience
 - b. Level II: (115 percent of base salary and up to 20 increments)
 - 1) For teaching in bachelor's and master's degree programs, either:
 - i. Master's degree plus either 30 graduate hours toward the doctorate or significant industry licensure; or
 - ii. Two master's degrees; or
 - iii. Master's degree that is regarded as terminal in the profession
 - 2) For teaching in associate's degree programs:
 - i. A terminal associate's degree plus significant industry licensure; or
 - ii. A bachelor's degree
 - c. Level III: (135 percent of base salary and up to 20 increments)
 - 1) For teaching in bachelor's degree or master's degree programs:
 - i. An approved doctorate; or
 - ii. A degree that is regarded as terminal in the profession plus five years of postsecondary teaching or exceptional professional experience
 - 2) For teaching in associate's degree programs:
 - i. An approved master's degree; or
 - ii. A bachelor's degree plus five years of exceptional professional or postsecondary teaching experience; or
 - iii. An associate's degree that is regarded as terminal in the profession plus five years of postsecondary teaching or exceptional professional experience.
 - 2. Increments: one increment = 5 percent of the base salary
 - a. Increments reflect years of relevant experience beyond the minimum degree required for the position (whereby, in many cases, three years of relevant experience prior to the minimum required degree = one increment). For example, if the minimum required degree is a master's degree or equivalent experience, then 1 increment is awarded for each year of relevant experience after the master's degree is conferred.
 - b. Subsequent to reaching the increment "cap" indicated above at any level of the salary scale, faculty members shall qualify for an additional "career step" increment every third year.
 - c. A faculty member may be given a "Career Increment" and/or Increments for professional experience and credentials deemed relevant for the teaching assignment at the discretion of the vice president for academic affairs and with the president's approval.
 - 3. Program Adjustments: Salary increases may be applied for the faculty in a selected program in order to achieve competitive faculty recruiting and retention. These program adjustments may vary at each level of the salary scale and will be determined at the discretion of the vice president for academic affairs; metrics to identify eligible programs and proposed rates of adjustment will be reviewed annually in consultation with the vice president for finance and risk management, and such program adjustments will be awarded with the president's approval.

4.7.1.2 PAYROLL PERIOD

- A. For those issued an initial contract prior to August 2006, the contract year runs for a twelve-month

period beginning August 16 and ending August 15.

- B. For those issued an initial contract after July 2006, the contract year runs for a twelve-month period beginning August 1 and ending July 31. For those issued an initial contract after July 2006, medical benefits begin August 1, and the first month's salary, for August, is paid on September 1.
- C. For those issued an initial contract beginning June 2021 or later, the contract period is stated on the contract. Medical benefits begin on the first date of the contract and conclude on the final date. Annual salaries are divided equally across the 12 months of the year; salaries for contracts of fewer than 12 months are prorated accordingly. The first month's salary is post-paid at the beginning of the second month (*e.g.*, for a June 1 start, the first month's salary is paid on the July 1 payroll).
- D. Upon the faculty member's approval, payroll checks are deposited directly into an employee-designated bank account on the first banking day of the month. If there is no approval for direct deposit for checks, the checks will be made available to faculty member on the first banking day of the month.

4.7.1.3 TERMS REGARDING ACADEMIC YEAR/CALENDAR

- A. Unless otherwise stated in the contract, a contract is for a 12-month academic year. For those issued an initial contract prior to August 2006, the contract period runs from August 16-August 15. For those issued an initial contract after July 2006, the contract period runs from August 1-July 31. For those issued an initial contract starting June 2021 or later, the contract period is stated on the contract.
- B. A faculty member shall be granted four weeks of summer vacation, to be taken between fourteen calendar days after commencement in May and fourteen calendar days prior to the first day of classes in August. The remaining summer weeks shall be used for professional purposes, such as
 - 1. course preparation and revision;
 - 2. study toward an advanced degree;
 - 3. reading, writing, research, and artistic activity;
 - 4. committee, administrative, or departmental meetings or assignments;
 - 5. professionally-oriented community service such as workshops, conferences, consulting, community education, radio programs, outreach tours, and cooperative projects with other educational institutions and agencies; or
 - 6. summer teaching.
- C. A faculty member is required throughout the academic year to be engaged with professional responsibilities directly related to the educational mission of Dordt University [\[HL\]](#). Professional responsibilities include participation in roll-call meetings of governance bodies (FH 3.2.4; 3.4.2), all-campus meetings, and committees [\[HL\]](#) in which the faculty member has membership.
- D. A faculty member shall NOT be required to attend roll-call meetings during the following recesses:
 - 1. the Thanksgiving recess in November, as published in the Dordt University *Catalog*;
 - 2. the Christmas recess, which begins on the Saturday following exams at the end of the fall semester (but not before grades are submitted to the office of the registrar) and ends seven days prior to the first day of classes of the spring semester;
 - 3. the spring recess, as published in the Dordt University *Catalog*; or
 - 4. the summer recess, which begins fourteen calendar days after commencement in May and ends fourteen calendar days prior to the first day of classes in August.
- E. Individual exceptions to terms B, C, and D (above) may be approved by division deans and shall be reported to the vice president for academic affairs [\[HL\]](#).
- F. When a faculty member retires or one's contract is terminated, duties shall end ten days after commencement, and, unless other arrangements are made, the office vacated by June 1.

4.7.2 CONTRACT TERMS FOR ADJUNCT FACULTY

4.7.2.1 BASE COMPENSATION

The adjunct base salary is calculated in terms of "load credits" (LCs). One LC is equivalent to a one credit-hour course. Compensation for each LC is one-thirtieth of the current faculty base salary. Example: for a faculty base salary of \$30,135, divided by 30, compensation for one LC is \$1,005; for a three-credit course, compensation would be three times \$1,005 (or \$3,014).

4.7.2.2 ADJUNCT INCREMENTS

- A. One adjunct increment is granted for each approved LC unit of experience. Compensation for each adjunct increment is .00167 of the LC base salary. (Example: at an LC base salary of \$1,005, compensation for one increment is \$1.68. The formula parallels the increment structure for salaried faculty members: LC base salary times .00167 = compensation for one adjunct increment.)
- B. Increments are calculated at the beginning of each academic year for current accumulated experience. Maximum compensation of increments is defined below.
 - 1. Number of increments for associate adjunct faculty is determined by the vice president for academic affairs and is based upon professionally related experience, relevant education, and previous applicable assignments at Dordt University. Accrual limit is 270 LC increments.
 - 2. Number of increments for assistant adjunct faculty is determined by the vice president for academic affairs and is based upon professionally related experience, relevant education, and previous applicable assignments at Dordt University. Accrual limit is 270 LC increments.
 - 3. All emeriti adjunct faculty shall automatically receive 270 LC increments.
 - 4. Compensation and increments for music department tutorial adjunct compensation is determined at the rate of 1 LC for each 3.33 students. Accrual limit is 270 LC increments.
- 4.7.2.3 ADJUNCT PROGRAM ADJUSTMENTS. Salary increases may be applied for the adjunct faculty in a selected program in order to achieve competitive faculty recruiting and retention. These program adjustments will be determined at the discretion of the vice president for academic affairs; metrics to identify eligible programs and proposed rates of adjustment will be reviewed annually in consultation with the vice president for finance and risk management, and such program adjustments will be awarded with the president's approval.

4.8 BENEFITS FOR FACULTY

4.8.1 BENEFITS FOR FULL-TIME FACULTY [all of these, except FH 4.8.1.6, are HL to Chapter 7]

- 4.8.1.1 ADMISSION TO UNIVERSITY EVENTS [[HL 7.5.1](#)]
- 4.8.1.2 ADOPTION ASSISTANCE [[HL 7.5.2](#)]
- 4.8.1.3 COMPUTER ACCOUNT ACCESS [[HL 7.5.3](#)]
- 4.8.1.4 DEATH BENEFITS [[HL 7.5.4](#)]
- 4.8.1.5 DENTAL/OPTOMETRY/AUDIOMETRY REIMBURSEMENT PLAN [[HL 7.5.5](#)]
- 4.8.1.6 DISABILITY INSURANCE [[HL 7.5.6](#)]
- 4.8.1.7 EMPLOYEE ASSISTANCE PROGRAM [[HL 7.5.7](#)]
- 4.8.1.8 FACULTY DEVELOPMENT FUNDS [[HL 4.10](#)]
- 4.8.1.9 FAMILY AND MEDICAL LEAVE PROGRAM [[HL 7.5.8](#)]
- 4.8.1.10 FLEXIBLE SPENDING ACCOUNT [[HL 7.5.9](#)]
- 4.8.1.11 GRADE AND HIGH SCHOOL SCHOLARSHIPS [[HL 7.5.10](#)]
- 4.8.1.12 HOLIDAYS [[HL 7.5.11](#)]
- 4.8.1.13 LEAVES [[HL 7.5.12](#)]
- 4.8.1.14 LIFE INSURANCE [[HL 7.5.13](#)]
- 4.8.1.15 LOW-INTEREST HOUSING LOAN [[HL 7.5.14](#)]
- 4.8.1.16 MEDICAL INSURANCE [[HL 7.5.15](#)]
- 4.8.1.17 PROFESSIONAL LIABILITY INSURANCE [[HL 7.5.16](#)]
- 4.8.1.18 RECREATION CENTER MEMBERSHIP [[HL 7.5.17](#)]
- 4.8.1.19 RELOCATION AND IMMIGRATION EXPENSES [[HL 7.5.18](#)]
- 4.8.1.20 RETIREMENT PLAN [[HL 7.5.19](#)]
- 4.8.1.21 SOCIAL SECURITY [[HL 7.5.20](#)]
- 4.8.1.22 TUITION WAIVER [[HL 7.5.21](#)]

- 4.8.1.23 UNEMPLOYMENT INSURANCE [[HL 7.5.22](#)]
- 4.8.1.24 WORKER'S COMPENSATION INSURANCE [[HL 7.5.23](#)]
- 4.8.2 BENEFITS FOR PROPORTIONAL FACULTY
 - 4.8.2.1 ADMISSION TO UNIVERSITY EVENTS [[HL 7.5.1](#)]
 - 4.8.2.2 ADOPTION ASSISTANCE [[HL 7.5.2](#)]
 - 4.8.2.3 COMPUTER ACCOUNT ACCESS [[HL 7.5.3](#)]
 - 4.8.2.4 DEATH BENEFITS [[HL 7.5.4](#)]
 - 4.8.2.5 EMPLOYEE ASSISTANCE PROGRAM [[HL 7.5.7](#)]
 - 4.8.2.6 PRORATED FACULTY DEVELOPMENT FUNDS [[HL 4.10](#)]
 - 4.8.2.7 FAMILY AND MEDICAL LEAVE PROGRAM [[HL 7.5.8](#)]
 - 4.8.2.8 FLEXIBLE SPENDING ACCOUNT [[HL 7.5.9](#)]
 - 4.8.2.9 GRADE AND HIGH SCHOOL SCHOLARSHIPS [[HL 7.5.10](#)]
 - 4.8.2.10 HOLIDAYS [[HL 7.5.11](#)]
 - 4.8.2.11 LEAVES [[HL 7.5.12](#)]
 - 4.8.2.12 MEDICAL INSURANCE [[HL 7.5.15](#)]
 - 4.8.2.13 PROFESSIONAL LIABILITY INSURANCE [[HL 7.5.16](#)]
 - 4.8.2.14 RECREATION CENTER MEMBERSHIP [[HL 7.5.17](#)]
 - 4.8.2.15 RETIREMENT PLAN [[HL 7.5.19](#)]
 - 4.8.2.16 SOCIAL SECURITY [[HL 7.5.20](#)]
 - 4.8.2.17 TUITION WAIVER [[HL 7.5.21](#)]
 - 4.8.2.18 UNEMPLOYMENT INSURANCE [[HL 7.5.22](#)]
 - 4.8.2.19 WORKER'S COMPENSATION INSURANCE [[HL 7.5.23](#)]
- 4.8.3 BENEFITS FOR ASSOCIATE ADJUNCT FACULTY
 - 4.8.3.1 ADMISSION TO UNIVERSITY EVENTS [[HL 7.5.1](#)]
 - 4.8.3.2 COMPUTER ACCOUNT ACCESS [[HL 7.5.3](#)]
 - 4.8.3.3 EMPLOYEE ASSISTANCE PROGRAM [[HL 7.5.7](#)]
 - 4.8.3.4 FACULTY DEVELOPMENT FUNDS
 - A. Conference and professional membership funds are provided at the rate of \$35 per LC and calculated at the beginning of each academic year for the current assignment. These funds may be used to help pay for conference attendance, professional memberships, or books for professional development directly related to the teaching assignment. These funds will expire on June 30, and eligible reimbursement requests must be submitted to the business office before July 15th or they will not be approved.
 - B. Other faculty development funding may be available by application to the adjunct faculty member's academic dean. The application must include a current annual contribution and development plan [[HL](#)].
 - 4.8.3.5 PROFESSIONAL LIABILITY INSURANCE [[HL 7.5.16](#)]
 - 4.8.3.6 RETIREMENT PLAN

Eligibility to enroll in the TIAA/CREF program is reached after completing at least 15 LCs annually for two successive years. Once program eligibility is met, continuing eligibility can be maintained with assignments of at least 9 LCs per year. However, institutional contribution eligibility requires assignment of at least 12 LCs during the year.
 - 4.8.3.7 ROUNDTRIP MILEAGE

Adjunct faculty living more than five miles outside of Sioux Center may seek mileage reimbursement, at the end of the semester; forms are available from the business office. Mileage is paid from home to Dordt University at the current university rate for cars.
 - 4.8.3.8 SOCIAL SECURITY [[HL 7.5.20](#)]

4.8.3.9 TUITION WAIVER

A 10 percent tuition waiver for Dordt University is extended to the spouse and dependents. The tuition waiver will continue for one year after marriage of a dependent.

4.8.3.10 WORKER'S COMPENSATION INSURANCE [[HL 7.5.23](#)]

4.8.4 BENEFITS FOR ASSISTANT ADJUNCT FACULTY AND TUTORIAL ADJUNCT PERSONNEL

4.8.4.1 COMPUTER ACCOUNT ACCESS [[HL 7.5.3](#)]

4.8.4.2 FACULTY DEVELOPMENT FUNDS

Conference and professional membership funds are provided at the rate of \$35 per LC and calculated at the beginning of each academic year for current assignment. These funds may be used to help pay for conference attendance, professional memberships, or books for professional development related to the teaching assignment. These funds will expire on June 30, and eligible reimbursement requests must be submitted to the business office before July 15th or they will not be approved.

4.8.4.3 PROFESSIONAL LIABILITY INSURANCE [[HL 7.5.16](#)]

4.8.4.4 ROUNDTrip MILEAGE [[HL 4.8.3.7](#)]

4.8.4.5 SOCIAL SECURITY [[HL 7.5.20](#)]

4.8.4.6 WORKER'S COMPENSATION INSURANCE [[HL 7.5.23](#)]

4.9 ACADEMIC FREEDOM

Academic freedom is defined in chapter VII of *The Educational Task of Dordt University*.

4.10 FACULTY DEVELOPMENT FUNDING POLICIES AND PROCEDURES

4.10.1 INTRODUCTION

The faculty development program is primarily designed to enhance teaching and student learning. Development is a shared responsibility, comprising individual faculty initiative and mutual support by the entire academic community. Faculty members prepare annually professional development plans in collaboration with faculty and administrative colleagues. The faculty development program is designed to encourage such collaboration.

Fulfilling daily teaching and research obligations is a primary aspect of faculty responsibility. However, the faculty is composed of individuals who are uniquely equipped by the Lord for accomplishing specific goals. The faculty development program is in place to encourage and support this development when additional funds are needed to accomplish these goals.

The faculty development program is to help meet professional needs that other kinds of institutional support do not adequately address.

4.10.2 CONFERENCE AND PROFESSIONAL MEMBERSHIP FUND

- A. For (full-time) members of the faculty assembly 3.2 percent of the current base salary is set aside annually (July 1-June 30) and is designated primarily for attending conferences and/or for resources that foster professional development in teaching, scholarship and service in consultation with your division dean. It is expected that not more than 25 percent of a faculty member's funds will be used to purchase books that support the content of the courses they teach.
- B. This fund is available, without application, at the business office upon presentation of receipts. These funds can accumulate to 200 percent of the current year's allocation. Reimbursement requests must be submitted to the business office before July 15th or they will be applied against the next year's balance.
- C. These funds are also available on a prorated basis to proportional faculty.

4.10.3 PROFESSIONAL PRESENTATION GRANTS

- A. Description: A grant is available to reimburse travel and related expenses for faculty members giving a presentation at a professional meeting. Typical grant amounts are up to 2.5 percent of base salary for presentations at national meetings and twice that amount for international conference presentations outside of North America. Requests above these standard amounts will be considered but may require additional justification and/or cost sharing. In order to reserve funds for the spring semester and summer, the Kielstra Center Director in consultation with the vice president for academic affairs, may

- limit funding in the fall semester to 40 percent of available funding in this category.
- B. Application: A full application shall be submitted online via the Kielstra Center website after discussion with the faculty member's division dean at least five weeks prior to the conference. To receive full consideration, applications should be submitted by October 1 for conferences happening the following January-June; by February 1 for conferences happening the following July-September and by June 1 for conferences happening the following October-December. Response from the Kielstra Center Director will typically come within 60 days of the upcoming application deadline and the grant will be recorded in the minutes of the academic senate, and, when appropriate, the Kielstra Center website.
 - C. Additional Guidance: Faculty are strongly recommended to submit travel grant requests following the timeline above, even if presentations have not yet been accepted for presentation, rather than waiting until after the presentation has been accepted, in order to facilitate budgeting and improve the likelihood that budget resources are available to support the request. Generally, a faculty member may not obtain more than three professional presentation grants per fiscal year (July 1 – June 30).
 - D. Faculty members should be advised that the presentation may be considered for posting in the Dordt Digital Collections archive and/or required to provide a rationale for the work to not be posted.
- 4.10.4 OTHER GRANTS, PROJECTS, SUPPORT, AND ASSIGNMENTS
- All grants, projects, and assignments are subject to approval by the vice president for academic affairs and/or the president and shall be recorded in the minutes of the academic senate, and, where appropriate, the Kielstra Center website.
- A. Course release
 - 1. Description: A course release (for an individual or collaborative project) is typically for 25-50 percent reduction of teaching load, however applications for up to 75 percent will be considered with appropriate justification (a report to the Board of Trustees will be necessary, however, if the reduction is for more than a 50 percent reduction in teaching load). An appointment normally will be for one semester, with financial support of the project possible as part of the request (e.g., additional project specific funding tied to the project requiring course release). An appointment normally cannot be combined with a post-graduate leave of absence to cover two consecutive semesters.
 - 2. Application: A full application shall be submitted online via the Kielstra Center website after discussion with the faculty member's division dean by October 1 for fall semester course releases (for the following fall) and February 1 for spring semester course releases (for the following spring), though applications can be accepted earlier when advanced notice is possible. Applications received after these deadlines may not receive full consideration, and funding may not be available. Notification should typically be anticipated within 90 days of the upcoming application deadline. Applicants are strongly recommended to discuss ideas for course release applications with the Director of the Kielstra Center, prior to submission of their proposal.
 - 3. Reporting: A full report of the course release activities is due within 30 days of the completion of the semester and should be filed using the appropriate form on the Kielstra Center website. Additional stipulations of funding (e.g., interim progress reports) will be described in the award letter.
 - 4. Additional Guidance: Faculty members requesting full relief of teaching responsibilities should reference section 4.10.5 below.
 - 5. Faculty are strongly encouraged to consider potential external funding resources (see section 4.10.6 for guidelines on external funds). When external funds are used for leaves, advanced notice is required (section 4.10.4.A.2), however other criteria (section 4.10.4.A.1 and 4.10.4.A.3) may be waived in certain cases.
 - 6. Examples of projects warranting course release include, but are not limited to, book projects, special institutional service projects, research projects, artistic/performance works/preparation, grant proposal preparation, uncompensated professional services, etc.
 - B. Project grants
 - 1. Description: A non-stipend grant of typically no more than \$5,000 may be awarded to individuals for costs related to professional and scholarly projects and/or non-degree graduate

- study, workshops, and other substantial professional development opportunities.
2. **Application:** A full application shall be submitted online via the Kielstra Center website after discussion with the faculty member's division dean by October 1 for funding by January 1, February 1 for funding by May 1, and June 1 for funding by September 1. Applications received after these deadlines may not receive full consideration, and funding may not be available. Award notification should typically be anticipated within 90 days of the upcoming application deadline. Applicants are strongly recommended to discuss ideas for project grants with the Director of the Kielstra Center prior to submission of their proposal.
 3. **Reporting:** A full report of the project activities is due within 30 days of the completion of the project (project terms will vary) and should be filed using the appropriate form on the Kielstra Center website. Additional stipulations of funding (e.g., interim progress reports) will be described in the award letter.
 4. **Additional Guidance:** Examples of projects warranting a project grant include, but are not limited to initial data collection and/or research for a new field of study, publication related costs, equipment and materials for a new scholarly endeavor, book discussions, national faculty workshop programs, workshops in new scholarly areas of interest, networking opportunities, seminars, special one-time certifications, etc.
- C. **Graduate program grants**
1. **Description:** Grants for travel, tuition, books, and housing related to graduate course work to be applied toward an institutionally-approved advanced degree are available—conditional upon acceptance into a program endorsed by the Director of the Kielstra Center and vice president for academic affairs. Application for funds should occur prior to application to graduate programs. A full application shall be submitted to the division dean and the Director of the Kielstra Center by October 1 for programs beginning the following fall: notifications will occur within 90 days. The application shall include:
 - a. Description of the university and degree program of graduate studies and courses that shall be taken.
 - b. Rationale describing how the graduate course work will enable attainment of professional development goals as outlined in the applicant's annual contribution and development plan.
 - c. Itemized program of study expenses (e.g., tuition costs per credit).
 2. **Additional Guidance:** Guidelines that govern graduate program grants
 - a. Funds shall be distributed to meet the needs of as many full-time faculty as possible. If the total of valid grant requests is greater than available grant funds in any given year, *pro rata* adjustments may be made by the vice president for academic affairs.
 - b. Should the plan for graduate work include an anticipated leave, the maximum graduate program grant is \$3,000 per academic year, for each year not on leave (FH 4.10.5.2.C.5.a). The grant includes housing expense to a maximum of \$200 per week. Travel shall be calculated on the basis of the current university mileage reimbursement rate for cars for one round trip to the graduate institution. Meal expense shall not be included in the grant.
 - c. If the plan for graduate work does not include an anticipated leave, grant requests will be considered up to 75 percent of the total multiple-year program costs, including tuition and books, as well as a percentage (determined by the vice president for academic affairs) of costs for required housing and travel.
 - d. Tuition (continuing registration) and travel for thesis proposal, research, and defense shall not be funded.
 - e. By accepting a graduate program grant, the faculty member agrees to teach full-time at Dordt University for at least three years after the period of graduate program funding or to refund Dordt University as follows:
 - 1) No return—refund 100 percent of all past graduate program funds received.
 - 2) After one year—refund 2/3 of any past graduate program funds received.
 - 3) After two years—refund 1/3 of any past graduate program funds received.
 3. **Reporting:** Funds will be reimbursed at a rate commensurate with progress towards the overall degree program plan. Receipts of approved expenditures should be submitted to the Kielstra Center within 60 days

of purchase. Continued funding will be dependent on the timely completion of an annual report on graduate program progress, submission of transcripts, and approval from the vice president for academic affairs of progress towards your advanced degree.

4.10.5 FACULTY LEAVES

All leaves are subject to approval by the vice president for academic affairs, the president, and the Board of Trustees and shall be recorded in the minutes of the academic senate. The leave is officially authorized only after arrangements for staff replacement have been completed.

4.10.5.1 TEMPORARY LEAVE/REDUCTION IN TEACHING LOAD

- A. A full-time faculty member may request a planned temporary reduction in teaching load up to 50 percent, not to exceed two consecutive years, with a pro-rated reduction in salary.
- B. A faculty member granted such a temporary reduction shall be guaranteed return to the same full-time position. During the period of reduced load and salary, pro-rated contributions to faculty development funds and the retirement plan will continue to be paid by the university, but the university will not pay for health benefits/insurance (coverage at one's own expense for a limited period of time pursuant to COBRA is an option).
- C. Application for such a load reduction shall be submitted to the division dean. It must include a rationale and have the support of the department and division dean. The application must be submitted six months prior to the reduction to allow time for staffing arrangements. Approval by the vice president for academic affairs is contingent on available replacement faculty.

4.10.5.2 GRADUATE SCHOOL LEAVE OF ABSENCE

- A. Eligibility
 - 1. At least two years of full-time service at Dordt University
 - 2. Normally, a leave shall be awarded only after the applicant has progressed in an approved graduate degree program to the stage where the course work or dissertation can be completed by the end of the leave.
 - 3. The leave shall be awarded only if the university can find suitable staffing during the leave or otherwise not jeopardize a program.
 - 4. The leave shall be awarded to faculty members who have demonstrated effective and insightful teaching, scholarship, and service at Dordt.
- B. Application procedures
 - 1. A full application shall be submitted online via the Kielstra Center website after discussion with the faculty member's division dean by October 1 for leave in the following academic year.
- C. Salary and benefits
 - 1. A faculty member on leave is eligible for partial compensation as follows:
 - a. Leave taken after serving two years at Dordt University—40 percent of salary and full benefits.
 - b. Leave taken after serving three years at Dordt University—50 percent of salary and full benefits.
 - c. Leave taken after serving four years at Dordt University—70 percent of salary and full benefits.
 - 2. A faculty member who will be on leave for more than one year may prorate salary over a maximum of three years. After the first year, benefits shall be limited to protective benefits (life insurance, medical insurance, and disability insurance); these benefits shall continue no longer than three years. Social security contributions shall be based on reduced salary.
 - 3. Salary shall be based on the salary schedule level stipulated for the year in which the leave begins.
 - 4. A faculty member may borrow university funds to cover expenses during a graduate leave up to \$5,000 per year (maximum of \$10,000). The interest rate and repayment schedule shall be established by the vice president for finance and risk management when the leave contract is drawn up.
 - 5. Other financial considerations
 - a. Outside funding is an important factor in developing a graduate school leave of absence application. Because Dordt University desires to provide leave opportunities for as many faculty members as possible, the vice president for academic affairs reserves the right to limit salary support after reviewing outside funding.

- b. By accepting a graduate leave, the faculty member agrees to teach full-time at Dordt University for at least three years after the leave or period of graduate program funding or to refund Dordt University the salary and benefits as follows:
 - 1) No return—refund 100 percent of the leave remuneration (salary and benefits) and all past graduate program funds received.
 - 2) After one year—refund 2/3 of the leave remuneration (salary and benefits) and 2/3 of any past graduate program funds received.
 - 3) After two years—refund 1/3 of the leave remuneration and benefits and 1/3 of any past graduate program funds received.
- c. Refunds are payable over a three-year period at interest rates determined by the Board of Trustees when the leave contract is drawn up by the vice president for finance and risk management.
- 6. The vice president for finance and risk management shall meet with the faculty member to clarify salary and benefits details.
- D. Contract status. For purposes of determining eligibility for promotion in rank and placement on the salary schedule, the leave of absence shall not be counted as experience at Dordt University.

4.10.5.3 FACULTY SCHOLAR PROGRAM

Faculty members who require a concentrated period of time to complete a project that will advance developmental goals of the faculty and the educational goals of the university are eligible to apply to the faculty scholar program. Note: The following criteria (A-D) apply for faculty scholar program participants whose projects are funded entirely or in part by Dordt University. Faculty are strongly encouraged to consider potential external funding resources (see section 4.10.6 for guidelines on external funds). When external funds are used for leaves, advanced notice is required (4.10.5.3.B), however other criteria (4.10.5.3.A, C, and D)

may be waived in certain cases. If Dordt University funds are used, a report to the Board of Trustees is necessary if the reduction in teaching load is more than 50 percent.

A. Eligibility criteria

- 1. At least four years of full-time service at Dordt University
- 2. A terminal degree
- 3. Rank of associate or full professor
- 4. Extended term contract
- 5. The applicant has demonstrated continuing development as an effective and insightful teacher and scholar, as well as in service to the university
- 6. The academic program is not jeopardized by lack of suitable staffing replacement

B. Application procedure

- 1. A full application shall be submitted online via the Kielstra Center website after discussion with the faculty member's division dean by October 1 for appointment in the following academic year.

C. Salary and benefits

- 1. A faculty member on leave is eligible for compensation and benefits up to the following maxima:
 - a. full semester with salary and full benefits; or
 - b. full year with 50 percent of salary and full benefits.
- 2. Salary shall be based on the salary schedule level stipulated for the year in which the leave begins.
- 3. A faculty member on leave may borrow university funds to cover expenses up to a maximum of \$10,000. The interest rate and repayment schedule shall be established by the vice president for finance and risk management when the leave contract is drawn up.
- 4. Financial considerations
 - a. Conference and professional membership funds (FH 4.10.2) continue to be available during their leave.
 - b. Outside funding is an important factor in developing a post-graduate leave of absence application. Because the university desires to provide leave funds for as many faculty as possible, the vice president for academic affairs reserves the right to limit salary support after reviewing outside funding.
- 5. The vice president for finance and risk management shall meet with the applicant to arrange

details of contract provisions.

D. Obligations and contracts

1. For purposes of determining eligibility for promotion in rank and placement on the salary schedule, the leave of absence shall be counted as experience at Dordt University.
2. By accepting a post-graduate leave the faculty member agrees to teach full-time at Dordt University for at least three years after the leave or to refund Dordt University the salary and benefits as follows:
 - a. No return—refund 100 percent of the leave salary and benefits.
 - b. After one year—refund 2/3 of the leave salary and benefits.
 - c. After two years—refund 1/3 of the leave salary and benefits.
3. Refunds are payable over a three-year period at interest rates determined by the Board of Trustees when the leave contract is drawn up by the vice president for finance and risk management.

4.10.5.4 LEAVE OF ABSENCE FOR ALTERNATIVE EMPLOYMENT

A. Eligibility and conditions

1. At least four years of full-time service at Dordt University
2. A leave shall be considered only if academic programs are not jeopardized by lack of suitable staffing replacement.
3. A leave is for one year. By repeated application and approval, a leave may be extended to three years, after which the vacated position shall be declared open.

B. Application procedures

1. A full application shall be submitted online via the Kielstra Center website after discussion with the faculty member's division dean by October 1 for leave in the following academic year.
2. The vice president for finance and risk management shall meet with the applicant to arrange the details of contract provisions.

C. Financial considerations

1. The leave includes no salary or benefits from Dordt University.
2. If the faculty member does not have access to group health insurance during the leave, he/she may purchase group health insurance through the Dordt University medical plan.

D. Obligations and contracts

1. For purposes of determining eligibility for promotion in rank and placement on the salary schedule, the leave of absence shall be evaluated by the vice president for academic affairs for its contribution to the faculty member's university assignment.
2. The application includes an assurance of the faculty member's intent to return to full-time service at the university for at least one year.

4.10.6 DEPARTMENTAL PROJECTS INVOLVING EXTERNAL FUNDING

A. Dordt University encourages and supports externally funded academic and cocurricular projects that are consistent with the mission and educational goals of the institution and the department/office.

1. All external applications for grant funding require notification of the Kielstra Center at least 30 days prior to submission. Notification occurs via an online form on the Kielstra Center website. Grant applications including impact on institutional resources (e.g., matching funds) and/or need for replacement staff will be reviewed by the Kielstra Center and the office of academic affairs prior to approval being granted to submit the proposal.
2. Potential applicants are encouraged to contact the Kielstra Center for grant writing support, best practices, institutional cost models (e.g., indirect costs, benefits, etc.) when developing the proposal.
3. After external funding is secured, replacement staff can be employed and a written agreement concerning job description and salary and compensation for every person working on the project shall be submitted to the vice president for academic affairs for final review.
4. All reports filed with external agencies are subject to prior review and approval (at least 14 days in advance of report being filed) by the Kielstra Center.

4.10.7 GRANTS ADMINISTRATION

GRANTSMANSHIP POLICIES

- A. The Kielstra Center will serve as an information source to employees seeking a grant from an off-campus agency. Ideas and possible sources can be discussed and explored. Assistance will be available to write, review, and edit grant proposals. See 4.10.6 for prior approval processes and timelines.
- B. Grant seed money is used to encourage grant activity. Monies can be used by department/grant writers to research or visit target foundations and agencies or retain consultants. These funds will allow stipends to be given to grant writers as determined by the Director of the Kielstra Center and vice president for university advancement. Money can also be used as matching funds for small grants. The most typical process for obtaining grant seed money is via an application for a project grant (see 4.10.4.B).
- C. Grant writers may be given stipends of up to \$300 for writing a major grant application. The amount of the stipend will be determined by the Kielstra Center.

4.11 INTELLECTUAL PROPERTY RIGHTS

4.11.1 INTRODUCTION

In addition to preparing for and teaching many courses, advising students, and attending to committee work, Dordt University faculty members participate in a variety of activities that contribute to communal scholarship and develop serviceable insight, all with an eye to equipping students, alumni, and the broader community to work effectively toward Christ-centered renewal in all aspects of contemporary life. Dordt University is fully committed to an educational process that pursues both intellectual and spiritual development. This pursuit is centered firmly in the Person of Jesus Christ, and is designed to instill a habit of mind that enables each student to become God's creative and redemptive agent in today's world.

The mission of Dordt University establishes the context for this philosophy of intellectual property rights. Creating an intellectual environment that encourages and rewards creative efforts is in the best interests of the Dordt University community. Furthermore, the creative output, or intellectual property, is expected to be reasonably accessible for the benefit of the creator of that property and the Dordt University community. Given that the issue of intellectual property rights can be complex, the following general principles will guide the University without attempting to define all unique situations.

The Dordt University community is a creative and inquisitive place where new ideas are fostered and creativity is encouraged. Therefore, the statements that follow are intended to place certain legal guidelines of ownership around the creative activity of the employees and students of the University. This is not an attempt to stifle creativity or entrepreneurial activity; rather it is a serious act of pre-creative reconciliation between parties who might both have legitimate claims of ownership under the law.

4.11.2 GENERAL POLICY

Except where there is a prior written agreement governing ownership of specific intellectual property, or as described below, the ownership of all intellectual property developed or created by faculty, staff, or by students in the University's employ, or by persons who use University resources or facilities to develop or create intellectual property resides with the creator(s).

4.11.3 FACULTY

- A. Intellectual property that is not related to a teaching contract at Dordt University. Intellectual property produced entirely by faculty initiative that is outside of existing contractual expectations is the sole property of the faculty member responsible. This applies regardless of the medium of the intellectual property.
- B. Intellectual property produced through normal academic activities.
 1. Traditional works of Scholarship – faculty owned. The majority of intellectual property produced by the faculty of Dordt University appears as syllabi, exams, handouts, presentation materials, supplemental readings and CDs, lecture notes, laboratory instructions, musical compositions, paintings, sculptures, computer software, etc. for use in a campus or online classroom. All such materials, *except for course syllabi*, whether produced at the faculty member's home or office, at another location, or while on sabbatical, belong to the faculty member.
 2. The University (administrators, faculty and staff) may use traditional works of scholarship for administrative purposes (course equivalency, transfer of credit, accreditation review) without prior consent of the creator. In addition, the University may have royalty free license to traditional works of scholarship for other purposes (course creation, faculty development, promotional campaigns,

- etc.), with the permission of the creator of those materials.
3. Faculty members often produce books, journal articles, literary works, films, works of art, musical compositions, computer programs, etc. as a result of research while employed at Dordt University. As long as such works are produced using only the customary resources of the University that are provided to all faculty (such as office space, classrooms, phones, computers and networks, multi-media equipment, musical instruments, library resources, art studios, lab facilities, etc.), they belong to the faculty member though they remain subject to more general legal principles applicable to fair use.
- C. Intellectual property initiated by faculty and produced with substantial, additional University resources. University Works of Scholarship – jointly owned. At times faculty members produce intellectual property that requires more than the customary University resources that are available to all faculty. These resources may include items such as additional funds, specialized equipment, substantial clerical help, major assistance from IT and staff specialists, adjustment in salary, reduced workload, extraordinary research load credit¹, etc. The office making the award (e.g., Academic Affairs office) shall clearly state in writing any intellectual property rights claims (or waiver of such claims) in the grant award letter or prior to granting more than customary University resources that fund subsequent creative work. These items of intellectual property are jointly owned by the faculty member and the University. Unless described in a separate agreement, revenue and royalties from the development, sale, or license, after University expenses, generally are distributed as follows; 50 percent for the creator, 50 percent for the University. This principle does not apply to situations where faculty members “buy out” a portion of their teaching load, in effect, paying the University for adjunct salaries to cover their adjustment in workload. Syllabi shall be jointly owned by the faculty member and the University.
 - D. Intellectual property produced through “work for hire.”
Work for hire Scholarship – University Owned. If the University contracts with a faculty member to produce specific intellectual property as a part of or in addition to his or her normal teaching activities, the University will own the intellectual property and have sole rights of copyright, distribution, and royalties. An agreement will be drawn up ahead of time indicating the expected nature of the intellectual property, the rights of the University, the expectations on the faculty member’s time, and any remuneration to be paid by the University for creation of the intellectual property.
 - E. Intellectual property produced through grants.
A faculty member who produces intellectual property as a result of an internal or external grant is bound by the conditions of the granting institution with regard to ownership of intellectual property. If no conditions are set forth in the grant, then the appropriate category above applies. For internal grants, the office making the award (e.g., Research and Scholarship; Academic Affairs; Andreas Center) shall make it typical practice to clearly state intellectual property rights claims (or waiver of such claims) in the grant award letter. This shall include, where appropriate, explicit statements about intellectual property rights claims work from undergraduate student employees hired as part of the grant activities.
 - F. Voluntary shared ownership.
With regard to any of the categories above, the University and the faculty member may voluntarily decide to enter into a shared ownership agreement instead of retaining sole ownership which is rightfully theirs. For example, in order to entice faculty members to participate in “work for hire,” the University may choose to share intellectual property rights with the faculty member. Likewise, a faculty member may choose joint ownership of intellectual property in order to broaden the potential exposure to a wider community.
 - G. Changing circumstances.
Any agreement between the University and the faculty member may be renegotiated if changed circumstances substantially alter the terms of the original agreement. This may include, for example, instances in which intellectual property becomes commercially marketable beyond what was envisioned in the original agreement. Any renegotiated contract would require the approval of all parties involved.

4.11.4 STUDENTS

- A. Intellectual property that is non-related to attending Dordt University.

- Intellectual property produced entirely by student initiative, that is outside of course requirements, and that does not use University resources, is the sole property of the student responsible. This applies² regardless of the medium of the intellectual property.
- B. Intellectual property produced through normal academic activities.
Intellectual property produced by students in the fulfillment of course requirements belongs to the student responsible. As long as such works are produced using only the customary resources of the University that are available to all enrolled students (such as dorm rooms, classrooms, phones, computer labs, multi-media equipment, musical instruments, library resources, art studios, lab facilities, etc.), they belong to the student. At certain times, such as when accreditation visits are imminent or when assessment projects are being conducted, the University may use the collection of some of this intellectual property as evidence of quality education at Dordt University.
 - C. Intellectual property initiated by students and produced with substantial, additional University resources.
At times, some students may produce intellectual property that requires more than the customary University resources that are available to all students. These resources may include items such as unusual equipment, facilities, or funds. In such cases, the student and the University share in the ownership, copyright, right to distribution, and royalties. Unless described in a separate agreement, revenue and royalties from the development, sale, or license, after University expenses, generally are distributed as follows; 50 percent for the creator, 50 percent for the University. The student or a faculty member in the student's department will notify the vice president for academic affairs, office for research and scholarship, department chair of the student's department or school ahead of time when there is a potential for the production of such intellectual property. However, wherever possible the office providing the additional resources shall make it typical practice to clearly state, in writing, intellectual property rights claims (or waiver of such claims) when resources are provided. See also item (e) above for faculty grants which include student employees.
 - D. Intellectual property produced through "work for hire."
If the University contracts with a student to produce specific intellectual property as a part of or outside of normal course requirements, the University will own the intellectual property and have sole rights of copyright, distribution, and royalties. An agreement will be drawn up ahead of time indicating the expected nature of the intellectual property, the rights of the University, the expectations on the student's time, and any remuneration to be paid by the University for creation of the intellectual property.
 - E. Intellectual property produced through grants.
A student who produces intellectual property as a result of an internal or external grant is bound by the conditions of the granting institution with regard to ownership of intellectual property. If no conditions are set forth in the grant, then the appropriate category above applies.
 - F. Intellectual property produced through employment by a grant recipient.
Intellectual property produced by a student while employed by a grant recipient (faculty, student, staff or administration) (internal or external) shall be considered "work for hire" and the intellectual property will be owned by the grant recipient unless prior arrangement has been made between the recipient and the University, or the recipient and the student. If no conditions are set forth in the grant, prior to the grant award, or prior to the employment of the student, then the intellectual property belongs to the grant recipient.

4.11.5 STAFF, ADMINISTRATIVE PERSONNEL, AND COACHES

- A. Intellectual property that is non-related to employment at Dordt University and does not use University resources.
Intellectual property produced entirely by the initiative of an employee in the categories of staff, administrative personnel and coaches that does not use University resources, and that is outside of

² Typically, extraordinary research load credit is defined as 50 percent or more reduction in teaching responsibilities for a single semester (e.g., via the faculty scholar program).

- explicit existing contractual expectations, is the sole property of the employee responsible. This applies regardless of the medium of the intellectual property.
- B. Intellectual property produced through normal employment.
Intellectual property produced in the normal fulfillment of contractual assignments by Dordt University staff, administrative personnel, and coaches is and will remain the sole property of the creator(s); however, the University may continue to use the property royalty free.
 - C. Intellectual property that is non-related to employment at Dordt University, but that uses University resources.
Intellectual property produced by the initiative of an employee in the categories of staff, administrative personnel, and coaches that utilize University resources will be jointly owned by the employee and the University. A written agreement between the employee and the University will be negotiated ahead of time, indicating the percentage of ownership and the rights of each party.
 - D. Intellectual property produced through “work for hire.”
If the University contracts with an employee in one of the categories of staff, administrative personnel, or coaches to produce specific intellectual property outside of his or her employment assignment, the University will own the intellectual property and have sole rights of copyright, distribution, and royalties. An agreement will be drawn up ahead of time indicating the expected nature of the intellectual property, the rights of the University, the expectations on the employee’s time, and resources.

4.12 FACULTY WORKLOAD POLICIES

4.12.1 INTRODUCTION

Workload policies are necessary for institutional planning, curriculum development, program review, and consideration of staffing needs. With finite resources available and with an ideal faculty/student ratio of 1:15 (set by the Board of Trustees), workload policies establish parameters for prudent allocation of resources within the university. The policies are not ends in themselves and should be used with a measure of flexibility and with a sensitivity to the needs of the entire university community. From time to time, for example, a department or a faculty member may have a lighter load, which is off-set by others with heavier loads. Workload policies cannot ensure a perfect balance, but the policies provide a rubric for a systematic review of load and allocation of resources.

The load-credit rubric at Dordt University assumes that 80 percent of a faculty member’s obligations are to teaching, with 20 percent shared between two obligations: institutional service and professional development. Although two categories (teaching and institutional service) have flexible load credits, the rubric reserves 10 percent for professional development activities. To enhance opportunities for professional development the university provides a variety of faculty development programs (FH 4.10).

4.12.2 DEFINITIONS

Workload policies for faculty are based on load credits (see below) and on student credits generated. A full-time faculty load of 30 load credits per year normally represents 21-24 load credits for teaching, 3-6 load credits for institutional service (student advising, committee assignments, academic administrative responsibilities, etc.), and 3 load credits for professional activity. The average student credits generated by a faculty member should be 450-500 per year.

Twice a year, when departments submit course registration materials, division deans, in consultation with department chairs, have opportunity to assess teaching loads. Load assessment is shared with the vice president for academic affairs and when appropriate with other academic deans. Light loads and heavy loads can be reviewed for appropriate action.

4.12.3 LOAD CREDIT (LC) POLICIES

- A. For each section of a course taught by a faculty member, the number of LCs granted shall normally equal the number of credits a student earns in the course. In the case of large classes (more than 50 students) the division dean may increase the LCs allocated to a faculty member by one; for small classes (6-10 students), the LCs may be decreased by one.
- B. For a regularly-scheduled laboratory course the faculty member shall receive one LC for each hour of

class time and one-half LC for each scheduled laboratory hour.

- C. For one-on-one teaching assignments (e.g., individual studies, music lessons), one LC is granted for three individual students. In group lessons, one load credit is granted for nine students.
- D. For a continuing team-taught course each faculty member shall normally receive 2 LCs for a 3-credit course or equivalent prorated LCs for other than a 3-credit course.
- E. LCs shall be granted as follows for supervision of students: department practicum, one LC per three students; elementary education, one LC per 3.33 sessions; secondary education, one LC per 3.33 sessions; social work, one LC per two students.
- F. Duties beyond the normal faculty load may be remunerated. The university, through its administrators, reserves the right to determine whether, in any case, a faculty member's duties are at less than, or beyond the normal faculty load.

4.12.4 REVIEW OF FACULTY ASSIGNMENTS

Division deans, in consultation with departments, shall calculate and assess faculty loads. Load assessment is particularly crucial when course registration is developed for the next year. Load assessments shall be reviewed by the vice president for academic affairs. The immediate goal of load assessment is to identify and to deal with load imbalances within and among departments. The larger goals are related to institutional planning, curriculum development, program review, and consideration of staffing needs.

4.13 WORKING CONDITIONS

4.13.1 ACADEMIC REGALIA AND CEREMONIES

- A. Faculty members shall participate in all ceremonial events sponsored by Dordt University. These shall include at least convocations and commencement. Exceptions must be approved by the academic dean.
- B. Caps, gowns, and hoods shall be provided by Dordt University and worn as required at ceremonial events.

4.13.2 FACULTY OFFICES

Academic deans, in consultation with the vice president for academic affairs and the vice president for university operations, are responsible for making office assignments. Assignments shall strive to keep together faculty members within a department.

CHAPTER FIVE: STUDENT LIFE

5.0 OVERSIGHT OF THIS CHAPTER

Oversight of the university's policies and practices regarding student life that are outlined in this chapter and the decision to introduce changes to the same falls primarily to the vice president for student success and dean of students.

5.1 VICE PRESIDENT FOR STUDENT SUCCESS AND DEAN OF STUDENTS

The vice president for student success and dean of students is the chief administrative leader of the student services division and is responsible to the president. The vice president for student success and dean of students is primarily responsible for promoting services for students. These responsibilities include supervising student conduct, student housing, student publications, student activities, bulletin board postings, student health programs, security staff, and student services staff. The vice president for student success and dean of students is also advisor to the student government. The vice president for student success works in collaboration with the vice president for academic affairs when pursuing initiatives that have both cocurricular and curricular impact.

5.2 STUDENT SERVICES STAFF AND OFFICES

5.2.1 DIRECTOR OF THE ACADEMIC ENRICHMENT CENTER

The director of the academic enrichment center is responsible to the vice president for student success and dean of students. The director is primarily responsible for coordinating, evaluating, and enhancing the work of the academic enrichment center, which is designed to enable students to reach their full potential as learners both within the academic community and independently. Duties include overseeing all aspects of the tutor and supplemental instruction system, administering contracts with academically-challenged students, working with faculty and student services in helping students to become independent learners (the central goal), working

with the coordinator of academic services for minority and international students and the coordinator of services for students with disabilities to provide specialized academic support, advising the academic policies committee on matters pertaining to conditional admission or academic probation, participating in various orientation programs, and supervising support staff.

5.2.2 DIRECTOR OF CAMPUS HEALTH SERVICES

The director of campus health services is primarily responsible for directing the operation of the campus student health clinic. This will include diagnosing and treating student ailments, keeping records of student treatments, and establishing a billing system for student health care expenses.

5.2.3 DIRECTOR OF RESIDENCE LIFE

Duties include student housing assignments; meal plan designation; selecting, training, and supervising professional and student staff; resolving discipline-related issues arising out of the residence halls/apartments; and supervising the student activities council.

5.2.4 LEARNING COMMUNITY AREA COORDINATOR

The learning community area coordinator is committed to the academic success of students and assists students who are at-risk by connecting them with other campus professionals and doing personal intervention when necessary. Responsibilities include supervising student staff; facilitating meetings with students stemming from academic alerts issued by faculty members; programming in the residence halls; and disciplinary hearings of a minor nature.

CHAPTER SIX: UNIVERSITY POLICIES AND PRACTICES REGARDING STAFF

6.0 OVERSIGHT OF THIS CHAPTER

Oversight of the university's policies and practices regarding staff that are outlined in the Staff Handbook [\[HL\]](#) and the decision to make changes to the same falls primarily to the vice president for university operations. The staff affected by these changes shall receive adequate background information as early as possible pertaining to the change under consideration and shall be kept informed of any developments as the process moves toward a conclusion. They shall also be provided ample time and opportunity and suitable channels for providing a timely response to any information they receive.

6.1 VICE PRESIDENT FOR UNIVERSITY OPERATIONS

The vice president for university operations is responsible to the president. Duties include supervision of admissions, computer services, human resources, business office, facilities and services, capital projects, auxiliary services, and special projects assigned by the president.

6.2 BUSINESS AFFAIRS STAFF

(Responsible to the vice president for university operations unless otherwise noted)

6.2.1 DIRECTOR OF CAPITAL PROJECTS

The director of capital projects is responsible for the campus master plan and the planning and execution of capital projects in excess of \$50,000. Duties also include supervision of food service and financial aid.

6.2.2 DIRECTOR OF AUXILIARY SERVICES AND EVENTS PLANNING

Duties include directing the activities of the bookstore, food services, and events for the university. The director works with the events management team to market and manage internal and external events held on campus.

6.2.3 DIRECTOR OF COMPUTER SERVICES

The director of computer services is responsible for the development, installation, and maintenance of computer services on campus.

6.2.4 DIRECTOR OF FACILITIES AND SERVICES

The director of facilities and services coordinates physical plant and grounds work, purchases maintenance and custodial equipment and supplies, secures buildings and keeps a record of keys issued, schedules and supervises remodeling projects, maintains utilities systems, monitors OSHA standards, and organizes the work of custodial personnel.

6.2.5 VICE PRESIDENT FOR FINANCE AND RISK MANAGEMENT

The vice president for finance and risk management provides leadership, management, and vision necessary to ensure that Dordt University has the proper administrative, operational, and financial systems and reporting procedures to effectively advance the mission of the university and ensure the university's financial strength and operating efficiency. This person is responsible to the president, plays a critical role in collaborating with the senior leadership team in strategic decision-making, and is primarily responsible for managing the business-related activities of the university, which are essential for ongoing operation of the institution. Areas of oversight include the activities of payroll, budget, accounts payable, and student accounts.

6.2.6 EXECUTIVE DIRECTOR OF HUMAN RESOURCES & ORGANIZATIONAL DEVELOPMENT

The executive director of human resources & organizational development is responsible for providing comprehensive human resource services to faculty and staff at the college, as well as working to promote a vibrant campus culture.

CHAPTER SEVEN: ADMINISTRATIVE AND FINANCIAL POLICIES AND PRACTICES

7.0 OVERSIGHT OF THIS CHAPTER

Oversight of the university's administrative and financial policies and practices that are outlined in this chapter and the decision to make changes to the same falls primarily to the vice president for finance and risk management. The employees and departments affected by these changes shall receive adequate background information as early as possible pertaining to the change under consideration and shall be kept informed of any developments as the process moves toward a conclusion. They shall also be provided ample time and opportunity and suitable channels for providing a timely response to any information they receive.

7.1 EMPLOYMENT FORMS

7.1.1 PAYROLL DEDUCTIONS

- A. Payroll deductions shall be made for the following:
 - A. federal and state taxes as required by law,
 - B. employee's voluntary contributions to TIAA and/or the purchase of additional life and health insurance for eligible employees, and
 - C. any other lawful deduction as required or determined by the employee and as agreed to in a signed statement (e.g., loans for post-graduate leave expenses).
- B. Charitable donations to the university may also be handled through payroll deductions.

7.1.2 CHANGE OF EXEMPTION STATUS

When there is a change in the number of exemptions that an employee may claim for tax purposes, such as marriage or change in immediate family status, one must notify the Business Office and complete a new W-4 form. Any changes, especially in the case of adding a new dependent child (through birth or adoption) to the family health plan, must be communicated to the executive director of human resources/organizational development as soon as possible prior to or within 30 days of the event. Once the employee notifies the executive director of human resources & organizational development of the change, the executive director of human resources & organizational development will send the appropriate forms to the employee for completion. A change in address should also be reported.

7.2 EMPLOYEE COMPLIANCE STANDARDS

7.2.1 EMPLOYEE FAITH COMMITMENT EXPECTATION

It is the expectation of the administration and Board of Trustees of Dordt University that everyone who accepts a position at Dordt University will support the mission of the university [\[HL\]](#). It is also expected that all employees of the university profess a faith in Jesus Christ as Savior and Lord. Employees of the university are expected to be committed to behavior that is in keeping with biblical principles. The work of each employee should promote Christian convictions and maturity, give glory to God, and further his Kingdom. Each employee is expected to believe that the Scriptures are the Word of God, and that as God's infallibly and authoritatively inspired revelation, the Bible reveals the way of salvation in Jesus Christ, and requires a life of obedience to the Lord. It is expected that employees will understand that the university's foundation

was built upon what is historically known as a Reformed (Calvinistic) worldview. Although there is an official church affiliation and Christian school requirement [HL] for full-time and proportional faculty and exempt staff, any person appointed to a position at Dordt University shall express an active Christian commitment, which shall include identification with a local organized church that holds to beliefs consistent with the mission of the university.

All employees who sign an official employment agreement with the university shall do so with the understanding that they agree with the purpose of the university [HL]. All employees shall actively support the measures taken by the university to further the Christian understanding and commitment of the members of the campus community. Each employee shall be prepared to offer official resignation from Dordt University if ever in good conscience they find they have an inability to agree with the Christian stance to which the university is committed or an inability to actively support its programs with integrity.

Being a member of the administration, faculty, or staff is a privilege and brings with it the responsibility to promote a wholesome, encouraging, service-oriented spirit within the university community.

7.2.2 SEXUALITY, GENDER IDENTITY, AND SEXUAL CONDUCT

7.2.2.1 INTRODUCTION

Dordt University is committed to a policy that maintains a Christian community including all on-campus, off-campus, and online programs where faculty, staff, and students abide by biblical injunctions regarding sexual activity and refrain from sexual immorality. It is the responsibility of every Dordt University employee and student to live Christianly in harmony with the guidance of Scripture as interpreted and set forth in the reformed confessions. Scripture is clear that God created humans as two distinct sexes, male and female; however, due to sin and brokenness, our experience of sex and gender is not always what God the Creator originally designed for His glory and our joy and flourishing as his servants.

A person's desire for sexual intimacy is a creational and often very strong characteristic in human nature. Dordt University believes, based on its understanding and interpretation of the Bible, that the only appropriate and permissible context in which sexual intimacy may be expressed as overt sexual interaction is in the marriage partnership of a man and a woman. Dordt University is committed to being a Christian community where its employees and students live according to God's creational structure and abide by these biblical injunctions for marriage and sexual activity. The university expects all students, faculty, and staff to live in accord with this understanding of sexual interaction as long as they are members of the university community.

Dordt University believes that the Bible encourages us to maintain a loving and supportive attitude towards each other and that there should be mutual respect for members of the opposite sex, as well as a loving and supportive attitude toward those who struggle with restricting their sexual interaction to marriage. The university will make efforts to work in a counseling context with individuals who find it difficult to restrict their sexual activity within the institution of marriage. Such counseling will be made available to all employees, whether local or not, through the Employee Assistance Program (EAP) and which can also assist in identifying counseling options for non-local employees.

Dordt University is committed to maintaining an environment free of sexual harassment. Members of our community have the right to work, study, and communicate with each other in an atmosphere free from unsolicited and unwelcomed communication of a sexual nature. The anti-harassment policy and procedures in this handbook are intended to provide fair and equitable treatment of both the complainant and the alleged harasser.

All students and employees involved in on-campus, off-campus and online programs are responsible to determine if they can abide by Dordt's sexual standards and conduct policy. If any individual doubts or questions his or her ability to do so, that person should speak to the academic dean, the executive director of human resources & organizational development, or the dean of students to receive guidance and/or instruction

7.2.2.2 UNACCEPTABLE CONDUCT

Dordt University specifically holds the following behaviors as unbiblical and therefore prohibited for as long as one is a member of the Dordt community, regardless of whether such behavior takes place on or off campus:

- A. Promoting or advocating sexually immoral activity. This does not prohibit members of various academic disciplines, including students and faculty, from studying, discussing, viewing films or other media

- about, or examining such issues as they affect individuals, society, or others.
- B. Extramarital sexual relations. Sexual activity with anyone other than with one's spouse is prohibited. Dordt University also prohibits promoting or advocating such activity.
- C. Homosexual relations. It is unacceptable to have sexual relations with someone of the same. It is also unacceptable to marry or be engaged to marry a person of the same sex. Dordt University also prohibits promoting or advocating such activity.
- D. Transgendered behavior. Adopting an identity discordant with one's biological sex is prohibited. Dordt University also prohibits promoting or advocating such activity.

For those persons in our community who struggle with restricting their sexual interaction to marriage, as well as for those in our community who struggle with gender identity, same sex behavior, same sex attraction and/or sexual orientation issues, we aspire to be a gracious community that promotes openness and honesty. We pledge to extend compassion and care, providing assistance and accountability as we support all members of our community in their desire to live consistently with the Bible's teaching on sexual purity. Dordt University will make institutional decisions in light of this policy regarding employment, hiring, retention of employees, and continued enrollment of students.

Dordt University may, in its full discretion, determine that, as the result of conduct described as prohibited in 7.2.2.2, an individual shall be dismissed from the university.

7.2.2.3 ANTI-HARASSMENT POLICY

- A. Dordt University is committed to providing a workplace and educational environment free of harassment of any employee because of the employee's race, color, sex, age, national or ethnic origin, disability, citizenship status, or any other category protected under federal, state or local law. To be unlawful, conduct must be so severe and pervasive that it unreasonably interferes with the employee's ability to have a positive work experience. The university is committed to protecting employees from such harassment, whether from other employees or non-employees. Likewise, the university is committed to protecting students from such harassment, whether from other students or university employees. Inappropriate conduct and harassment may include, among other things
 - 1. epithets, slurs, stereotyping, or threatening, intimidating, or hostile acts that relate to race, sex, age, national origin, disability, or citizenship status; and
 - 2. written or graphic materials that denigrate or show hostility or aversion toward an individual or group because of race, sex, age, national origin, or disability.
- B. Specifically included in this policy is a commitment to provide a workplace free of sexual harassment. Sexual harassment may include but is not limited to
 - 1. unsolicited and unwelcome comments or conduct of a sexual nature or that are demeaning to women or men individually or as a group (for example, offensive or vulgar jokes, name-calling, comments about one's body or sex life, stereotyping based on a person's sex, touching, leering, ogling, patting, pinching, indecent exposure, physical gestures, or displaying sexually explicit photographs or objects that might interfere with a reasonable person's work);
 - 2. unsolicited and unwelcome demands or requests for sexual favors or social or sexual encounters;
 - 3. an explicit or implicit promise of preferential treatment with regard to a person's employment, evaluation, grades, or other educational outcomes in exchange for sexual favors or sexual activity; and
 - 4. the use of an employee's, applicant's, or student's submission to or rejection of sexual conduct as the basis for making, influencing, or affecting an employment decision that has an impact on the terms and conditions of the individual's employment (for example, hiring, firing, promotion, demotion, compensation, benefits, working conditions) or educational decisions.
- C. Given the nature of this type of conduct and the serious effects such conduct can have on the person harassed and the person accused, all employees and students must treat alleged violation of this policy seriously and, to the extent possible, confidentially. The university expects all individuals to treat alleged violations in the same responsible manner.
 - 1. If an employee or student is being subjected to conduct or comments that violate this policy, immediately report these matters to the Title IX Coordinator or through the Report It link on Dordt's website. If for any reason you do not feel comfortable reporting your concerns to

the Title IX Coordinator, you may report your concerns to the executive director of human resources.

2. Violation of this policy will not be tolerated and will result in appropriate disciplinary action, up to and including discharge or expulsion from the university.
3. No action will be taken against any employee or student because he or she reports behavior believed to violate this policy. Action will be taken to investigate and resolve all complaints of this nature. Dordt is firm in its commitment to maintain an environment free of discrimination, harassment, and inappropriate conduct.

7.2.2.4 CONSENSUAL ROMANTIC RELATIONSHIPS

A. *Policy Statement*

Dordt University supports a strong family unity; therefore, sexual relationships with anyone other than one's spouse are prohibited. Furthermore, consensual romantic relationships between unmarried supervisors and their subordinates are strongly discouraged, as are such relationships between instructional staff and students. The power differential implicit in the aforementioned relationships has the potential for serious consequences that may be damaging to the individuals involved and to the university.

B. *Rationale*

Romantic relationships of the type mentioned above – even if both parties appear to have consented – are of concern for a number of reasons. In the case of instructor and students, the respect and trust accorded the instructor by the student, as well as the power exercised by the instructor in giving grades, advice, evaluations, recommendation for further study and future employment, may greatly diminish the student's actual freedom of choice concerning the relationship. Similarly, the authority of a supervisor to hire and fire, to grant raises, and to oversee the work activities of subordinates may interfere with the subordinate's ability to choose freely in the relationship.

There are substantial risks involved even in seemingly consensual relationships, where a power differential exists between the involved parties. Even where conflict of interest issues are resolved, charges of sexual harassment may occur. Claims of a consensual relationship in itself will not protect individuals from sexual harassment charges. It is the instructor or supervisor who, because of his or her special power and responsibility, will bear the burden of accountability.

C. *Action*

If a relationship, as described above, develops, the faculty or staff member shall notify in writing the person's immediate supervisor so the student's class assignment or the subordinate's work assignment can be changed. See FH 7.2.2 for policies on sexual standards and conduct and FH 7.7 for grievance policies.

7.2.3 REPORTING ILLEGAL OR UNPROFESSIONAL CONDUCT

Dordt University is dedicated to maintaining an environment that promotes responsible Christian living and holds to the highest standards of professional conduct. Any employee, student, vendor, guest, alum, or supporter of the university who has direct knowledge or a reasonable concern that the university or any of its agents is acting contrary to any applicable federal, state, or local laws or contrary to an established university policy, is encouraged to report the activity, and may do so without fear of reprisal or retaliation.

If an employee has direct knowledge or a reasonable concern regarding illegal or inappropriate activity (e.g., dishonesty, unauthorized release of confidential information, insubordination, theft, or other conduct reflecting unfavorably on the reputation of Dordt), the employee may submit in writing, to his or her direct supervisor, a letter detailing his or her concerns with specific details and supporting evidence. If the concern involves the direct supervisor, the letter may be submitted to the next higher level of supervisor and/or the executive director of human resources & organizational development. If the concern involves the president of the university, the letter may be submitted directly to the chair of the Board of Trustees. The employee must exercise sound judgment and avoid false allegations. Any employee who intentionally files a false report of wrongdoing may be subject to discipline up to and including termination.

Any supervisor receiving such a report will communicate this to the executive director of human resources & organizational development. The executive director of human resources & organizational development will conduct a thorough investigation and, in consultation with the vice president finance and risk management, coordinate any action that may need to be taken. All allegations will be logged and, to the

extent possible consistent with necessary disclosure during the investigation, kept strictly confidential in the office of human resources.

Retaliation (e.g., termination, compensation decrease, poor work assignments, threats of physical harm, or a hostile work environment) against anyone reporting any illegal or inappropriate activity will not be tolerated and is against the law. Should retaliation occur it would be considered a serious violation of university policy and will be dealt with accordingly.

7.2.4 CHILD ABUSE REPORTING

Consistent with Iowa Code 261.9, all employees of the university who, in the scope of their employment responsibilities, examine, attend, counsel, or treat any person under the age of 18 years are required to report suspected physical or sexual abuse they see, know about, or reasonably suspect. Proof that abuse has occurred is not required in order to be obligated to report.

Suspected abuse must be reported to law enforcement within 24 hours (Sioux Center Police 712-722-0761 or 911) and to a member of the Administrative Cabinet. (The Administrative Cabinet member is to confirm the involvement of law enforcement within the 24 hour time period).

Mandatory reporters must also report suspected abuse to the Department of Human Services as provided under Iowa Code 232.37-70.

Retaliatory action against an employee for participation in making a good faith report of child abuse or aiding and assisting in an assessment of a child abuse report is prohibited.

7.2.5 SMOKING AND ALCOHOL

Smoking and consumption of alcohol are not permitted anywhere on campus.

7.2.6 DRUG-FREE WORKPLACE

Dordt University desires to maintain a drug-free workplace and will, therefore, comply with all applicable laws. Federal and state required postings and resources related to drug, alcohol, and sexual abuse are available to access on the u.dordt.edu employee internal website on the HR Homepage under “Required Postings and Employee Resources.” On this page you will also find a description of health risks associated with alcohol and drug use, as well as a description of treatment options and resources available. A notification will be sent out annually via e-mail to all employees by October 1 of each year, directing employees to this information for their review. A biennial review will be conducted, and a report prepared of this area which must be made available upon request by the U.S. Department of Education.

Accordingly, this statement serves to notify all Dordt University employees that the unlawful manufacture, distribution, dispensing, possession, or use of alcohol or any controlled substance is prohibited on university property or as a part of any university activity. All employees of the university are required, as a condition of employment, to abide by the terms of this statement. Further, all employees of the university must notify the executive director of human resources & organizational development of any criminal drug statute conviction for violations occurring on university property no later than five days after that conviction. Alcoholic beverages may not be purchased with funds provided by the university.

Any employee violating the terms of this statement will be required to participate in a drug abuse assistance or rehabilitation program that has been approved for such purpose by a federal, state, or local health, law enforcement, or other appropriate agency. An employee who fails to participate satisfactorily in such a program or who violates for a second time the terms of this statement will be terminated from employment at the university.

Information regarding available drug counseling, rehabilitation and employee assistance programs is available upon request from the office of human resources.

Any supervisor suspecting drug use by a direct report of any other employee should not confront the individual in question. He or she should instead contact the executive director of human resources & organizational development immediately to report the details surrounding the concern, as well as to review the appropriate documentation and action steps that should be taken.

Please address any questions regarding this matter to the executive director of human resources & organizational development.

7.2.7 TRAVEL POLICY

Dordt University faculty and staff must exercise discretion and discernment in their relationships and activities with students. Faculty and staff should not travel overnight in the company of one student for the purpose of conference attendance, research, or other academic or cocurricular activities. To request an exception to this policy, please apply in writing to the vice president for academic affairs, with a brief rationale for consideration.

7.3 UNIVERSITY COMPLIANCE STANDARDS

7.3.1 EMPLOYMENT ELIGIBILITY VERIFICATION

Dordt University complies with the Immigration Reform and Control Act of 1986 and asks all new employees to provide documentation of their eligibility to be employed in the United States.

7.3.2 NONDISCRIMINATION POLICY

The commitment of Dordt University to nondiscrimination on the basis of age, color, disability, gender, national or ethnic origin, veteran status, or race in its employment policies is consistent with federal and state requirements.

7.3.3 EQUAL OPPORTUNITY POLICY

Within its mission, it is the policy of Dordt University to provide equal opportunity to all employees and applicants, to provide equal opportunity for advancement of employees, to provide program and employment facilities that are accessible to the disabled, and to administer its programs in a manner that does not discriminate against any person because of race, color, national origin, sex, age, disability, or citizenship status. Dordt University is committed to comply with applicable laws and regulations. The university has made modifications to some of its buildings and grounds to allow students, faculty, and staff with physical impairments equal access to all of the educational and social activities on the campus. If it is determined that certain areas are still inaccessible, the university will take reasonable means necessary to ensure accessibility.

The vice president for finance and risk management has ultimate responsibility for the overall administration of the equal opportunity policy. This includes responsibility for integrating equal opportunity into all parts of personnel and program management, reviewing all policies and procedures that affect equal opportunity, ensuring compliance with relevant federal and state statutes, and designing and implementing an internal system for auditing and reporting the program's effectiveness to the president of the university.

The vice president for finance and risk management is responsible to ensure equal opportunity by assuring that all individuals making employment decisions and personnel actions comply with these policies, monitoring all practices with respect to equal employment opportunities, and investigating complaints promptly and thoroughly.

Dordt University prohibits discrimination in its employment and programs. Any person who feels that they have been denied employment opportunities or benefits because of race, color, national origin, sex, age, disability, or citizenship status has the right to pursue internal grievance procedures by contacting the vice president finance and risk management.

7.3.4 WHISTLEBLOWER POLICY

A whistle-blower can be any employee, student, vendor, guest, alumnus/alumna, or supporter of the university who has direct knowledge, or a reasonable concern, that the university or any of its agents is acting contrary to any applicable federal, state or local laws or contrary to an established Dordt University policy. Whistle-blowers are encouraged to report the activity and may do so without fear of reprisal or retaliation. The policy and process are under the supervision of the vice president for finance and risk management.

The whistle-blower must initiate the process as defined on the university's external website or the intranet website. The relevant links are included in the "report it" section. The adjudicator of the report will inform the reporting individual upon receipt of the report and at the conclusion of the investigation. The investigation will aim to be completed within 60 days.

7.3.5 TITLE IX PROCESS AND CONTACT INFORMATION

If an employee has experienced any of the following from the list below, please follow the reporting procedures outlined in this handbook and found under the "Report It" tab on our website. This tab can be found on our main page at www.dordt.edu (located at the bottom of the page), or it can be found internally on the Dordt University Central page where there is a "Report It" tab (www.dordt.edu/report-it).

- Bullying/Cyberbullying
- Sexual Assault
- Stalking
- Retaliation
- Gender Discrimination/Inequity
- Relationship/Dating Violence
- Rape
- Sexual Harassment

If an employee or a friend needs immediate assistance, please call 911 or one of the local numbers listed here:

<i>Sioux Center Police Department</i>	<i>911 or (712) 722-0761</i>
<i>Sioux Center Health</i>	<i>(712) 722-1271</i>
<i>Family Crisis Center</i>	<i>(712) 722-4404 or 1-800-382-5603</i>
<i>Centers Against Abuse & Sexual Assault</i>	
<i>Domestic Violence</i>	<i>1-877-382-5603</i>
<i>Sexual Assault</i>	<i>1-877-362-4612</i>
<i>Emergency Shelter</i>	<i>1-800-982-7233</i>

If an employee would like to talk with someone in person before filing a report, please connect with one of the individuals listed below. The Title IX coordinator and designated official investigators will investigate reports by students, faculty, or staff related to reports of sexual or gender-related harassment or discrimination.

The university does not discriminate on the basis of sex in its education program or activity, which extends to admissions and employment, and it is required by Title IX of the Education Amendments Act of 1972 and its implementing regulations not to discriminate in such a manner. Inquiries about the application of Title IX and its implementing regulations may be referred to the university's Title IX Coordinator, the Title IX Deputy Coordinator, or both.

The university will follow the Title IX procedures as promulgated in the May 6, 2020 Final Rule of Title IX of the Educational Amendments of 1972. The following practices are drawn from the Final Rule.

All current policies, procedures outlining the process, forms for filing a report, confidential resources, and general information about Title IX can be found in full on the main university website at:

www.dordt.edu/student-life/residential-life/student-services/student-handbook.

Please contact the Title IX Coordinator or Human Resources if you have any trouble accessing this information or have any questions that need clarification.

Any person may report sex discrimination, including sexual harassment (whether or not the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator. Such a report may be made at any time.

The Title IX Coordinator is:

Robert Taylor, The Vice President for Student Success & Dean of Students

Email: Robert.Taylor@dordt.edu Phone: (712) 722-6076

Location: Office of Student Services located in the Campus Center on the campus of Dordt University located at 700 7th Street NE, Sioux Center, IA 51250

If you cannot access the policies, procedures, forms, and resources located online as noted in this handbook, please contact the Title IX Coordinator, Deputy Coordinator, or Human Resources to request a print copy.

7.4 BACKGROUND CHECKS

Dordt University is committed to providing a safe working and learning environment for its employees, students, and visitors. It also seeks to protect its assets and comply with laws, regulations, and agreements. Employment and/or continued employment may be contingent upon a satisfactory background check. The university will consider the seriousness and extensiveness of adverse information in making a determination of eligibility for employment. Prospective and/or current employees who are subject to background checks will be given an opportunity to explain any discrepancies between the job application and the results of the background check. Any material misrepresentation on the job application, either by omission or falsification of information, may be grounds for denial of employment, withdrawal of an employment offer, or dismissal of an employee. All background check information will be kept confidential. Fees for departments or offices wishing to conduct background checks on individuals serving on campus for various campus events should contact the human resource office to administer the background check.

7.5 BENEFITS

For more information regarding any of the following benefits, listed here alphabetically, contact the executive director of human resources & organizational development. Dordt University may amend or terminate any of the benefits at any time, in its discretion. This handbook contains only limited descriptions of employee benefit plans, such as the Retirement Plan and health and welfare plans. Covered employees should review the summary plan descriptions of the plans in which they are enrolled for more detailed information. In the event of any discrepancies between the handbook and the benefit plan document, the benefit plan document will control.

7.5.1 ADMISSION TO UNIVERSITY EVENTS

All employees and their immediate family are entitled to free admission to university-sponsored musical, theater, and athletic events. This includes full and part-time staff, and full-time faculty, proportional faculty, and assistant and tutorial adjunct instructors. This does not apply to those who are hired as seasonal temporary workers or independent contractors.

- A. The immediate family is defined as spouse and unmarried children under 25 years old.
- B. The pass does not reserve seats at any function, nor does it provide admission to events sponsored by a student or special organization on campus.
- C. The pass is not transferable to other individuals.

7.5.2 ADOPTION ASSISTANCE

Dordt University will provide a contribution of \$2,500 per employee toward the adoption costs of a child. This assistance will be provided when the adoption is finalized and upon submission of un-reimbursed expenses of at least that amount. An "Adoption Assistance Request Form" will be available upon request by contacting the office of human resources.

Terms of this adoption assistance include the following:

- A. There is no annual or lifetime maximum.
- B. This assistance is not retro-active to any adoptions prior to July 1, 2014.

- C. Adoptive parents are eligible for two weeks of paid parental leave as well as unpaid FMLA leave which is run concurrently with the parental leave time allowed. [See Parental Leave guidelines [\[HL\]](#). Employees working at least 50 percent of full-time are eligible for pro-rated parental leave benefits.
- D. If adopting a sibling group, the university will contribute up to \$2,500 per child.
- E. Assistance will be pro-rated for employees working at least 50 percent of full-time.

7.5.3 COMPUTER ACCOUNT ACCESS

- A. Access to a Dordt University computer account will be granted on the first day of the employment agreement.
 1. Accounts will be disabled within 24 hours after the last date listed on the employment, unless prior authorization of a different deactivation date is approved by the vice president who oversees the area in which the employee is leaving.
 2. Computer account access will not be granted to those who do not submit required employment paperwork and have a regular contract or temporary employment agreement that is on file in the office of human resources.
 3. All employees are expected to use Dordt University computer, computer accounts, online or cloud-based accounts, and all other technology services for business purposes only. Furthermore, there is no expectation of privacy in an employee's use of any Dordt University information technology.
 4. If a new employee requires account access prior to the contract start date, appropriate authorization from the division dean or administrative cabinet officer must be communicated to the executive director of human resources & organizational development.
 5. Computer account access guidelines are posted on u.dordt.edu.

7.5.4 DEATH BENEFITS

When an employee dies while employed at Dordt, his or her beneficiaries may receive any workman's compensation and/or group life insurance benefits to which they are entitled. Compensation for employment will cease at the time of death.

7.5.5 DENTAL & VISION INSURANCE

All full-time employees of the university are entitled to enroll with the university dental or vision insurance plans. The university will pay a portion of the premium cost for the employee and family members who are enrolled. The employee is also responsible for a portion of the premium cost for the plan if enrolled. The cost of coverage varies based on coverage selected. Additional information regarding premium costs and coverage details are available on the employee website under the employee toolkit and benefit information or by contacting the HR Office.

7.5.6 DISABILITY INSURANCE

Full-time employees, not including temporary or seasonal employees, are eligible for short-term and long-term disability coverage. Premiums for the long-term disability plan are paid for by the university. Employees are eligible from the date of hire. Employees who qualify for short-term disability may also qualify for FMLA (Family and Medical Leave Act) leave (See FMLA policies in the Faculty handbook). FMLA leave provides up to 12 weeks of unpaid leave time with job protection and benefit continuation. Any approved period of short-term disability leave that also qualifies for FMLA leave will be covered by both forms of leave running concurrently. Employees may be required to provide health care provider certification to support leave eligibility. Details regarding insurance options are available from the office of human resources.

7.5.7 EMPLOYEE ASSISTANCE PROGRAM

Dordt University believes it is in the interest of the employee, the employee's family, and the university to provide an employee assistance program. The goal is to motivate employees to seek help with personal problems and to improve, maintain, or restore employee productivity through early identification of and assistance with problems. In many instances, employees will overcome personal problems before they cause serious difficulties in job performance or other areas of the employee's life. In other instances, the employee can benefit by consulting the employee assistance program in appropriately identifying and resolving these

problems as a means to restore productivity. Details regarding this program are available by contacting the office of Human Resources.

7.5.8 FAMILY AND MEDICAL LEAVE PROGRAM (FMLA)

- A. As used in this policy statement, “FMLA leave” means the leave required by the federal Family and Medical Leave Act.
- B. Eligibility Requirements – Subject to certain conditions, faculty members are eligible for FMLA leave if (1) they have worked for Dordt University for at least one year, (2) they have worked for Dordt University for at least 1,250 hours during the 12 months immediately preceding the start of FMLA leave, and (3) Dordt University employs at least 50 employees within 75 miles of the employee’s work site. An eligible faculty member may take FMLA leave if the leave is taken for an FMLA-qualifying reason and the employee has not exhausted his or her leave entitlement in the applicable 12-month period.
- C. Basic Leave Entitlements – Eligible employees are entitled to up to 12 weeks of unpaid, job-protected leave, per 12-month period, for the following reasons:
 - 1. For incapacity due to pregnancy, prenatal medical care or childbirth;
 - 2. To care for the employee’s child after birth or placement for adoption or foster care;
 - 3. To care for the employee’s spouse, son, daughter or parent who has a serious health condition;
 - 4. For a serious health condition that makes the employee unable to perform the employee’s job; or
 - 5. Because of any Qualifying Exigency (see Military Family Leave Entitlements below).
- D. For purposes of FMLA leave based on any of the reasons described above, the 12-month period is a “rolling” 12-month period measured backward from the date an employee uses any FMLA leave.
- E. Military Family Leave Entitlements -
 - 1. Qualifying Exigency Leave - Eligible employees whose spouse, son, daughter or parent is on covered active duty or call to covered active-duty status in a foreign country may use their 12-week FMLA leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-employment reintegration briefings.
 - 2. Military Caregiver Leave - In addition to the basic types of leave entitlements listed above, the FMLA includes a special leave entitlement that permits eligible employees who are the spouse, son, daughter, parent, or next of kin of a covered servicemember to take up to 26 weeks of leave during a single 12-month period to care for that covered servicemember. The single 12-month period begins on the first day an employee takes military caregiver leave and ends 12 months after that date.

A covered servicemember for purposes of military caregiver leave is: (1) a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or (2) a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.

The FMLA definitions of “serious injury or illness” for current servicemembers and veterans are distinct from the FMLA definition of “serious health condition”.
- F. Definition of Serious Health Condition –
 - 1. A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee’s job or prevents the qualified family member from participating in school or other daily activities.
 - 2. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a

health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

G. Employee Responsibilities -

1. Employees must contact human resources to request leave. Employees must provide 30 days' advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, the employee must provide notice as soon as practicable.
2. Employees must provide sufficient information for Dordt University to determine if the leave may qualify for FMLA protection and to determine the anticipated timing and duration of the FMLA leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform human resources if the requested leave is for a reason for which FMLA leave was previously taken or certified.
3. If an employee fails to comply with the responsibilities described above, FMLA leave may be denied or delayed. If FMLA leave is denied or delayed, and the employee misses or has missed work anyway, the employee's absences could result in discipline or termination of employment unless the absences are covered by another type of job-protected leave.

H. Certification and Recertification –

1. Employees may be required to provide a certification and periodic recertification supporting the need for leave.
2. When an employee requests FMLA leave due to the employee's own serious health condition or the serious health condition of a family member, Dordt University may require the employee to submit a certification from the applicable health care provider. Additionally, when an employee requests leave due to a qualifying exigency or leave to care for a covered servicemember with a serious injury or illness, Dordt University may require a certification in support of the request. Human Resources will provide the appropriate certification form to employees when FMLA leave is requested or applicable.
3. Where FMLA leave is taken because of an employee's own serious health condition or the serious health condition of a family member and Dordt University has reason to doubt the validity of a certification, Dordt University may require a second and, in some cases, a third opinion, as allowed under the FMLA. Dordt University may also require that the employee, at the employee's expense, obtain recertification by the applicable health care provider as allowed under the FMLA.
4. An employee returning from an FMLA leave of 10 consecutive calendar days or more days due to the employee's own serious health condition must provide a fitness for duty certification in order to be restored to employment.

I. Dordt University's Responsibility -

1. Dordt University will inform an employee requesting leave whether he or she is eligible under FMLA. If he or she is eligible for FMLA leave, Dordt University will notify the employee of any additional information, including medical or other certification, that Dordt University requires to approve the FMLA leave as well as notify the employee of his or her rights and responsibilities. If an employee is not eligible, Dordt University will notify the employee of a reason for the ineligibility.
2. Dordt University will inform the employee if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If Dordt University determines that the leave is not FMLA-protected, Dordt University will notify the employee of this fact.

J. Use of Leave -

1. Employees do not need to use their entire FMLA leave entitlement in one block. When medically necessary, leave may be taken intermittently or on a reduced leave schedule. Leave due to qualifying exigencies may also be taken on an intermittent basis or reduced schedule. If Dordt University, in its sole discretion, consents, leave taken after the birth of a healthy child or

placement of a healthy child for adoption or foster care may be taken intermittently or through a reduced work schedule. An employee's entitlement to FMLA leave for a birth or placement expires at the end of the 12-month period beginning on the date of the birth or placement of the child.

2. If an employee requests intermittent leave or leave on a reduced schedule that is foreseeable due to planned medical treatment, including during a period of recovery from a serious health condition, the employee may be temporarily transferred to another position if the position has equivalent pay and benefits and better accommodates the recurring periods of leave, to the extent permitted by applicable law or any applicable collective bargaining agreement.
 3. When planning medical treatment, an employee must consult with Dordt University and make a reasonable effort to schedule the treatment so as not to disrupt unduly Dordt University's operations, subject to the approval of the health care provider.
- K. Leave Administration for Spouses Both Working at Dordt University -
1. Spouses limit their combined leave to a total of 12 weeks during any 12-month period for the birth of a child or to care for a child after birth, placement of a child for adoption or foster care, or for each spouse to provide care for that spouse's own parent with a serious health condition.
 2. If one spouse was ineligible for FMLA leave, the other eligible spouse would have a full 12 weeks of FMLA leave.
 3. When either spouse uses a portion of the total 12-week FMLA leave entitlement as outlined above, each spouse remains entitled to use the difference between the amount he or she has individually taken and 12 weeks of leave for other forms of FMLA leave.
- L. Substitution of Paid Leave for Unpaid Leave -
1. Employees who qualify for FMLA leave for their own serious health condition may also qualify for benefits under Dordt University's short-term disability (STD) program. For any employee who qualifies for STD benefits and is also eligible for FMLA leave covering the same period of absence, the STD and FMLA leave time will run concurrently.
 2. The FMLA also permits employers to require employees to use accrued paid leave at the same time they are taking unpaid FMLA leave. Dordt University requires administrative staff and supportive staff employees who accrue paid leave time to use the following types of paid leave, if available and applicable, concurrently with unpaid FMLA leave: Paid Vacation, Paid Sick Leave, Paid Personal Leave, Paid Childbirth Leave, and/or Paid Parental Leave. Dordt University allows full-time faculty members to apply 8 weeks of paid leave concurrently with any unpaid FMLA leave time. For any faculty who are on proportional contracts between 50-99% FTE, the 8 weeks of paid leave will be pro-rated according to the FTE of the faculty member at that time of the approved FMLA leave. FMLA leave for administrative or support staff will not be applied on any work days that take place during the FMLA leave period if they were days previously scheduled as a holiday recognized by the university in the Staff Handbook. FMLA leave time will not be applied for faculty during any leaves previously scheduled during the academic year when faculty are not expected to be working (i.e., Reading Days, Thanksgiving Recess, Christmas Break, Spring Break, or Easter Break – as outlined on the official Academic Calendar).
 3. When Dordt University does not require the use of available paid leave, under the FMLA employees may choose to use any applicable, available paid leave for which the employee is eligible concurrently with unpaid FMLA leave. In order to use paid leave for unpaid FMLA leave, employees must comply with Dordt University's normal paid leave policies. The concurrent use of paid leave with unpaid FMLA leave will not increase the amount of FMLA leave available.
 4. Where applicable and permissible, FMLA leave will also run concurrently with childbirth and parental leave and other types of paid or unpaid leave (e.g., workers' compensation leave, disability leave) that are required by state or other law.
- M. Benefits and Protections –
1. Use of FMLA will not result in the loss of any employment benefit that accrued prior to the start of an employee's leave. However, during FMLA leave, an employee will not accrue benefits (such as PTO, sick leave, or seniority), except where outlined under the leave accrual

guidelines.

2. During FMLA leave, Dordt University will maintain an employee's health coverage under any group health plan on the same terms as if the employee had continued to work. Employees who normally pay a share of the premiums for such coverage must continue, while on leave, to make the same contributions as active employees. Employees should contact human resources to make arrangements to continue to pay their share of premiums during FMLA leave.
 3. To the extent permitted by Dordt University's insurance policies, Dordt University will also maintain in effect the group disability coverage, life insurance coverage, dental, and vision coverage, but the employee is responsible for paying the employee's regular share on the same schedule as health coverage costs are paid.
 4. In most circumstances, upon return from FMLA leave an employee will be restored to his or her original or equivalent position with equivalent pay, benefits, and other employment terms. If, however, during the FMLA leave an event occurs that would have terminated or altered the employment of the employee had he or she not been on leave (e.g., a reduction in force, elimination of a shift), the employment, leave rights, employment conditions, or restoration rights of that employee will terminate at the same time as if the employee had not been on leave.
- N. Complaint Procedure – Dordt University encourages any employee who believes that the FMLA leave law has been violated to report the problem to human resources. All complaints will be promptly investigated.
- O. Prohibited Acts and Enforcement –
1. FMLA makes it unlawful for an employer to:
 - Interfere with, restrain, or deny the exercise of any right provided under FMLA; and
 - Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to the FMLA.
 2. An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.
 3. FMLA does not affect any federal or state law prohibiting discrimination, or supersede any state or local law or collective bargaining agreement which provides greater family or medical leave rights.

7.5.9 FLEXIBLE SPENDING ACCOUNT & HEALTH SAVINGS ACCOUNTS

Employees who are eligible for health insurance coverage (working 30 hours per week on average) are also eligible to enroll in a tax-saving flexible spending account (FSA) or health savings account (HSA). These plans allow employees to take advantage of legislation, which allows employees to use pre-tax dollars to pay for eligible medical and dependent care expenses. Those who take advantage of these options may see their taxable income lowered which can result in an actual increase in their take-home pay. Dordt employees can choose to allocate funds to an FSA or HSA account through a monthly payroll deduction. For more information on either of these options or to confirm eligibility, contact the human resource office.

7.5.10 GRADE SCHOOL AND HIGH SCHOOL SCHOLARSHIPS

Children of all full-time and part-time faculty and staff are eligible to be considered for grade school/high school scholarships. (Groups not eligible for this benefit would include temporary employees, adjunct instructors, or graduate assistants). Qualification is based on a sliding scale of financial need. Details are available from the executive director of human resources & organizational development [[HL](#)].

Tuition scholarships are intended for those children that are enrolled in Transitional Kindergarten through grade 12 in an accredited Christian school. The tuition scholarship funds up to 70% of the family's tuition responsibility (with a maximum total tuition equal to the current tuition at Unity Christian High School in Orange City and/or Western Christian High School in Hull, whichever is larger). The family

tuition responsibility is the amount of tuition that is due after multi-child, alternate revenue, bus reimbursement discounts, church support, other sources, and ESA funds have been applied. If an employee wishes to submit a scholarship request for consideration of an unaccredited Christian day school, the executive director of human resources & organizational development must be contacted and given the name and details of the school in question. Upon consultation with the vice president for finance and risk management, a decision will be made concerning scholarship availability. If an employee decides to homeschool their children, it is noted that this scholarship is not applicable. No scholarship will be awarded to pay for the curriculum materials for home schooling.

7.5.11 HOLIDAYS

Dordt University observes the following holidays:

<i>New Year's Eve Day</i>	<i>New Year's Day</i>	<i>Memorial Day</i>
<i>Independence Day</i>	<i>Thanksgiving Day</i>	<i>Friday following Thanksgiving</i>
<i>Christmas Eve Day</i>	<i>Christmas Day</i>	

(Labor Day is a work day because classes are in session and employees are engaged in school year activities.) The holiday schedule is as follows or as otherwise announced by the university:

Campus offices will be closed from Christmas Eve through New Year's Day. If the New Year's holiday falls on a Sunday, the offices will also be closed on Monday.

Memorial Day will always be observed on the Monday on which it falls on the calendar, and offices will be closed on that day.

Thanksgiving Day is always observed on a Thursday, and the offices will be closed on Thanksgiving and the day after (a Friday).

Because *Independence Day* can fall on any day of the week, the following schedule will be observed:

<i>Independence Day</i>	<i>Time Off</i>
<i>Saturday</i>	<i>Preceding Friday</i>
<i>Sunday</i>	<i>Following Monday</i>
<i>Monday</i>	<i>Monday</i>
<i>Tuesday</i>	<i>Preceding Monday and Tuesday</i>
<i>Wednesday</i>	<i>Noon Tuesday through Wednesday</i>
<i>Thursday</i>	<i>Thursday and following Friday</i>
<i>Friday</i>	<i>Noon Thursday through Friday</i>

Holiday pay for non-exempt part-time employees working 1,000 hours per year or more will be a pro-rated amount of that allowed full-time employees. Holiday pay is counted toward the 1,000 hours needed for eligibility requirement, but it is not time "worked" for purposes of overtime calculations.

If a non-exempt employee is required to work on a holiday, compensation will be two times the base hourly rate. If an exempt employee is required to work on a holiday, compensation will be extra hours of vacation at two times hours worked in lieu of the holiday. No employee should work on a designated holiday listed in this handbook without receiving approval in advance from the appropriate supervisor. This approval must be communicated via email to the executive director of human resources and clearly designated as required work time.

If a university holiday falls within an employee's scheduled vacation, that particular day will be counted as a holiday rather than a vacation day.

If an employee exiting employment at Dordt University either works or uses vacation pay for the work day immediately before the holiday, the staff member will receive holiday pay.

Additional holidays and/or modifications to the holiday scheduled outlines may be approved by the administrative cabinet. Any schedule adjustments will be communicated by the Human Resource office.

7.5.12 LEAVES

7.5.12.1 PARENTAL LEAVE

Upon the birth or adoption of a child, a full-time employee or proportional faculty member who has been

employed at the university at least one full year shall be eligible for up to two weeks of paid leave by submitting an application form to the executive director of human resources & organizational development. Leave available under this policy must be used within three months of the adoption or birth. This leave is in addition to any benefits for which the employee may be eligible under the childbirth leave policy (FH 7.5.12.2). Parental and childbirth leave is run concurrently with any FMLA leave. Additional unpaid leave may be applied for as outlined in the family and medical leave program (FH 7.5.8).

Full-time employees working at the university less than a full year qualify for a pro-rated portion of parental leave. (If an employee has worked at the university for 5 months, for example, the individual would qualify for 5/12th or 41% of this benefit.) Likewise, proportional faculty or part-time staff who work 50% of full-time or more also qualify for a pro-rated portion of this benefit.

7.5.12.2 CHILDBIRTH LEAVE

Absences related to pregnancy are treated the same as absences due to illness. Therefore, when it is determined that an employee cannot continue actively at work prior to childbirth, the employee can use accumulated sick leave. If she does not have enough accumulated sick leave, she can request unpaid leave under the family and medical leave program.

A full-time employee or proportional faculty member who has been employed at the university at least one full year who gives birth to a child shall be eligible for up to four weeks of paid leave by submitting an application form to the executive director of human resources & organizational development. The leave shall commence upon the birth of the child and run consecutively from that date. An additional two weeks of paid leave may be applied for under the parental leave program (7.5.12.1). Parental and childbirth leave is run concurrently with any FMLA leave. Additional unpaid leave may be applied for as outlined in the family and medical leave program (FH 7.5.8).

Full-time employees working at the university less than a full year qualify for a pro-rated portion of childbirth leave. (If an employee has worked at the university for 5 months, for example, the individual would qualify for 5/12th or 41% of this benefit.) Likewise, proportional faculty or part-time staff who work 50% of full-time or more also qualify for a pro-rated portion of this benefit.

Up to 501 of the hours normally worked during a paid absence for childbirth will be counted towards the 1,000 hour requirement for participation in the defined contribution retirement plan. All hours normally worked during a paid or unpaid absence for childbirth will be counted towards the 1,000 hour requirement for other benefits.

At the time the employee becomes absent from work prior to childbirth, the supervisor will establish a tentative date of return with the employee. Normally, the date of return should be no more than 12 weeks following the birth of the child, unless there are medical complications related to the childbirth which merit consideration for an extension of absence. A written request for extensions from the attending physician indicating the medical necessity of the extension may be required. If the employee does not return within the time established or any extension thereof, employment may be terminated. The maximum duration of the leave shall be six months.

Under the American with Disabilities Act and Iowa law, employees who are unable to work due to pregnancy, childbirth, or related conditions may be entitled to authorized absences with job protection within limits set by those laws, subject to timely notice and supporting health care provider documentation. Employees should contact Human Resources to request such leaves.

7.5.12.3 JURY LEAVE

If an employee is summoned for jury duty, Dordt University believes he or she should serve whenever possible. Jury duty is a responsibility of good citizenship.

The employee must notify his or her supervisor as far in advance as possible of the days expected to be served. A full-time employee serving on jury duty will reimburse the university for any compensation (not including expense money) received for jury duty and the university will pay the employee for time spent in jury duty (up to 8 hours per day) at the employee's regular rate of pay.

A part-time employee serving on jury duty should keep any compensation received for jury duty and work with their direct supervisor to address making up any work time and duties.

If an employee is subpoenaed for a trial to testify as a witness, he or she cannot use jury leave but has the option to make up the time or to use vacation time to cover the time missed due to the trial.

7.5.12.4 MILITARY LEAVE

Dordt University will comply with all applicable laws regarding military leaves of absence. To request a leave of absence for military duty, the employee must furnish the university with written proof of service requirements 2 weeks in advance of service dates or as soon as otherwise feasible. Additional information regarding military leave is available from the executive director of human resources & organizational development.

7.5.13 LIFE INSURANCE

Premiums are paid by the university for term life insurance on each full-time employee. Eligible employees will begin coverage on the first day of employment. All eligible full-time employees have the option of purchasing additional life insurance coverage through a payroll deduction. For more information and current supplemental life insurance rates, contact the office of human resources.

7.5.14 MEDICAL INSURANCE

Employees working 75% of full-time or 30 hours per week are eligible for medical and major-medical insurance for themselves and their eligible immediate family. Eligible immediate family includes the employee's spouse and children under age 26. Working spouses who work 30 hours or more per week and are eligible for their employer-sponsored coverage must select that plan as their primary coverage and Dordt's plan can serve as their secondary coverage. See the summary plan description of the medical plan for additional details.

A. Coverage begins on the first day of employment. Coverage for affected parties will cease at the end of the month in which a coverage change event occurs (for example, coverage for an employee will cease at the end of the month in which he/she resigns).

B. COBRA INFORMATION

1. The Consolidated Omnibus Budget Reconciliation Act (COBRA) gives workers and their families who lose their health benefits the right to choose to continue group health benefits provided by the group health plan for limited periods of time under certain circumstances, such as voluntary or involuntary job loss, reduction in the hours worked, transition between jobs, death, divorce, and other life events. Qualified individuals may be required to pay the entire premium for coverage up to 102 percent of the cost to the plan.

2. The office of human resources will be responsible for informing employees and their family members how to elect continuation coverage. If an event occurs that entitles one to elect COBRA coverage and, if required, one properly notifies the university of that event, the university must give notice stating one's right to choose to continue coverage under the plan. One will have at least 60 days from the date of that notice to choose COBRA coverage or lose all rights to benefits.

C. For those who need to obtain a certificate of credible coverage to show proof that they were covered for a specific time period on the Dordt University group health insurance plan, they should contact the Human Resource Office.

D. Anyone with questions or concerns about the university group health plan or for those wanting more information about HIPAA and COBRA, should contact the executive director of human resources & organizational development.

7.5.15 PROFESSIONAL LIABILITY INSURANCE

Dordt University provides professional liability insurance for faculty and staff during the performance of their duties on behalf of the university. For information regarding specific coverage, contact the vice president for finance and risk management.

7.5.16 RECREATION CENTER MEMBERSHIP

All employees are eligible for a free family membership to the Recreation Center, for the employee and spouse, and any dependent children that are high school age or younger. Applications may be submitted annually to the office of human resources.

7.5.17 RETIREMENT PLAN

The Dordt University Defined Contribution Plan ("Retirement Plan") is available to all employees unless excluded according to the terms of our summary plan description. Employees are eligible to make elective deferrals to the Retirement Plan as of their hire date. In order to receive matching contributions an

employee must be at least age 21 and have completed one year of service (1,000 hours within a twelve-month period measured from the employee's hire date). Matching contributions are not available for employees who are excluded according to the terms of our summary plan description. A summary plan description is made available on the internal website available to employees or by a request submitted to the HR Office. The summary plan description describes the Retirement Plan's rules and features in greater detail, including eligibility, elective deferrals, matching contributions, investment options, and distributions.

7.5.18 SOCIAL SECURITY

Dordt University participates in the Social Security program. Social Security is based on an employer/employee relationship, and the amounts deducted are those required by law.

7.5.19 TUITION WAIVER

- A. Full-time faculty members, administrative officers, and staff—the employee, spouse, and dependents (as determined by financial aid regulations) are entitled to up to ½ the tuition rate as a student at Dordt, at either the undergraduate or graduate level.
- B. Part-time employees at 50% full time equivalency (FTE) or more will be entitled to up to ½ the tuition rate as a student at Dordt, at either the undergraduate or graduate level.
 - 1. The tuition waiver is extended, at either the undergraduate or graduate level, to the spouse and dependents of part-time staff members who work 50% FTE or more. This benefit excludes assistant and tutorial adjuncts, regular or seasonal temporary hires, and graduate students enrolled in the graduate program.
 - 2. Those meeting these eligibility requirements and working 50-74% FTE will receive up to a 25 percent discount of the current tuition rate for their spouse or dependents. Those meeting these eligibility requirements and working 75%-99% FTE will receive up to a 40% discount of the current tuition rate for their spouse or dependents.
- D. The tuition waiver will continue for one year after the marriage of a dependent child as defined by Financial Aid Regulations.
- E. Dependent children shall be eligible for the reduced tuition rate until age 25.
- F. The tuition waiver applies to all Dordt University courses, or to off-campus programs sponsored by Dordt or the CCCU. The tuition waiver does not apply to audited courses, tuition overload fees, music lessons, or programs offered through other universities.
- G. The employee's eligibility for the tuition waiver ends immediately upon termination of employment; however, the university reserves the right to review each situation on an individual basis.

7.5.20 UNEMPLOYMENT INSURANCE

All employees are covered by unemployment insurance. It is not intended to cover voluntary resignations. Current benefits and information may be obtained from the Iowa Workforce Development office.

7.5.21 WORKER'S COMPENSATION INSURANCE

Worker's compensation insurance provides compensation for medical bills incurred and lost wages to employees who are injured while on the job or have a sickness related to employment. Employees must notify their supervisor and the office of human resources immediately, no matter how minor the incident, so that their rights may be protected and a proper claim form completed.

7.6 RETIREMENT

7.6.1 RETIREMENT FORMALITIES

A formal portrait of a retiree shall be made at the university's expense and placed in an appropriate location for public display at Dordt University. The retirement portrait is for full-time or proportional faculty, administrators, and salaried staff who completed at least ten years of service at Dordt University.

7.7 GRIEVANCE POLICY AND PROCEDURES

These grievance procedures do not apply where the situation involves discrimination or harassment. Grievances concerning discrimination or harassment should follow the process as outlined in the Title IX section in this handbook.

If an employee is dissatisfied with an aspect of his or her employment, believes that a policy or practice has been administered incorrectly, or if disciplined or terminated, the employee may pursue an internal grievance using this procedure. Before initiating the formal steps of the grievance, the employee must first discuss the matter with his or her immediate supervisor.

If an employee wishes to pursue a formal grievance, he or she must initiate that process within 30 days of the event upon which the grievance is based or of when the employee learns of the event upon which the grievance is based. The steps described below shall be followed in an attempt to resolve the grievance:

Step 1: If no resolution is reached in the supervisor discussion, the employee may commit his or her grievance to a written statement and submit it to the appropriate person at the next supervisory level, if any. Included should be the specific rule or policy violated and the desired resolution of the grievance. That supervisor shall take whatever steps he or she deems appropriate to investigate the grievance and then submit a written response to the employee.

Step 2: If a resolution is still not reached or if no “next supervisory-level person” exists, the employee may take the grievance in writing to the cabinet officer that provides oversight of the area of the person that the grievance is being filed about. The grievance should be submitted in writing within 15 days of receiving the written response from the first step of the process. The cabinet officer that receives the grievance shall take whatever steps he or she deems appropriate to review the grievance and submit a written response to the employee. Except as provided below, the decision on the grievance shall be final.

Step 3: If the cabinet officer determines that a particular grievance is of sufficient institutional concern and if the employee desires additional review, the decision will be reviewed by the president. The president, in his or her sole discretion, may authorize an appeal of this decision to the executive committee of the Board of Trustees. In that event, the executive committee shall establish such review procedures as it deems appropriate and its decision shall be final.

All information necessary to proper resolution of the matter must be disclosed. Anyone involved in the grievance process is expected to follow procedures that are sensitive to the interest of the persons involved as well as to the interest of the university.

7.8 FACILITIES AND EQUIPMENT

7.8.1 KEYS AND CAMPUS SECURITY

- A. Campus security must be the aim of each employee. Responsible management of keys/fobs safeguards equipment, university supplies, offices, and personal property. Lost and unreturned keys/fobs compromise campus security and incur costs for replacement and rekeying. Replacement and re-keying costs may be charged to the responsible employee.
- B. Policies
 1. Buildings are locked by facilities and services personnel or security at stated times. An employee entering a building after it has been locked is responsible for keeping the entry door locked while in the building and for locking it upon departure.
 2. The director of facilities and services supervises and controls issuing of keys for offices and buildings and maintains a master file of keys. If a faculty member requires regular access to a room, the division dean shall request a key from the director of facilities and services.
 3. Keys must not be loaned to other employees or students. If there is a legitimate request for a door to be opened, the employee who has been issued the key should unlock and relock the door.
 4. Campus security can be contacted to unlock/lock a door during the academic year from 5:00p.m. to 6:00 a.m. For entry after the stated hours that a building is to be locked, the security staff member must receive signed permission from a faculty or staff member to authorize the unlocking of a room or building.
 5. Keys must never be duplicated. A lost key to a campus building must be reported immediately to one’s supervisor and the director of facilities and services. If another key is needed, or the lock is changed, the director of facilities and services will issue the key(s). Keys that are no longer required must be returned. Retiring or discontinuing employees must return keys to the office of human resources or a fee will be deducted from their final paycheck.
 6. Logistics for temporary use of vehicle keys are the responsibility of the facilities and services department.

7. Annual Notices – In compliance with the requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) and in order to promote the safety and security of the campus community, information is provided to the Dordt University community that is accessible on our www.dordt.edu website at:
<https://www.dordt.edu/about-dordt/consumer-information/annual-security-report>.
For the knowledge and awareness of the campus community, a list of crime statistics is provided in this report which reflects specified crimes which must be reported under the Clery Act. This information is updated on an annual basis and is available to current students and employees, and to prospective students and employees. Two specific policies you will find here that are updated annually include the Annual Security Report and the Annual Fire Safety Report.

7.8.2 COMPUTERS AND SOFTWARE

A. RESPONSIBLE USE OF COMPUTING EQUIPMENT

1. *Stewardship*. Like all institutional resources, computing resources on campus are finite. Users must strive to make sure that their use of resources is based upon their responsibility to complete their task at the university and should not go beyond that obligation. Users are encouraged to fully utilize computer resources where appropriate; however, unstewarded use of resources, including processors, disk space, and networks is not allowed. Examples of unstewarded use include use of trivial and frivolous software, use of computer-mediated communications for idle chit-chat and unsolicited messages, and the possession of destructive and resource-intensive programs, such as viruses, worms, and Trojan horses.
2. *Security*. The university will issue passwords to assist in keeping the computer environment secure. Passwords prohibit unauthorized use and must not be shared with anyone. Users should change their password regularly. Any user who suspects someone has gained access to their account should contact computer services immediately. Computer services will log activity on the computer and reserves the right to examine these logs and whatever files are contained in the system. Such review is necessary to ensure system security and all users are hereby placed on notice of this possibility.
3. *Privacy*. Software must be treated as private property, and may in no way be copied by users. No user is permitted to look at or copy any other user's files without permission. Computer services reserves the right to access all files for maintenance purposes and cannot guarantee privacy when this occurs. Computer services will make every effort to minimize the inconvenience of this procedure and work with employees in an effort to maintain and upgrade the campus network.
4. *Policies*. Failure to observe the guidelines and policies regarding computer use [\[HL\]](#) can lead to disciplinary action, which includes warnings, loss of access privileges, suspension, or legal prosecution.

B. RESPONSIBLE USE OF TELECOMMUNICATIONS EQUIPMENT

1. Every employee is encouraged to use university equipment for business purposes only, related to their position and responsibilities. Personal phone calls during working hours are discouraged, as well as internet surfing and emailing of personal communications. All long-distance personal calls should be reimbursed to the university at the Telecommunications Office. If an employee is found to be using university technology or equipment in an excessive way for personal things, disciplinary action may follow.
2. All employees are expected to become familiar with the "Responsible Use of Information Technology" document, which is found on the Computer Services website.

C. E-MAIL

1. E-mail and messaging accounts are provided for all employees. Computer services manages these systems. The university reserves the right to monitor all Dordt University email and messaging accounts.

D. CATEGORIES OF SUPPORTED HARDWARE AND SOFTWARE

1. In conjunction with the Department level IT billing program, Computer Services will maintain a supported hardware and software list. Supported items are hardware and software that Computer Services purchases and recommends for use on campus. Computer Services will provide maintenance and support for all supported

items. Unsupported items are hardware and software that is no longer supported by the manufacturer or by Computer Services. Certain computer hardware and software are known to cause communication, security, compatibility, or other problems. Computer Services may request that such hardware or software not be used.

7.9 FISCAL MATTERS

7.9.1 THE BUDGET

7.9.1.1 ANNUAL BUDGET DEVELOPMENT

A. Introduction

The annual budget is under development from September to April, under the direction of the president and the supervision of the vice president for finance and risk management. All entities of the university have input into the process.

The process, beginning in September, projects income and expenses for the next academic year. For example, discussions about salary anticipates implementation thirteen months later, and departmental budget requests are made almost a year before they can be spent. Although projecting incomes and expenses at such a temporal distance is imprecise, the budget process needs that kind of lead time. The process makes some allowance for adjustments, based on the fiscal experience of the intervening fiscal year and anticipated enrollments in the fall of each new fiscal year.

The Board of Trustees is the ultimate body to set budgets, which may be adjusted as late as October of each fiscal year. The fiscal year of Dordt University begins July 1 and ends June 30.

B. Calendar

August	The administrative cabinet reviews enrollment projections.
September/ October	The Finance Committee considers tuition and fee rates for the projected fiscal year and recommends approval by the Board of Trustees.
October	The Board of Trustees considers tuition and fee rates for the projected fiscal year.
November	The vice president for finance and risk management distributes to department, division and graduate program chairs departmental budget request forms for the projected fiscal year.
November/ December	Department, division and graduate program chairs submit budget requests to their Cabinet officers. The vice president for finance and risk management meets with approximately 1/3 of the department, division and graduate program chairs, along with their Cabinet officer, to do a deep dive review of their individual budgets.
January/ February	The administrative cabinet prioritizes projected staffing and facility needs and potential revenue streams. The compensation advisory committee begins discussion of projected salary guidelines and benefits. The administrative cabinet review and prioritize budget requests received from department, division, and graduate program chairs.
March	The president receives all projected budget requests from cabinet members.
March/April	The Finance Committee considers staffing and salary projections for the projected fiscal year, along with the projected budget, and recommends approval by the Board of Trustees.
April	The Board of Trustees considers staffing and salary projections for the projected fiscal year. A projected budget is tentatively approved by the Board of Trustees.
July 1	The projected budget now becomes the tentative current budget.
August	The executive committee considers/approves revisions of the current budget.
September	In view of actual enrollments, the executive committee, if necessary, makes adjustments in the current budget.
October	The Board of Trustees approves revisions in the budget and gives final approval of the current budget.

7.9.1.2 DEPARTMENTAL AND PROGRAM BUDGET POLICIES

Academic deans shall review each line item and provide written rationale for increases, and if possible, to show how the increase will be offset by reductions in other line items. Academic deans shall submit their budget requests electronically and in keeping with the calendar deadlines.

- A. Workstudy: Departments and graduate programs are reminded that student pay is a form of financial aid and that student jobs must be meaningful and productive. Faculty members and staff are responsible to teach good work habits to the students in their employ. The pay rate is set and announced annually during the budget- building process.
- B. Mileage Rate: The business office publishes annually the mileage rates for a variety of vehicles [\[HL\]](#).
- C. Group Excursions and Conferences: The primary goal of departmental travel budgets must be instructional. Travel funds must be used to develop and implement educational strategies that put students in contact with professionals, environments, and cultural events not available in Sioux Center. Departmental travel budgets may be used for travel expenses in the following categories:
 - 1. Required or university-sponsored field trips, competitions, and conferences. Funding will cover transportation by the most economical common carrier available, as follows:
 - a. One-day trip: transportation only
 - b. Two-day trip: transportation and \$20.00 for food
 - c. Three-day trip: transportation and \$30.00 for food
 - 2. Practica and internships: Funding will cover transportation for the following:
 - a. Full- and part-time faculty members: setting up and supervising practica and internships
 - b. Designated adjunct faculty: supervising practica and internships
 - c. Purchasing: Funding will cover travel expenses for full-time or proportional faculty members who are responsible for purchasing previously-approved major equipment.
- D. Equipment
 - 1. Minor equipment, where the cost of an individual item is \$0 to \$999, should be submitted as part of departmental budgets.
 - 2. Major equipment, where the cost of an individual item is \$1000 or more, should be submitted on a separate schedule. The major equipment budget is for equipment only and cannot be used to supplement other items in a departmental budget.
 - 3. Because not all items of major equipment in a budget request may be able to be funded, equipment items should be prioritized as follows to expedite deletions if necessary:
 - a. Equipment needed for teaching an approved new course or to replace equipment that is beyond repair at a reasonable price
 - b. Equipment needed to replace equipment that is obsolete
 - c. Equipment that is desirable for an improved teaching facility.
- E. Computer Software: Before a department makes a budget request for software, the department chair shall consult with the director of computer services. Computer services shall determine:
 - 1. The quality and reputation of the software. Will it do what it claims it can do?
 - 2. The compatibility of the software with the hardware intended to drive it. Would computer services classify the software as supported, approved, or unsupported?
 - 3. The appropriate users of the software. Should the software be considered for broader use than for a specific class or instructor?
 - 4. If computer services can support or approves the software and determines that its application is limited to a department or instructor, the department may request funding for the software through the regular budgeting process. The budget request shall provide a rationale for the purchase, and the department shall be responsible for licensing.
 - 5. If computer services can support or approves the software and determines that it has a wider application than a department or instructor, computer services may decide to purchase the software through its own budgeting process.
- F. Departmental and Graduate Program Memberships
 - 1. Department and graduate program budgets may include membership fees required for departmental or programmatic accreditation or certification.
 - 2. Department and graduate program budgets may include membership fees if such membership is necessary for a department or graduate program to stay abreast of

- current standards and regulations.
- 3. Memberships for personal and professional development are considered the responsibility of each faculty member. Annual faculty development funds (see FH 4.10.2) are available for this.
- G. Departmental and Graduate Program Professional Services
 - 1. “Professional services” are defined as services provided by an individual or company with a measure of expertise, and who (or which) is not an employee of the university. The use of such services can be classified as follows:
 - a. Those services that are beneficial for specialized instruction or assessment (testing data)
 - b. Those services required for teaching and/or supervision of Dordt students in off-campus educational programs and activities
 - 2. Requests for consulting services and program accreditation fees shall be processed through the academic dean.
 - 3. The following guidelines and procedures shall be used when considering pay for professional services:
 - a. The respective academic dean in consultation with the vice president for academic affairs shall determine whether the services of an outside professional are necessary.
 - b. Supervisors of students on off-campus programs shall be paid if it is determined that the training is for the benefit of the student only and not of equal benefit to the school, agency, or business at which the student is working.

7.9.2 TRAVEL ARRANGEMENTS

- 7.9.2.1 Land Travel: Dordt University provides a limited number of cars and vans that may be signed out for university use. A department will be charged mileage when an employee uses a personal car for university business. A charge will also be made for the use of a university vehicle.
- 7.9.2.2 Air Travel: It is preferred that all university related travel plans be made through the Travel Advantage in Sioux Center. The following policies apply:
 - 1. If the employee is a member of a “bonus club” of one of the airlines, the employee shall be entitled to receive bonus points.
 - 2. The employee shall promptly and correctly process the invoice so as to be charged to the appropriate account.
 - 3. The university shall make a monthly payment to the Travel Advantage through a central billing system for tickets purchased through Travel Advantage. Employees will receive direct reimbursement for airline tickets purchased by other means.

7.9.3 REDUCTION IN FORCE

In case of financial exigency, the Board of Trustees shall have the authority to terminate faculty or staff on annual contracts, interrupt and terminate two-year or extended term contracts, or otherwise effect a reduction in force.

7.9.3.1 CRITERIA

Procedures for reduction in force shall be mandated by the Board of Trustees when the anticipated revenues will be 5 percent less than anticipated expenditures.

7.9.3.2 PROCEDURES—DECISION TO REDUCE

- A. The Board of Trustees shall each year at its spring meeting evaluate its financial prospect for the next fiscal year to project whether or not the budget can be balanced to within a five percent difference between anticipated revenues and expenditures.
 - 1. If the prospect is positive, or if the prospect is negative but within the five-percent range, no procedures for reduction in force shall be mandated.
 - 2. If the prospect is negative and greater than the five-percent range, the Board of Trustees shall mandate the president, with the administrative cabinet, to initiate a study of the unfavorable situation. The purpose of the study shall be
 - a. to determine if it is still possible to reduce expenditures so as not to reduce full-time or proportional faculty and staff, or if not,
 - b. to prepare as a recommendation to the Board of Trustees at its fall meeting a plan with procedures for reduction in force.
- B. If the Board of Trustees adopts the plan and procedures for reduction in force, the president, with the administrative cabinet, shall finalize the plan by November 30 and give written notice to those affected

by the planned reduction in force. Reductions in force shall begin no sooner than the beginning of the next fiscal year (July) and may be carried out over three fiscal years.

7.9.3.3 PROCEDURES—IMPLEMENTATION OF DECISION

- A. The president and the administrative cabinet shall consider various options for reduction in force, including but not limited to:
 - 1. Not to replace retiring or resigning faculty members and staff
 - 2. Terminate contracts of faculty and staff
 - 3. Terminate staff or faculty positions
 - 4. Roll down selected two-year contracts
 - 5. Interrupt and terminate two-year and extended term contracts
 - 6. Terminate programs/departments
 - 7. Consider voluntary retirements and relocations
- B. The Board of Trustees reserves the right to modify or nullify the plan and to terminate the procedures at any time.

7.9.3.4 COMMUNICATIONS AND NOTICE

- A. The president shall inform the faculty and staff of the decision by the Board of Trustees to study the unfavorable financial situation and the implications of such a study.
- B. The president shall apprise faculty and staff in the fall of the scope of the work of his or her office and the administrative cabinet.
- C. The president shall give written notice by November 30 to those whose multi-year contracts will be terminated or not renewed for the next fiscal year, and to those whose positions will be terminated. Others whose contracts may be affected in subsequent years shall be given notice in subsequent Novembers.
- D. The president shall communicate the decision of the Board of Trustees to the faculty assembly and to the university staff before the beginning of the spring semester. The president's communications shall focus on plans and procedures to be implemented in the current academic year.
- E. The Board of Trustees may modify or truncate the plan and procedures at any time. If such action is taken, notice of lay-off shall be directed by decision by the Board of Trustees and shall provide at least 90 days of salary and benefits from the date of notice.

7.9.4 GIFTS AND GRATUITIES

Employees are asked to use caution in regard to accepting gifts from vendors, students, or parents. Gifts of any real monetary value from individuals or organizations may not be accepted. Token gifts may be accepted in the spirit in which they are given. Employees should not accept any gift of such significance that it could create the perception or reality of a conflict of interest. Address all questions about any gifts you may receive to the executive director of human resources or the vice president for finance and risk management.

7.9.5 SOLICITATION AND RECEIPT OF DESIGNATED GIFTS

In an effort to provide uniform, consistent and equitable treatment to all departments regarding the solicitation and receipt of designated gifts, the following policy is in force:

- A. It is expected that faculty and other staff members will not initiate contacts with prospective donors to solicit or suggest gifts for a particular project, item, or department unless given prior authorization by the vice president for university advancement.
- B. If an unsolicited gift is tendered by a donor, the employee shall contact the vice president for advancement immediately so that the value and intent of the gift may be evaluated and the donor apprised of university protocol and tax implications.
- C. Unsolicited gifts of items received by the university and designated for a department, general activity, or program. The vice president for university advancement shall notify the administrator responsible for the department or area of the university designated to receive the gift, and that administrator will consult with department/area staff members to consider how the gift could be used. The administrator shall decide whether to accept the donated items(s): if accepted, the gift items shall be used by the designated recipient group of department as specified by the donor.

1. Unsolicited cash gifts received by the university and designated for a particular use, such as the purchase of a specified piece of equipment, are subject to the following guidelines:
 2. Gifts of \$100 or more. The vice president for university advancement will notify the administrator responsible for the department or area of the university designated to receive the gift; the administrator will consult with staff members involved in deciding how to use the gift. If possible, the gift shall be used as designated by the donor. If impossible to use as designated, or if the gift amount is inadequate for the intended purpose, the vice president for university advancement shall be notified and will contact the donor to work out various alternatives.
 3. Gifts of less than \$100. The donor is to be contacted by the vice president for university advancement and encouraged to allow the gift to be used for the general benefit of the university.
- D. All gifts of cash or securities received directly from a donor by a department or administrative unit of the university must be submitted to the office of university advancement for gift accounting and acknowledgment.
- E. All gifts of property or service to the university must be reported to the office of university advancement for gift accounting and acknowledgment.

7.9.6 PURCHASING

Employees are not permitted to make purchases on behalf of the university without prior approval by the department supervisor.

7.10 WORKING OUTSIDE OF THE UNIVERSITY

A full-time faculty member's primary employment responsibility is to provide high quality service to the university. The acceptance of any outside pursuit or employment that may hinder the fulfillment of this responsibility must be avoided. If a person is in doubt concerning the wisdom of engaging in an outside activity, the matter shall be discussed with the division dean. Regularly occurring outside employment shall be communicated in writing to and reviewed annually by the division dean.

7.11 COPYRIGHT COMPLIANCE POLICY

A. STATEMENT OF VALUES

We at Dordt University recognize and respect intellectual property rights and are committed to fulfilling our moral and legal obligations with respect to our use of copyright-protected works.

B. STATEMENT OF INSTITUTIONAL OBLIGATIONS REGARDING COPYRIGHT

As a matter of moral integrity and adherence to copyright law, Dordt University sets forth these policies for all employees and students:

1. No employee or student of Dordt University may reproduce any copyrighted work in print, video, or digital form in violation of the law. Works are considered protected even if they are not registered with the U.S. Copyright Office or any registering agency outside the U.S. and even if they do not carry the copyright symbol (©). In general, the laws that apply to printed materials also apply to visual and digital formats. Copyrighted works include, but are not limited to:
 - articles from print publications,
 - articles in online publications,
 - books,
 - online videos, movies, TV, and radio programs,
 - recorded music performances,
 - images,
 - training materials, manuals and documentation,
 - software programs,
 - databases,
 - websites and blogs
 - streaming media,
 - music downloads,
 - mobile apps,
 - CDs and DVDs

2. Dordt University designates the Director of Library Services as the copyright officer to administer our copyright policy. The Director of Library Services can help to determine whether a work is covered by fair use, the TEACH Act, or existing licenses and can provide advice on how to handle any special copyright issues.
3. To obtain permission to reproduce copyrighted works outside of Dordt University and/or to use such works in ways that are not covered by fair use, the TEACH Act, or existing license agreements, employees should request permissions by contacting the copyright holder. Direct questions about specific procedures to the Director of Library Services.

C. INSTRUCTIONS FOR HANDLING COPYRIGHT INFRINGEMENT

Dordt University expects its employees and students to be responsible consumers of copyrighted materials. We also encourage employees and students to educate their peers on copyright compliance.

If any employee or student witnesses a potential copyright infringement, please bring the matter to the attention of the individual as well as to our Director of Library Services. Employees or students who illegally duplicate copyrighted works may be subject to disciplinary action.

7.12 EMERGENCY CLOSING

Emergency closing of the university shall be ordered by the president, emailed to all employees, and posted to the university website.

7.13 PARKING PERMITS

All employees must register their motorized vehicle(s) with the student services office. Registration permits are to be displayed in accordance with instructions received at the time of registration. There is no charge for registration or for parking on campus. Employees are subject to fines for campus parking violations. Fines are payable in the student services' office within one week after they are issued.

7.14 WORKPLACE COURTESY

- A. Do not burn candles or cook any type of food in the office area without prior permission from one's supervisor. Use of a microwave oven is permissible.
- B. During work hours children are only allowed in the office areas for a brief visit.
- C. If using perfume, cologne, or scented lotions, please wear in moderation and make sure that it does not cause a reaction or discomfort to fellow colleagues.
- D. Personal dress and appearance are important for co-workers, students, and visitors on campus. Business casual is a good standard to use. When questions arise, contact one's immediate supervisor or the executive director of human resources & organizational development.
- E. Pets, other than the approved services animals, are not appropriate in the work place.
- F. Treat campus visitors, faculty, staff, and students with courtesy and respect and be as helpful as possible.

7.15 CONFIDENTIAL INFORMATION

All Dordt employees shall protect confidential information regarding Dordt University, students, faculty, and staff. Confidential information should be shared within the university only on a need-to-know basis and is not to be shared outside the university. This prohibition is not intended to, and does not, in any manner, prohibit employees from discussing among themselves or others wages, benefits, and other terms and conditions of employment or workplace matters of mutual concern that are protected by Section 7 of the National Labor Relations Act.

7.16 SUGGESTIONS

Any employee who has constructive suggestions or criticism that will improve the operation of the university should talk with his or her supervisor or the executive director of human resources & organizational development. It is everyone's responsibility to make the university a better place to work. Suggestions concerning safety are always welcome and should be addressed to the vice president for finance and risk management or the human resource office.

7.17 CONFLICT OF INTEREST

A conflict of interest exists when an employee has an outside interest that has the potential of being at variance with the best interests of the university. When an employee's outside interests, whether real or perceived, could conflict with his or her dedication to the best interest of Dordt University, a conflict of interest arises. The test of a conflict of interest is not just whether the employee is actually influenced by an outside interest, but whether circumstances lend themselves to such a possibility.

Conflicts of interest must be avoided; should one arise, the employee must notify his or her supervisor or the executive director of human resources & organizational development. The complete policy can be reviewed on the internal employee site (u.dordt.edu) under "Employee Toolkit/Policies and Guidelines".

CHAPTER EIGHT: UNIVERSITY ADVANCEMENT

8.0 OVERSIGHT OF THIS CHAPTER

Oversight of the policies in the office of university advancement that are outlined in this chapter and the decision to make changes to the same falls primarily to the vice president for university advancement. To the extent the university community will be affected by these changes those affected shall receive adequate background information as early as possible pertaining to the change under consideration and shall be kept informed of any developments as the process moves toward a conclusion. They shall also be provided ample time and opportunity and suitable channels for providing a timely response to any information they receive.

8.1 VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT

The vice president for university advancement is the chief development officer and is responsible to the president. Duties include planning, organizing, implementing, and giving leadership to the overall institutional advancement program of the university, which includes fund raising, church relations, grant writing, community relations, and general public relations.

8.2 UNIVERSITY ADVANCEMENT STAFF

(Responsible to the vice president for university advancement unless otherwise noted)

8.2.1 ASSOCIATE DIRECTOR OF ALUMNI AND PARENT RELATIONS

The associate director of alumni and parent relations is responsible for the development and implementation of a comprehensive program of activities and services for alumni and for planning and organizing institutional parent relations programs.

8.2.2 DIRECTOR OF DEVELOPMENT

The director of development creates and oversees the implementation of a strategic approach to fundraising including major gifts, corporate donations, annual fund, and in-kind resources. The director also manages a portfolio of leadership and major donors for ongoing cultivation, solicitation, and stewardship.

8.2.3 DIRECTOR OF MARKETING AND COMMUNICATION

The director of marketing and communication is responsible for media relations, various promotional publications, advertising, and government relations.

8.2.4 KDCR STATION MANAGER

The KDCR station manager is responsible for providing leadership for media operations, including strategic planning, content oversight, operational leadership, financial performance, and educational partnerships to support the university mission.

CHAPTER NINE: UNIVERSITY STANDING COMMITTEES

9.0 OVERSIGHT OF THIS CHAPTER

Oversight of the policies regarding the standing committees that are outlined in this chapter and the decision to make changes to the same falls primarily to the office holder to whom the committee reports, upon review or recommendation of said committee. To the extent the university community will be affected by these changes those affected shall receive adequate background information as early as possible pertaining to the change under consideration and shall be kept informed of any developments as the process moves toward a conclusion. They shall also be provided ample time and opportunity and suitable channels for providing a timely response to any information they receive.

9.1 COMMITTEES REPORTING DIRECTLY TO THE PRESIDENT OF THE UNIVERSITY

9.1.1 THE ADMINISTRATIVE CABINET (STAFF MEETING)

A. Membership (all members are *ex officio*)

1. President—chair
2. Vice president for academic affairs
3. Vice president for university operations
3. Vice president for finance and risk management
4. Vice president for advancement
5. Vice President for student services and dean of students
6. Vice president for enrollment and marketing
7. Chief of staff & dean of chapel

B. Duties/mandate

1. Serve as a consensus-building group whereby the understanding, input, and support of the chief administrators can be used to develop direction-setting policy statements that the president may use in dealing with administrative units
2. Serve as an advisory group for each administrator to share information, goals, and needs, and to seek advice on matters of concern
3. Serve as a setting for administrators to address, clarify, or resolve any issues of misunderstanding or conflict within and between their respective areas of responsibility
4. Develop institutional policies that cross administrative areas and develop process protocols as guidelines for the administration of such policies in the following areas:
 - a. Administrative structure
 - b. Administrative staff development programs
 - c. Administrative staff recruitment
 - d. Administrative staff contracts and retirement
5. Provide a hub for information flow from the campus to the Board of Trustees (and vice versa) to develop strategic goals and objectives for the near-term
 - a. Maintain an on-going two-way conversation with the Board of Trustees to identify priorities, opportunities, and threats for the university and plan appropriate responses
 - b. Gather and process reports from the administrative offices whereby goals for the previous year are evaluated and goals for the coming year are stated
 - c. Prepare the budget for the coming year including suggested funding priorities
 - d. Continually review and develop campus infrastructure and building plans
6. Participate in institutional staffing and interview processes as listed in recruiting policy protocols
7. Process faculty and staff requests and proposals that are not readily identified as the responsibility of a specified area, committee, or administrative unit
8. Evaluate administrative staff development proposals and allocate administrative staff development resources

9. Ensure that changes in policy, procedure, program, or strategic planning in one area of the university are clearly communicated to those in other areas of the university while ensuring that those directly affected by such changes have been consulted during the decision-making process

May 1 and August 1	Cabinet members invite the submission of proposed changes to the Faculty Handbook and the Staff Handbook.
October 31	Deadline for submitting proposed changes—all of which shall be shared with the faculty officers.
January 15	Deadline for appropriate bodies (those affected by the proposed changes) to have processed the proposals
When absolutely necessary. . .	this schedule may be shortened, but shall always include the two aforementioned steps.
April	Submission to the Board of Trustees for approval, rejection, or revision

Adopted revisions shall be effective August 1, or on a date set by the Board of Trustees.

10. The secretary of the administrative cabinet is responsible for ensuring that duly processed changes in policy and procedure are incorporated in the Faculty and Staff Handbooks. Doing so does not by itself meet the aforementioned expectation of “clearly communicating these changes to those in other areas of the university.”

C. Responsible to the president

9.1.2 COMPENSATION ADVISORY COMMITTEE

A. Membership

1. Vice president for finance and risk management—chair
2. Vice president for academic affairs
3. Three faculty members—elected from the six divisions, ordinarily with one representative from fine arts and communication/humanities divisions, one from business administration and public service/education and human sciences divisions, and one from mathematics and physical sciences/natural sciences divisions.
4. A member of the academic senate—appointed by the senate
5. Executive director of human resources & organizational development
6. Two staff members appointed by the president

B. Duties/mandate

1. Recommend long-range goals for employee salaries and benefits
2. Review salary/benefits/compensation comparisons with other universities
3. Review employee salary rates and schedules
4. Recommend salary schedule and benefits adjustments

C. Responsible to the president

9.2 COMMITTEES REPORTING TO THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

9.2.1 CORE PROGRAM COMMITTEE

A. Membership

1. Vice president for academic affairs or designee (*ex officio*)
2. Faculty member and/or academic administrator appointed by the vice president for academic affairs to serve as director/chair
3. Registrar
4. Two faculty members appointed by the vice president for academic affairs
5. Three faculty members who regularly teach in the core program—elected from the six divisions, ordinarily with one representative from fine arts and communication/humanities divisions, one from business administration and public service/education and human sciences divisions, and one from mathematics and physical sciences/natural sciences divisions
6. One member of student services staff
7. Two students—one student government member

- B. Duties/mandate
 1. Maintain a framework for the core program
 2. Supervise the core program
 - a. Evaluate and assess courses and the overall program
 - b. Oversee the revision of courses and the program
 - c. Propose to the curriculum and academic policies committee revisions to the core program and the deletion or addition of courses
 - d. Review and approve an annual budget
 3. Advise the director
 4. In conjunction with division deans, help recruit, select, and assign faculty to teach core courses
 5. Act as an advocate in developing and promoting the core program across the campus
 - C. Responsible to the vice president for academic affairs
- 9.2.2 CURRICULUM AND ACADEMIC POLICIES COMMITTEE
- A. Membership
 1. Dean for curriculum and instruction to serve as chair
 2. Vice president for academic affairs (*ex officio*)
 3. Registrar
 4. Director of library services or reference librarian (*ex officio*, non-voting)
 5. Four faculty members—three elected from the six divisions, ordinarily with one representative from fine arts and communication/humanities divisions, one from business administration and public service/education and human sciences divisions, and one from mathematics and physical sciences/natural sciences divisions; the fourth to be appointed by the vice president for academic affairs
 6. Two students
 - B. Duties/mandate: Establish and administer policies in concert with *The Educational Framework of Dordt University* for the following:
 1. Oversee and develop overall educational goals and objectives and degree requirements
 2. Oversee and approve the overall curriculum: requirements for curricular programs, core program, majors, minors, fields of specialization, areas of specialization, and courses
 3. Process and approve program reviews and curricular proposals [\[HL\]](#)
 4. Develop, approve, and review appropriate academic policies
 5. Make final decisions on all student appeals in the areas of academic standing, graduate requirements, and instruction and grading
 6. Monitor student progress toward degree requirements
 - C. Responsible to the provost
- 9.2.3 ENGLISH FOR ACADEMIC PURPOSE COMMITTEE
- A. Membership
 1. Faculty member and/or academic administrator appointed by the vice president for academic affairs to serve as chair
 2. Ordinarily, at least one member of the foreign language department
 3. Two faculty members appointed by the vice president for academic affairs
 4. One staff member from the Academic Enrichment Center who holds a master's degree, to be appointed by the vice president for academic affairs in consultation with the vice president for student services
 - B. Duties/mandate
 1. Review academic files of non-native English speaking student applicants who have not graduated from accredited English-as-primary-language-of-instruction high schools
 2. Conduct entrance interviews, virtually or in-person, when necessary, to determine English for Academic Purposes (EAP) course placement
 3. Recommend students to be placed in EAP courses, and which courses the student should take, to the Director for Global Education
- 9.2.4 FACULTY STATUS COMMITTEE
- A. Membership

1. The committee shall consist of a minimum of six eligible faculty members with at least one representative elected from each division. Committee members must be on extended-term contracts. In years of higher candidate numbers, at-large representatives may be elected to achieve a ratio of approximately three FSC members to one applicant. No one division may have 40% or more of the membership. The committee shall elect its chair and may elect a vice-chair
 2. Vice president for academic affairs (*ex officio*)
 - B. Duties/mandate: Participate in the contract renewal/appeal process as defined in FH 4.4
 - C. Responsible to the vice president for academic affairs
- 9.2.5 GRADUATE STUDIES COMMITTEE
- A. Membership
 1. Up to a maximum of six current directors of master level programs (*ex officio*)
 2. One member appointed by the vice president for academic affairs to serve as chair
 3. One faculty member from each division (with selection based on current or future interest in graduate programming) appointed by the vice president for academic affairs
 4. Registrar
 - B. Duties/mandate: In appropriate consultation with the respective departments proposing programs
 1. Establish and review policies and criteria for programs, admission, retention, candidacy, and graduation
 2. Review and approve new program initiatives and changes in the program tracks
 - C. Responsible to the vice president for academic affairs
- 9.2.6 ASSESSMENT AND PROGRAM REVIEW COMMITTEE
- A. Membership (vice president for academic affairs appoints the chair)
 1. Director of assessment
 2. Faculty members appointed by the vice president for academic affairs: one from each academic division, one from a graduate program, and two at-large
 3. One professional staff member from student services
 4. Registrar/director of institutional research
 5. Two students--one student government member
 - B. Duties/mandate
 1. Regularly review the student learning assessment process of curricular and cocurricular programs, to ensure alignment with the parameters of curricular organization and curricular goals as articulated in *The Educational Framework of Dordt University*.
 2. Coordinate, monitor, evaluate, and guide student learning assessment processes and schedules.
 3. Provide consultation to departments and programs on assessment tools and procedures, interpretation of results, and implications for curricular or program revision.
 4. Educate the campus regarding student learning assessment, and create structures and processes to foster assessment and appropriate feedback loops.
 5. Make recommendations regarding program resources with regard to demonstrated effectiveness and compliance with assessment procedures.
 - C. Responsible to the vice president for academic affairs
- 9.2.7 GRADUATE ADMISSIONS AND STUDENT LIFE COMMITTEE
- A. Membership
 1. Dean of students or his/her designee from Student Development (*ex officio*)
 2. Dean for Online, Graduate, & Partner Programs (non-voting)
 3. One staff member involved in graduate student advising or enrollment
 4. Three faculty members (ordinarily representing different graduate programs) appointed by the vice president for academic affairs
 - B. Duties/mandate
 1. Provide input to the Student Life Committee and Vice President for Academic Affairs on the Student Handbook and other policies and procedures affecting graduate student admissions, academic integrity, adequate progress, and lifestyle expectations.
 2. Identify the student policies as articulated in the Student Handbook [HL] that should be highlighted in

- graduate program marketing and procedures.
 - 3. Review and approve recommendations for conditional admission
 - 4. Adjudicate major or repeat violations of policies and administer cases of dismissal for behavior reasons (only this committee can dismiss graduate students for behavior reasons)
 - 5. Establish, review, and provide exemptions to academic or behavior policies
 - 6. Promote and support activities related to prevention of harassment, fraud, or other violations of the Student Handbook policies in graduate courses and processes
 - C. Responsible to the vice president for academic affairs
- 9.3 COMMITTEES REPORTING TO THE VICE PRESIDENT FOR UNIVERSITY OPERATIONS**
- 9.3.1 ENVIRONMENT AND SUSTAINABILITY COMMITTEE
- A. Membership
 - 1. finance and risk management (*ex officio*)
 - 2. One member of the administration staff (chair)
 - 3. One faculty member at-large
 - 4. One faculty member from the environmental studies department
 - 5. Executive director of human resources & organizational development
 - 6. One student services staff member
 - 7. Director of facilities and services
 - 8. No more than three students appointed by student government

Duties/mandate: Address any environmental items that affect or potentially affect the health and safety of students, staff, and visitors on campus. Work intentionally to decrease the campus environmental impact by seeking creative solutions to reduce waste and partner with the student body, campus employees, and community leaders on potential initiatives.
 - B. Responsible to the vice president for university operations
- 9.4 COMMITTEE REPORTING TO THE VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT**
- 9.4.1 ART COMMITTEE
- A. Membership
 - 1. Vice president for university advancement (*ex officio*)
 - 2. Vice President for finance and risk management
 - 3. One staff member
 - 4. Art gallery assistant
 - 5. Two faculty members—at least one from the art department (one to serve as chair)
 - 6. Two students—one student government member
 - B. Duties/mandate
 - 1. Designate and supervise areas on campus reserved for displays of art
 - 2. Commission and purchase works of art on behalf of the university
 - 3. Maintain an inventory (location and description) of permanent art collection of the university
 - 4. Articulate, advise, and advocate for aesthetic principles on campus
 - C. Responsible to the vice president for university advancement
- 9.5 COMMITTEES REPORTING TO OTHERS**
- 9.5.1 ATHLETICS COMMITTEE
- A. Membership
 - 1. Director of athletics (*ex officio*)
 - 2. At least one member of the health and human performance department
 - 3. Three faculty members (from the six divisions, ordinarily with one representative from fine arts and communication/humanities divisions, one from business administration and public service/education and human sciences divisions, and one from mathematics and physical sciences/natural sciences divisions, one to serve as chair) appointed by the vice president for academic affairs in consultation with the director of athletics
 - 4. Two students -one student government member

- B. Duties/mandate
 1. Develop and promote a vision and goals for athletics programs at Dordt
 2. Establish, monitor, and regularly review policies regarding intercollegiate and intramural athletics, scheduling of athletic events, membership in athletic conferences and NAIA, eligibility requirements, and athletic awards. Proposed policies that have broader-than-departmental ramifications shall be brought to the appropriate committee for action.
 3. Advise the director of athletics regarding evaluating the impact of athletics on players and their development
 4. Advise the director of athletics regarding evaluation of coaches
 5. Advise the director of athletics regarding scholarships and funding for athletics programs
- C. Responsible to the director of athletics

9.5.2 STUDENT LIFE COMMITTEE

- A. Membership
 1. Vice president for student success - dean of students (*ex officio*)
 2. Director of residence life
 3. Director of athletics
 4. Three faculty members (ordinarily one representative from fine arts and communication/humanities divisions, one from business administration and public service/education and human sciences divisions, and one from mathematics and physical sciences/natural sciences divisions), appointed by the vice president for academic affairs in consultation with the vice president for student success
 5. Three students (one sophomore, one junior, and one senior; at least one student government member)
- B. Duties/mandate
 1. Establish and review student life policies as articulated in the *Student Handbook* [\[HL\]](#)
 2. Adjudicate major or repeat violations of policies and administer cases of dismissal for behavior reasons (only this committee can dismiss students for behavior reasons)
 3. Establish, review, and provide exemptions to policies related to student housing and foodservice, student health, student behavior, and the general welfare of students at Dordt University
 4. Promote and support activities related to drug and alcohol abuse prevention
- C. Responsible to the vice president for student success

REPORTING DIRECTLY TO THE DIRECTOR FOR RESEARCH AND SCHOLARSHIP

9.5.3 INSTITUTIONAL REVIEW BOARD

- A. Membership:
 1. Six nonstudent members appointed by the vice president for academic affairs (including at least one nonscientist, one scientist, and one person who is not affiliated with the institution and is not a family member of someone at the institution – not entirely men or women, at least three of the six shall be faculty members, and none of whom have any conflicting interest with any project to be reviewed); a faculty member chair appointed by the vice president for academic affairs
 2. Two students (one from the social sciences and one from the life sciences)
- B. Duties/mandate
 1. Educate Dordt student and faculty researchers about established research standards and procedures for protecting human participants and animal subjects
 2. Review and approve research proposals based on established research standards and procedures, including The Public Health Service Act as amended by the Health Research Extension Act of 1985, Public Law 99-185
 3. Maintain documentation related to research proposals and approved research projects
 4. Respond to questions and grievances regarding the integrity of research conducted by Dordt students and faculty
 5. Report violations of established research standards and procedures to the vice president for academic affairs

- C. Responsible to the director for research and scholarship

9.5.4 KUYPER HONORS PROGRAM COMMITTEE

A. Membership

1. Kuyper Honors Program director(s) (ex officio), who also serves as chair
2. Four faculty appointed by the vice president for academic affairs in consultation with the program director(s). Faculty must have experience either teaching KHP courses or mentoring KHP contracts or projects. Ordinarily, no more than one faculty member from any one division will serve at the same time.
3. One academic administrator
4. One admissions counselor
5. One current Kuyper Honors student
6. One student government member

B. Duties/mandate

1. Review applications and recommend admission to the program
2. Monitor student progress in the program
3. Review and recommend changes to policies, procedures, and standards
4. Receive honors conference reports from the director(s) and recommend changes to the program
5. Promote and support the Kuyper Honors Program

- C. Responsible to the vice president for academic affairs

9.5.5 *PRO REGE* EDITORIAL BOARD

- A. Membership appointed by the vice president for academic affairs, with consideration of appropriate load credit or honorarium

1. Editor
2. Copy editor
3. Book review editor

B. Duties/mandate

1. Solicit articles and book reviews that reflect a reformational perspective
2. Prepare manuscripts and artwork for publication
3. Oversee distribution of quarterly issues
4. Manage correspondence with authors and publishers

- C. Responsible to the director for research and scholarship

9.5.6 RESEARCH AND SCHOLARSHIP COUNCIL

A. Membership

1. Director of the Kielstra Center for Research and Grants and the Director of the Andreas Center for Scholarship and Service (*ex officio*)
2. Three faculty members (ordinarily one representative from fine arts and communication/humanities divisions, one from business administration and public service/education and human sciences divisions, and one from mathematics and physical sciences/natural sciences divisions) appointed by the vice president for academic affairs. (One of these three faculty members to serve as chair.)
3. Three elected faculty members (ordinarily one representative from fine arts and communication/humanities divisions, one from business administration and public service/education and human sciences divisions, and one from mathematics and physical sciences/natural sciences divisions).
4. Ordinarily, the six total faculty members comprising the Research and Scholarship Council will represent as many of the six divisions as possible, while also having experience with as many of the four categories of Boyer's model of scholarship as possible (discovery, integration, application, and scholarship of teaching and learning).
5. Two students—one student government member
6. A librarian with faculty status

B. Duties/mandate

1. Develop and evaluate policies and activities to support and enhance research and scholarship for

- both faculty members and students
- 2. Develop and evaluate institutional goals and benchmarks for research and scholarship; act as an advocate for reaching these goals
- 3. Define and review goals and metrics to ensure the necessary faculty/administrative/financial support for a thriving program of research and scholarship
- 4. Develop facilitating structures for research and scholarship, including, but not limited to, proposal writing and identifying external funding sources
- 5. Assist the dean for research and scholarship, as appropriate, in evaluating faculty and student research proposals for internal funding (e.g., Andreas Center, faculty development, etc.)
- C. Responsible to the director for research and scholarship

REPORTING DIRECTLY TO THE DIVISION DEAN FOR THE BIOLOGY DEPARTMENT

9.5.7 PREMEDICAL ADVISORY COMMITTEE

- A. Membership
 - 1. Three or four faculty members (appointed by the vice president for academic affairs) who routinely teach courses in the pre-med program. The chair also serves as primary pre-medical student academic advisor. Another member shall be the pre-medical club sponsor.
 - 2. One professional staff member from student services
- B. Duties/mandate
 - 1. Develop and submit committee recommendations to support students' applications to medical schools
 - 2. Determine which students shall receive scholarships
 - 3. Review and update advisory material based on current medical school requirements
 - 4. Encourage and support the activities of the premedical club
 - 5. Support and review the pre-medical program by annually (a) collecting records regarding acceptance rates, MCAT scores and GPAs, and (b) advising departments regarding curricular issues pertaining to medical school preparation
- C. Responsible to the division dean for the biology department

REPORTING DIRECTLY TO THE DEPARTMENT CHAIR FOR THE EDUCATION DEPARTMENT

9.5.8 TEACHER PREPARATION COMMITTEE

- A. Membership
 - 1. Director of the teacher preparation program (*ex officio*)
 - 2. Four faculty members (at least one from the education department, and one representative from the graduate education program) appointed by the vice president for academic affairs; one to serve as chair
 - 3. Two junior elementary and secondary education majors
- B. Duties/mandate
 - 1. Review, and administer policies governing the teacher preparation program, including admission and retention criteria
 - 2. Approve applicants for admission to the teacher preparation program and for student teaching
 - 3. Monitor the status and progress of students who have been admitted conditionally to the teacher preparation program and who have been approved conditionally for student teaching
 - 4. Recommend students for Iowa certification to teach upon successful completion of the teacher preparation program

5. Respond to student appeals regarding admission and student teaching placement decisions and resolve other conflicts that arise from the implementation and interpretation of established policies
- C. Responsible to the department chair for the education department

REPORTING DIRECTLY TO THE DIVISION DEAN FOR THE SOCIAL WORK DEPARTMENT

9.5.9 SOCIAL WORK PROGRAM COMMITTEE

- A. Membership
 1. Director of the social work program (*ex officio*)
 2. All regular faculty members of the social work department
 3. Two faculty members appointed by the vice president for academic affairs (at least one from the social sciences divisions); one to serve as chair
 4. Two senior social work students
- B. Duties/mandate
 1. Develop, review, and administer policies governing the program, including admission and retention criteria, travel policies, insurance, and field placements
 2. Review accreditation standards and program compliance with those standards
 3. Review and approve new program initiatives and changes in the social work program curriculum
 4. Participate in student interviews during the application process
 5. Approve applicants for admission to the program or the professional semester
 6. Respond to student appeals regarding admission and placement decisions
- C. Responsible to the division dean for the social work department

APPENDIX A

ARTICLES OF INCORPORATION

RESTATED ARTICLES OF INCORPORATION OF DORDT UNIVERSITY, INCORPORATED

TO THE SECRETARY OF THE STATE OF IOWA

Pursuant to provisions of Section 39 of the Iowa Nonprofit Corporation Act, the undersigned corporation adopts the following Restated Articles of Incorporation:

ARTICLE I: NAME

The name of the corporation is Dordt University, Incorporated. The principal office of the corporation is located at Sioux Center, Sioux County, Iowa.

ARTICLE II: DURATION

The duration of the corporation shall be perpetual.

ARTICLE III: PURPOSE

Section 1. The purpose of this corporation shall be to establish, conduct, and maintain a school for higher education by means of general arts programs in accordance with the Word of God as interpreted by the three forms of unity of the Reformed churches, namely the Belgic Confession, Heidelberg Catechism, and Canons of Dort.

Section 2. In furtherance of this purpose the corporation has authority to purchase, hold, lease, mortgage, buy and sell real estate and personal property as may be necessary to finance and conduct the business of the corporation; solicit and acquire property by gift or device; employ teachers and administrative personnel; charge tuition and fees; and, without limiting the foregoing, do whatever is necessary, proper, and lawful to further the establishment, maintenance, and operation of this school for higher education in accordance with the purposes of this corporation.

Section 3. This corporation shall, in addition, be authorized to engage in radio and television broadcasting and to own, operate, control, manage, and conduct all activities commonly conducted by organizations engaged in radio or television broadcasting so long as the broadcasting activities are consistent with the general purpose of this corporation.

ARTICLE IV: MEMBERS

Section 1. Any adult person who is in good and regular standing in a Christian Reformed church or in any other church which may be officially designated by the Board of Trustees, in the district, the areas or boundaries of which shall be defined by the bylaws, shall be a member of the corporation.

Section 2. Members of the corporation shall be entitled to participate in the election of the Board of Trustees of the corporation but shall have no other voting rights. Voting for election for board members shall be non-cumulative.

ARTICLE V: TRUSTEES

Section 1. The Board of Trustees shall be elected by the members of the corporation and shall consist of such number of persons as the bylaws shall provide. The Board of Trustees may be divided into such classes as the bylaws provide.

Section 2. The Board of Trustees shall have all powers with respect to the corporation, its management and affairs, including the sole power to mortgage any or all of the assets of the corporation.

ARTICLE VI: MEETINGS

Meetings of the Board of Trustees, regular or special, may be held either within or without this state, and upon such notice as the bylaws may prescribe.

ARTICLE VII: AMENDMENT

These articles may be amended by a vote of a majority of the Board of Trustees at any regular meeting or any special meeting called for that purpose. Notice of such meeting shall be given by mailing the notice to the last known post office address of each board member at least ten days prior to the meeting.

ARTICLE VIII: EXEMPTION OF RELATED INDIVIDUALS FROM LIABILITY FOR THE DEBTS OF THE CORPORATION

A volunteer, board member, director, executive board member, employee or other member of the corporation shall not be personally liable on the corporation's debts nor obligations and an employee, board of director member, or other volunteer is not personally liable in that capacity, for a claim based upon an act or omission of the person performed in the discharge of the person's duties, except for a breach of the duty of loyalty to the corporation, for acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of the law, or for a transaction from which the person derives an improper personal benefit. (The code section cited is Iowa Nonprofit Corporation Act 504A.101.)

ARTICLE IX: EXEMPT ORGANIZATION

This corporation is organized exclusively for charitable, religious, educational, and scientific purposes including all purposes that allow the organization to qualify as an exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1954 or the corresponding provisions of any future United States Internal Revenue law. If dissolution of this corporation is ever necessary the Board of Trustees shall, after paying and making provision for payment of all the liabilities of the corporation, dispose of all assets of the corporation to an organization or organizations organized exclusively for charitable, educational, religious, or scientific purposes in accordance with the requirements for exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1954 or the corresponding provision of any United States Internal Revenue law. Any assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the corporation is then located as the court shall determine appropriate so long as such distribution is made exclusively to an organization or organizations that qualify as exempt organizations.

These Restated Articles of Incorporation correctly set forth the provisions of the Articles of Incorporation as heretofore and hereby amended; have been adopted as required by law; and supersede the original Articles of Incorporation and all amendments thereto. Dated: April 6, 2000.

BYLAWS

I. Society Membership

The university shall be controlled by a society made up of confessing members of the Christian Reformed Church from the following classes:

Classis Lake Superior	Classis Pacific Northwest
Classis Minnkota	Classis Northern Cascades
Classis North Central Iowa	Classis Arizona
Classis Heartland	Classis Red Mesa
Classis Central Plains	Classis Rocky Mountain
Classis Iakota	Classis Yellowstone
Classis California South	Classis Wisconsin
Classis Greater Los Angeles	The Classes of Eastern Canada
Classis Central California	The Classes of Western Canada
Classis Columbia	

II. Board of Trustees Membership

A. Board Size: The board shall consist of not less than 21 but no more than 30 members.

B. Board Composition

i. Regional Members

1. Twelve members shall be selected, one from each of the following Christian Reformed Church classes or groupings of classes:

Classis Lake Superior
Classis Minnkota
Classis North Central Iowa
Classis Heartland
Classis Central Plains
Classis Iakota
Classes California South/Greater Los Angeles
Classis Central California
Classes Columbia/Pacific Northwest/Northern Cascades
Classes Arizona/Red Mesa
Classes Rocky Mountain/Yellowstone
Classis Wisconsin

Selection of regional members from the classes specified above is overseen by the Governance Committee. Procedures for the selection of these regional members are articulated in the Board Standing Policies Manual.

2. Two Canadian members shall be appointed by the board, one from each of the following groupings of Christian Reformed Church classes:

The classes of eastern Canada
The classes of western Canada

Selection of Canadian members is overseen by the Governance Committee. Procedures for the selection of Canadian members are articulated in the Board Standing Policies Manual.

ii. At-large Members

1. Up to fourteen at-large members shall be selected by the board from among the confessing members of the Christian Reformed Church, regardless of location.
2. Up to ten board members who affirm the doctrines of the Reformed Confessions (the Heidelberg Catechism, the Belgic Confession, and the Canons of Dort), shall be selected by the board from other churches.
3. Selection of at-large members is overseen by the Governance Committee. Procedures for the appointment of at-large members are articulated in the Board Standing Policies Manual.

iii. Clergy Members

1. The board must have at least three ordained Christian Reformed Church pastors as members.
2. No more than half of the board members may be ordained clergy members.

iv. Operational Contingency

If at any point in the time the board falls below the required minimum number of board members due to death or resignation or completion of term of any member(s), the board may continue to conduct all business of the board for a period of up to 24 months at a smaller membership than noted above. During that time period, due efforts shall be made to return to the size standards set within the By-laws. In addition, if at any point in time the composition of the church or denominational membership of the board members should differ from the above noted membership criteria (i.e. an individual board member changes churches, an individual board member's church changes denominational affiliation, or if denominations themselves alter their corporate identity or alignment due to merger or discontinuation or other changes(s) in their corporate form), the board may continue to conduct all business of the board for a period of up to 24 months from the initial point of non-compliance in order to remedy that particular item of non-compliance. During that time period, the board shall work to return to compliance, either through modification of the By-laws or through other means, including adding or removing board members pursuant to the procedures provided in the By-laws.

III. Organization of the Board of Trustees

A. Terms of Office

- i. Board members shall be eligible to serve three consecutive three-year terms.
- ii. The beginning and ending of each term of office shall coincide with the opening of the fall meeting of the board.

B. Meetings of the Board

- i. The board shall meet at least two times a year. Dates and times are to be determined by the board.
- ii. The minutes of each board meeting shall be sent to all board members as soon as possible after each meeting.
- iii. A quorum, a majority of the board members as fixed by these By-laws, must be present for the transaction of business. The act of the majority of the board members present at a meeting in which a quorum is present shall be the act of the board.
- iv. Materials and recommendations for consideration by the full board or the Executive Committee must be received ahead of time, in sufficient time for board members to read and study. Without such arrival, the board will ordinarily decline to consider any administration proposal or recommendation.

C. Officers

- i. The officers of the board shall be as follows: Chair, Vice Chair, and Secretary, who will also serve as officers of the corporation.
- ii. The board shall appoint a treasurer of the corporation. If the treasurer is a board member, that person shall also be an officer of the board.
- iii. All officers shall be elected annually by the board at the spring meeting of the board. They will assume office at the following fall meeting of the board, except for the treasurer, who shall assume office at the time specified by the board in its appointment.

D. Duties and Powers

- i. The management of this corporation shall be vested in the board.
- ii. The board shall have power to purchase land, personal property and other assets, appoint faculty and staff, and do any and all acts which are necessary and incidental to the operation of the corporation. This shall include the power to mortgage, lease or pledge any and all assets of the corporation.
- iii. Types of Board Action
 1. For Information. The board does not need to act on these items but needs to receive the reports in order to fulfill its responsibilities.
 - Institutional Accreditation Process
 - Administrative reports
 - Director Level appointments
 - Financial reports
 - Initial Faculty appointments (following a successful board committee interview)
 - Report of Presidential Evaluation Process by the Executive Committee
 - Reports from board committees
 - Staff appointments
 - Temporary Faculty appointments
 2. For Approval. The board must take action before implementation is possible.
 - Appointment of Auditor
 - Auditors' Reports
 - Authorization for Real Estate Acquisition or Sale
 - Authorization for Granting of Degrees (annually)
 - Authorization for Major Building Projects
 - Budget
 - Cabinet Level Appointments
 - Changes in Faculty and Staff Handbooks
 - Changes in Articles of Incorporation and By-laws
 - Changes in Board Standing Policies Manual
 - Changes in Salary Scales and Benefit Plans

- Clergy Housing Allowance
- Commencing Litigation
- Designation of principal from Quasi-endowment
- Educational Programs
- Election of board/corporation officers
- Faculty Appointments, Retirements, Leaves of Absence, and Releases from Contract
- Fund Raising Campaign Goals and Plans
- Investment Guidelines
- Major Curricular Changes
- Policy for Designation of Gifts and Bequests
- Selection of board members
- Significant changes in Student Life Policies
- Strategic Plans
- Tuition, Housing, and Board Rates

E. Standing Committee - Members and Duties

- i. The board shall determine the number of standing committees that shall be appointed.
- ii. The board shall define the purpose and scope, membership, responsibilities and protocols of each standing committee in the Board Standing Policies Manual.
- iii. Membership of the standing committees shall be finalized at the fall meeting of the board each year.

F. Executive Committee

- i. Purpose and Scope
 1. The Executive Committee shall have the duty to make recommendations to the board and do other acts that are in the best interest of the university, including making decisions which cannot be prudently withheld until the next meeting of the board.
 2. The committee shall also oversee the Compensation Program.
- ii. Membership: The membership of the committee will normally be seven to ten voting members from the board and the president of the university (ex officio), to include:
 1. Chair of the board
 2. Vice-chair of the board
 3. Secretary of the board
 4. Chairs of the board's standing committees
 5. Up to four additional board members selected annually by the board.
- iii. Responsibilities
 1. All responsibilities assigned to the committee in the By-laws and Board Standing Policies Manual.
 2. All responsibilities of the board that cannot be prudently withheld until the next meeting of the board, except:
 - (a) Amending the Articles of Incorporation and By-laws
 - (b) Hiring the president or terminating his/her employment
 - (c) Commencing litigation
 - (d) Altering board-approved budgets
 - (e) Dissolving the corporation
 - (f) Approving the annual strategic plan, operational goals and initiatives
 3. The chair and vice-chair of the board shall not normally serve as chair of any of the standing committees. The secretary is eligible to serve as chair of a committee.
- iv. Committee Operating and Communication Protocols
 1. The committee shall meet at least three times per year
 2. A quorum, defined as a majority of the number of board members appointed to the committee as fixed by the By-laws, must be present for the transaction of business.
 3. The committee shall keep regular minutes of meetings that must be approved at meetings of the board

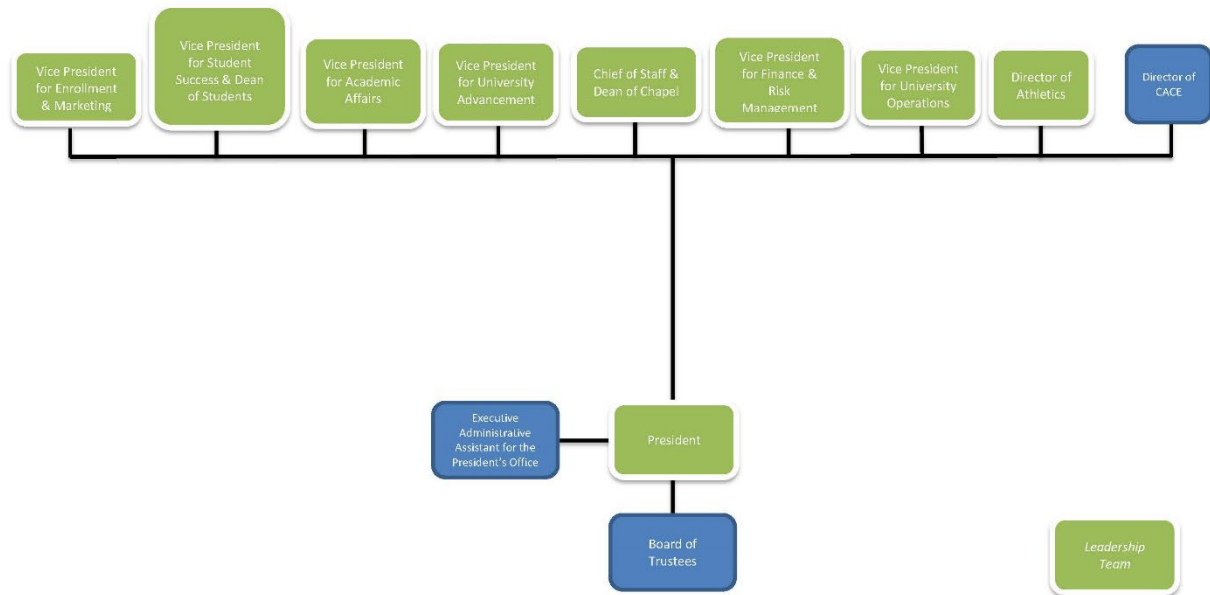
IV. Amendment to the Articles of Incorporation or By-laws

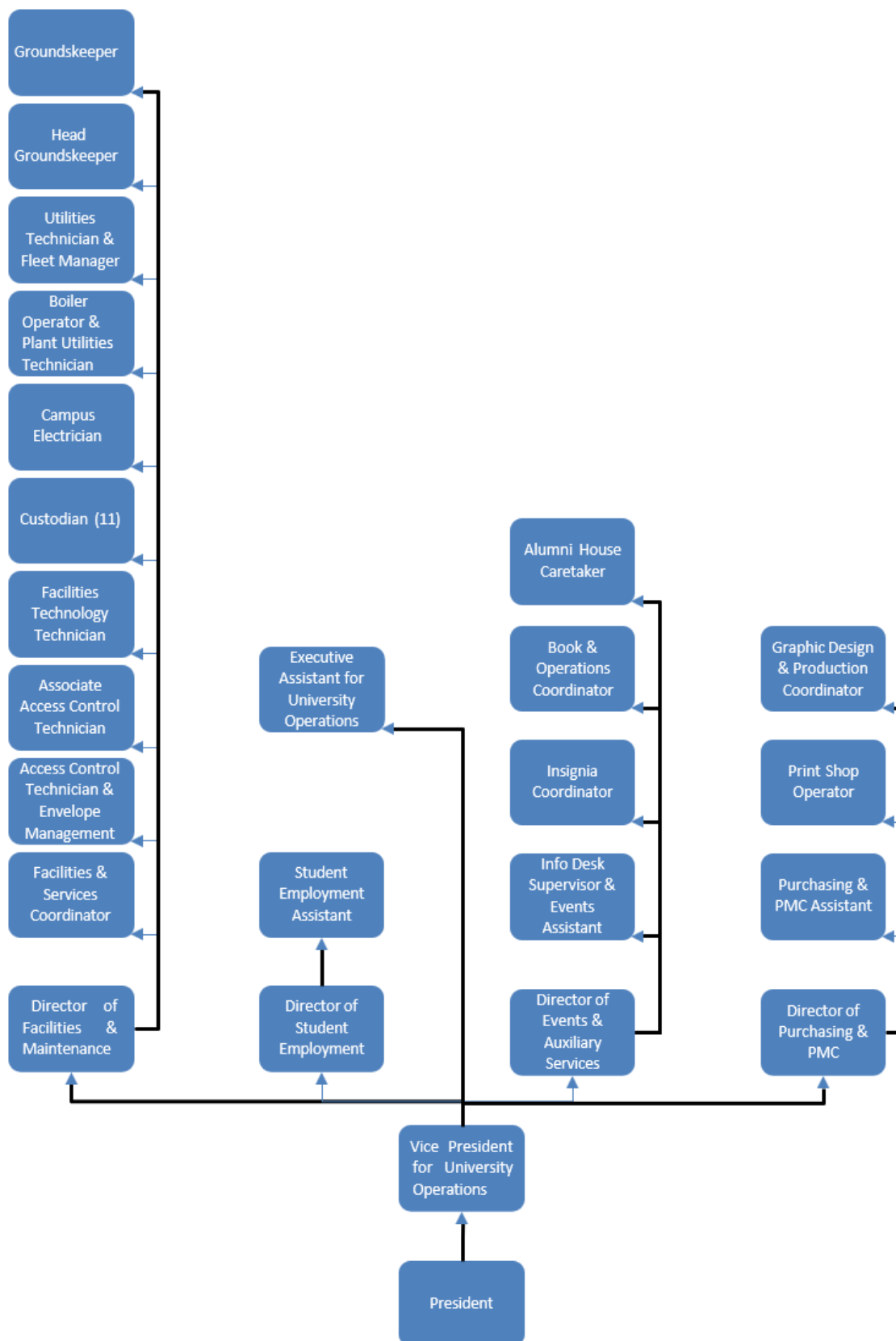
The corporation through the Board of Trustees may, at any regular meeting or any special meeting called for that purpose, amend its Articles of Incorporation or By-laws by the affirmative vote of two-thirds (2/3) of the total number of voting board positions then filled, but in any event by affirmative vote of no less than two-thirds (2/3) of the minimum number of board members required in II.A above, whether that number of positions is filled or unfilled. Notice of such amendments shall be given by the regular avenue of board communication to each board member at least twenty calendar days prior to the meeting.

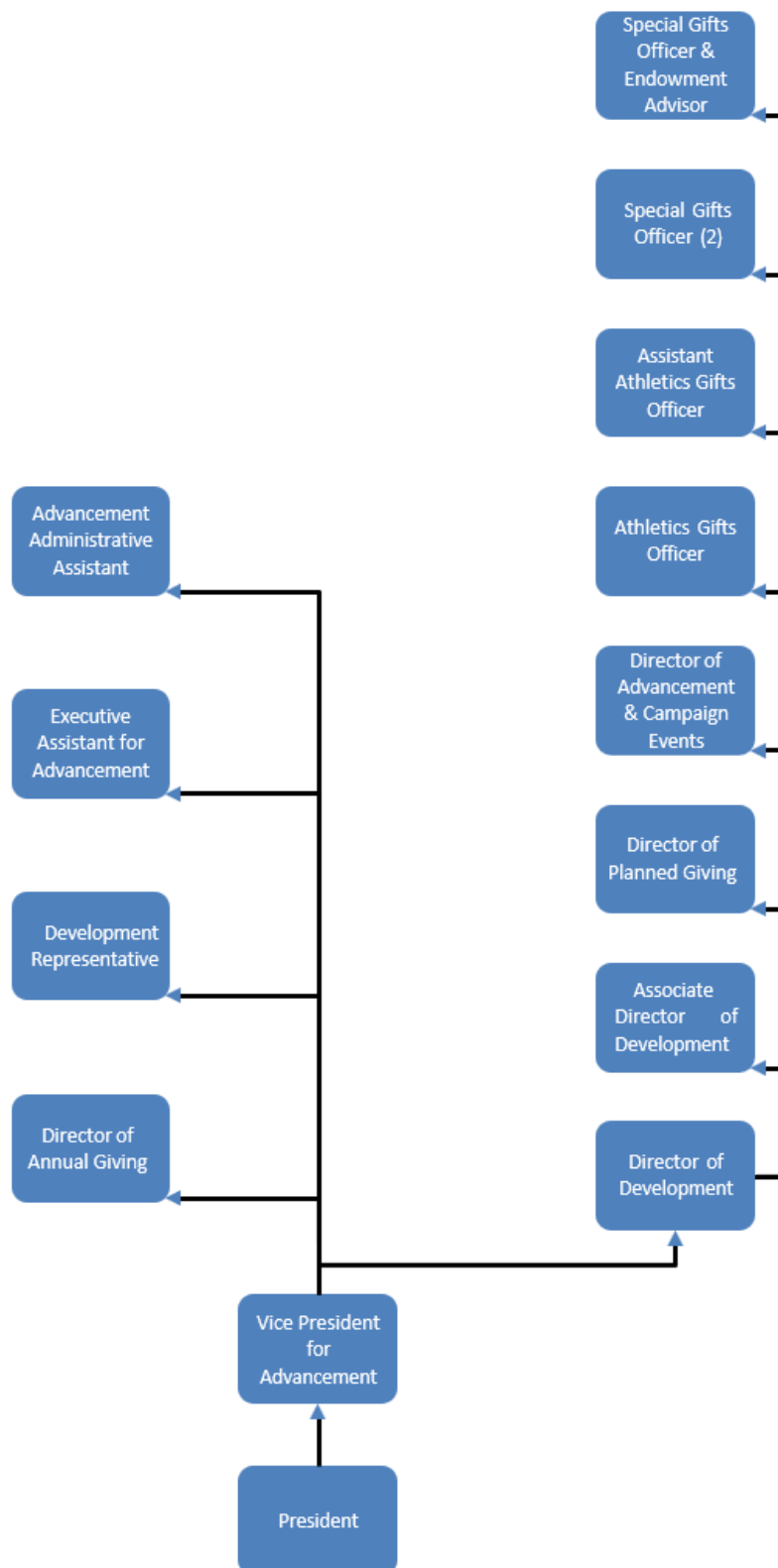
Revised By-laws

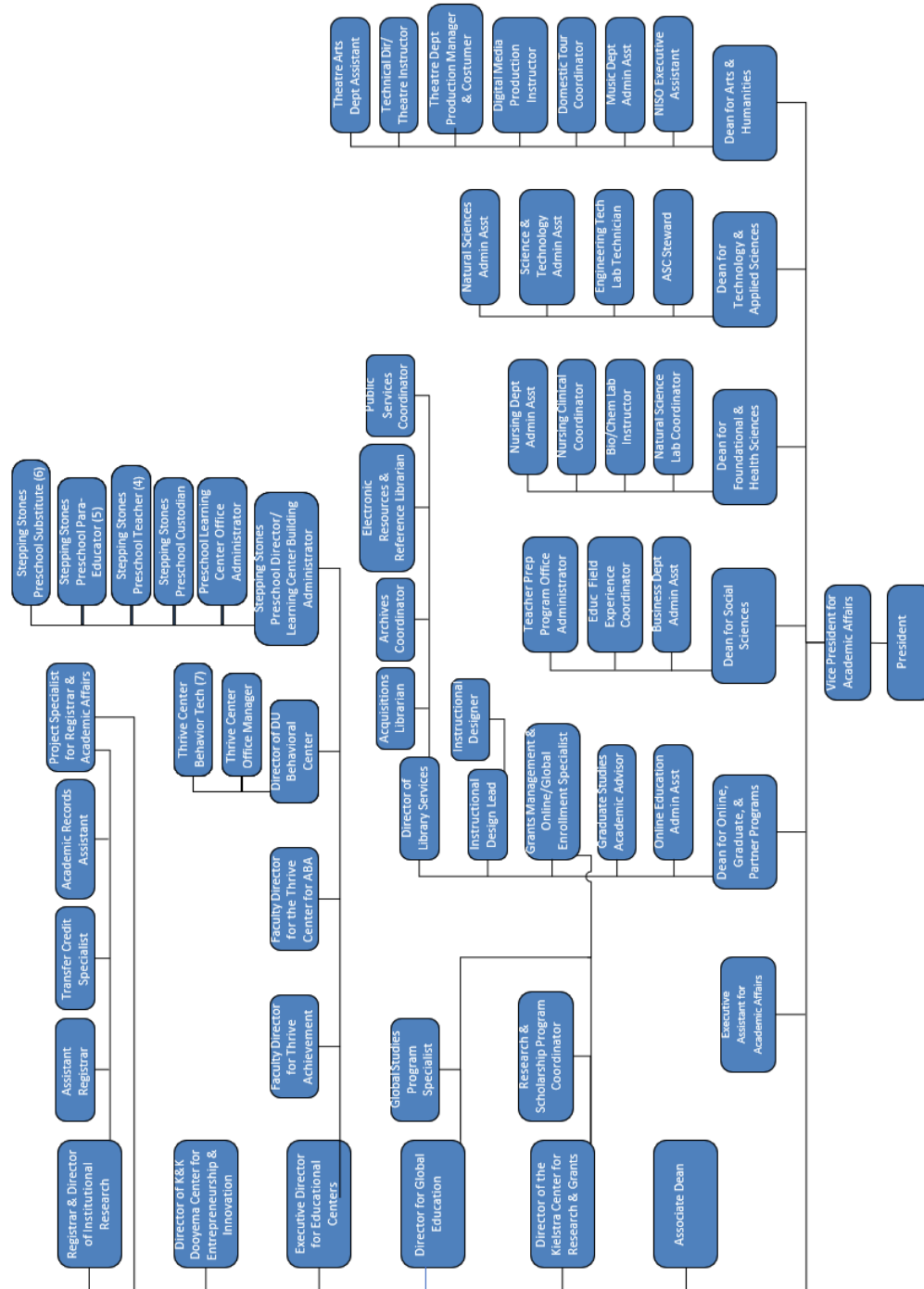
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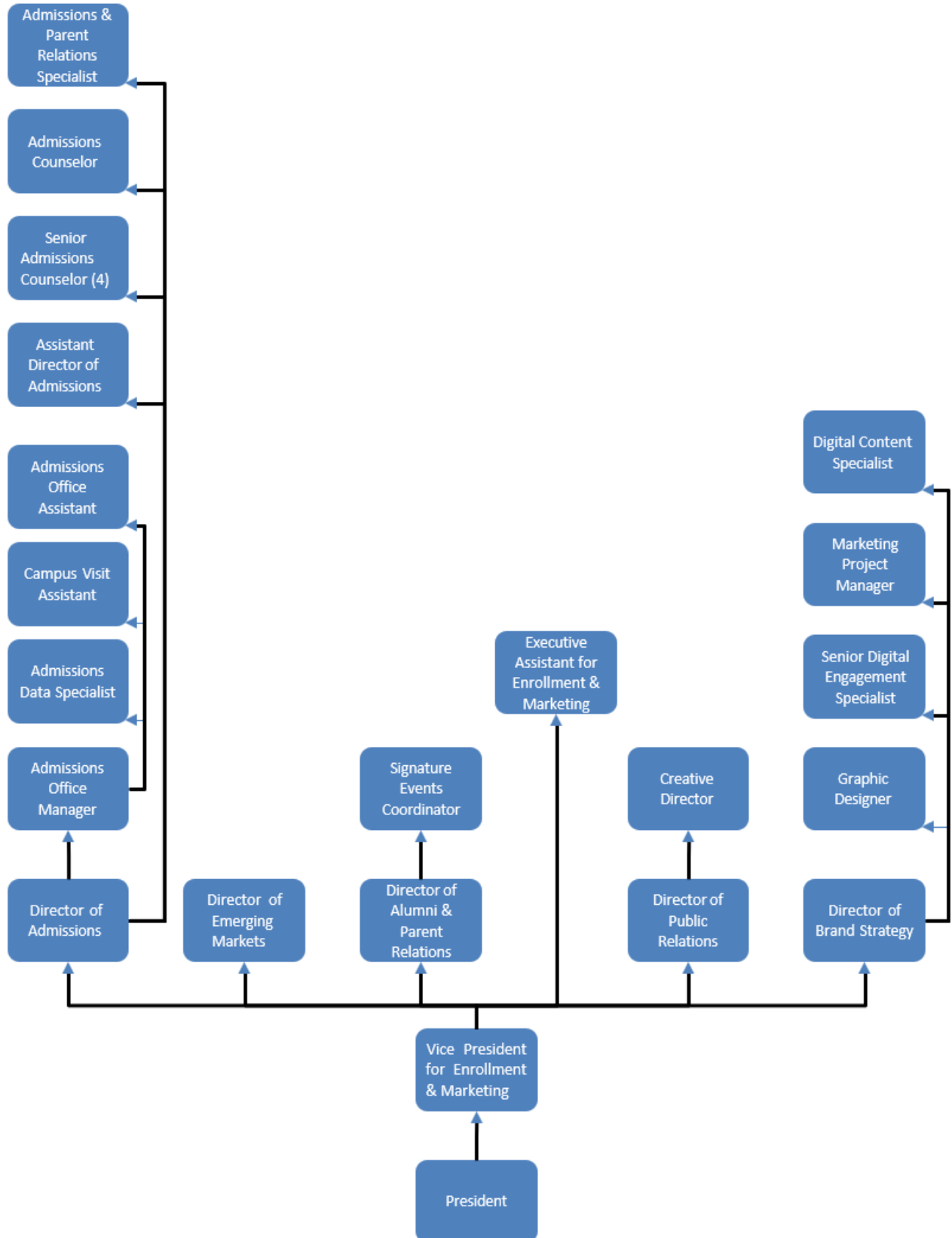
APPENDIX B: ORGANIZATIONAL CHARTS

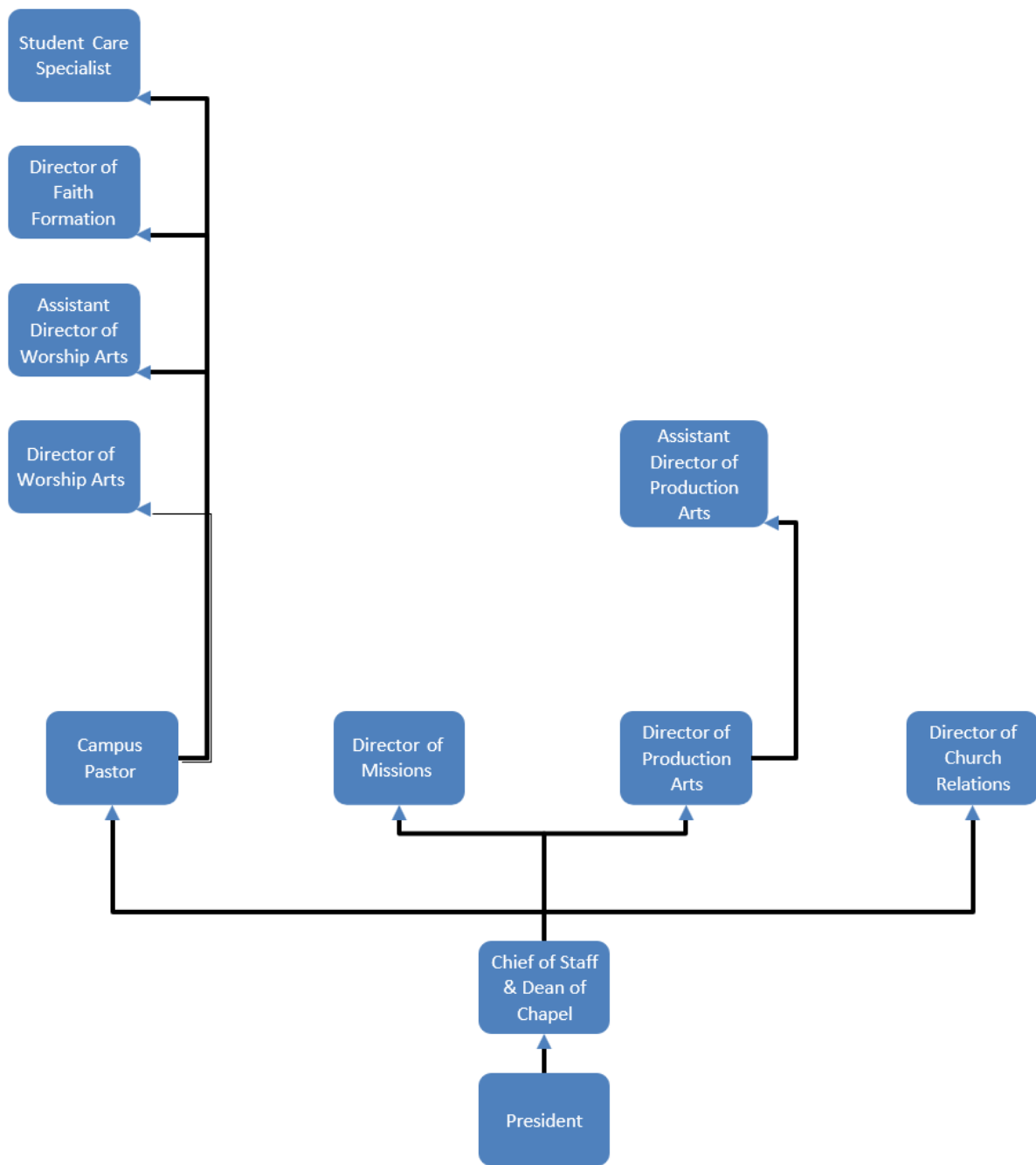


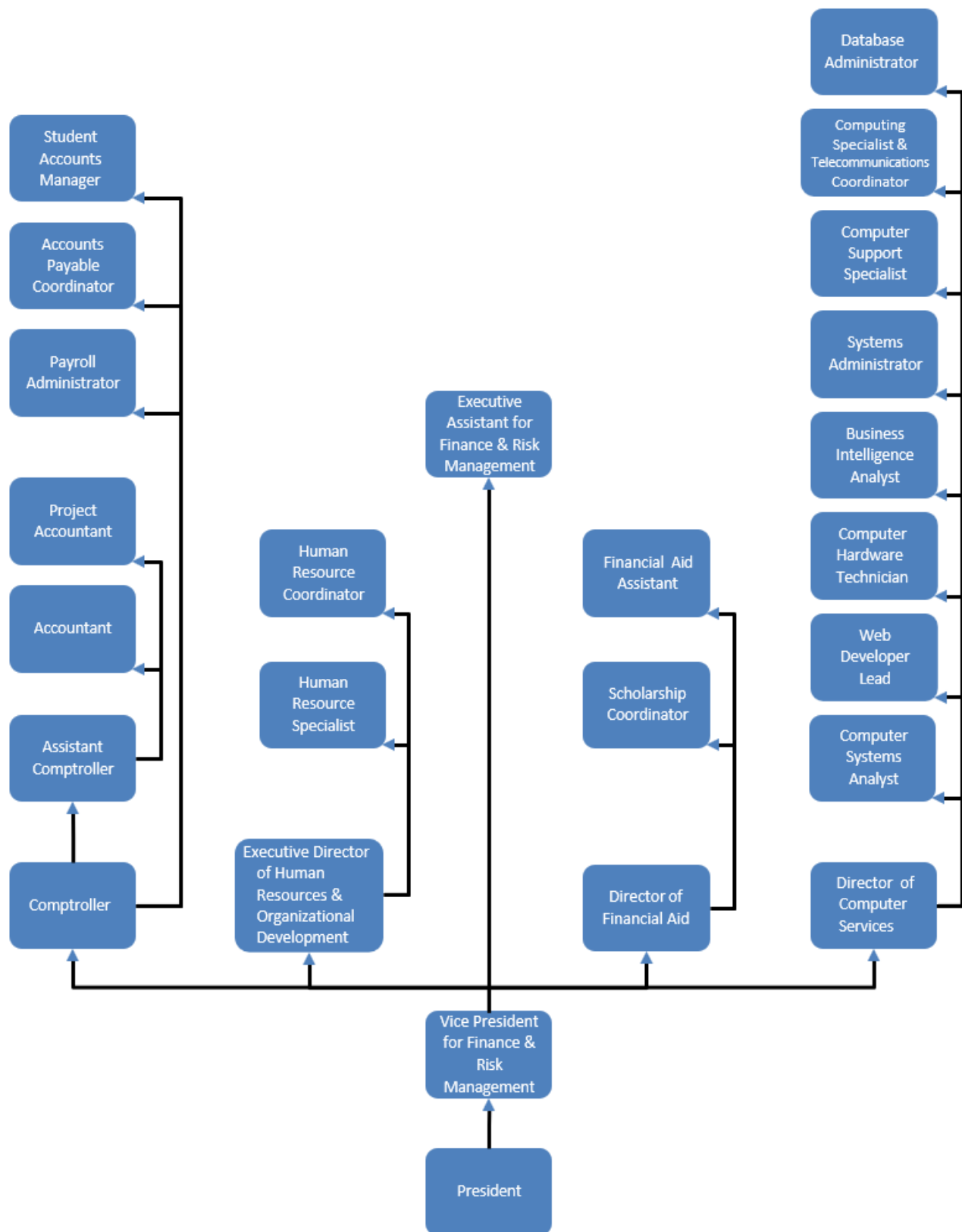


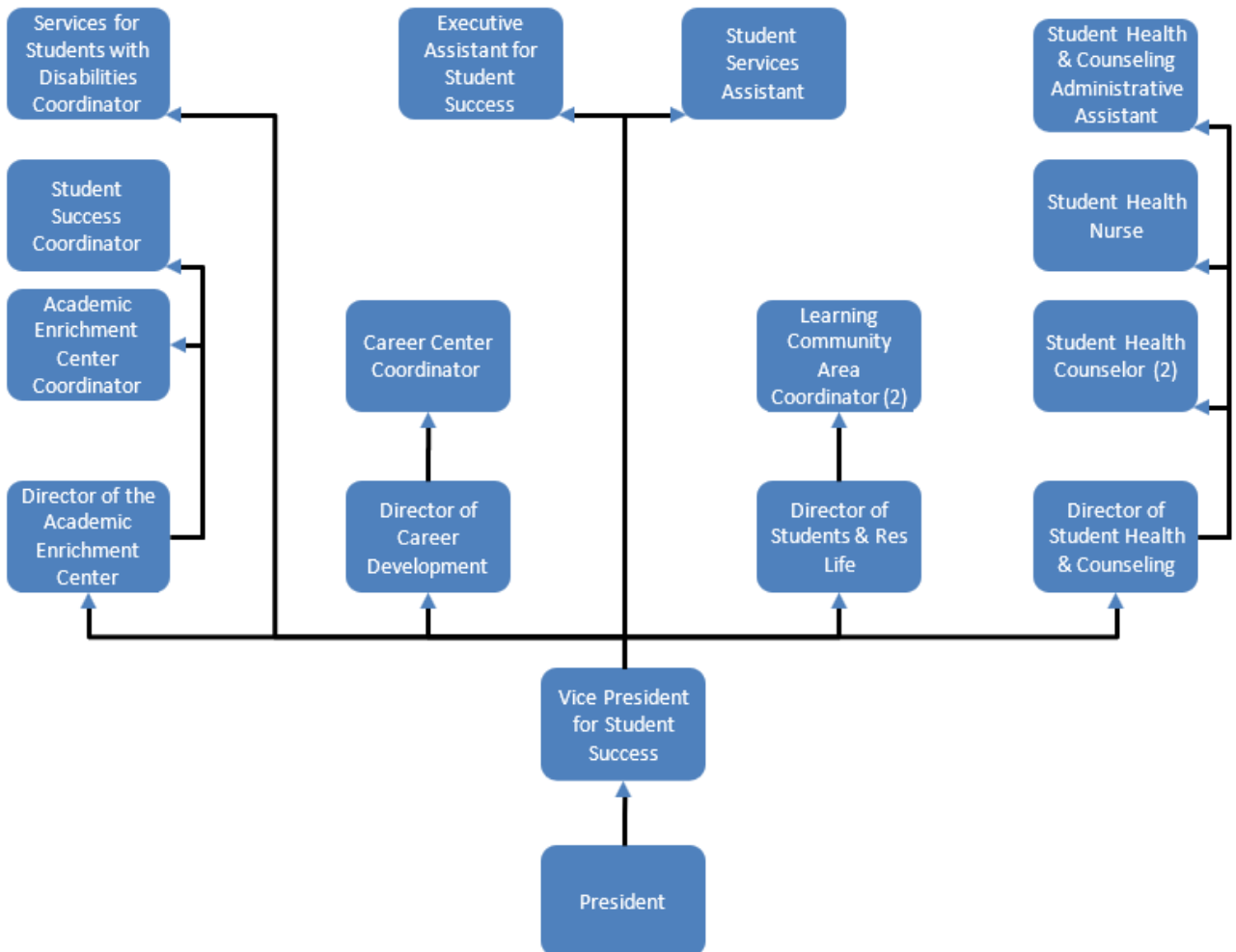


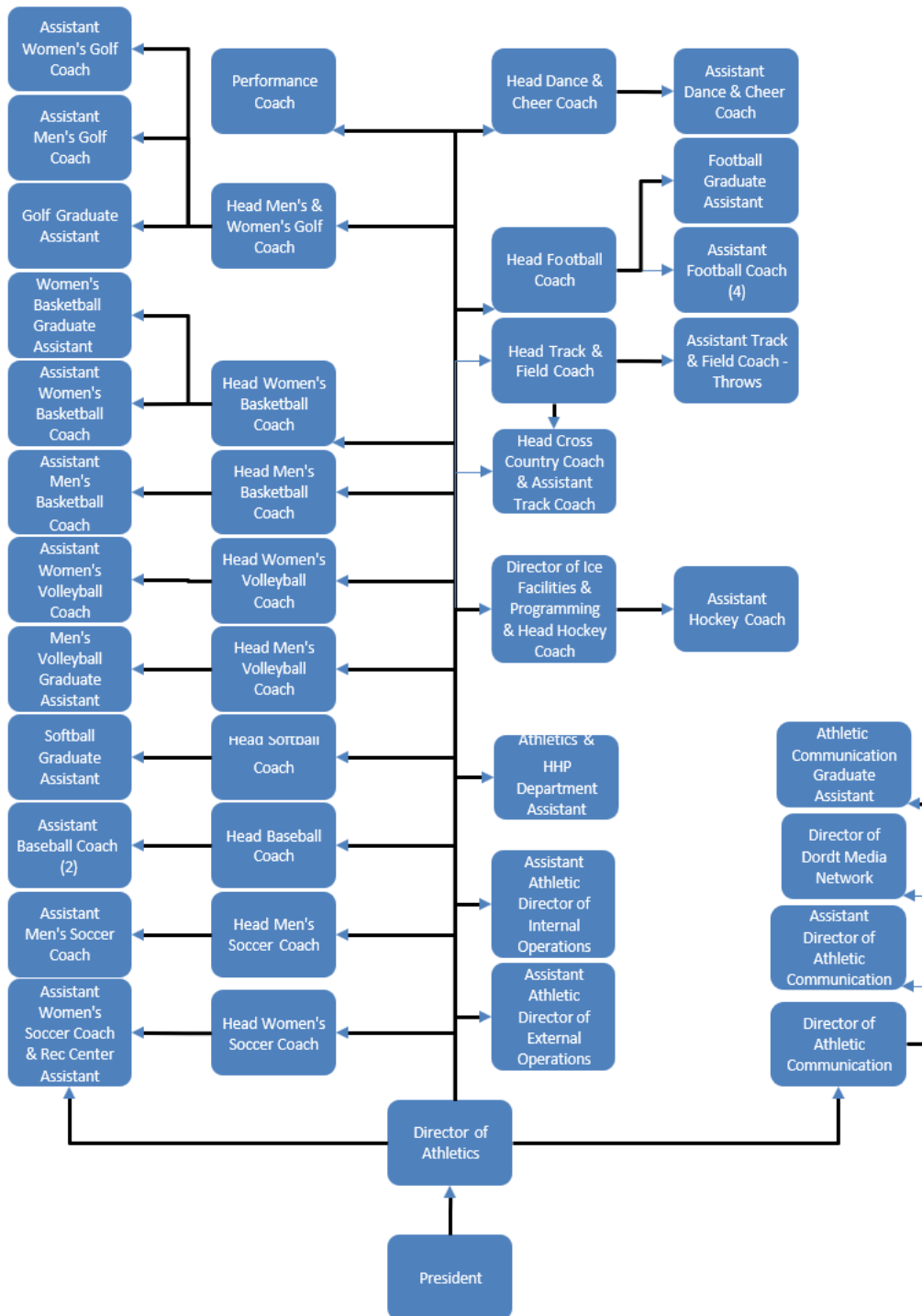












Academic Divisions and Programs

