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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 college is founded and by which it operates, as well as to understand the procedures and policies of the college and the privileges and responsibilities of working at Dordt College. In all of its policies and practices, outlined herein, the college 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.

Facility 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 college. The college 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. Proposed revisions of the handbook may be developed by any governing or administrative entity of the college. 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 COLLEGE
Dordt College is a comprehensive four-year college 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 College 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 college (administrative, academic, student, or staff) assists in fulfilling this purpose.

Dordt College 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 College maintain an institution of Christian higher education. The understanding of this mission of Dordt College is further explained in the Educational Task of Dordt College.

The Articles of Incorporation of Dordt College 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).

DORDT COLLEGE MISSION STATEMENT
As an institution of higher education committed to the Reformed Christian perspective, Dordt College 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

Fostering a climate in which discipleship becomes a practiced way of life both on and off campus.

HISTORY OF THE COLLEGE

Dordt College had its beginning in 1937 with the circulation among Midwestern Christian Reformed churches of proposals and recommendations in regard to the establishment of a Christian college. World War II put an end to these discussions; however, after the war the movement gained new impetus due to the critical shortage of qualified teachers for Christian schools in the area.

The college was organized in 1953 as Midwest Christian Junior College. Under this name, instruction began in September 1955 with 35 students and five faculty members. In 1956, the name of the college was changed to Dordt College.

The decision was made to expand to a four-year college in 1961. In September 1963, the junior class was added, and in 1965 the first class of students received the Bachelor of Arts degree. Dordt College was accepted by the North Central Association of Colleges and Secondary Schools (NCA) as a bachelor-degree granting institution in 1971.

Dordt College expanded its curricular offerings over the years. Founded primarily to train teachers, Dordt College graduated students in a number of academic disciplines by the late 1960s. The current curriculum includes more than 40 programs. A masters of education degree program was added in 1994.

Rev. B. J. Haan, who served as president of Dordt College from 1957 to 1982, was instrumental in the early organization and development of the college. Dr. J. B. Hulst served as president from 1982 to 1996 and was followed in office by Dr. Carl E. Zylstra in 1996.

THE EDUCATIONAL TASK OF DORDT COLLEGE

INTRODUCTION

The Educational Task of Dordt College sets forth the principles that are to direct the institution in the performance of its educational task.

Dordt College owes its origin and continuing existence to a society of God’s people, whose faith commitment demands obedient acknowledgment of biblical principles in education. Those who first showed interest in establishing a college in northwest Iowa stated the following in a report submitted in 1937 by Classis Ostfriesland (now Classis North Central 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 biblical perspective has continued to determine the direction of Dordt College:

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 College—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 religious commitment, which is historically known as the Reformed faith, must also be honored in the articulation of the principles and purposes of the college. The college faculty has a particular responsibility for the formulation of a purpose statement. The members of the faculty have received special gifts and training which qualify them and make them responsible for defining as well as implementing the educational philosophy of the college. The faculty, working under the supervision of the board of trustees, must remain sensitive to the religious perspective of the supporting society. But the faculty must also lead the members of the society, by means of Christian scholarship, to a deepening understanding of the demands of that perspective. This document, written by the faculty of Dordt College, is an attempt to go beyond what was set forth in previous documents.

CHAPTER I: BASIS

Fundamental to the faith of the constituents of Dordt College is their confession that the scriptures are the Word of God. As God’s infallibly and authoritatively inspired revelation, the Bible reveals the way to salvation in Jesus Christ, requires life to be lived in obedience to the Lord, and provides the key to the understanding, interpretation, meaning, and purpose of life. Only the Bible can unlock the door to a true insight into the nature of created reality. Ultimately, all things must be judged in the light of its teachings. Hence, Dordt College confesses that the Bible provides the determinative and essential principles for a Christian educational philosophy.

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

In the beginning, the Bible tells us, God created all things by his sovereign will. 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; Paul explains that the Son is the image of the invisible God through whom and by whom the entire cosmos was brought into existence. In the same context, furthermore, Paul makes clear that God upholds and maintains the entire creation by his Son. Therefore, the creation is an integrated totality, a cosmos in which each part is designed to function coherently and meaningfully.

The creation belongs to God and is under his sovereign rule; it is God’s Kingdom. God controls and orders the cosmos by his will; and it is only by obedience to his will that the creation can fulfill its purpose in the service of God.

By the Word, that is the Son of God, a diversity is brought about within the creation. We acknowledge this when we confess that God “has created of nothing the heavens, the earth, and all creatures, when it seemed good unto him, giving unto every creature its being, shape, form, and several offices to serve its creator.” Each creature is accountable to the sovereign King and must obey the laws which God has established for it.

The Bible also tells us that God created men and women in his image, religious creatures, covenantally bound to their creator by the law which calls for loving obedience. The religious character of humankind is manifested through the heart, which is the integrating center of human existence. With hearts open to the will of God, people were to serve the creator by fulfilling the mandate to subdue the earth. That is, God placed men and women in office and called them to the task of working in his Kingdom.

However, by disobeying God, men and women violated their office and broke the bond of covenantal fellowship. They closed their hearts to the will of God and exchanged the true service of the creator for the

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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.
5 Colossian 1:17.
6 Exodus 9:29; Exodus 19:5; Psalm 24:1; 1 Corinthians 10:26.
7 Psalm 103:19.
8 Psalm 119:89-91.
9 Belge Confession, Article 12.
11 Genesis 1:26, 28.
idolatrous service of the creature.\textsuperscript{13} After the fall, people began to treat the creation not as the Kingdom of God, but as an object of exploitation for their own glory. Having rejected the source of true fellowship and harmony, humanity abandoned itself and the creation to division and strife, misery and death.

God determined not to leave his creation in such a state, however. He came to us with his word of grace,\textsuperscript{14} promising to reclaim what had been deformed and distorted by sin. He fulfilled this promise in the death and resurrection of Jesus Christ, the Word of God incarnate. Through faith in Christ, we are restored to covenantal fellowship with God and made to live again as his office-bearers in the kingdom.

We must clearly see that Christ redeemed not only humanity, but the cosmos as well.\textsuperscript{15} Even though the effects of the fall continue to be present, Christ has broken the dominion of Satan, rescued the creation from the curse of sin and reigns as King over all.\textsuperscript{16} From this position of power, he summons the members of the new humanity to work for the expression of his Kingdom everywhere. As agents of reconciliation, they are called to labor together as one body in fulfilling the original mandate according to the claims of Christ.

God continues to sustain all existence through his Word and to require obedience of all his creatures.\textsuperscript{17} While the redeemed joyfully comply with the demands of the will of God, the unregenerate willfully oppose them. Thus, an antithesis arises between the reconciling work of Christ’s body and the resistance of unbelief. Although significant insight into the created order can be gained by unbelievers, true meaning and coherence remain inaccessible without the light of the Bible, a heart committed to Christ, and the operation of the Holy Spirit.\textsuperscript{18}

Therefore, biblically oriented learning is both a possibility and a necessity for the Christian community. Recognizing this, the constituents of Dordt College maintain an institution of Christian higher education.

CHAPTER II: CONTEXT

To understand the nature of education, we must see it against the background of God’s mandate to subdue the earth.\textsuperscript{19} God called humanity to the task of dressing and keeping the garden, that is, developing and conserving the created order. Moreover, as God’s image-bearers, people are capable of fulfilling this mandate, because God, in calling people to his task, also equips them. Education, in its broadest sense, is an essential element in the development and exercise of that capability.

Humanity’s ability to develop the creation depends on insight. Consequently, people must study, examine, and understand the world. Furthermore, the results of such study and investigation must be preserved by transmission from one generation to another. Education, therefore, is fundamental to humanity’s task of developing and conserving the created order.

Education also relates to the performance of humanity’s cultural task in another way, however, God instructed men and women to be fruitful and multiply. This inevitably involves not merely the begetting but also the training of children. Such training, too, reflects the call to develop and conserve, for children must be trained to acquire and exercise insight.

Education, then, is a constituent of life itself, and in its broadest scope refers to all human efforts to gain and transmit insight, whether at the forefront of science in universities and research centers or in the kindergarten class or on mother’s lap. Seen thus, education pervades all of life. It is operative in every human relationship. In marriage, it manifests itself in the deepening of understanding between the two partners. In the home, the rearing of children is essentially an educational activity. In the church, we are instructed in the Scriptures. In all other spheres, too, such as commerce, industry, the arts and the media, there is development and conservation which requires growing insight.

In the course of history, as the human community engaged in increasingly complex cultural activity, a differentiation of tasks and offices took place. And, whereas at one time the authority of a father and that of a ruler were combined in one office, soon such authority came to be distinguished and localized in different

\textsuperscript{13} Romans 1:25.
\textsuperscript{14} Genesis 3:15.
\textsuperscript{15} 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.
\textsuperscript{16} Matthew 28:18.
\textsuperscript{17} See earlier in Chapter I.
\textsuperscript{18} See earlier in Chapter I.
\textsuperscript{19} See earlier in Chapter I.
offices, in the spheres of family and state. As civilization marched on, a multiplicity of tasks developed, requiring a variety of offices and responsibilities. The school is one of the results of such historical differentiation.

The school is the sphere in which education has become institutionalized, and has therefore been endowed with a characteristically educational task. Its responsibility is to focus on the process of gaining and transmitting insights. This task, however, is so great and so complex that further differentiation within institutionalized education became necessary. As a result, there are today elementary schools, high schools, colleges, and graduate schools.

The elementary school and the high school develop insight on a relatively uncomplicated and preparational level. Elementary and high school pupils learn to understand the fundamental character of the creation and of the tasks that will confront them as adults. On the college level the insight acquired is more abstract and scientific. There the understanding of reality is both broadened and deepened. On the graduate level the emphasis shifts to research, the further expansion of the limits of human knowledge, and advanced levels of professional training.

Within the Christian community, education plays an especially significant role today, for the Christian’s task of understanding God’s handiwork is complicated by the extensive deformation brought about by centuries of secularization. Christians are tempted to view God’s laws and our response through the screen of distortions fabricated by unbelief. This situation makes the work of Christian education particularly difficult.

As an institution of higher learning, Dordt College addresses itself to the task of Christian education. It seeks to acquire and transmit genuine Christian insight, that is, to develop and implement an understanding of the entire creation in the liberating light of the Scriptures. Dordt College desires to be an institution of Christian learning for the benefit of both the attending student body and the entire Christian community, so that the Lord’s Kingdom may come to greater expression.

CHAPTER III: STRUCTURE

The educational task of Dordt College is to be understood as a calling whereby the Lord summons committed and insightful men and women to educational service. When they hear and accept the calling to participate in the task of the college, they accept and occupy a variety of offices. As office-bearers, board members are elected, professors, administrators, and support staff are appointed; and students voluntarily join in the work of the educational community. These office-bearers, endowed with God-given competence and insight, are thus authorized to take part in the educational work of Dordt College.

Authorization to office entails responsibility. The educational office-bearers at Dordt College are responsible to carry out their specific tasks in a spirit of loving service to their fellow office-bearers.

Since God authorizes this educational task, it is important that a sense of office pervade all aspects of the college. To participate in 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 occupy a position at the college means to be placed in a God-ordained office requiring educational service in self-effacing love and obedience to the Lord. When office consciousness is lost, the essential meaning of this work is lost, though the connection to Dordt College may continue to be of personal interest, or prove materially rewarding. Dordt College, therefore, seeks to develop and foster an atmosphere in which the sense of calling and meaningful office consciousness can flourish.

Since the educational mission of Dordt College comprises a diversity of tasks, there is also a diversity of office. Historically, the educational activities of the college involve at least five distinct kinds of office. Out of the community which accepted the challenge of college-level education, trusted persons were chosen to constitute a board. The board’s specific task was to start and to oversee the college. They were and are mandated to provide leadership, especially to guide the religious direction of the college and to ensure its academic excellence.

20 Romans 12:6–8.
21 Psalm 8:6–8; Matthew 25:14, 15.
22 Romans 12:10; 1 Corinthians 12:4, 5.
Competent educators have been engaged to serve Christ in their specific tasks. As educators, these office-bearers have the primary responsibility for the development and transmission of insight. They constitute the faculty, who, through research and teaching, are called to carry out the central educational task of Dordt College.

The students also are called to share in the educational task. As office-bearers they are required to advance the educational enterprise by acquiring, contributing to, and serving as the agents for the transmission of insight from its theoretical beginnings to concrete applications.

The administrators and support staff participate in the educational task of the college as well. They are to construct and maintain the context within which the educational work of the college can grow and thrive.

A distinct office is occupied by the chief executive officer, the president of the college, whose special task is to oversee, guide, and direct the entire academic and administrative life of the institution. The president serves as liaison between board and constituency on the one hand, and faculty, students, administration, and support staff on the other.

These tasks compose the one, common educational calling which pervades every segment and activity of Dordt College. Yet, though these tasks are similar in that they all respond to the one, all-encompassing educational calling, each task is unique and functions properly only when the others are duly recognized and allowed free expression. It should be noted, however, that there is not an exclusive identity of office with person, and that a person can occupy more than one office.

To avoid incompetence and to promote responsible use of office, Dordt College aims to provide the kind of educational service which will deepen the insight of its office-bearers. Faculty, administrative, and staff development, therefore, must rank high on the institutional agenda. Board members, too, must continue to grow in insight if they are to function effectively. And students, as a result of their education at Dordt College, may be expected increasingly to exhibit a degree of maturity and wisdom. To ensure that the tasks of the various office-bearers are carried out responsibly and competently, the college community should maintain an effective program of evaluation on all levels.

CHAPTER IV: AUTHORITY

The specific callings, tasks, and offices are associated with specific kinds of authority. Such authority is not to be regarded as supreme. Only God is the Sovereign. All authority among human creatures has been given by God and is therefore always delegated and representative authority.

The kinds of authority associated with the various kinds of educational office share with one another the requirement that they be exercised in servanthood. Educational authority, therefore, is not to be used in order to dominate or exercise presumed rights. It must be exercised in order to serve, facilitate, and edify. The goal of authority is to permit and to encourage office-bearers to perform their tasks as fully and as effectively as possible in response to the will of the Lord. At the same time, the various kinds of educational authority differ from one another in the extent to which those who exercise such authority are authorized to hold other office-bearers accountable. Some office-bearers are called to oversee the work of other office-bearers; their task, responsibility, and concomitant authority, therefore, are more extensive.

At all levels, authority must go hand in hand with responsibility. Every office-bearer has the responsibility to serve others, and to ensure their freedom to carry out their task and exercise their authority. A spirit of mutual responsibility and accountability to each other before God must exist, if authority is to be exercised in a biblical manner.

Specifically, the board possesses the authority to make and implement decisions which affect the direction of the entire educational enterprise. Normally the board will entrust the actual day-to-day operation of the college to the other office-bearers. But wherever the board detects a departure from the stated goals of the college, there the board is authorized to act.

The faculty, through its officers, is authorized to exercise authority over the academic and curricular program. As educational office-bearers they must at the time of their appointment give evidence of

23 Matthew 28:18; Romans 13:1; 1 Peter 3:22.
24 2 Corinthians 4:5; Philippians 2:3, 4.
25 1 Peter 4:10, 11.
possessing the requisite competence, insight, and expertise to make and implement curricular, academic, and institutional decisions. Such insight and competence constitute important grounds on which their authority is to rest.

Because they are not the primary initiators of the curricular program, students exercise a more limited, yet meaningful authority. Since by virtue of their task they are directly involved in the actual teaching and learning process, their judgments regarding elements of instruction should be taken seriously. The students must evaluate whether the promise to them by the board, president, and professors is actually being fulfilled. If, through working conscientiously, they find no maturation of personal and communal insight, they are called to express their dissatisfaction, and their voice must be heard. It must be observed, moreover, that the students are significant participants in a major segment of the supporting and facilitation side of Dordt College, namely, student life; in this area, too, their judgments should be given careful consideration by those whose task it is to oversee the work of the entire institution.

The authority of the administrators and the support staff is circumscribed by their special task of organizing and facilitating the educational process. Their expertise lies in the administering and carrying out of the academic, financial, operational, and public relations matters.

The office of president of the college is endowed with a broad range of authority. As liaison between board and staff, he speaks to the staff with the specific authority of the board; he speaks to the board with the specific authority of the staff. Moreover, since the president is called to the task of overseeing, guiding, and directing the entire college, it is his responsibility to ensure that the college functions effectively and efficiently. Thus he 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 him. The president, in turn, is accountable to the board.

Authority on campus can be exercised effectively and responsibly only if the office-bearers carry out their tasks competently. Board members, as overseers of the college, must exhibit insight and wisdom as they are called to deal with the larger questions of direction. Office-bearers endowed with educational authority at the curricular and academic heart of the college must show themselves competent in their research and teaching. Student authority, as it develops through several years of maturation, is to be closely associated with evaluation of levels of understanding. The administrators and the support staff, too, must be competent to supply an enabling context for the educational process. The president, as leader of the entire institution, must have a special measure of experience and understanding.

The exercise of authority requires structured and open lines of communication. Any person may examine or question procedure, policy decisions, or the college’s effectiveness in developing and transmitting serviceable insight. Such questioning should not be regarded as failing to submit to authority or as attacking the legitimacy of authority, but necessary testing of the spirits of the college’s activities. Such questioning should, however, be done in a communal spirit of love.

Dordt College recognizes that a distinction must be made between arriving at a decision and implementing a decision. The decision-making process should involve not only the persons who have the authority to implement, but also those who are impacted by the decision. Thus the communal nature of the educational enterprise must constantly come to the fore. Conflicts and disputes are to be resolved not by the force of coercion, but in a spirit of love and mutual trust. Principles guiding the resolution of conflict must be the recognition of proper areas of authority, determined by the specific task of the office-bearers involved, and the willingness to exercise authority in servanthood and stewardship. Thus the exercise of authority may never be designed to advance one’s personal viewpoint or advantage, but, rather must always be prompted by the desire to advance, unitedly, the educational purposes of Dordt College.

CHAPTER V: CONTENT
The central educational task of Dordt College is to provide genuinely Christian insight on an advanced level. In our increasingly complex age, such insight is no luxury. To function effectively as a Christian in a technological and secular civilization requires deepening wisdom and understanding. Members of the body of Christ need the ability to distinguish sharply, to think critically, and to judge wisely. In their daily lives they are continually confronted by the difficulties and problems of our age. National and international
tensions enter their homes through the media: political and economic problems touch their everyday lives; and the power of technology and mass communications affects them all. In addition, Christians are surrounded by the subtle influences of the secular spirits of our century. Coping with these multi-dimensional problems requires an advanced level of insight. Furthermore, many vocations and occupations have been professionalized to the extent that broad knowledge and a wide range of skills frequently are prerequisites for one’s career. Hence, as our civilization advances, more and more insight is needed, not only by leaders, but by all Christians as they seek to do the Lord’s bidding in our complex culture.

This situation puts a particularly heavy responsibility on Dordt College and other Christian institutions of higher learning. Such institutions are faced with the need to meet increasingly varied demands. They can no longer be satisfied with the transmission of abstractions. They must provide the kind of insight that enables Christians to carry out their task effectively in a complicated world.

Whereas the majority of North American educational institutions transmit little more than the kind of insight that contributes to secularization and fosters individualism, it is the educational task of Dordt College to provide genuinely Christian, that is, truly serviceable insight. Such insight is not designed to enhance the service of one’s self, but rather, seeks to equip the Christian community to respond obediently to the central Scriptural command, “Love God above all, and your neighbor as yourself.”

Such serviceable insight is, in effect, a contemporary expression of the Scriptural references to 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.” 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.” And again: “Who is wise among you? Let him show by his good life his works in meekness of wisdom.”

The Scriptures, then, admonish us to seek wisdom and understanding so that we may be able to discern the will of the Lord and to redeem the times. Dordt College must take this injunction very seriously by seeking to provide and promote such wisdom and understanding. Dordt College must strive to transmit the kind of insight that will enable Christians to discern the will of the Lord for any situation and to develop the capacity to implement it.

Serviceable insight, therefore, prepares for kingdom citizenship. And Dordt, as a Christian college, aims to train kingdom citizens aware of the demands of the cultural mandate, equipped to take their place and carry out their tasks within the community of believers, able to discern the spiritual direction of our civilization, and prepared to advance, in loving service, the claims of Christ over all areas of life.

The Christian insight that Dordt College seeks to impart is, therefore, not merely abstract and theoretical. While at its most fundamental level it reflects an understanding of the structure and workings of God’s created order, insight includes other dimensions as well, such as the practical ability to carry out one’s task in loving obedience and service. Moreover, built into Christian insight is the motivation and desire to function effectively as a kingdom citizen.

It is clear, therefore, that Dordt College is to provide multi-dimensional insight in which theory and practice, though formally distinguishable, are nevertheless closely integrated. The Dordt College graduate must have both a theoretical understanding of a situation and the practical ability and skill to be reformingly busy in response to God’s call to service. For that reason, practice or skill is not to be separated from its imbeddedness in the wider structural context to be theoretically understood; nor is the theoretical understanding of God’s creation to be divorced from the practical capacity to implement the will of the Lord in everyday situations.

It is evident that in our complex society a growing number of vocations require deepening insight of the kind that Dordt College seeks to provide. One goal of the college is to identify those occupational areas where serviceable insight is increasingly needed. In principle, no legitimate profession, occupation, vocation, or station in life can be precluded from Dordt’s educational concern. Wherever insight is required, there Dordt College is called to supply it. The college must therefore continually examine the

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26 Psalm 111:10.
27 Ephesians 5:15–17.
nature and scope of its offerings and programs. Decisions about programs, however, can no longer be made on the basis of traditional distinctions between professional and nonprofessional vocations. Rather, criteria such as the level of insight required—as well as financial, geographical, and other practical considerations—must play the deciding role. In this way Dordt College, 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 College is the curriculum, the basic means for transmitting serviceable insight. The curriculum consists of an organized encyclopedia, that is, a range of fields of investigation. These fields do not constitute a random collection of disciplines and subjects; rather, they reflect a coherent creation order.

Within the encyclopedia those fields that focus on the structure of the created order constitute the backbone of educational activity at Dordt College. Hence there is a strong stress on a core curriculum of various academic disciplines. The created structure is determinative for all of life’s functionings. It provides the condition for all creaturely activity. Historical and cultural development, as well as vocational endeavors, take place within and always reflect an ordered creation. The energy question, for example, reflects physical, economic, and other dimensions of reality. To understand this question as a whole requires insight into the nature of the physical and economic aspects. Insight into all kinds of practical situations and problems, therefore, demands concomitant insight into various aspects of God’s creation.

At Dordt College the dimensions of reality are examined in order to obtain an understanding of the underlying unity in diversity. Dordt College attempts to convey the perspective of an ordered creation continuously upheld by God’s word of power, the cosmos in which people are placed and called to carry out their task. Dordt College, therefore, 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 the creation is to be integrally linked to an investigation of man’s response to God’s call to service. In their building of civilizations, God’s image bearers have been guided by a variety of spirits. Dordt College, therefore, requires the student to engage 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 effected by secular and humanistic spirits, as well as the wholesome result of God-obedient activity. Such an investigation equips students to discover and evaluate the character of their own civilization. In addition, Dordt College seeks to provide insight into a number of the most crucial problems of our age. As the world seems to be shrinking, more and more of the great questions of our time impinge on our lives and require our judgment. Contemporary examples of such problems are the energy question, the role of the media, and the impact of technology. Dordt College aims to implement a curriculum sufficiently flexible to address the problems as they arise. By requiring the study of history and contemporary problems, Dordt College, as a Calvinistic institution in the tradition of the Reformation, seeks to instill the ability to discern the spirits and to engage in genuinely reforming cultural activity.

Lastly, Dordt College seeks to provide insight into the nature and demands of the various vocational and professional tasks. Graduates of Dordt College must be equipped to carry out their tasks as kingdom citizens in the professions, careers, and occupations to which they have been called. As a result, majors and preprofessional 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 College by no means neglects the various skills required by graduates as they continue in their calling. Emphasis is placed on analytic, communicative, artistic, and physical skills, as these are essential for effective Christian service. Other skills, too, as demanded by the nature of vocational tasks, are included in the curricular offerings. The teaching of such special skills forms an integral part of majors and preprofessional programs, and thus of the entire curriculum.

The components of the curriculum—namely, courses in academic disciplines, studies of history and contemporary problems, major and preprofessional programs, and skill courses—together constitute the

29 Hebrews 1:1; 2 Peter 3:5.
basic ingredients required by the student to attain genuine Christian insight and wisdom. None of these facets may be isolated from any of the others. For this reason, Dordt College seeks to offer an integrated curriculum conducive to contextual learning.

Since, as stated in the preceding chapter, truly serviceable insight involves theoretical comprehension, practical ability, and proper motivation, the curriculum of Dordt College aims at coherence and interrelatedness. Education at Dordt College is not a concatenation of unrelated facts or isolated bits of information; nor does the curriculum consist of dissociated academic subjects and unconnected skill courses. Rather, the various areas of the curriculum, whether they involve academic disciplines, creative activity, or skills, are to be interrelated within the unifying framework of a Biblical perspective.

In order to implement such an integrated curriculum more effectively, Dordt College strongly encourages and promotes communal scholarship. Faculty members responsible for the various components of the curriculum are to become increasingly aware of each other’s work. Dordt’s faculty ought to develop into a team of teachers and scholars, competent professionals who are vitally concerned about their teaching effectiveness, their area of academic specialization, and their responsibility to contribute to the overall development of integrated serviceable insight.

While the curriculum, organized as an encyclopedia of fields of investigation, constitutes the central part of the educational task of Dordt College, the non-curricular aspects of the college also play an essential role in the implementation of that task. Both curricular and extracurricular activities have the same goal: the development and transmission of insight. It is clear that much extracurricular activity on campus relates to one or more of the fields of investigation formally treated in the curriculum. Conferences, clubs, special events, and guest lecturers, for example, normally deal with specific topics already considered in the disciplines. Dordt College, therefore, seeks to provide a wide range of extracurricular opportunities to develop and enhance serviceable insights.

Finally, inherent in all of Dordt’s educational activity, whether curricular or extracurricular, is the goal of developing a desire to serviceable insight. To a large extent Dordt College will have failed if it graduates knowledgeable and skillful students who lack the desire to carry out their tasks in service and loving obedience. The college must, therefore, cooperate closely with church and home to develop and foster genuine Christian attitudes by promoting Scripturally-oriented devotional and social activities. Such activities ought not to be considered mere additions to the academic task; rather, they should be integrated into the total pattern of curricular and extracurricular activity, all of which is designed to provide the student with serviceable insight, i.e., wisdom according to the mind of Christ.  

CHAPTER VII: ACADEMIC FREEDOM

The implementation of the educational task described in the preceding chapters includes an institutional commitment to the principle of academic freedom. A Reformed view of academic freedom rests in part on the biblical concept of sphere sovereignty.

Dordt College occupies a distinct societal sphere with its own God-given authority and responsibility. The college desires to cooperate with other nonacademic institutions such as businesses, churches, or governments; but these institutions must not infringe on the academic integrity of the college.

Academic freedom must also be acknowledged and promoted within the institution. The college must stimulate, not inhibit, genuine Christian scholarship and teaching. The faculty must be free to explore and investigate.

Such freedom, however, 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, in fact, based on worldviews that set parameters for the academic enterprise. All scholarship and teaching is governed by an allegiance to prior commitments. The Enlightenment view of academic freedom is grounded in assumptions about individual autonomy that exclude institutional and communal claims.

Unlike secular-religious views of academic freedom that do not acknowledge limitations and restrictions established by unexpressed assumptions, Dordt College boldly maintains that the academic freedom on its

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30 1 Corinthians 2:15–16.
campus is restricted and bounded by the Word of God and a Reformed view of academic life as set forth in *The Educational Task of Dordt College*.

When appointments are made, all parties must clearly understand the nature and parameters of the statement of purpose, *The Educational Task of Dordt College*, and agree to carry out their academic responsibilities within the framework articulated therein. At the same time they must agree that if, in the performance of their academic task, they find themselves departing from the stated goals and purposes of the college, they should be prepared for the re-evaluation and possible termination of their appointment by the board of trustees.\(^{11}\)

Explicit affirmation of *The Educational Task of Dordt College* and contractual obligations establishes a framework from which faculty are encouraged to engage in creative and innovative Christian scholarship. Faculty are free to explore and investigate—to “think new thoughts.” Dordt College faculty are busy exploring and developing our world by asking probing questions, formulating new insights, wrestling with new ideas, and freely dialoguing with differing perspectives.

Encouraging such scholarship motivates Dordt College both to actively promote an environment of trust and mutual responsibility and to discourage a climate of suspicion and judgmentalism. Academic freedom implies, therefore, a cooperation with one another and a growing understanding that disagreement does not necessarily imply error and need not lead to confrontation and division. Dordt College confesses that the source of true freedom is Jesus Christ. 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.

**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 college’s operational philosophy. A small college 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 College* [HL] and encourage the ongoing development of this academic community.

**Guiding Principles**

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

I. Primary Principle

The managerial style, organizational structure, administrative policies, and decision-making procedures of the college shall enable all members of the academic community to participate effectively in the common educational task of the college. 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.

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\(^{11}\) See Chapter IV.
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 College. The various members of the college must be involved in the decision-making process, but in a way that reflects their office within the structure of the college.

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 college 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 college 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 college. Those segments of the college 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 college. 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 college, 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 college.

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 college 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 college 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 college. Having been part of the process, members of the college 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 College, and given an understanding of the needs of the college, the college tries to facilitate effective participation in the work of the college 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 college. Changes regarding the organization and governance of the college 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 college touches everyone at the college, all parties are expected to follow the guidelines outlined in this chapter. Likewise, the college 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 By-laws, shall be a member of the corporation (see Appendix A [HL]).

1.2 BOARD OF TRUSTEES
1.2.1 TRUSTEES
The Articles of Incorporation and By-laws 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 [HL]).

1.2.2 FINAL AUTHORITY
1.2.2.1 OVERALL OPERATION
The Dordt College board of trustees is the legally constituted body that is responsible for the overall operation of the college. The board has final control over the policies, budget, and property of the college. 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 College, 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 college by:
  A. Enrolling their children, when appropriate, in Christian day schools. (While the college 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 three forms of Reformed Christian unity, namely, the Belgic Confession, Heidelberg Catechism, and Canons of Dort; and/or the Westminster Standards) that actively supports the mission of Dordt College (as indicated by regular and specific financial support of the college through denomination, regional judicatory/classis, or congregation).
  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 college. 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 college 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 College must be authorized by the vice president for business affairs or the president of the college. The vice president of business affairs 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 College to a course of legal action requires prior authorization by the president of the college and immediate notification of the chair of the board of trustees.

1.3 ADMINISTRATIVE STRUCTURE

1.3.1 PRESIDENT OF THE COLLEGE

The president is the executive head and chief administrative officer of the college and is directly responsible to the board of trustees for every aspect of the college. The president represents the college to various publics and provides leadership on the college campus. The president is responsible for the work performed by provost, vice presidents, and staff.

1.3.2 PROVOST

The provost is the chief academic officer and the administrative leader for the academic and student services divisions of the college. The provost is responsible to and makes appropriate recommendations to the president and serves, when so directed, as the chief administrative officer in the absence of the president.

1.3.3 ASSOCIATE PROVOST/DEAN FOR CURRICULUM AND INSTRUCTION

The associate provost/dean for curriculum and instruction is responsible to the provost and leads by assisting the provost in nurturing a vital Christian learning community that seeks to develop wisdom according to the mind of Christ. As a member of key curricular committees, the associate provost also provides directional leadership to the core curriculum, working with departments to ensure curricular integrity of each program. This person promotes excellent Christian teaching by supporting new faculty members, assisting with pedagogical improvement, giving response to and advice concerning teaching activities, offering opportunities to reflect on teaching, and overseeing and supporting curricular review and development.

1.3.4 VICE PRESIDENT/CHIEF ADMINISTRATIVE OFFICER

The vice president/chief administrative officer 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.

1.3.5 EXECUTIVE DIRECTOR OF FINANCE AND RISK MANAGEMENT

The executive director of finance and risk management is the chief fiscal officer and is responsible to the vice president/chief administrative officer. Primary duties are preparing an annual budget, keeping financial records, supervising plant maintenance and operations, supervising construction, operating auxiliary services on campus, overseeing benefits for college employees, managing investments, supervising hiring of nonacademic personnel, implementing environmental and workplace criteria, and supervising staff.
1.3.6  VICE PRESIDENT FOR COLLEGE ADVANCEMENT
The vice president for college 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 college, which includes fund raising, alumni relations, church relations, institutional promotional materials, grant writing, community relations, news bureau activities, college newsletters, and general public relations.

1.3.7  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 and helps facilitate the link between academic life and the spiritual climate of campus. The dean of chapel holds faculty status.

1.3.8  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 college. These regularly scheduled meetings include:
- the Administrative Cabinet;
- the Academic Senate;
- the Faculty Assembly;
- the academic divisions;
- division chairs and/or department chairs with the departments;
- vice presidents with directors in their areas.

1.4  COLLEGE STANDING COMMITTEES POLICY
The administrators, faculty, staff, and students of Dordt College bring to it a wealth of talent, knowledge, and expertise. The college 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 college on a regular basis, a standing committee may be the best way to deal with those issues. Operating on this principle requires that the college 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 college 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 College.

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 college standing committee is established by action of the president of the college, 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 college.
B. The college’s commitment to the Guiding Principles for Decision-Making is a high priority.
C. The college 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 college 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 college...
standing committee is closely related to a long-term issue, the charge of the committee should be expanded by the president of the college 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 College 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 college is an ex officio member of all college 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: Co-Curricular, 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 college, 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 DC Central. 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 business affairs shall provide the protocol for posting minutes on DC Central. 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 COLLEGE 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 college that are outlined in this chapter and the decision to introduce changes to the same falls primarily to the faculty in general and the provost 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 provost.

2.1 EDUCATIONAL FRAMEWORK OF DORDT COLLEGE

2.1.1 PREFACE

The Educational Task of Dordt College [III], formulated and adopted between 1979 and 1996, sets forth the basic overarching principles that direct Dordt College in fulfilling its educational purpose. The Educational Task of Dordt College makes clear that the academic program, which is central to the mission of the college, 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 College elaborates on Chapter VI: “Implementation” of The Educational Task of Dordt College. It clarifies what the academic program should look like and how it should be structured to fulfill the mission of the college.

The goal for every academic department of the college, whether curricular or co-curricular, 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 College is not the final word on academic matters at the college. 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 College sets forth a structure for the overall educational program at Dordt College. We begin with a section on the underlying educational principles of the college. 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 College, 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 college.

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 College. 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 college.

2.1.3 UNDERLYING PRINCIPLES FOR CHRISTIAN COLLEGE 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 College Education
   Christian college 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 COLLEGE
   1. Educational Mission of Dordt College
      Dordt College 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 College 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. College Community
      Within the context of Dordt’s administrative support staff and its constituency among God’s people, the faculty and students of Dordt College form a community of scholars responsible for developing and sharing serviceable insight on all aspects of creation.

   4. Curriculum
      Dordt College 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 college. The curriculum thus constitutes the central focus of the college’s organization and activities.

   5. Living Environment and Co-Curricular Activities
      While remaining focused on its educational task, the college must treat its members as whole people. It should therefore maintain an environment that promotes responsible Christian living and supports scholarly investigation and practice. Co-curricular activities and organization of college life in general should facilitate and complement study of the curriculum, so that the college 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 college-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 college.

   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 college 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 College is accredited by the Commission on Higher Learning of the North Central Association of Colleges and Secondary Schools as a four-year, bachelor-degree-granting institution and for the master of education degree in curriculum and instruction.

The program of teacher education is approved by the Iowa Department of Education. Graduates of the teacher education program are recommended for the first level of certification granted by the state of Iowa.

The social work program is accredited by the Commission on Accreditation of the Council on Social Work Education.

The engineering program has been accredited since 1991 by the Engineering Accreditation Commission of ABET, [http://abet.org](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 (HL) reviews all curricular proposals in light of *The Educational Framework of Dordt College*, the institution’s strategic plans and resources, and a department’s mission and student learning objectives. The CAPC also considers 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 chair; an administrative office may also develop a new program proposal. It is wise to consult the CAPC chair and the provost about possible resource or other limitations that may impede approval of the proposal.
C. Proposal guidelines are available from the CAPC chair and from division chairs in a document entitled “New Program Proposal.” The proposal 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
   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
6. Implementation timeline

D. The proposal should be submitted to the CAPC 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 provost and the core program committee chair of the proposal.
3. The CAPC chair will work with the department and division chair to ensure the proposal is ready for presentation to the CAPC.

E. The CAPC shall review the proposal for approval in light of the Framework, institutional and department goals, assessment and comparison college data, resource requirements, and anticipated demand. The committee may ask for revisions, clarifications, or answers to questions in writing or through invitation to the department chair and division chair at a future CAPC meeting.

F. The CAPC’s decision on a proposal is recorded with rationale and reported to the department or office submitting the proposal, the provost, the faculty assembly chair, and the CPC chair. 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 chair. It is wise to consult the CAPC chair and the respective division chair about possible resource or other limitations that may impede approval of the proposal.

B. Proposal guidelines are available from the CAPC chair and from division chairs in a document entitled “New Course Proposal.” The proposal 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
   c. Affirms that responses from affected departments have been considered
3. Student learning objectives and connections to the curricular coordinates
4. Staffing and other required resources

C. The proposal should be submitted to the CAPC 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 provost of the proposal.
3. The CAPC 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 special topics course proposals shall be reviewed and approved by the CAPC chair and provost; 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. 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 minutes and reported to the faculty member submitting the proposal. Unfavorable decisions may be appealed in writing to the provost.

4. Upon approval of the proposal, the faculty member shall submit a full syllabus to the CAPC chair, who shall review and approve it based on Dordt’s syllabus requirements [HL].

E. Final approval shall be reported to the provost and the faculty member or department submitting the proposal.

2.3.3 MODIFYING PROGRAMS OR COURSES

A. A department and its division chair may submit a written proposal to the CAPC 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. Rationale for change, including department mission, student learning objectives, assessment and comparison program college information
   3. Anticipated impact on student demand and resources (including staffing, information services, budget impact)

C. The proposal should be submitted by April 1 of the year preceding the anticipated implementation date. This allows time to make approved modifications to the Catalog.

D. The CAPC chair shall determine whether the proposed change requires short or full review by the CAPC.
   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 chair may approve the proposed changes in consultation with the registrar.
      b. Unfavorable decisions may be appealed to the CAPC for full review.
   2. Full review is normally required for the addition, deletion, or combination of current courses.
      a. The CAPC chair presents the proposal to the CAPC committee, which may ask for revisions, clarifications, or answers to questions prior to approval.
      b. The CAPC’s decision is recorded with rationale and reported to the department and the provost.
      c. Unfavorable decisions may be appealed to the provost.

2.4 ACADEMIC PROGRAM REVIEW AND PLANNING

2.4.1 CONTEXT AND PURPOSE

At Dordt College, 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 College. 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 chair of the department or program 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 Chair. The division chair 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 chair 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. An external reviewer or appointed internal program leader approved by APRC will write a review of the first draft of the self-study. Reviewers will be asked to visit campus to meet with faculty, students, and academic administrators. Expenses for external reviewers must be pre-approved by the APRC chair and will be paid from a budget designated for this purpose.

E. Curriculum and Academic Policies Committee (CAPC). When a department or program’s self-study report recommends curricular change, or when the APRC believes curricular change is necessary, the CAPC chair will review the self-study and provide written and verbal feedback to the department regarding action steps for proposing required curricular change.

F. Provost. In consultation with the dean for curriculum and instruction and the APRC chair, the provost will establish a self-study cycle for departments. The provost 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 and supported by the Assessment and Program Review Committee (APRC). The APRC is available for giving advice to departments 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 college that are outlined in this chapter and the decision to introduce changes to the same falls primarily to the faculty in general and the provost 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 provost.

3.1 PROVOST

3.1.1 CALLING AND OFFICE
The provost occupies the offices of both faculty member and administrator. The provost is the chief academic officer of the college and the administrative leader for the academic division of the college, including student services, and is called to advance the overall educational task of Dordt College.

3.1.2 AUTHORITY
The provost oversees the work of the faculty and the college’s curricular and co-curricular programs. When properly exercised, the authority of the provost will give rise to a spirit of mutual responsibility and accountability, and to a community of mutually supportive fellow servants. The provost is responsible to and makes appropriate recommendations to the president; and, when so directed by the president, serves as the chief administrative officer.

The associate provost/dean for curriculum and instruction, the dean of students, the division chairs, the registrar, the director of athletics, the director of the Andreas Center, the director for global education, the director for research and scholarship, and an executive assistant are responsible to the provost.

3.1.3 RESPONSIBILITY
The primary responsibility of the provost is the central teaching and student learning tasks of the institution. To that end, the provost will:

a. promote the biblical, Reformational character and vision of the college 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 college 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 college in order to nurture a Christian community of relationships and scholarship among faculty, staff, and students
f. teach at least one on-campus course every other year.

The provost 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 College [HL] begins by asserting that the Dordt College faculty is qualified and responsible for defining as well as implementing the educational philosophy of the college. 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 College 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 College 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 College. Other offices, such as those involving administration and facilities, support the one, overall, educational task of Dordt College. 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 College 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 college 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 college 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 college’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 College.

3.2.3 RESPONSIBILITY
The basic responsibility of the faculty is the overall, educational task of Dordt College: 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 college 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 provost, the associate provost, the deans, 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.

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 College.
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 co-curricular 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 provost that normally will be administered by the provost or other academic officers, whereas deliberated advice will be offered as such to other offices within the institution."

*This 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 College 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. Provost (nonvoting)
   3. Dean of students
   4. Registrar/director of institutional research
   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. Associate provost/dean for curriculum and instruction
   8. Director for research and scholarship
   9. Six “constituent” senators; one faculty member with at least six years at the college, elected in May, by/from each division; serving no more than two consecutive regular full-three-year terms*.
   10. One “at large” senator; elected by the faculty assembly in May from their members with at least six years at the college; 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 provost) meets weekly and sets the agendas for the academic senate and the faculty assembly.
   1. Agenda items may be submitted to the chair or provost no later than four days prior to a meeting, by the president, the faculty assembly, by any college 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 insure 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 college committees with mandates involving the academic, curricular, or co-curricular programs of the college 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 co-curricular programs of the college. The senate does so mindful of, and in cooperation with, the other office-bearers of the college. One of the senate’s tasks is to provide annual insight and direction to committees involved with the academic, curricular, or co-curricular programs of the college.

* 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.
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.

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 provost will contribute to such decisions through the deliberative process.

1. If the provost 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 college community. Only members of the senate have voice and vote, although voice privileges may be granted to members of the college 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 provost, the chair or secretary of the senate, of the deans, registrar, and associate provost 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 BUSINESS ADMINISTRATION AND PUBLIC SERVICE DIVISION is made up of the following departments: Business Administration, Criminal Justice, Political Science, and Social Work.

The EDUCATION AND HUMAN SCIENCES DIVISION is made up of the following departments: Education, Health and Human Performance, and Psychology.

The FINE ARTS AND COMMUNICATION DIVISION is made up of the following departments: Art and Design, Communication, Music, and Theatre Arts.

The HUMANITIES DIVISION is made up of the following departments: English, History, Language Studies, Philosophy, and Theology.

The MATHEMATICS AND PHYSICAL SCIENCES DIVISION is made up of the following departments: Computer Science, Engineering/Construction Management, Mathematics and Statistics, and Physics/Astronomy.

The NATURAL SCIENCES DIVISION is made up of the following departments: Agriculture, Biology, Chemistry, Environmental Studies, and Nursing.

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 chair.

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 chair 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 college.
D. Share common interests and concerns relating to teaching, scholarship, and professional development.

3.5 DEPARTMENTAL ORGANIZATION

3.5.1 DEPARTMENTS

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<td>Biology</td>
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<td>Business Administration</td>
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<td>Theatre Arts</td>
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<td>English</td>
<td>Theology</td>
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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.
   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 DIVISION CHAIR
The division chair is a faculty member who serves as the educational leader and chief administrative officer of a grouping of two or more departments. With the provost, the division chair is responsible for the programs of the division and its departments. Division chairs are responsible to the provost and work with the provost to meet the academic objectives of the division.
3.6.1 APPOINTMENT AND TERMS
The division chair shall be appointed by the provost in consultation with members of the division.

The initial appointment is for three years and may be renewed for a second term. After serving two terms, the provost can appoint the division chair to subsequent terms, if the division endorses each request for an additional appointment with majority support.

The division chair shall maintain membership in a department and shall have full rights for returning to full-time teaching in the department.

3.6.2 RESPONSIBILITIES
3.6.2.1 DEPARTMENTAL VISION AND IMPROVEMENT
A. Ensure and support the successful execution of each department’s duties [HL].
B. Ensure proper maintenance of facilities and effectively collaborate with the provost, maintenance, and business office to plan improvements to facilities.
C. Where applicable, lead processes to ensure (re)accreditation. Between accreditation cycles, ensure that departments 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 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 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 goals and planning. Meet at least three times per year with each department member to discuss ACD plans, course evaluations, 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].

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 College.
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 division chairs will be provided by the provost, faculty in the division, 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 chair.

3.7.1 APPOINTMENT AND TERMS
The provost shall appoint the department chair in consultation with each department and the division chair.
A. The initial appointment is for three years and may be renewed for a second term. After serving two terms, the provost can request to appoint the chair to subsequent terms, if the department and the division chair 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 chair 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 College 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 chair 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 [H].

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 the associate provost/dean for curriculum and instruction. 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 ATHLETICS
The director of athletics serves the college by leading the intercollegiate and intramural athletic programs. Responsible to the provost, the director of athletics ensures that the athletic programs of the college are infused with a Christ-centered worldview in all aspects.

3.8.3 DIRECTOR OF GRADUATE STUDIES
The director of graduate education is responsible to the associate provost/dean for curriculum and instruction. Duties include recruitment of qualified students and faculty, assessment and development of the master of education program, 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.

3.8.4 DIRECTOR OF INSTITUTIONAL RESEARCH
The director of institutional research is responsible to the provost 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.

3.8.5 DIRECTOR OF KUYPER SCHOLARS PROGRAM
The director of the Kuyper Scholars Program is responsible to the dean for research and scholarship. Duties include providing highly motivated and academically gifted students with scholarly challenges throughout and beyond the regular curriculum, organizing and hosting KSP events and seminars, critiquing seminar papers, recruiting and staying in touch with KSP students.

3.8.6 DIRECTOR OF LIBRARY SERVICES
The director of library services is responsible to the associate provost/dean for curriculum and instruction for the administration of the library. Duties include supervising library staff, developing policies and procedures for information management, developing collections, reporting information, representing the college in various settings, and planning and collaborating with faculty members and other offices to enhance student learning.

3.8.7 DIRECTOR FOR GLOBAL EDUCATION
The director for global education is responsible to the provost. 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.
3.8.8 DIRECTOR FOR RESEARCH AND SCHOLARSHIP
The director for research and scholarship is responsible to the provost 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.

3.8.9 REGISTRAR
The registrar is responsible to the provost. 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 college
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 College. 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.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Wednesday – three testing periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday – three testing periods</td>
<td>8:00 a.m. – 10:00 a.m.</td>
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<tr>
<td>10:30 a.m. – 12:30 p.m.</td>
<td>10:30 a.m. – 12:30 p.m.</td>
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<tr>
<td>1:15 p.m. – 3:15 p.m.</td>
<td>3:30 p.m. – 5:30 p.m.</td>
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<tr>
<td>3:30 p.m. – 5:30 p.m.</td>
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<tr>
<td>Tuesday – three testing periods</td>
<td>8:00 a.m. – 10:00 a.m.</td>
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<td>8:00 a.m. – 10:00 a.m.</td>
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<tr>
<td>1:15 p.m. – 3:15 p.m.</td>
<td>10:30 a.m. – 12:30 p.m.</td>
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<tr>
<td>3:30 p.m. – 5:30 p.m.</td>
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</tr>
<tr>
<td>Thursday – two testing periods</td>
<td>8:00 a.m. – 10:00 a.m.</td>
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<tr>
<td>8:00 a.m. – 10:00 a.m.</td>
<td></td>
</tr>
<tr>
<td>10:30 a.m. – 12:30 p.m.</td>
<td></td>
</tr>
</tbody>
</table>
Spring Semester

Monday morning – review

Wednesday – three testing periods

Monday afternoon - two testing periods

Three testing periods

Monday afternoon - two testing periods

Tuesday – three testing periods

Thursday – three testing periods

8:00 a.m. – 10:00 a.m.

1:15 p.m. – 3:15 p.m.

10:30 a.m. – 12:30 p.m.

3:30 p.m. – 5:30 p.m.

3:30 p.m. – 5:30 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 associate provost for co-curricular programs 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 associate provost for co-curricular programs 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 associate provost for co-curricular programs. In the case of delayed completion, no grade shall be entered on the semester grade report.

3.9.3.5 EXCUSSED ABSENCE FOR CURRICULAR AND CO-CURRICULAR 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 co-curricular 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.
Restrict participation to students directly and beneficially involved.

Choose date/time that is least disruptive to classes.

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 might conflict with performance events. The college 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 College Community.
  d. Instructors planning academic field trips or other activities associated with a particular course should include a statement in the catalog course description that field trips will be part of the course. The instructor should also include a description of the field trip(s) in the course syllabus including the location, time commitments involved, and dates when the trip(s) is scheduled. Students are responsible to note this information and inform both their instructors and sponsors/coaches immediately of potential conflicts between academic activities and other approved activities. Instructors and sponsors shall resolve conflicts in such cases in a manner that honors the student’s academic responsibilities without unnecessarily hindering their ability to fulfill other commitments. The best interest of the student should always be considered. Resolution of these conflicts shall be handled in a manner consistent with principles of Christian fellowship and with an attitude of respect for the importance of all offices and officeholders in the Dordt College community.
  e. Conflicts that cannot be resolved at this level shall be submitted for appeal to the Approved Activities Coordinating Committee. The Committee’s decision will stand as the official resolution of the matter in cases submitted for appeal.

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

Students must contact the instructor(s) to make arrangements for missed class work.

ACADEMIC INTEGRITY

Dordt College 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.

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 student life committee for possible institutional sanctions (from a warning to dismissal from the college).
2. Appeals in such matters will be handled by the student disciplinary process as outlined in the Student Handbook [HL].

Definitions

Academic dishonesty at Dordt College 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.

3.9.5 INSTRUCTOR PROCEDURES FOR THE UNCOOPERATIVE STUDENT

A. An uncooperative student’s attitude may be characterized by disrespectful, 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, an academic alert should be issued. This simultaneously informs the student, the advisor(s), and the retention council (the ASK Center director, the director of residence life, the area learning community coordinators, and an admissions representative). The academic alert describes the situation, recommends solutions, and provides automatic documentation.

D. The retention council 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, e-mail messages, etc.) of any future discussions with the student relating to the situation.

E. 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 department chair.

F. Those working with the student from step “D” will meet with the student, the instructor, and the department chair to review all documentation. This group has the delegated authority from the curriculum and academic policies committee to remove the student from the course or take other appropriate action. Students may appeal the decision in writing to the curriculum and academic policies committee via the provost. The decision of the curriculum and academic policies committee is final.

3.9.6 COMPLAINTS REGARDING INSTRUCTION

The following procedures shall apply to complaints regarding instruction that may arise:

A. 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. The dean for curriculum and instruction is available to give further information regarding the steps below and to help facilitate this process.

   1. The student shall first seek resolution of the complaint with the instructor.

   2. If resolution is not reached, then efforts should be made to seek resolution with assistance from the instructor’s division chair, who will consult with the student and instructor (and may also confer with the department chair).

   3. If resolution is not reached, efforts should next be made to seek resolution with assistance from the dean for curriculum and instruction, who will consult with the student, instructor, and division chair.
4. The Curriculum and Academic Policies Committee will consider a student’s written, signed complaints only after all other levels have proven to be unsatisfactory. The committee’s decision will be binding.

B. The student should initiate the complaint process within one academic term 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 dean for curriculum and instruction for consideration.

3.10 GRADING POLICIES

3.10.1 GENERAL POLICIES
A. The means of evaluation shall be demanding and fair and once established at the beginning of the course in the course syllabus shall not be changed.

B. The instructor of record shall calculate the final grade for each student as described in the course syllabus and report grades according to a reporting deadline determined by the registrar.

3.10.2 GRADE CHANGE POLICY*
A. The instructor of record shall have the prerogative to change a student’s grade within one year after the reporting deadline. The registrar shall provide procedures for such changes.

B. A student may initiate, within one year of the reporting deadline, 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. Appeal process
   1. When the instructor is still an employee of the college:
      a. The student shall first make an appeal to the instructor.
      b. If the instructor refuses to change a grade, the student may appeal in writing to the division chair. The division chair shall consult with the student, instructor, and department chair and seek resolution.
      c. If resolution is not reached, or if the division chair and the instructor rule against the appeal of the student, the student may appeal in writing to the curriculum and academic policies committee through the provost. The decision of the curriculum and academic policies committee shall be final.

   2. If the instructor of record is separated from the college:
      a. The student may appeal in writing to the division chair.
      b. The division chair shall consult with the student and department chair and consider a grade change. If the appeal is granted, the department chair shall be identified as the instructor of record and process the grade change through the registrar.
      c. If resolution is not reached, or if the division chair and the department chair rule against the appeal of the student, the student may appeal in writing to the curriculum and academic policies committee through the provost. The decision of the curriculum and academic policies committee shall be final.

3.11 STUDENT EVALUATION 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

* This policy does not apply to clerical error.
a. Make instructional changes in courses
b. Determine professional development goals

3. Use of data by division chairs, deans, and provost
   a. Assist faculty with planning professional development goals
   b. Evaluation of classroom dynamics, course design, and pedagogy

B. Types of student evaluation
   1. Institutional evaluation—institutionally-required evaluation for designated courses
      a. Students shall be asked to evaluate instruction in designated courses as listed below using the
college’s standard form. A copy of the standard form for student evaluation of instruction may be
obtained in the office of academic affairs.
      b. Schedule for institutionally-required student evaluation of instruction

<table>
<thead>
<tr>
<th>CONTRACT YEAR</th>
<th>MID-FALL SEMESTER</th>
<th>FALL SEMESTER</th>
<th>MID-SPRING SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR ONE</td>
<td>ALL Courses</td>
<td>ALL Courses</td>
<td>ALL Courses</td>
<td></td>
</tr>
<tr>
<td>YEAR TWO</td>
<td></td>
<td>ALL</td>
<td></td>
<td>ALL</td>
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<tr>
<td>YEAR THREE</td>
<td></td>
<td>ALL</td>
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<tr>
<td>YEAR FOUR</td>
<td></td>
<td>ALL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>YEAR FIVE*</td>
<td></td>
<td>2 Courses</td>
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<tr>
<td>YEAR SIX</td>
<td></td>
<td>ALL</td>
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<tr>
<td>YEAR SEVEN</td>
<td></td>
<td>ALL</td>
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<td>ALL</td>
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<tr>
<td>YEAR EIGHT</td>
<td></td>
<td>ALL</td>
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<tr>
<td>1ST YEAR EXTENDED TERM</td>
<td></td>
<td>1 Course</td>
<td></td>
<td></td>
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<tr>
<td>2ND YEAR EXTENDED TERM</td>
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<td></td>
<td></td>
<td>2 Courses</td>
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<tr>
<td>3RD YEAR EXTENDED TERM</td>
<td></td>
<td></td>
<td></td>
<td>1 Course</td>
</tr>
<tr>
<td>ADJUNCT FACULTY</td>
<td>NEW Adjunct</td>
<td>ALL**</td>
<td>NEW Adjunct</td>
<td>ALL**</td>
</tr>
</tbody>
</table>

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

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

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

C. Procedures for administering institutionally-required student evaluation of instruction
   1. By September 1, the provost 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 division chairs a
listing of courses requiring mid-term evaluations.
   3. By November 1 and March 15, the office of academic affairs shall submit to the division chairs 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 to distribute the evaluation forms to students during
the last week of scheduled classes. Faculty shall assign a student to collect and return the evaluations to the
office of academic affairs. Students are informed that only signed forms are used for statistical data.
   6. Statistical data on the institutional evaluation forms shall be tabulated and summarized by the office of
academic affairs. After the provost has reviewed the evaluations, the evaluation forms and copies of the
statistical report shall be sent to the division chairs.
7. The division chair 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 \[\text{HL}\]. Division chairs have the option of contacting individual students to determine the validity of a response and to ask for supporting information.

8. After the evaluations have been processed by the provost and the division chair, the students’ signatures shall be detached before the evaluations are presented to the instructor.

9. 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.

10. Copies of the report and any written analyses sent to the faculty member shall be kept on file in the division chair’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 College 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 college

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 College Catalog \[\text{HL}\]
      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 college 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 chair.
CHAPTER FOUR: COLLEGE POLICIES AND PRACTICES REGARDING FACULTY MEMBERS

4.0 OVERSIGHT OF THIS CHAPTER
Oversight of the (non-hyperlinked) policies and practices of the college regarding faculty that are outlined in this chapter and the decision to make changes to the same falls primarily to the provost. 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 provost.

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 provost, 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 College 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
   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 College 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 College 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 College 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 College 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
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 College academic community
2. Be accountable at all times to the board of trustees, administration, and faculty for such performance and development
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 college. The provost coordinates the process of recruiting qualified people to fill faculty positions.

4.2.1 POTENTIAL APPLICANT FILES
A. The department chair, working with department members, is responsible for maintaining contacts with Dordt College graduates and with professional colleagues to be approached concerning teaching positions.
B. The provost 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 provost, in consultation with the division chairs, shall determine faculty staffing needs and appropriate recruiting activities.

4.2.3 REVIEW DESCRIPTION OF POSITION
The provost shall meet with the relevant division chair, 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
D. prepare a time line for completing the application, screening, and appointment processes.

4.2.4 ADVERTISING
The provost shall normally:
A. Advertise for all faculty or academic staff openings, except for openings to be filled with temporary or special term positions [-]. 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 provost 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 College
B. The Educational Framework of Dordt College
C. The Dordt College Catalog
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 division chair 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 College and The Educational Framework of Dordt College
   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 division chair 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.
   4. Those on leave or going on leave shall remain involved in any departmental hiring decisions.
B. The division chair shall meet with the search committee to review the completed applications and shall:
   1. Identify applicants with potential to meet entry-level criteria
   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 division chair shall submit a short list, with rationale, to the provost. 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 provost shall review the division chair’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 College and its mission, and to present the challenge of joining Dordt’s faculty.
B. The division chair 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
   b) Student classroom presentation
   c) Interview with the president and the provost
   d) Department and/or search committee interview
   e) Normally, a retiring faculty member shall not participate in the formal interviews, although the division chair 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
   h) 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 provost shall remind the academic senate, the division chair, 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 division chair shall meet with the search committee to evaluate the candidate(s) and to prepare a written recommendation for the provost based on criteria set forth in FH 4.3.2.1 [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 division chair.

B. The recommendation shall specify a type of contract, as defined in FH 4.3 [HL].

C. The provost reviews the division chair’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 division chair shall submit a request to the provost seeking approval to employ adjunct personnel for specific departmental assignments.

B. After approval has been granted, the division chair, in consultation with the department chair, shall solicit and review applications and then recommend a candidate for the position to the provost.

1. A candidate who has previously completed a similar assignment at Dordt College is eligible for contract renewal on the basis of a review of past performance.

2. For applicants who have not previously taught at Dordt College
   a. The division chair and the department chair shall meet to screen the names of applicants and to select one or more for a departmental interview.
   b. The provost and the president shall interview the recommended candidate.
   c. Candidates for tutorial adjunct positions shall be screened and selected by the department chair and the division chair. The division chair sends a recommendation to the provost.

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 or on a temporary basis as a faculty associate (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.
   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 division chair or program director shall submit to the provost a written description of an instructor’s licensure and related experience and how it is directly related to his/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.
   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 College. Unless there is significant change in a faculty member’s assignment at Dordt College, 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 College, 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 College, 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 College 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 College and The Educational Framework of Dordt College
   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 for the first regular term contract. The president 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 provost 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 ongoing 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 provost 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 College* and *The Educational Framework of Dordt College*

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 division chair, 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 division chair.
   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 provost 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 college 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 College* and *The Educational Framework of Dordt College*

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**

4.4.1 **CONTRACT PLANNING AND RENEWAL PROCESS**
   A. The college, through the division chairs, 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 College 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 college 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 provost 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.

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 College 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 prepared in consultation with the division chair shall be completed by August 1 (the end of the first contract year).
   2. By August 1, update and submit to the division chair 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 division chair (or the division chair’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 division chair writes and reviews with the faculty member, and submits by June 15, the division chair’s contract status report to the provost.

D. By June 20, the provost 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 provost, in consultation with the division chair, 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 provost 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
      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 division chair 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 division chair (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 division chair.
   B. After the fall semester, the division chair shall meet with the faculty member to review all evaluative sources and to discuss the contract recommendation prepared by the division chair.
      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.*

*Note definitions that are used throughout this policy:
1. Instructional development means the ongoing process of developing and improving instruction.
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.
2. By January 20, the division chair shall write the contract recommendation to the provost; a copy shall be provided to the chair of the faculty status committee for information.

C. By January 25, the provost 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 provost 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.

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 division chair 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 division chair (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 division chair.
   B. After the fall semester, the division chair 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 division chair concludes that there are serious performance deficiencies, the provost, in consultation with the division chair, 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 division chair 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
         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 provost and the division chair, 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 division chairs 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 division chair 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 division chair, and be approved by the provost 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.

4.4.3.2 YEARS FOUR/SIX: SECOND YEAR OF REGULAR CONTRACTS

A. The division chair 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 division chair (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 division chair.

B. In year four, the faculty member shall enter a process of systematic review with the division chair, faculty status committee, and provost. To ensure preparation for the process, the division chair 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 division chair, which shall be forwarded to the provost and faculty status committee chair. The application shall include:
   a. An Articulation Paper (draft due by July 15 to the division chair)—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/her work at Dordt College. The following points are illustrative rather than required.
      i. Discuss how your faith has shaped your view of your discipline, of students, and of the teaching-learning process.
      ii. 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.
      iii. Discuss how your understanding of The Educational Task of Dordt College [HL] and The Educational Framework of Dordt College [HL] has grown over the past three years.
      iv. 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.
      v. Explain how your perspective affects your view of and work with students, colleagues, administrators, and the broader community.
   b. 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.
   c. 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 division chair to review the faculty member’s materials and seek input from the division chair 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 division chair shall attend this meeting.

6. By January 20, the faculty status committee shall provide a written recommendation to the provost with a copy provided to the division chair.

7. After the fall semester, the division chair shall meet with the faculty member to review all evaluative sources and to discuss the contract recommendation prepared by the division chair. 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 division chair shall write the contract recommendation to the provost with a copy forwarded to the chair of the faculty status committee.

C. In year six, after the fall semester, the division chair shall meet with the faculty member to review all evaluative sources and to discuss the contract recommendation prepared by the division chair. 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 division chair shall write the contract recommendation to the provost; a copy shall be provided to the chair of the faculty status committee for information.

D. By January 25, the provost 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 [HL] 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 College, be that as full-time or as proportional faculty. See FH 4.3.2.3 for definition of extended term contract [HL]. (Upon the recommendation of the division chair and at the discretion of the provost, 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 ongoing 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
   f. Contributions to insight and knowledge in the discipline through public lectures, publications, or other appropriate professional means.

B. Process

1. The division chair 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 division chair (or the division chair’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 division chair.

2. By September 1, the faculty member shall submit an application to the division chair 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 division chair).
      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/her faith and academic journey and a concise discussion of how a Reformed, biblical faith shapes and directs his/her work at Dordt College. Within the paper, specific examples and illustrations are expected. The following points are illustrative rather than required.
      i. Discuss how your faith has shaped your view of your discipline, of students, and of the teaching-learning process.
      ii. 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.
      iii. Discuss how your understanding of The Educational Task of Dordt College and The Educational Framework of Dordt College has grown over the past seven years.
      iv. 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.
      v. Explain how your perspective affects your view of and work with students, colleagues, administrators, and the broader community.
   b. 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.
   c. Annual Contribution and Development Plans—a complete set of plans for the past seven years.
   d. Original Professional Work (draft due by July 15 to the division chair)—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 College 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
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presentation (see point 7 below) as a part of the contract renewal process. The faculty member shall be in consultation with the division chair 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 division chair 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/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 division chair shall attend this meeting.

9. By February 20, the faculty status committee shall provide a written recommendation to the provost and provide a copy to the division chair.

10. By February 20, the division chair shall submit a written recommendation to the provost and provide a copy to the chair of the faculty status committee.

11. By March 1, the provost 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 division chair 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 division chair (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 division chair.

**B.** By the beginning of the third year, the division chair shall meet with the faculty member to review all evaluative sources and to discuss the contract recommendation being prepared by the division chair. 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 college, 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 division chair shall provide the provost 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 provost 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 College’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 ongoing 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 chair) 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 division chair in faculty contract recommendations.
6. The provost and the division chairs 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/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 College 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 division chair.
2. The faculty member will meet with the division chair 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 division chair, the faculty status committee (if applicable), and the provost. 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 division chair, the faculty status committee (if applicable), and the provost. 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 [HL]).
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 college 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 7.4 [HL])
A. Full-time and proportional faculty members who intend to retire and/or seek Emeritation shall notify the provost 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 College 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.
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 College who desire to end employment at Dordt College may be considered for Emeritation by the board of trustees upon recommendation of the provost and president.
B. Request for Emeritation shall be considered by the board of trustees. The president or provost 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 College 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 College 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 COLLEGE ACADEMIC COMMUNITY
A. To foster continued participation in Dordt College academic activity, within the limits of available facilities and resources, the provost 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 College 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 provost on an individual basis.
D. Emeriti shall be invited to participate in formal and informal college activities.
   1. Faculty Assembly meetings (ex officio, without vote)
   2. Official college ceremonies
   3. Informal communal activities
E. Emeriti shall have faculty privileges regarding complimentary tickets to college-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 College faculty
E. Violation of any contract term

4.4.9.2 PROCEDURES
A. The president, in consultation with the provost, shall initiate action leading to the termination of a faculty member’s contract for cause.
B. The president, with the provost or a person designated by the provost, 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
   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/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 College has no rank quotas. Salary is not connected to rank. The provost 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 College.

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 chair 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 college [HL].

4.6.4 STUDENT EVALUATIONS
Statistical summaries of student evaluations [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 in the offices of the provost and the executive director of finance and risk management.

B. Assignment to the salary schedule is made on the basis of preparation for the position assigned.

1. Levels: The salary level is assigned by the provost on the basis of earned graduate degrees and graduate work completed toward such degrees.
   a. Level I: Master of art/science degree (base salary and up to 9 increments)
   b. Level II: Master of art/science degree plus 15 graduate hours toward the doctorate (105 percent of base salary and up to 9 increments)
   c. Level III: (110 percent of base salary and up to 11 increments)
      1) Master of art/science degree plus 30 graduate hours toward the doctorate; or
      2) Two master of art/science degrees; or
      3) M.Th., M.S.W., Sp.Ed.
   d. Level IV: (115 percent of base salary and up to 15 increments)
      1) A terminal degree or a non-Ph.D./Ed.D. doctorate; or
      2) The master of art/science degree and 45 semester hours of graduate work toward the doctorate; or
      3) A combination of two master of art/science degrees that constitute a unique preparation for a specific assignment; or
      4) Two master of art/science degrees plus 15 graduate hours toward the doctorate; or
      5) M.S.W., Sp.Ed., M.Th. plus 15 graduate hours toward the doctorate
   e. Level V: (135 percent of base salary and up to 20 increments)
      1) An approved doctorate; or
      2) A terminal degree plus five years of professional or postsecondary teaching experience

2. Increments (one increment = 5 percent of the base salary) reflect years of relevant post-M.A. experience (whereby, in many cases, three years of relevant pre-M.A. experience = one increment). In addition to the above increment schedule, a “Career Increment” shall be given every third year following attainment of 20 increments at Level V. A faculty member may be given a “Career Increment” on Levels I – IV at the discretion of the provost and with the president’s approval.

3. Subsequent to reaching the increment “cap” indicated above, faculty members shall qualify for an additional “career step” increment every third year.

4.7.1.2 PAYROLL PERIOD

A. For those issued an initial contract prior to August 2006, the academic 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 academic 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. 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.

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

C. A faculty member is required throughout the academic year to be engaged with professional responsibilities directly related to the educational mission of Dordt College [HL]. Professional responsibilities include participation in roll-call meetings of governance bodies (FH 3.2.4 [HL]; 3.4.2 [HL]) 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. During the Thanksgiving recess in November, as published in the Dordt College Catalog.
   2. During 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. During the spring recess, as published in the Dordt College Catalog.
   4. During 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 chairs and shall be reported to the provost [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 $3,015).

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 professionally-related experience approved by the provost and previous applicable assignments at Dordt College. Accrual limit is 270 LC increments.
2. Number of increments for assistant adjunct faculty is determined by previous applicable assignments at Dordt College. 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.
5. Education department student-teaching supervision compensation is determined at the rate of 1 LC for each 3.33 sessions.
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 College Events [HL 7.3.1]
4.8.1.2 Computer Account Access [HL 7.3.2]
4.8.1.3 Dental/Optometry/Audiometry Reimbursement Plan [HL 7.3.3]
4.8.1.4 Disability Insurance [HL 7.3.4]
4.8.1.5 Employee Assistance Program [HL 7.3.5]
4.8.1.6 Faculty Development Funds [HL 4.10]
4.8.1.7 Family and Medical Leave Program [HL 7.3.6]
4.8.1.8 Grade and High School Scholarships [HL 7.3.7]
4.8.1.9 Life Insurance [HL 7.3.8]
4.8.1.10 Low-interest Housing Loan [HL 7.3.9]
4.8.1.11 Medical Insurance [HL 7.3.10]
4.8.1.12 Parental and Childbirth Leave [HL 7.3.11]
4.8.1.13 Professional Liability Insurance [HL 7.3.12]
4.8.1.14 Recreation Center Membership [HL 7.3.13]
4.8.1.15 Relocation and Immigration Expenses [HL 7.3.14]
4.8.1.16 Retirement Plan [HL 7.3.15]
4.8.1.17 Social Security [HL 7.3.16]
4.8.1.18 Tuition Waiver [HL 7.3.17]
4.8.1.19 Unemployment Insurance [HL 7.3.18]
4.8.1.20 Worker’s Compensation Insurance [HL 7.3.19]
4.8.1.21 Flexible Spending Account [HL 7.3.20]
4.8.1.22 Adoption Assistance [HL 7.3.21]

4.8.2 BENEFITS FOR PROPORTIONAL FACULTY

4.8.2.1 Admission to College Events [HL 7.3.1]
4.8.2.2 Computer Account Access [HL 7.3.2]
4.8.2.3 Employee Assistance Program [HL 7.3.5]
4.8.2.4 Prorated Faculty Development Funds [HL 4.10]
4.8.2.5 Family and Medical Leave Program [HL 7.3.6]
4.8.2.6 Grade and High School Scholarships [HL 7.3.7]
4.8.2.7 Parental and Childbirth Leave [HL 7.3.11]
4.8.2.8 Professional Liability Insurance [HL 7.3.12]
4.8.2.9 Recreation Center Membership [HL 7.3.13]
4.8.2.10 Retirement Plan [HL 7.3.15]
4.8.2.11 Social Security [HL 7.3.16]
4.8.2.12 Tuition Waiver [HL 7.3.17]
4.8.2.13 Unemployment Insurance [HL 7.3.18]
4.8.2.14 Worker’s Compensation Insurance [HL 7.3.19]
4.8.2.15 Flexible Spending Account [HL 7.3.20]
4.8.2.16 Adoption Assistance [HL 7.3.21]
4.8.3 BENEFITS FOR ASSOCIATE ADJUNCT FACULTY

4.8.3.1 ADMISSION TO COLLEGE EVENTS [HL 7.3.1]

4.8.3.2 COMPUTER ACCOUNT ACCESS [HL 7.3.2]

4.8.3.3 EMPLOYEE ASSISTANCE PROGRAM [HL 7.3.5]

4.8.3.4 FACULTY DEVELOPMENT FUNDS
A. Conference and professional membership funds are provided at the rate of $25 per LC and calculated at the beginning of each academic year for the current assignment. Accrual limit is $600.
B. Other faculty development funding may be available by application to the adjunct faculty member’s division chair. The application must include a current annual contribution and development plan [HL].

4.8.3.5 PROFESSIONAL LIABILITY INSURANCE [HL 7.3.12]

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 College at the current college rate for cars.

4.8.3.8 SOCIAL SECURITY [HL 7.3.16]

4.8.3.9 TUITION WAIVER
A 10 percent tuition waiver for Dordt College 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 7.3.19]

4.8.4 BENEFITS FOR ASSISTANT ADJUNCT FACULTY AND TUTORIAL ADJUNCT PERSONNEL

4.8.4.1 FACULTY DEVELOPMENT FUNDS
Conference and professional membership funds are provided at the rate of $25 per LC and calculated at the beginning of each academic year for current assignment. Accrual limit is $600.

4.8.4.2 ROUNDTRIP MILEAGE [HL 4.8.2.7]

4.8.4.3 SOCIAL SECURITY [HL 7.3.16]

4.8.4.4 COMPUTER ACCOUNT ACCESS [HL 7.3.2]

4.8.4.5 WORKER’S COMPENSATION INSURANCE [HL 7.3.19]

4.8.4.6 PROFESSIONAL LIABILITY INSURANCE [HL 7.3.12]

4.9 ACADEMIC FREEDOM
Academic freedom is defined in chapter VII of The Educational Task of Dordt College.

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 (August 1–July 31) 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 chair. 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.
C. These funds are also available on a prorated basis to proportional, associate, assistant, and tutorial adjunct faculty.

4.10.3 PROFESSIONAL PRESENTATION GRANTS
A. 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 director for research and scholarship in consultation with the provost, may limit funding in the fall semester to 40 percent of available funding in this category. Generally, a faculty member may not obtain more than three professional presentation grants per fiscal year (July 1 - June 30).
B. A full application shall be submitted online via the office of research and scholarship website after discussion with the faculty member’s division chair at least five weeks prior to the conference. Response from the director for research and scholarship shall come within thirty days of receipt of the application and the grant recorded in the minutes of the academic senate as well as on the office of research and scholarship website.
C. A report about the presentation shall be submitted to the office of research and scholarship using the online reporting tool (located on the research and scholarship website), which includes uploading a copy of the presentation for potential posting in the Dordt Digital Collections archive or providing a strong 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 provost and/or the president and shall be recorded in the minutes of the academic senate, and, where appropriate, the office of research and scholarship website.
A. Course release
   1. 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. A full application shall be submitted online via the office of research and scholarship website after discussion with the faculty member’s division chair 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 be anticipated within 90 days of application. Applicants are strongly recommended to discuss ideas for course release applications with the director for research and scholarship, prior to submission of their proposal.

3. 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 office of research and scholarship website. Additional stipulations of funding (e.g., interim progress reports) will be described in the award letter.

4. 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. 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. A full application shall be submitted online via the office of research and scholarship website after discussion with the faculty member’s division chair 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 be anticipated within 90 days of application. Applicants are strongly recommended to discuss ideas for project grants with the director for research and scholarship prior to submission of their proposal.

3. 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 office of research and scholarship website. Additional stipulations of funding (e.g., interim progress reports) will be described in the award letter.

4. 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. 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 for research and scholarship and provost. Application for funds should occur prior to application to graduate programs. A full application shall be submitted to the division chair and the director for research and scholarship 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. 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 provost.
   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 college 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 provost) of costs for required housing and travel. Funds will be available annually (with submitted expenses) at a rate commensurate with progress toward the overall degree program plan.
   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 College for at least three years after the period of graduate program funding or to refund Dordt College 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

4.10.5 FACULTY LEAVES
   All leaves are subject to approval by the provost, 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 college, but the college 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 chair. It must include a rationale and have the support of the department and division chair. The application must be submitted six months prior to the reduction to allow time for staffing arrangements. Approval by the provost 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 College
      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 college 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 office of research and scholarship website after discussion with the faculty member’s division chair 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 College—40 percent of salary and full benefits  
   b. Leave taken after serving three years at Dordt College—50 percent of salary and full benefits  
   c. Leave taken after serving four years at Dordt College—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 college 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 executive director of 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 College desires to provide leave opportunities for as many faculty members as possible, the provost 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 College for at least three years after the leave or period of graduate program funding or to refund Dordt College 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 executive director of finance and risk management.  
6. The executive director of 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 College.

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 college 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 College. 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 College 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 College  
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 college
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 office of research and scholarship website after discussion with the faculty member’s division chair 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 college funds to cover expenses up to a maximum of $10,000. The interest rate and repayment schedule shall be established by the executive director of 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 college desires to provide leave funds for as many faculty as possible, the provost reserves the right to limit salary support after reviewing outside funding.
5. The executive director of 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 College.
2. By accepting a post-graduate leave the faculty member agrees to teach full-time at Dordt College for at least three years after the leave or to refund Dordt College 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 executive director of 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 College
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 office of research and scholarship website after discussion with the faculty member’s division chair by October 1 for leave in the following academic year.
2. The executive director 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 College.
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 College 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 provost for its contribution to the faculty member’s college assignment.
2. The application includes an assurance of the faculty member’s intent to return to full-time service at the college for at least one year.

4.10.6 DEPARTMENTAL PROJECTS INVOLVING EXTERNAL FUNDING
A. Dordt College encourages and supports externally funded academic and co-curricular 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 office of research and scholarship at least 30 days prior to submission. Notification occurs via an online form on the office for Research and Scholarship website. Grant applications including impact on institutional resources (e.g., matching funds) and/or need for replacement staff will be reviewed by the office of research and scholarship and the office of academic affairs prior to approval being granted to submit the proposal.
2. Potential applicants are encouraged to contact the office for research and scholarship 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 provost for final review.

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 College 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 College 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 College 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 College 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 College community. Given that the issue of intellectual property rights can be complex, the following general principles will guide the College without attempting to define all unique situations.

The Dordt College 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 College. 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 College’s employ, or by persons who use College 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 College.
Chapter Four: College Policies and Practices Regarding Faculty

1. 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 College 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 College (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 College 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 College. As long as such works are produced using only the customary resources of the College 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 College resources.

1. College Works of Scholarship – jointly owned. At times faculty members produce intellectual property that requires more than the customary College 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 credit*, 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 College resources that fund subsequent creative work. These items of intellectual property are jointly owned by the faculty member and the College. Unless described in a separate agreement, revenue and royalties from the development, sale, or license, after College expenses, generally are distributed as follows; 50 percent for the creator, 50 percent for the College. This principle does not apply to situations where faculty members “buy out” a portion of their teaching load, in effect, paying the College for adjunct salaries to cover their adjustment in workload. Syllabi shall be jointly owned by the faculty member and the College.

D. Intellectual property produced through “work for hire.”

1. Work for hire Scholarship – College Owned. If the College contracts with a faculty member to produce specific intellectual property as a part of or in addition to his/her normal teaching activities, the College 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 College, the expectations on the faculty member’s time, and any remuneration to be paid by the College for creation of the intellectual property.

E. Intellectual property produced through grants.

1. 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.

* Typically, extraordinary research load credit is defined as 50% or more reduction in teaching responsibilities for a single semester (e.g., via the faculty scholar program).
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.
   1. With regard to any of the categories above, the College 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 College 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.
   1. Any agreement between the College 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 College.
      1. Intellectual property produced entirely by student initiative, that is outside of course requirements, and that does not use College resources, is the sole property of the student responsible. This applies regardless of the medium of the intellectual property.
   B. Intellectual property produced through normal academic activities.
      1. 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 College 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 College may use the collection of some of this intellectual property as evidence of quality education at Dordt College.
   C. Intellectual property initiated by students and produced with substantial, additional College resources.
      1. At times, some students may produce intellectual property that requires more than the customary College 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 College 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 College expenses, generally are distributed as follows; 50 percent for the creator, 50 percent for the College. The student or a faculty member in the student’s department will notify the Provost, 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.”
      1. If the College contracts with a student to produce specific intellectual property as a part of or outside of normal course requirements, the College 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 College, the
expectations on the student’s time, and any remuneration to be paid by the College for creation of the intellectual property.

E. Intellectual property produced through grants.
   1. 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.
   1. 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 College, 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 College and does not use College resources.
   1. Intellectual property produced entirely by the initiative of an employee in the categories of staff, administrative personnel and coaches that does not use College resources, and that is outside of 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.
   1. Intellectual property produced in the normal fulfillment of contractual assignments by Dordt College staff, administrative personnel, and coaches is and will remain the sole property of the creator(s); however, the College may continue to use the property royalty free.

C. Intellectual property that is non-related to employment at Dordt College, but that uses College resources.
   1. Intellectual property produced by the initiative of an employee in the categories of staff, administrative personnel, and coaches that utilize College resources will be jointly owned by the employee and the College. A written agreement between the employee and the College 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.”
   1. If the College contracts with an employee in one of the categories of staff, administrative personnel, or coaches to produce specific intellectual property outside of his/her employment assignment, the College 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 College, 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 college. 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 college 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 insure 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 College 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 college 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 chairs, in consultation with department chairs, have opportunity to assess teaching loads. Load assessment is shared with the provost and when appropriate with other division chairs. 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 chair 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 college, 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 chairs, 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 provost. 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 College. These shall include at least convocations and commencement. Exceptions must be approved by the division chair.
B. Caps, gowns, and hoods shall be provided by Dordt College and worn as required at ceremonial events.

4.13.2 FACULTY OFFICES
Division chairs, in consultation with the executive director of finance and risk management, 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 college’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 dean of students.

5.1 DEAN OF STUDENTS
The dean of students is the chief administrative officer of the student services division and is responsible to the provost. The dean of students has faculty status and is responsible for teaching at least one course every other year. The 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 dean of students is also advisor to the student symposium (student government).

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 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: COLLEGE POLICIES AND PRACTICES REGARDING STAFF

6.0 OVERSIGHT OF THIS CHAPTER
Oversight of the college’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/chief administrative officer. 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/CHIEF ADMINISTRATIVE OFFICER
The vice president/chief administrative officer 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/chief administrative officer unless otherwise noted)

6.2.1 DIRECTOR OF ADMISSIONS
The director of admissions leads in building the student body through recruitment and admissions activities. As the leader of this function, the director supervises admissions counselors and support staff in the admissions office. This person is the primary contact for academic departments in presenting the various academic programs to potential students through campus visits, mailings, phone calls, and web-based campus information.

6.2.2 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.

6.2.3 DIRECTOR OF AUXILIARY SERVICES AND EVENTS PLANNING
Duties include directing the activities of the bookstore, food services, and events for the college. The director works with the events management team to market and manage internal and external events held on campus.

6.2.4 DIRECTOR OF COMPUTER SERVICES
The director of computer services is responsible for the development, installation, and maintenance of computer services on campus.

6.2.5 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.

6.2.6 EXECUTIVE DIRECTOR OF FINANCE AND RISK MANAGEMENT
The executive director of finance and risk management provides leadership, management, and vision necessary to ensure that Dordt College has the proper administrative, operational, and financial systems and reporting procedures to effectively advance the mission of the college and ensure the college’s financial strength and operating efficiency. This person 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 college, 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 assisting faculty and staff in regard to benefits, employment policies, immigration, and other legal matters that impinge on the workplace. This person also assists students, faculty, and staff with grievances/complaints against particular employees.

6.2.7
CHAPTER SEVEN: ADMINISTRATIVE AND FINANCIAL POLICIES AND PRACTICES

7.0 OVERSIGHT OF THIS CHAPTER
Oversight of the college’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/chief administrative officer. 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:
   1. Federal and state taxes as required by law
   2. Employee’s voluntary contributions to TIAA/CREF and/or the purchase of additional life and health insurance for eligible employees
   3. 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 college 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.

7.2 COMPLIANCE STANDARDS

7.2.1 EMPLOYEE FAITH COMMITMENT EXPECTATION
It is the expectation of the administration and board of trustees of Dordt College that everyone who accepts a position at Dordt College will support the mission of the college [HL]. It is also expected that all employees of the college profess a faith in Jesus Christ as Savior and Lord. Employees of the college 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 college’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 College 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 college.

   All employees who sign an official employment agreement with the college shall do so with the understanding that they agree with the purpose of the college [HL]. All employees shall actively support the measures taken by the college 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 College if ever in good conscience they find they have an inability to agree with the Christian stance to which the college 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 college community.
7.2.2 EMPLOYMENT ELIGIBILITY VERIFICATION
Dordt College 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.

7.2.3 NONDISCRIMINATION POLICY
The commitment of Dordt College 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.

7.2.4 SEXUALITY, GENDER IDENTITY, AND SEXUAL CONDUCT
7.2.4.1 INTRODUCTION
Dordt College is committed to a policy that maintains an environment where faculty, staff, and students abide by biblical injunctions regarding sexual activity and refrain from sexual immorality. It is the responsibility of every Dordt College 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 College 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 College is committed to being a 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 college expects all students, faculty, and staff to live in accord with this understanding of sexual interaction as long as they are members of the college community.

Dordt College 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 college 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.

Dordt College 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 are intended to provide fair and equitable treatment of both the complainant and the alleged harasser.

All students and employees 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 division chair or executive director of human resources/organizational development, or dean for campus life to receive guidance and/or instruction.

7.2.4.2 UNACCEPTABLE SEXUAL CONDUCT
Dordt College specifically holds as unbiblical and therefore prohibited:

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.

C. Homosexual relations. It is unacceptable to have sexual relations with someone of the same sex as long as one is a member of the Dordt community, whether on or off campus. Dordt College also prohibits promoting or advocating such activity.

D. Transgendered behavior. Adopting an identity discordant with one’s biological sex is prohibited.

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 College will make institutional decisions in light of this policy regarding employment, hiring, retention of employees, and continued enrollment of students. Dordt College may determine that, as the result of conduct described as prohibited in 7.2.4.2, an individual shall be dismissed from the college.

7.2.4.3 ANTI-HARASSMENT POLICY
A. Dordt College is committed to providing a workplace and educational environment free of harassment of any employee because of the employee’s race, sex, age, national origin, disability, citizenship status, or any other category protected under federal, state or local law. The college is committed to protecting employees from such harassment, whether from other employees or non-employees. Likewise, the college is committed to protecting students from such harassment, whether from other students or college employees. Inappropriate conduct may include, among other things:
1. Epithets, slurs, stereotyping, or threatening, intimidating, or hostile acts that relate to race, sex, age, national origin, or disability;
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.
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 college 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 vice president/chief administrative officer, executive director of human resources/organization development, or the president.
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 college.
3. No action will be taken against any employee or student because he or she reports behavior believed to violate this policy. All employees and students are assured that action will be taken to carefully investigate and resolve complaints and that the college is firm in its commitment to maintain an environment free of discrimination and harassment.

7.2.4.4 CONSENSUAL ROMANTIC RELATIONSHIPS
A. Policy Statement
Dordt College 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 college.

B. Rationale

Romantic relationships in which 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 and/or work assignment can be changed. See FH 7.2.4 for policies on sexual standards and conduct and FH 7.5 for grievance policies.

7.2.5 REPORTING ILLEGAL OR UNPROFESSIONAL CONDUCT

Dordt College 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 college who has direct knowledge or a reasonable concern that the college or any of its agents is acting contrary to any applicable federal, state, or local laws or contrary to an established college 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 college, 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/chief administrative officer, 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 college policy and will be dealt with accordingly.

7.2.6 CHILD ABUSE REPORTING

Consistent with Iowa Code 261.9, all employees of the college 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.

7.2.7 SMOKING, ALCOHOL, AND DRUGS
Smoking and consumption of alcohol are not permitted anywhere on campus. Dordt College also has a drug-
free policy that applies to the entire campus. This policy is filed in the office of human resources.

7.2.8 TRAVEL POLICY
Dordt College 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 co-curricular activities. To request an exception to
this policy, please apply in writing to the provost, with a brief rationale for consideration.

7.3 BENEFITS
The vice president/chief administrative officer is the administrator responsible for the control and
management of the items included in this benefits section. The board of trustees has the authority to amend
through modification or discontinuance any of the provisions of the compensation and benefits section. For
more information regarding any of the following benefits, listed alphabetically, contact the executive director
of human resources/organizational development.

7.3.1 ADMISSION TO COLLEGE EVENTS
All employees and their immediate family are entitled to free admission to college-sponsored musical,
theatre, athletic, and travelogue events.
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.

7.3.2 COMPUTER ACCOUNT ACCESS
A. Access to a Dordt College 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 agreement.
   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. If a new employee requires account access prior to the contract start date, appropriate
      authorization from the division chair or administrative officer must be communicated to the
      executive director of human resources/organizational development.
B. Computer account access guidelines are posted on DC Central [HL].

7.3.3 DENTAL/OPTOMETRY/AUDIOMETRY REIMBURSEMENT PLAN
All full-time employees are eligible for the dental/optometry/audiometry plan at the time of employment.
This is a plan funded by Dordt, which provides reimbursement for qualified dental, optometric, and
audiometric expenses for the eligible employee and his/her immediate family. Plan details are available at
the office of human resources.

The benefit year runs from September 1 to August 31 of each calendar year. All claims turned in by
August 31 of each year will be paid from the current year’s allocation. Claims turned in after August 31 will
be paid from the following year’s allocation. Unused funds cannot be carried to the next year’s allocation; however, if there is a claim incurred after August 1 that one wants on the next year’s allocation, the bill should not be submitted until September 1 or later. Paid receipts cannot be split between years. If part of a bill is to be covered under the old year, and part under the new year, individual receipts must be submitted.

7.3.4 DISABILITY INSURANCE

Full-time faculty are eligible for short- and long-term disability coverage. Premiums are paid by the college. Employees are eligible from the date of hire. Details regarding such insurance are available from the office of human resources.

7.3.5 EMPLOYEE ASSISTANCE PROGRAM

Dordt College believes it is in the interest of the employee, the employee’s family, and the college to provide an employee assistance program [H1]. 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. Arrangements have been made with Connections Inc. for such services within the following guidelines:

A. The employee assistance program can assist employees and their dependents with appropriately identifying personal problems and carrying out a plan to resolve these problems. This applies to the broad range of problems that can affect individuals and families, including, but not limited to, family or marital difficulties; depression and anxiety; stress or time management; alcohol or other drug abuse/dependency; legal problems; or other personal problems.

B. Employees are encouraged to seek information and assistance with personal problems by contacting Connections: Employee Assistance Program (EAP) staff directly.

C. All contacts with the employee assistance program are confidential. No information specific to any employee will be released to the college or the employee’s supervisor without the employee’s written consent. Released information shall be treated with strict confidentiality.

D. Use of the employee assistance program is always voluntary, though a supervisor can request the employee to seek EAP assistance. Compliance with recommendations made by the employee assistance program counselor also remain the employee’s choice.

E. Whether or not an employee chooses to seek assistance from the employee assistance program, acceptable job performance and attendance remain the employee’s responsibility. Participation in the EAP in no way supersedes other college policies.

F. Leaves or other related policies and benefits apply to treatment for psychological or alcohol and drug problems on the same basis as they apply to other illnesses and health problems. See FH 7.3.6.

7.3.6 FAMILY AND MEDICAL LEAVE PROGRAM

A. A faculty member who has been employed for at least 1,250 hours (60 percent) during that year is eligible for up to twelve weeks of unpaid leave during any twelve-month period for any of the following:

1. Placement of a child by adoption or foster care
2. Caring for a spouse, child, or parents with a serious health condition
3. Serious health conditions that renders the faculty member unable to perform assigned duties. A serious health condition is defined as in-patient care at a hospital, hospice, or residential medical facility or as continuing care by a doctor of medicine or osteopathy. A doctor’s certification may be required for a serious health condition.
4. Childbirth (see FH 7.3.11.2 [H1] for variance)

Note: This policy is in compliance with the Family and Medical Leave Act of 1993 and does not preclude, in the short term and without loss of pay, a collegial arrangement whereby the duties of the faculty member in need are assumed and shared as overload by qualified members of a department or departments.
B. Except in cases of accident or medical emergency, a 30-day advance notice is requested and shall be communicated to the division chair. An application for leave of absence shall be filed with the executive director of human resources/organizational development and approved by the academic senate and the president. In case of sudden need, the application shall be filed by the division chair on behalf of the faculty member.

C. A faculty member may apply for a family or medical leave to be taken periodically (e.g., two days a week) with reduced load and reduced pay. Applications involving reduced load shall require careful planning with the division chair and approval by the provost.

D. Unused vacation days, or any type of paid leave time, shall be used first and applied to the family and medical leave.

E. A faculty member utilizing the family and medical leave program shall be guaranteed return to the same position, or another position with equivalent status and pay, unless he/she is unable to perform an essential function of the position because of a physical or mental condition. Dordt College shall continue to pay for health benefits during approved leave time.

7.3.7 GRADE SCHOOL AND HIGH SCHOOL SCHOLARSHIPS
Children of all full-time and of all exempt employees are eligible to be considered for grade school/high school scholarships. 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 a CSI school. If, however, the employee is living in an area (on a leave assignment, for example) and there is no CSI school available, an ACSI school may be approved. If there are no CSI or ACSI schools in the area, and an employee wishes to submit a scholarship request for consideration of another Christian day school, the executive director of human resources/organizational development must be given the name and details of the school in question. Then, upon consultation with the vice president/chief administrative officer, a decision will be made concerning approval for scholarship at that school.

Employees deciding to home school their children are not eligible for this scholarship. No scholarship will be awarded to pay for the curriculum materials for home schooling.

7.3.8 LIFE INSURANCE
Premiums are paid by the college 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 [HL].

7.3.9 LOW-INTEREST HOUSING LOANS
Low-interest housing loans are available through the college for full-time employees who are first-time home buyers for the initial purchase of a home. Further details are available at the business office.

7.3.10 MEDICAL INSURANCE
Full-time faculty are eligible for medical and major-medical insurance for themselves and their immediate family.

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). For information on dependent eligibility, please contact the office of human resources.

B. HIPAA INFORMATION
1. The Health Insurance Portability and Accountability Act of 1995 (HIPAA) was enacted to improve availability and portability of health coverage for eligible employees by:
   a. restricting pre-existing conditions, exclusions, and limitations
   b. providing credit for prior coverage toward pre-existing condition limitations
   c. providing rights to enroll when other coverage is lost and in the event of marriage, birth, and adoption
   d. prohibiting discrimination based on health status.
2. HIPAA also addresses the security and privacy of health data (i.e., protected health information). In response to HIPAA regulations, all covered entities, including colleges such as Dordt College, are expected to implement required physical safeguards, technical security, and documented security procedures and training. A copy of the “Policy for Privacy Practices of Health-Related Information for Dordt College” is available upon request from the executive director of human resources/organizational development.

C. 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 college of that event, the college 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.

D. 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 College group health insurance plan, they should contact the Benefit Link number at 1-800-252-2122 to request a certificate, or contact the executive director of human resources/organizational development.

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

7.3.11 PARENTAL AND CHILDBIRTH LEAVES

7.3.11.1 PARENTAL LEAVE
   Upon the birth or adoption of a child, a full-time employee or proportional faculty member who has been employed at the college 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. Additional unpaid leave may be applied for as outlined in the family and medical leave program.

7.3.11.2 CHILDBIRTH LEAVE
   A full-time employee or proportional faculty member who has been employed at the college 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. Additional unpaid leave may be applied for as outlined in the family and medical leave program.

7.3.12 PROFESSIONAL LIABILITY INSURANCE
   Dordt College provides professional liability insurance for faculty and staff during the performance of their duties on behalf of the college. For information regarding specific coverage, contact the vice president/chief administrative officer.

7.3.13 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.
7.3.14 RELOCATION AND IMMIGRATION EXPENSES
The college will share in the costs of relocating full-time employees as follows:
A. The employee’s former home must be at least 50 miles from Dordt College.
B. The maximum amount the college will pay for relocation expenses and immigration costs for full-time exempt employees is $6,000.
C. The maximum amount the college will pay for relocation expenses and immigration costs for full-time non-exempt employees is $1,500.
D. Only the following expenses are eligible for reimbursement:
   1. Moving expenses
      Dordt College will reimburse the employee for the cost of a commercial or self-move. If the employee elects to pack and unpack their own moving truck or storage container, the employee will receive, as part of the maximum, a labor allowance of $750.
   2. Travel expenses
      a. Lodging expenses. Dordt College will pay for lodging costs incurred along the way and the day of arrival, providing the most direct route is taken.
      b. Auto expenses. Dordt College will reimburse actual out-of-pocket expenses for gas, oil, parking fees, and tolls.
      c. Dordt College will not pay for meals along the way.
   3. Immigration expenses
      Dordt College will pay the filing fees and other associated costs for the immigration of the employee. Dordt will not pay any fees associated with the immigration of the spouse or dependents of the employee.
E. If the employee voluntarily terminates employment with the college within two years, the following repayments are expected: 66 percent of relocation costs after one year of service; 33 percent of relocation costs after two years of service. No repayment is required after three years of service.

7.3.15 RETIREMENT PLAN
A retirement plan is available for employees who work 1,000 hours (48 percent) or more per year. Employees become eligible after one year of service and attaining 21 years of age; this waiting period is waived if the employment immediately preceding the employee’s arrival at Dordt was at another four-year institution of higher learning. A summary plan description is given to each employee upon eligibility. Employees interested in a Supplemental Retirement Account (SRA) through TIAA CREF should contact the office of human resources. SRA payroll deductions are restricted to TIAA CREF only.

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

7.3.17 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 ½ the tuition rate as a student at Dordt.
B. Full-time clerical, custodial, technical and other service employees: after two years of service, the employee, spouse and dependents shall be entitled to ½ the tuition rate as a student at Dordt.
C. Part-time employees: after two consecutive years of service (with 1,500 hours—72 percent—or more per year), the part-time employee will be entitled to ½ the tuition rate as a student at Dordt.
   1. The tuition waiver is extended to the spouse and dependents of part-time staff members who work 1,000 hours (48 percent) per year for two successive years. Continued eligibility is based on that staff member maintaining at least 1,000 hours (48 percent) or more per year.
   2. Those meeting these eligibility requirements will receive a 10 percent 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 does not apply to audited courses, summer course programs, or tuition overload fees.

G. The employee’s eligibility for the tuition waiver ends immediately upon termination of employment; however, the college reserves the right to review each situation on an individual basis.

7.3.18 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.

7.3.19 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.

7.3.20 FLEXIBLE SPENDING ACCOUNT
Dordt employees have the option of enrolling in a tax saving Flexible Spending Account (FSA). This plan is offered as an option to take advantage of legislation which allows employees to use pre-tax dollars to pay for eligible medical and dependent care expenses. Dordt employees can choose to allocate funds by monthly payroll deductions to a medical savings account for reimbursement of eligible medical expenses and/or a dependent care account for expenses related to dependent care for both children and adults.

7.3.21 ADOPTION ASSISTANCE
As of July 1, 2014, Dordt College 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 unreimbursed 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 college will contribute up to $2,500 per child.
E. Assistance will be pro-rated for employees working at least 50 percent of full-time.

7.4 RETIREMENT
7.4.1 CONDITIONS (see also FH 4.4.8)
These policies apply to both full-time and proportional faculty and administrative staff (that is, to all Dordt College employees in “exempt” job classifications, as defined by the federal wage and hour law).

The conditions for declaring intentions to retire or to continue employment and for beginning retirement are defined in terms of the Social Security Administration. For example, as long as social security provides full benefits at age 65, 65 shall be the point of departure for declaring intentions to retire or to continue employment. As the social security age (SSA) changes, so shall the age for declaring intentions. The age of retirement is expressed below in terms of SSA (-/+). For example, as long as social security provides full benefits at age 65, SSA - 3 means 65 minus 3 years = 62 years of age.

7.4.2 RETIREMENT- AND EARLY RETIREMENT-PAY POLICIES
Dordt College has an early retirement plan option available for those who wish to retire from full-time or proportional exempt employment prior to reaching the social security retirement age. Details about this early retirement plan are available by contacting the office of human resources.

To aid in the transition from full-time or proportional employment to retirement, Dordt College has established the following retirement-pay policies:
A. Eligibility
   1. A retiree must have attained SSA -3 and have served the college on a full-time or proportional basis for 20 years or more in order to receive full benefits described below. Retirees who have attained SSA -3 and have served the college on a full-time or proportional basis for more than 10 years, but less than 20 years, shall be eligible for benefits on a pro rata basis, a ratio of years of full-time service to 20 years.
   2. A retiree becomes eligible for retirement pay during the academic year following attainment of SSA -3, SSA -2, SSA -1, or SSA. Payments shall be made in the January payroll following the year of retirement and each January thereafter according to schedule as determined by SSA at retirement.
   3. Payments cease at death if death occurs prior to SSA.

B. Retirement pay schedule

<table>
<thead>
<tr>
<th>Percent of Retiree's Last Age</th>
<th>Full-Time/Proportional Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSA -3</td>
<td>25% per year for 3 years</td>
</tr>
<tr>
<td>SSA -2</td>
<td>25% per year for 2 years</td>
</tr>
<tr>
<td>SSA -1</td>
<td>40% for one year</td>
</tr>
<tr>
<td>SSA</td>
<td>50% for one year</td>
</tr>
<tr>
<td>SSA+</td>
<td>None</td>
</tr>
</tbody>
</table>

C. Medical and life insurance coverage:
   1. Eligibility for medical and life insurance coverage for a retiree and/or spouse requires 10 years of full-time service by the retiree with Dordt College prior to retirement.
   2. Until a full-time retiree reaches Medicare age, the college shall provide the same medical and life insurance coverage that it provides for full-time members of the administration and faculty.
   3. If the retiree dies prior to Medicare age, the same medical coverage that is provided to full-time members of the faculty and administration shall be provided for the full-time retiree’s spouse at the COBRA rate until Medicare age or until becoming eligible under another health plan.
   4. If the full-time retiree’s spouse is under the Medicare age at the time of retirement, the same medical coverage that is provided to full-time members of the faculty and administration shall be provided for the spouse at the COBRA rate until Medicare age or until becoming eligible under another health plan.

D. The retirement-pay policy is effective as adopted by the board of trustees but is subject to review on an annual basis. Any amendments or deletions shall not become effective until three years after September 1 following the date of the board’s resolution authorizing the change.

7.4.3 RETIREMENT FORMALITIES

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

7.5 GRIEVANCE POLICY AND PROCEDURES

These grievance procedures do not apply in any case where an employee has appeal rights (e.g., FH 4.4.6 and 4.4.9.3).

Other than matters for which appeal rights are granted to an employee, if an employee is dissatisfied with an aspect of his/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/her immediate supervisor.

If an employee wishes to pursue a formal grievance, he/she must initiate that process within thirty 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/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/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 president of the college within fifteen days of receiving the written response from the first step of the process. The president shall take whatever steps he/she deems appropriate to review the grievance and submit a written response to the employee. Except as provided below, the president’s decision on the grievance shall be final.

**Step 3**—If the president determines that a particular grievance is of sufficient institutional concern and if the employee desires additional review, the president, in his/her sole discretion, may authorize an appeal of his/her 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 college.

### 7.6 FACILITIES/EQUIPMENT

#### 7.6.1 FURNISHINGS AND EQUIPMENT

**7.6.1.1 NAMEPLATES**
Nameplates for office doors or entrances shall be designed, ordered, and affixed by the director of facilities and services.

**7.6.1.2 OFFICE FURNITURE**
Office furniture shall be supplied by the purchasing/inventory manager. Requests for faculty office furniture shall be made through division chairs. A desk, chairs, file cabinets, bookcases, and a bulletin board for each office is supplied with institutional funds. Additional or replacement items are the responsibility of the individual department, working through the division chair and the purchasing/inventory manager.

**7.6.1.3 USE OF COLLEGE EQUIPMENT**
Every employee will be entrusted with use of certain college equipment and is expected to give this equipment proper care at all times. If equipment needs repair, servicing, or cleaning, report the condition to one’s supervisor. Use of college equipment for personal use is not permitted unless authorization is given by one’s supervisor.

**7.6.1.4 ERGONOMICS**
Dordt College desires to create the best possible working and learning environment for students, faculty, and staff. All concerns about work space, computer equipment, chairs, or lighting, should be directed to the executive director of human resources/organizational development. A form must be completed regarding the concern and returned to the executive director of human resources/organizational development [HL]. The executive director of human resources/organizational development will review the concern and options will be offered to address the problem.

#### 7.6.2 KEYS AND CAMPUS SECURITY

**A.** Campus security must be the aim of each employee. Responsible management of keys/fobs safeguards equipment, college 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 maintenance 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 chair 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 5:00 p.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 maintenance department secretary.

7.6.3 COMPUTERS AND SOFTWARE

7.6.3.1 PURCHASE AND SUPPORT OF COMPUTER TECHNOLOGY

Computers and software are provided, within a predetermined annual budget, by computer services, under the supervision and direction of the vice president/chief administrative officer.

A. The college shall provide one office computer system per faculty, staff, or administrator to meet the ongoing needs of the college and its employees.

B. The college shall provide a collective technology equipment pool to be used on a short-term basis when necessary to meet job requirements and/or to increase productivity when an employee is away from the college on assignment. Personal telecommunications devices, such as radio phones, cellular phones, pagers, etc., shall also be pooled as much as possible to insure efficient stewardship of resources available to the college.

C. All computer equipment purchased by the college shall be supported with licensed software compatible with the college computer network and meet software guidelines established by computer services.

D. All grant proposals and college-funded projects that include computer or telecommunications equipment shall be reviewed and signed off by the vice president/chief administrative officer. Technology acquired under these circumstances is property of the college and shall be considered part of the overall college technology pool and not the possession of an individual employee or department.

E. It shall remain the prerogative of the president to make decisions regarding the purchase of additional computers as needed by chief administrators; however, any additional purchases shall be made from funds other than those allocated to the computer services budget.

F. Dordt College employees are expected to invest in personal and professional technology to meet individual and long-term off-campus needs.

7.6.3.2 RESPONSIBLE USE OF COMPUTING EQUIPMENT

A. 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 college and should not go beyond that obligation. Users are encouraged to fully utilize computer resources where appropriate; however, unstewardly use of resources, including processors, disk space, and networks is not allowed. Examples of unstewardly 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.

B. Security. The college 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 insure system security and all users are hereby placed on notice of this possibility.
C. 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.

D. Policies. Failure to observe the guidelines and policies regarding computer use can lead to disciplinary action, which includes warnings, loss of access privileges, suspension, or legal prosecution.

7.6.3.3 E-MAIL

E-mail access is provided to all offices on campus and at various locations in student residences. Computer services personnel provide and support the necessary technologies. The college reserves the right to monitor internal and external messages on college equipment or accounts.

7.6.3.4 CATEGORIES OF HARDWARE AND SOFTWARE

All hardware and software purchased for the college shall fall into one of three categories. The category will determine the level of support users can expect from computer services regarding the installation, configuration, operation and maintenance of hardware or software.

A. Supported: hardware and software that computer services purchases and recommends for use by the campus community. Such purchases will be made with the input of the campus community to ensure the needs of the campus are being met as well as possible. Computer services shall provide maintenance and support—both technical (installation and configuration) and basic operation—for anything in this category.

B. Approved: hardware and software purchased by the college community in consultation with computer services that computer services does not have the expertise on which to make a recommendation. Computer services will attempt to make the hardware or software work in the college environment, and will provide technical expertise to help the user avoid conflicts with any supported hardware and software. Computer services will help point the user in the correct direction when problems arise, but the burden is on the user, not computer services, to correct the problem.

C. Unsupported: hardware and software known by computer services to cause problems with the campus’ information system, or where a supported alternative exists. If this must be on campus, it may not be connected to any network that it can adversely affect, and computer services bears no responsibility to make it work whatsoever. Furthermore, computer services may request that such hardware or software be removed if it is suspected of causing problems.

D. Computer services shall maintain and periodically publish the list of supported hardware and software, as well as examples of hardware and software that fall into the approved and unsupported categories. The list of supported hardware and software shall be reviewed annually by the information services advisory committee. For a current list of supported hardware and software, contact the director of computer services.

7.6.4 POSTAL MAIL

Mail is collected, sorted, and delivered daily to offices on campus. Mail boxes are located in most buildings on campus.

7.7 FISCAL MATTERS

7.7.1 THE BUDGET

7.7.1.1 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 business affairs. All entities of the college 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 College begins July 1 and ends June 30.

B. Calendar

<table>
<thead>
<tr>
<th>Month</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>The administrative cabinet prioritizes projected staffing and facility needs.</td>
</tr>
</tbody>
</table>
| August | The executive director of finance and risk management distributes to the division chairs
departmental budget request forms for the projected fiscal year, and the administrative cabinet
reviews enrollment projections. |
| October | Division chairs forward budget requests to the provost. The board of trustees considers staffing and
salary guidelines for the projected fiscal year. The president receives all projected budget requests
from cabinet members.
The compensation advisory committee begins discussion of projected salary guidelines and benefits. |
| November | The president and the executive director of finance and risk management review requests with
appropriate parties. |
| December | The executive committee of the board of trustees reviews budget projections and sets projected
room and board rates. |
| April | 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 to the current
budget. |

7.7.1.2 DEPARTMENTAL BUDGET POLICIES

Department chairs 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. Chairs and division chairs shall submit
their budget requests electronically and in keeping with the calendar deadlines.

A. Workstudy: Departments 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 college-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 Membership
   1. Department budgets may include membership fees required for departmental accreditation or certification.
   2. Department budgets may include membership fees if such membership is necessary for a department 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 [HL] are available for this.

G. Departmental 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 college. 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 division chair.
   3. The following guidelines and procedures shall be used when considering pay for professional services:
      a. The respective division chair in consultation with the provost 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.
7.7.2 TRAVEL ARRANGEMENTS
A. Land Travel: Dordt College provides a limited number of cars and vans that may be signed out for college use. A department will be charged mileage when an employee uses a personal car for college business. A charge will also be made for the use of a college vehicle.
B. Air Travel: It is preferred that all college 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 college 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.

7.7.3 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.

7.7.3.1 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.

7.7.3.2 PROCEDURES—DECISION TO REDUCE
   A hypothetical time-line appears in parentheses.
   A. The board of trustees shall each year at its spring meeting (e.g., April 2017) 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 (October 2017) 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 2018) and may be carried out over three fiscal years (July 2018 – June 2021).

7.7.3.3 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.
7.7.3.4 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 (May 2017).
B. The president shall apprise faculty and staff in the fall (August 2017) of the scope of the work of his/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 college 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 (August 2017 – August 2018).
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.

7.7.4 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 college 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 college protocol and tax implications.
C. Unsolicited gifts received by the college and designated for a department, general activity, or program, are subject to the following guidelines:
1. Gifts of $500 or more. The designated recipient group or department shall be allowed to use the gift as specified by the donor. The vice president for college advancement shall notify the administrator responsible for the department or area of the college designated to receive the gift; the administrator shall consult with the staff members involved to decide how to use the gift.
2. Gifts of less than $500. Such gifts will be placed in the general operations or capital gift account, which will benefit the designated recipient group or department in a general way.
D. Unsolicited gifts received by the college and designated for a particular use, such as the purchase of a specified piece of equipment, are subject to the following guidelines:
1. Gifts of $100 or more. The vice president for college advancement will notify the administrator responsible for the department or area of the college 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 college advancement shall be notified and will contact the donor to work out various alternatives.
2. Gifts of less than $100. The donor is to be contacted by the vice president for college advancement and encouraged to allow the gift to be used for the general benefit of the college.
E. All gifts of cash or securities received directly from a donor by a department or administrative unit of the college must be submitted to the office of college advancement for gift accounting and acknowledgment.
F. All gifts of property or service to the college must be reported to the office of college advancement for gift accounting and acknowledgement.

7.7.5 PURCHASING
Purchases for small amounts may be made locally by authorized personnel without a requisition, but the employee is responsible for payment if the purchase is not approved by one’s supervisor. Employees must sign and indicate the department to be charged on every invoice at local merchants.
Routine instructional supplies may be purchased by faculty members. Specialized or costly instructional supplies shall be ordered by requisition through the purchasing/inventory manager. Costs for instructional supplies shall be charged to departmental budgets.

7.8 WORKING OUTSIDE OF THE COLLEGE
A full-time faculty member’s primary employment responsibility is to provide high quality service to the college. 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 chair. Regularly-recurring outside employment shall be communicated in writing to and reviewed annually by the division chair.

7.9 PRINTING AND DUPLICATING
Copyright and photocopy policies are posted on the computer services web site [HL].

7.10 EMERGENCY CLOSING
Emergency closing of the college shall be ordered by the president, announced on KDCR radio, and posted to the college website.

7.11 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.

7.12 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 working 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 are not appropriate in the workplace.
F. Treat campus visitors, faculty, staff, and students with courtesy and respect and be as helpful as possible.

7.13 CONFIDENTIAL INFORMATION
All Dordt employees shall protect confidential information regarding Dordt College, students, faculty, and staff. Confidential information should be shared within the college only on a need-to-know basis and is not to be shared outside the college.

7.14 SAFETY PRACTICES
Suggestions concerning safety are always welcome and should be addressed to the environment and workplace concerns committee through the vice president/chief administrative officer.

7.15 SUGGESTIONS
Any employee who has constructive suggestions or criticism that will improve the operation of the college should talk with his/her supervisor or the executive director of human resources/organizational development. It is everyone’s responsibility to make the college a better place to work.

7.16 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 college. When an employee’s outside interests, whether real or perceived, could conflict with his/her dedication to the best interest of Dordt College, 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/her supervisor or the executive director of human resources/organizational development.
CHAPTER EIGHT: COLLEGE ADVANCEMENT

8.0 OVERSIGHT OF THIS CHAPTER
Oversight of the policies in the office of college advancement that are outlined in this chapter and the
decision to make changes to the same falls primarily to the vice president for college advancement. To the
extent the college 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 COLLEGE ADVANCEMENT
The vice president for college 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 college, which includes fund raising, alumni relations, church
relations, institutional promotional materials, grant writing, community relations, news bureau activities,
college newsletters, and general public relations.

8.2 COLLEGE ADVANCEMENT STAFF
(Responsible to the vice president for college advancement unless otherwise noted)

8.2.1 DIRECTOR OF ALUMNI AND EXTERNAL RELATIONS
The director of alumni and external relations is responsible for the development and implementation of a
comprehensive program of activities and services for alumni and for planning and organizing institutional
external 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 college mission.

8.3 GRANTS ADMINISTRATION
GRANTSMANSHIP POLICIES
A. The director for research and scholarship 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.
B. A grant idea must be presented to the division chair for discussion and review. If the proposal involves
an academic project that demands released time and replacement staff, it must first be approved by the
provost.
C. 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 for research and scholarship and vice
president for college advancement. Money can also be used as matching funds for small grants.
D. When the division chair and director for research and scholarship have approved a proposed grant
application, the faculty member or department has authorization to move forward with writing the grant.
E. 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 vice president for college advancement.

F. A grant writer must be informed that if a granting institution has a deadline for proposal submission, an outline of the proposal must be ready for review by the director for research and scholarship and the vice presidents thirty days before the stated foundation/agency deadline. Final copies of the proposals must be routed fifteen days before the deadline. If these deadlines are not met, the proposal cannot enter the final phases of campus approval. Exceptions may be given in unusual situations to be determined by the director for research and scholarship and the vice president for college advancement.
CHAPTER NINE: COLLEGE 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 college 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 COLLEGE

9.1.1 THE ADMINISTRATIVE CABINET (STAFF MEETING)

A. Membership (all members are ex officio)
   1. President—chair
   2. Provost
   3. Executive director of finance and risk management
   4. Vice president for college advancement
   5. Associate provost/dean for curriculum and instruction
   6. Vice president/chief administrative officer
   7. 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 college 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 college are clearly communicated to those in other areas of the college 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 college.”

C. Responsible to the president

9.1.2 COMPENSATION ADVISORY COMMITTEE

A. Membership

1. Executive director of finance and risk management—chair
2. Provost
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 colleges
3. Review employee salary rates and schedules
4. Recommend salary schedule and benefits adjustments

C. Responsible to the president

9.1.3 ENROLLMENT MANAGEMENT TEAM

A. Membership

1. Provost
2. Vice president/chief administrative officer (chair)
3. Vice president for college advancement
4. Chair of the academic senate (or a designee)
5. Executive director of finance and risk management
6. Director of financial aid
7. Associate provost/dean for curriculum and instruction
8. Up to two faculty members (appointed by the provost)
9. Registrar/director of institutional research
10. Dean of students
11. Director of athletics
12. Director of global education
13. Director of graduate studies
14. Director of admissions
B. Duties/mandate
   1. Review trend data on provisional student success, analyze and report root causes for success/failure, and recommend policy and programmatic changes to increase effectiveness
   2. Provide input to admissions on provisional admittance cases
   3. Review trend data on student retention, analyze and report root causes for success/failure, and recommend policy and programmatic change to increase retention
   4. Review goals and actual results by demographic target markets/segments for student recruiting, analyze and report root causes for success/failure and possible solutions, and recommend future recruitment goals for various demographic markets/segments
   5. Review enrollment goals and actual results by program/major, analyze and report root causes for success/failure and possible solutions, and recommend future enrollment goals

C. Responsible to the president.

9.2 COMMITTEES REPORTING TO THE PROVOST

9.2.1 PROVOST COUNCIL (STAFF MEETING)
   A. Membership (all members are ex officio)
      1. Provost—chairperson
      2. Dean of students
      3. Associate provost/dean for curriculum and instruction
      4. Director for research and scholarship
      5. Registrar/director of institutional research
      6. Director for global education
      7. Director of athletics
      8. Director of the Andreas Center
   B. Duties/mandate
      1. Foster communication within and across areas of members’ responsibility
      2. Serve as a advisory group for each administrator to share information, goals, and needs, and to seek advice on matters of concern
      3. Serve as a setting to address, clarify, or resolve any issues of misunderstanding or conflict within and between their respective areas of responsibility
      4. Develop and review policy statements to be used by the provost to coordinate administrative efforts
      5. Evaluate faculty development proposals and allocate faculty development resources
   C. Responsible to the provost

9.2.2 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 provost
      4. Two students—one student symposium 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 provost

9.2.3 CO-CURRICULAR COMMITTEE
A. Membership
1. Faculty member and/or academic administrator appointed by the provost to serve as chair
2. Dean of chapel
3. Dean of students
4. Two faculty members appointed by the provost
5. Director of marketing and communication
6. Director of residence life
7. Director of campus ministries and worship arts
8. Three students—one student symposium member
B. Duties/mandate
1. Approve funding for and/or organize and evaluate co-curricular events, including lectures that appeal to faculty, students, and occasionally the public, and guest speakers and performers who are brought to campus to meet with a limited number of students and faculty members in a special interest (e.g., in a department or area)
2. Recommend in the fall two commencement speakers for selection by the president
3. Annually select distinguished alumni from a slate provided by the alumni council
4. Coordinate convocations
5. Approve funding for and evaluate “special event” guest performances in the arts
D. Responsible to the provost

9.2.4 CORE PROGRAM COMMITTEE
A. Membership
1. Provost (ex officio)
2. Faculty member and/or academic administrator appointed by the provost to serve as director/chair
3. Registrar
4. Two faculty members appointed by the provost
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 symposium 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 chairs, 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 provost
9.2.5 CURRICULUM AND ACADEMIC POLICIES COMMITTEE

A. Membership
1. Dean for curriculum and instruction to serve as chair
2. Provost (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 provost
6. Two students

B. Duties/mandate: Establish and administer policies in concert with The Educational Framework of Dordt College 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 [HL] 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

9.2.6 FACULTY STATUS COMMITTEE

A. Membership
1. Six faculty members—one elected by each division, ordinarily with one representative from each division. These members must be on extended term contracts. The committee shall elect its chair.
2. Provost (ex officio)

B. Duties/mandate: Participate in the contract renewal/appeal process as defined in FH 4.4

C. Responsible to the provost

9.2.7 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 provost 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 provost
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 provost

9.2.8 ASSESSMENT AND PROGRAM REVIEW COMMITTEE

A. Membership (provost appoints the chair)
1. Dean for curriculum and instruction (ex officio)
2. Four faculty members appointed by the provost (ordinarily with at least 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)
3. Core program director
4. One professional staff member from student services
5. One division chair
6. Registrar/director of institutional research
7. Two students—one student symposium member

B. Duties/mandate
1. Regularly review the student learning assessment process of curricular and co-curricular programs, to ensure alignment with the parameters of curricular organization and curricular goals as articulated in The Educational Framework of Dordt College.
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 provost

9.2.9 SPIRITUAL DEVELOPMENT COMMITTEE

A. Membership (provost appoints the chair)
1. Dean of chapel
2. Dean of students (ex officio)
3. Three faculty members appointed by the provost
4. Director of residence life
5. Discipleship coordinator
6. Director of campus ministries and worship arts
7. Community development assistants
4. Three students—one student symposium member

B. Duties/mandate
Assess and shape the spiritual climate of the campus by:
1. Articulating a vision for campus-wide spiritual development that reflects Dordt’s Educational Task and Framework and that links curricular and co-curricular activities
2. Advising and consulting with the dean of chapel and campus ministries in the development, organization, and assessment of campus worship, small group ministry, and service/mission activities on campus
3. Encouraging student involvement in local church congregations and worship

C. Responsible to the provost

9.2.10 STUDENT LIFE COMMITTEE

A. Membership
1. 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 provost
5. Three students (one sophomore, one junior, and one senior; at least one student symposium 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 food service, student health, student behavior, and the general welfare of students at Dordt College

4. Promote and support activities related to drug and alcohol abuse prevention

C. Responsible to the provost

9.3 COMMITTEES REPORTING TO THE VICE PRESIDENT/CHIEF ADMINISTRATIVE OFFICER

9.3.1 ENVIRONMENT AND SUSTAINABILITY COMMITTEE

A. Membership
1. Executive director of 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 symposium

B. 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.

C. Responsible to the vice president/chief administrative officer

9.3.2 INFORMATION SERVICES ADVISORY COMMITTEE

A. Membership
1. Vice president/chief administrative officer (ex officio)
2. Director of library services
3. Director of computer services
4. Three faculty members, one elected from each division (ordinarily one representative from fine arts and communication/humanities divisions, one from business administration and public service/education and human sciences divisions, and one mathematics and physical sciences/natural sciences divisions, with one faculty member to serve as chair)
5. Three staff members representing the entire campus
6. Two students—one student symposium member

B. Duties/mandate
1. Review and give advice on policies, procedures, projects, and programs of the information services offices (computer services, library services, and telecommunications)
2. Serve as liaison between the college community and the information services offices on issues related to the use of technology and its impact across the campus
3. Review and promote a vision for responsible and effective use of information technology across the campus

C. Responsible to the vice president of business affairs

9.4 COMMITTEE REPORTING TO THE VICE PRESIDENT FOR COLLEGE ADVANCEMENT

9.4.1 ART COMMITTEE

A. Membership
1. Vice president for college advancement (ex officio)
2. Executive director of 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 symposium 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 college
3. Maintain an inventory (location and description) of permanent art collection of the college
4. Articulate, advise, and advocate for aesthetic principles on campus

C. Responsible to the vice president of college advancement

9.5 COMMITTEES REPORTING TO OTHERS

REPORTING DIRECTLY TO THE DIRECTOR FOR RESEARCH AND SCHOLARSHIP

9.5.1 INSTITUTIONAL REVIEW BOARD
A. Membership:
   1. Five nonstudent members appointed by the provost (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 five 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 provost
   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 provost
C. Responsible to the director for research and scholarship

9.5.2 KUYPER SCHOLARS PROGRAM COMMITTEE
A. Membership
   1. Kuyper Scholars Program director(s) (ex officio), who also serves as chair
   2. Four faculty appointed by the provost in consultation with the program director(s). Faculty must
      have experience either teaching KSP courses or mentoring KSP 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 Scholar student
   6. One student symposium 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 Scholars Program
C. Responsible to the director for research and scholarship

9.5.3 PRO REGE EDITORIAL BOARD
A. Membership appointed by the provost, 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

9.5.4 RESEARCH AND SCHOLARSHIP COUNCIL

A. Membership:
   1. Director for research and scholarship (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 provost (one 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 symposium member

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 CHAIR FOR THE BIOLOGY DEPARTMENT

9.5.5 PREMEDICAL ADVISORY COMMITTEE

A. Membership
   1. Three or four faculty members (appointed by the provost) 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 chair for the biology department
REPORTING DIRECTLY TO THE DEPARTMENT CHAIR FOR THE EDUCATION DEPARTMENT

9.5.7 TEACHER PREPARATION COMMITTEE
A. Membership
   1. Director of the teacher preparation program (ex officio)
   2. Three faculty members (at least one from the education department) appointed by the provost; 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 CHAIR FOR THE SOCIAL WORK DEPARTMENT

9.5.8 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 provost (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 chair for the social work department
APPENDIX A

ARTICLES OF INCORPORATION

RESTATED ARTICLES OF INCORPORATION
OF
DORDT COLLEGE, 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 College, 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 By-laws, 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 By-laws shall provide. The board of trustees may be divided into such classes as the By-laws 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 By-laws 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.

BY-LAWS

I. Society Membership

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

Classis Lake Superior
Classis Minnkota
Classis North Central Iowa
Classis Heartland
Classis Central Plains
Classis Iakota
Classis California South
Classis Greater Los Angeles
Classis Central California

Classis Columbia
Classis Pacific Northwest
Classis Arizona
Classis Red Mesa
Classis Rocky Mountain
Classis Yellowstone
Classis Wisconsin
The Classes of Eastern Canada
The Classes of Western Canada

II. Board of Trustees Membership

A. Board Size: The board of trustees shall consist of 18 – 30 members.

B. Board Composition
   i. Regional Members
1. Twelve members shall be elected from each of the following twelve Christian Reformed Church classes or groupings of classes.

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

2. Two members shall be appointed by the board from the following two groupings of Christian Reformed church classes:
   - The Classes of Eastern Canada
   - The Classes of Western Canada

3. Election of Regional Members is overseen by the Governance Committee of the Board. Procedures for the election of Regional Members are articulated in the Board Standing Policies Manual.

   ii. At-Large Members
   1. Up to fourteen At-Large members shall be appointed by the board from among the confessing members of the Christian Reformed Church, regardless of location.
   2. Up to six trustees who affirm the doctrines of the Reformed Confessions (the Heidelberg Catechism, the Belgic Confession, and the Canons of Dort), shall be appointed by the board from other churches.
   3. Appointment of at-large members is overseen by the Governance Committee of the Board. 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.

III. Organization of the Board of Trustees

   A. Terms of Office
   i. Board members and board advisors 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 of trustees.

   B. Meetings of the Trustees
   i. The board of trustees shall meet at least two times a year. Dates and times are to be determined by the board.
   ii. The minutes of each board of trustees meeting shall be sent to all trustees as soon as possible after each meeting.
   iii. A quorum, a majority of the members of the trustees as fixed by these By-laws, must be present for the transaction of business. The act of the majority of the trustees present at a meeting in which a quorum is present shall be the act of the board of trustees.
   iv. Materials and recommendations for consideration by the full board or the executive committee must be received ahead of time, in sufficient time for trustees 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 of trustees shall be as follows: Chairman, Vice Chairman, Secretary, and Treasurer—who will also serve as officers of the corporation.
   ii. The treasurer need not be a member of the board of trustees.
iii. The chairman and the secretary shall be elected annually by the board at the spring meeting of the board of trustees. They will assume office at the following fall meeting of the board of trustees.

iv. The vice chairman and treasurer shall be elected annually by the board at the fall meeting of the board of trustees. They will assume office immediately upon election.

D. Duties and Powers

i. The management of this corporation shall be vested in the board of trustees.

ii. The board of trustees 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 Manuals
   Changes in Salary Scales and Benefit Plans
   Clergy Housing Allowance
   Designation of Principal from Quasi-Endowment
   Election of Board Officers
   Faculty Appointments, Retirements, Leaves of Absence, and Releases from Contract
   Fund Raising Campaign Goals and Plans
   Investment Guidelines
   Major Curricular Changes
   Election of Trustees
   Policy for Designation of Gifts and Bequests
   Significant changes in Student Life Policies
   Tuition, Housing, and Board Rates
E. Standing Committee—Members and Duties
   i. The board of trustees shall determine the number of standing committees that shall be appointed.
   ii. The board of trustees 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 of trustees each year.
F. Executive Committee
   i. Purpose and Scope
      1. The Executive Committee shall have the duty to make recommendations to the board of trustees and do other acts that are in the best interest of the college, including making decisions which cannot be prudently withheld until the next meeting of the board of trustees.
      2. The Executive Committee will also oversee the Executive Compensation process.
   ii. Membership: The membership of the Executive Committee will normally be seven to ten voting members from the board of trustees and the President of the College (ex officio), to include:
      1. Chairperson of the board of trustees
      2. Vice-chairperson of the board of trustees
      3. Secretary of the board of trustees
      4. Chairpersons of the board standing committees
      5. One to four additional board members selected annually by the board of trustees at the fall meeting.
   iii. Responsibilities
      1. All responsibilities assigned to the Executive Committee in the By-Laws and Board Standing Policies Manual.
      2. All responsibilities of the board of trustees that cannot be prudently withheld until the next meeting of the board, except:
         a. Amending the articles and By-laws
         b. Hiring the president or terminating his/her employment
         c. Commencing litigation
         d. Altering board-approved budgets
         e. Dissolving the corporation
      3. The chair and vice-chair of the board of trustees will not normally serve as chair of any of the standing committees. The secretary is eligible to serve as chair of a committee.
      4. Committee Operating and Communication Protocols
         a. The Executive Committee will meet at least three times per year
         b. A quorum, a majority of the number of trustees appointed to the Executive Committee as fixed by the By-laws, must be present for the transaction of business.
         c. The Executive Committee will keep regular minutes of meetings that must be approved at meetings of the board of trustees.

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

The corporation through the board of trustees may amend its Articles of Incorporation or By-Laws at any regular meeting or any special meeting called for that purpose by the affirmative vote of two-thirds (2/3) of the total number of voting board positions then in existence, whether filled or unfilled (with respect to at least the minimum number of board members as required by II.A. above). Notice of such amendments shall be given by regular board communication means to each board member at least thirty (30) days prior to the meeting.

Revised By-Laws
June 2015
APPENDIX B: ORGANIZATIONAL CHARTS

[Organizational Chart Image]

- Provost
- Associate Provost & Dean of Curriculum & Instruction
- Vice President for College Advancement
- Dean of Chapel
- Discipleship Coordinator
- Campus Ministries Coordinator
- Executive Director of Finances & Risk Management
- Vice President & Chief Administrative Officer
- Executive Administrative Assistant for the President's Office
- President's Leadership Council
- President
- Board of Trustees
- Cabinet Members
- CACE Administrative Assistant
- Director of CACE
Office of Academic Affairs

President

Provost

Executive Assistant

Business Administration & Public Service
  - Business Administration
  - Criminal Justice
  - Political Science
  - Social Work

Natural Sciences
  - Agriculture
  - Biology
  - Chemistry
  - Environmental Studies
  - Nursing

Mathematics & Physical Sciences
  - Computer Science
  - Engineering/Construction Mgt.
  - Mathematics
  - Physics

Education & Human Sciences
  - Core Program*
  - Education
  - Health & Human Performance
  - Psychology

Humanities
  - English
  - History
  - Language Studies
  - Philosophy
  - Theatre Arts

Fine Arts & Communication
  - Art & Design
  - Communication
  - Music

*The Core Program is assigned as a structural responsibility to a Division Chair, but all Division Chairs are responsible for various Core Program components and staffing.