CALVIN UNIVERSITY HANDBOOK FOR TEACHING FACULTY

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[*This revision removes two orphaned URLs.*]

Calvin UNIVERSITY 1876

Preface

THE *HANDBOOK FOR TEACHING FACULTY* is intended for the enfranchised teaching faculty of Calvin University (i.e., tenure-track, professor of practice, renewable term, and lecturer faculty). Although adjunct faculty, administrators who have faculty status, and other Calvin employees may find the information and policies included herein useful, this handbook is primarily focused upon the rights, responsibilities, and informational needs of the enfranchised teaching faculty. Non-teaching faculty and administrators with faculty status should consult the staff handbook for relevant policies.

The handbook serves the members of the enfranchised teaching faculty in a number of ways. Its most immediate function is to describe the rights and responsibilities of Calvin University faculty members. It also provides important information that will facilitate the work of faculty members as teachers, scholars, and essential members of the Calvin University campus community.

Faculty members are subject not only to faculty policies but also to university policies generally applicable to members of the community. With a few exceptions, those general policies are not set forth in the body of this handbook but may be linked or set forth in the attached appendices. Generally applicable policies are subject to revision by the Board and administration as the needs of the university or the applicable laws may require. This includes, for example, policies prohibiting discrimination, harassment or retaliation, or other significant health, safety, or compliance limitations. Information about currently applicable policies and procedures is available through Human Resources, and currently applicable versions of policies are also posted on the university's website..

Binding Nature of Handbook

To the extent consistent with Calvin University's Articles of Incorporation and the Bylaws of Calvin University, the rules and regulations set forth in this handbook shall be binding on the University, its Board of Trustees, officers, and faculty. Changes may be made to this handbook by the Board of Trustees in consultation with the Faculty Senate and the president. (Changes to the Faculty Bylaws, section 2.1 of this handbook, also require a ⅔ vote of the enfranchised faculty.) Unless otherwise specified in the handbook, changes are effective upon approval of the Board of Trustees.

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Chapter 1: Organization

This chapter describes the governance structure and organization of Calvin University as of the date this handbook is effective. Chapter 1 is included in the faculty handbook for information and does not articulate contractual or other rights on behalf of the teaching faculty. The governance, organization, and structure of Calvin University, and the provisions of this chapter, are subject to revision at the discretion of the Board of Trustees, acting as appropriate through the university administration.

1.1 / The Mission of Calvin University

Mission

Calvin University equips students to think deeply, act justly, and live wholeheartedly as Christ's agents of renewal in the world.

Vision

By 2030, Calvin will become a Christian liberal arts university with an expanded global influence. we envision Calvin University as a trusted partner for learning across religious and cultural differences and throughout the academy, the church, and the world.

Calvin University will be animated by a Reformed Christian faith that seeks understanding and promotes the welfare of the city and the healing of the world. We welcome all who are compelled by God's work of renewal to join us in the formative pursuits of lifelong learning, teaching, scholarship, worship, and service.

Vision

- Boldness and Humility
- Curiosity and Conviction
- Diversity and Inclusion
- Tradition and Innovation

Purpose[1]

To engage in vigorous liberal arts education that promotes lifelong Christian service.

- We offer education that is shaped by Christian faith, thought, and practice. We study and address a world made good by God, distorted by sin, redeemed in Christ, and awaiting the fullness of God's reign.
- We aim to develop knowledge, understanding, and critical inquiry; encourage insightful and creative participation in society; and foster thoughtful, passionate Christian commitments.
- Our curriculum emphasizes the natural, cultural, societal, and spiritual contexts in which we live; our teaching respects diverse levels, gifts, and styles of learning; and our learning proceeds as a shared intellectual task.

[1] The Purpose section of this document is a summary of what is found in the *Expanded Statement of Mission*.

To produce substantial and challenging art and scholarship.

- We pursue intellectual efforts to explore our world's beauty, speak to its pain, uncover our own faithlessness, and proclaim the healing that God offers in Jesus Christ.
- We strive to embrace the best insights of Christian life and reflection, engage issues in the intellectual and public spheres, and enrich faith by the heritage of the past and the discoveries of today.
- Our faculty and staff are committed to keen and lively work in their chosen fields and to sharing its fruits with others.

To perform all our tasks as a caring and diverse educational community.

- We undertake our tasks in response to a divine calling. Together we challenge ourselves to excellence as we acquire knowledge, cultivate aspirations, and practice lives of service.
- We seek to gather diverse people and gifts around a common pledge and purpose; pursue justice, compassion, and discipline; and provide a training ground for the life of Christian virtue.
- Our classrooms embody a community of faith and learning extended across campus and beyond.

Commitment

We profess the authority of scripture and the witness of the ecumenical creeds. We affirm the confessions and respect the rich traditions of Reformed believers worldwide and, in particular, those of the Christian Reformed Church. We aim to enhance the cultural life about us and to address local needs. In all we say and do, wherever we may be, we hope to follow and further the ways of God on earth.

1.2 / BOARD OF TRUSTEES

The Board of Trustees' basic function is to act as the fiduciary agent for the University, ensuring that the university accomplishes its mission and supporting its efforts to do so. The Board does this primarily through its role in determining policies, strategies, and budgets. In this process trustees must consider the special mission of Calvin University and be aware of the trends and challenges in higher education in general.

The Board evaluates and sets educational policy by acting upon major recommendations of the faculty as brought to the Board by the administration; makes appointments to the university faculty and administration upon recommendation by the faculty and the president; and determines financial policy by approving the budget and building plans recommended by the administration. The Board of Trustees is a governing body; it is not an administrative body. Calvin trustees are charged with the overall care and direction of the institution, but they do not "run" the school.

The authority of trustees rests in the Board as a whole, not in individual trustees. Trustees may initiate individual action affecting the university only when specifically authorized to do so by the Board. The Board thus functions as a group, as a corporate body, with a view toward the enhancing of the institution as an educational agent of the church and an effective agency in the kingdom of God.

1.3 / ADMINISTRATIVE DIVISIONS

Calvin University is organized into six major administrative divisions: Academic Affairs, Advancement, Enrollment Management; Finance; People, Strategies, and Technology; and Student Life. The heads of these divisions (provost and vice presidents) report directly to the president. See the chart of organization in appendix A. The following is a brief summary of the responsibilities of each division.

1.3.1 / Academic Affairs Division

The primary function of the Academic Affairs Division is to strengthen and enhance all aspects of the academic programs of the university, including the Hekman Library, centers and institutes, off-campus study-abroad programs, Center for Student Success, and service-learning. The academic division provides support for student learning and for planning, development, leadership, and evaluation of the curriculum and the faculty.

1.3.2 / Advancement Division

The primary function of the Advancement Division is to further the understanding and recognition of Calvin with constituents in the surrounding community and throughout the world. Specific areas of oversight include fundraising, including gift planning, the annual fund, and grants and foundations; connecting with alumni; engaging with parents in the life of the university; and engaging the surrounding community and remote sites through the *January Series*.

1.3.3 / Finance Division

The primary function of the Finance Division is to protect, maintain, and expand Calvin assets for the purpose of promoting the educational objectives of Calvin University. The Finance Division is responsible for all matters related to financial services, food service, and auxiliaries.

1.3.4 / Enrollment Management Division

The primary function of the Enrollment Management Division is to provide institutional leadership in undergraduate and graduate student recruitment. This focus is represented in promoting Calvin University to prospective students and setting pricing and financial aid policies that ensure fairness and serve to meet institutional enrollment objectives. This division also functions to meet the communications and marketing needs of the institution.

1.3.5 / People, Strategy, and Technology Division

The primary function of the People, Strategy, and Technology Division is to provide leadership and strategic planning for initiatives that promote the development of Calvin's work culture, advance university diversity and inclusion efforts, build a sense of community and trust, support technological solutions for a dynamic learning community, measure institutional performance, and oversee facilities, all to advance the mission of Calvin University.

1.3.6 / Student Life Division

The primary function of the Student Life Division is to advance the mission of the university by promoting educational programming and educational services to help students integrate their in- and out-of-class experiences. The partnership between the Academic Affairs and Student Life Divisions of the university reflects the institutional commitment to developing the whole person in service to God.

1.4 / THE PRESIDENT

1.4.1 / Appointment of the University President

The procedures for the appointment of the university president are set forth in the university bylaws and trustee handbook. A copy of the document currently in effect may be found in the Office of the President. This document includes procedures for selecting a new president with a search committee that has representation from the faculty as well as other important stakeholder groups of the university.

1.4.2 / Responsibilities

1.4.2.1 / General

The president is the chief executive officer of the university. The president must promote the mission and purpose of the university in its broadest dimensions. The maintenance and enhancement of the general welfare of the university is the direct responsibility of the president.

One of the ways the president maintains an overview of the entire enterprise is by regular meetings of the President's Cabinet. The Cabinet stewards the university's strategic plan and evaluates specific needs and priorities in light of it and the university's mission and involves Cabinet representation on shared governance committees of the university and committees of the Board of Trustees.

1.4.2.2 / In Relation to the Board of Trustees

Inasmuch as the Christian Reformed Church supports the university, and through its synod delegates control to the Board of Trustees, the president and faculty are, in final analysis, subject to the authority of the Board of Trustees.

The Board of Trustees is a governing body whose primary fiduciary responsibilities are to:

- Establish, disseminate, and keep current the Reformed Christian mission of Calvin University.
- Select the president of the university.
- Support and periodically assess the performance of the president and set presidential compensation.
- Charge the president with the task of leading a strategic planning process, participate in that process, approve the strategic plan, and monitor its progress.
- Ensure the university's fiscal integrity, preserve and protect its assets for future generations, and engage directly in fundraising and philanthropy.
- Ensure the educational quality of the university.
- Preserve and protect institutional autonomy and academic freedom.
- Ensure that institutional policies and processes are current and properly implemented.
- In concert with the senior administration, engage regularly with the institution's major constituencies.

- Conduct the board's business in exemplary fashion and with appropriate transparency, adhering to the highest ethical standards; ensure the currency of board governance policies and practices; and periodically assess the performance of the board, its committees, and its members.

The president attends every regular meeting of the Board and its Executive Committee in order to report on significant events at the university, to consult with the Board on problems, and to bring appropriate agenda items for Board action.

1.4.2.3 / In Relation to the Faculty

The president ensures that faculty members continually and diligently work at defining and developing Reformed principles in the various disciplines and professions, at shaping educational policy of the institution, at integrating faith and learning in the disciplines and professions, and at promoting the educational and spiritual welfare of the student body.

Termination, dismissal, and discipline of individual faculty members, when necessary, are the administrative and supervisory responsibilities of the president, consistent with university bylaws and in accordance with the procedures outlined in this faculty handbook.

The president's work in relation to the faculty is carried out primarily through the work of the Professional Status Committee (where the president serves as an *ex officio* member), through consultations with the Faculty Senate chair (who serves on the Cabinet), and by regular participation in Faculty Senate meetings, full faculty assemblies, and townhall meetings. The president maintains oversight of the educational policy of the university through regular and continuing consultation with the provost on all educational policy matters.

1.4.2.4 / In Relation to the Students

The president, both personally and through the administrative staff, and together with the faculty, must promote in the university a Christian academic community in which a love of learning is instructed by the desire for a deepened and enriched knowledge of God's work in creation, in Scripture, and in Christ. Toward that end, the president shall foster amicable relationships among the administration, faculty, and students.

1.4.2.5 / Selection of Administrators

The president has a significant role in the selection of the members of his or her own administrative team. The following procedure is designed to accomplish that end while assuring the involvement of the faculty and the Board of Trustees.

1. The president selects the name(s) of the candidate(s) whom he or she would like appointed. Normally, the president appoints a search committee to assist in this task. When the appointment of an administrator includes granting faculty status, the search committee includes representation from the faculty.
2. The name(s) of such candidate(s) are submitted to the Professional Status Committee for approval. When an administrative appointment carries with it a faculty appointment, the considerations and procedures outlined in section 3.2.9.1.1 should be followed.

3. The name(s) of the candidate(s) are then presented by the president to the Executive Committee or the Board for appointment. As a rule, a single candidate is recommended to the Board for a given position.
4. If the Executive Committee or Board rejects the nomination presented, the matter is referred back to the president through the above channel. If the Board deems it advisable, it may propose candidates for the president's consideration.

1.5 / THE ACADEMIC DIVISION

1.5.1 / Administration

1.5.1.1 / Provost

The provost serves as the Chief Academic Officer of the university, championing its mission, vision, core values, and guiding principles. The provost holds a leadership role second to the president and assumes presidential duties and responsibilities when he/she is unable to. The provost is responsible for leading a team of professionals in the planning, development, implementation, assessment, and improvement of academic programs and policies. The provost serves as a primary spokesperson and advocate for the excellence and distinctiveness of Calvin's Reformed Christian educational and scholarly mission, both within the university and to constituencies beyond the campus. The provost works collaboratively with a faculty that strongly values active involvement in the governance process.

1.5.1.2 / Academic Deans

Academic deans are appointed by the provost to serve as the educational leaders and chief administrative officers of schools. In this role, academic deans oversee matters of personnel, curriculum, budgets, and internal and external relations. They work in a highly collaborative way with the provost, other academic deans, and other members of the provost's team in ways that support the flourishing of Calvin University. Academic deans are normally appointed for an initial four-year term as an outcome of a search process. Subsequent appointments by the provost are based upon successful annual reviews, comprehensive reviews every fourth year, and mutual interest. Deans are administrators with faculty status. Deans who are appointed directly from the faculty normally shall vacate their regular faculty ranks and positions while they hold administrative positions. Deans do not relinquish any rights secured by tenure or a six-year renewable term position to return to regular faculty status, unless waived as a condition of the administrative appointment.

1.5.1.3 / Other Administrative Positions

Depending upon the needs of the academic division, other administrative dean or staff appointments (e.g., Dean for Faculty Development and Research Initiatives; Director of Off-Campus Programs) are made by the provost in consultation with the President and the Professional Status Committee. The nature of these appointments vary in terms of length and needed qualifications; the terms of the appointment are articulated in the initial appointment letter and reviewed annually.

1.6/ DEPARTMENTS, SCHOOLS, CENTERS AND INSTITUTES

1.6.1 Organization

As Calvin University moves toward a new academic structure as recommended in the 2019 Calvin University Academic Organizational Masterplan the organization of the university as described here reflects the current organization, subject to change as the masterplan is implemented.

The academic organizational masterplan recommends that Calvin implement a vision of interdependent, interconnected, permeable schools. A school provides a primary home for an affinity-based cluster of programs and faculty, as well as a strong secondary home for faculty colleagues with related expertise whose primary homes may be in other units across campus. Schools will also engage external audiences by articulating a vision of faithful interaction within related sector(s) of creation and society, and by making visible Calvin's strengths in ways that attract new students, new colleagues, new grants, and new donors (see pp. 15–20 of masterplan for further description of and recommendations about forming schools).

Calvin University's academic structure includes the following schools: Business; Education; Health; Humanities, Arts, and Social Sciences; Science, Technology, Engineering, and Mathematics; and Graduate and Continuing Studies. Also included are the Centers and Institutes, which are housed within schools and the Hekman Library, and other entities that cultivate student learning and outcomes.

1.6.2 / Establishment and Termination

1.6.2.1 / Departments

A department may be established by the provost in consultation with the president, the academic deans, and the Academic Investment Team, whenever six courses are offered in a given discipline or program and at least three full-time persons are teaching these courses. The existence of a department may be terminated by the provost in consultation with the president, the academic deans, and Academic Investment Team, whenever fewer than six courses are offered in a given discipline or program or when fewer than three full-time persons are teaching these courses.

1.6.2.2 / Schools

A school may be established by the president in consultation with the provost and academic deans when a group of overlapping, interdependent affinity groups exist such that naming a school holds promise for attracting a greater range and number of students; for generating revenue through programming, grant funding, and donor interest; and for developing strategic partnership, especially with external groups. Schools are expected to integrate the work of their departments within the broader educational objective of the university as a whole. The existence of a school may be terminated by the president with the approval of the Board of Trustees and in consultation with the provost and academic deans.

1.6.2.3 / Centers and Institutes

Chapter five of the *Handbook for Teaching Faculty* describes policies and procedures related to centers and institutes.

1.6.3 / Leadership

1.6.3.1 / Department Chairs

1.6.3.1.1 / Appointment and Term of Office

Each department shall have a chairperson appointed for a four-year term by the provost, in consultation with the academic deans. Before the expiration of the chairperson's term, and in the event of a vacancy, the appropriate academic dean shall inform the department members that an appointment is pending and shall solicit their recommendations. Chairpersons shall be eligible for additional successive terms of various lengths. In some cases, normally in professional program schools, directors rather than chairpersons, will serve as chairpersons.

1.6.3.1.2 / Compensation

The chairperson shall receive compensation for this additional assignment in the form of released time from teaching, non-assignment to other institutional and committee assignments, financial remuneration, or a combination of these.

1.6.3.1.3 / Qualifications

Department chairpersons shall have the rank of associate professor or higher and be either tenured or in a six-year renewable term appointment, except in those situations where the provost, in consultation with the president and the appropriate dean, judges that there is a valid reason for an exception. The appointee shall ordinarily have served on the Calvin University faculty for two years and shall have demonstrated administrative ability.

1.6.3.2 / Directors

Directors are appointed by the provost to oversee particular academic programs. Sometimes directors oversee programs within a department and report to the department chair (e.g., social work). Sometimes directors are assigned to oversee graduate and/or interdisciplinary programs while their appointment remains in an academic department (e.g., public health). Sometimes, particularly in professional program schools, directors are appointed instead of department chairs (e.g., business). Sometimes directors are appointed to oversee particular programs whose scope is broader than a single department (e.g., service-learning). The term of office, reporting structure, compensation, and qualifications are articulated in the appointment letter and reviewed annually.

1.6.3.3 / Unit Leaders

In some areas of the university, unit leaders may be appointed where departments do not exist, where a department holds several disciplines each needing specialized attention, or where a single chair presides over several departments. These appointments will be made annually by the academic dean in consultation with the chairperson. Normally unit leaders do their work as part of their service to the university although in some cases, released time from teaching or financial remuneration may be appropriate. Such decisions are made by the academic dean.

1.6.3.4 / Secretary

Each department or school shall have a faculty or staff secretary, appointed by the chairperson or school dean. The secretary is subject to reappointment. The secretary shall record minutes of departmental and school meetings and is responsible for making the minutes available to the members of the department or school, the provost, the president, and the curator of the archives in Heritage Hall, according to university policy.

1.6.4 / Faculty

1.6.4.1 / Membership and Franchise

All regular teaching faculty appointed to a position with the rank of instructor or higher, including those with reduced-load or shared appointments, are members of the department and school to which they are appointed and are eligible to vote on all matters which shall be transmitted to faculty committees or the administration for action with the exception of personnel matters. Eligibility to vote on personnel matters depends on the nature of the recommendation and is described in chapter 3.

Contingent faculty may attend departmental meetings at the discretion of the department chair or school dean, but they shall not be eligible to vote on matters which shall be transmitted to faculty committees or the administration for action.

For further information on types of faculty positions, see section 3.2 of this handbook.

1.6.5 / Responsibilities of Departments and Schools

1.6.5.1 / Tasks

The representative tasks listed below describe responsibilities assigned to departments and schools. These tasks will be executed in different ways, depending upon the school. Although department chairs and deans should provide strategic leadership in carrying out these tasks, members of departments shall take active parts in formulating and implementing these tasks. The final responsibility for the department's work lies with the department chair and dean of a school.

Several specific functions assigned to departments and schools are these:

- to review, develop, and assess course and program proposals emanating from the departments within the division or the school prior to recommending them to the appropriate academic affairs committee;
- to engage in a regular cycle of program review;
- to coordinate faculty (including contingent faculty) recruitment, development, and evaluation, including annual conversations;
- to oversee employment and supervision of non-teaching personnel;
- to coordinate administrative responsibilities (e.g., prepare faculty and class schedules and assignments, prepare and oversee budget, recommend facilities and equipment development);
- to engage in student recruitment and retention efforts;
- to develop external relationships and partnerships;
- to participate in university-wide committees, task forces, and special projects; and
- to conduct all of these functions within the expectations set forth in *From Every Nation* for just and reconciling relationships regarding matters of race and ethnicity.

Chairpersons are directly responsible to deans, who in turn are responsible to the provost, for the performance of duties and functioning of their department and/or school. Annually, chairs and

deans shall submit an evaluation of the state of the department or school, including projections for future needs and changes, to the provost (with chairpersons reporting first to the academic dean). Chairpersons and deans shall also work closely with the relevant members of the Academic Affairs Division in the implementation of program and personnel policies.

In cases where an executive committee of a school exists, the chairperson is also a member of the executive committee.

1.6.5.2 / Department and School Meetings

Meetings shall be held on a regular basis, ordinarily at least once a month, to transact departmental and school business. Meetings may be called by the chairperson or school dean or, in his or her absence, by the secretary of the department. Meetings must be called by the officers upon request of any two members of the department or school.

1.6.5.3 / Committees

Each department chairperson or school dean shall appoint such departmental committees as necessary to discharge the responsibilities of the department or school. The following are illustrative of committees to which appointments might be made: Curriculum, Personnel, Library, Seminar or Colloquium, Publicity, Student Development and Services, and Enrollment.

Departments are encouraged to appoint students to departmental committees as voting members.

1.6.5.4 / Executive Committee

The executive committee (if one exists) of a school shall be composed of the chairpersons of the departments within the school. A secretary from the members of the committee should be appointed.

Chapter 2: Faculty Bylaws

2.1 / FACULTY SENATE BYLAWS

2.1.1 / The Faculty Senate

The normal business of the faculty shall be conducted at Faculty Senate meetings.

The essential functions of the Faculty Senate meetings shall be deliberation and action on policies that affect the primary responsibilities of faculty (curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the academic expectations, programming, and processes) as well as review of policy implementation. As part of this latter function the chairperson shall schedule regular briefings from each of the administrative divisions of the university by the President's Cabinet. The Academic Investment Team, the Provost's Senior Academic Leadership Team, and the President's Cabinet shall also regularly provide written summaries of their minutes to the Faculty Senate.

While the Faculty Senate shall act upon recommendations as requested by faculty committees and appropriate administrators, the chair may also schedule generative discussions of matters relating to the mission, purpose, actions, and curriculum of the university in ways that inform collective discernment and responses to challenges. In extraordinary cases, senators may also place items for consideration on the agenda by submitting their request in writing to the Executive Committee ten days in advance of the scheduled Faculty Senate meeting. During discussion at a meeting, senators may also suggest items for upcoming agendas.

If, after seeing the published agenda, senators wish to add an item or change the status of an item (e.g., from "for information" to "for approval"), they should gather the signatures of the appropriate number of colleagues (as outlined below) and submit their request in writing to the Senate Executive Committee before noon on the day of the Senate meeting.

- Upon the request of 10% of senators, an item will be placed on the agenda "for discussion and input."
- Upon the request of 10% of senators, an item will be placed on the agenda "for information."
- Upon the request of 30% of senators, an item will be moved from "for information" to "for approval."
- Upon the request of 30% of senators, an item will be placed directly on the agenda "for approval."
- Any item brought through these means directly to Senate "for approval" must be passed by a ⅔ majority.

Finally, in accordance with *Robert's Rules of Order Newly Revised* (11th ed., p. 373, lines 1–8), members of Senate can make a motion to change the agenda at the meeting, before the agenda has been approved. Such changes require a majority.

2.1.1.1 / Senate Executive Committee and Its Duties

The Executive Committee members of Faculty Senate are the Provost, Chair, and Secretary.

The Executive Committee of Faculty Senate, in consultation with faculty committees and the administrative team of the university, shall propose the agenda for Faculty Senate meetings. The agenda shall be adopted by the Senate, which may also propose changes in the order of business for that meeting. The agenda shall include an item called Question Period. During this period senators may direct questions to any committee or official regarding their work or regarding reports that have been distributed to the faculty.

The Executive Committee will ensure that all faculty members will be given a copy of the detailed Senate agenda no later than six calendar days before the meeting. Senators are encouraged to forward this to their colleagues for discussion prior to the Senate meeting. In addition, all Faculty Senate documents will ordinarily be posted to a local campus intranet at least six calendar days prior to Senate deliberation about them. An exception to the six-day rule may be made if the Senate officers agree to it and no three senators protest the exception.

2.1.1.1.1 / Chair

A. **Eligibility.** All enfranchised faculty who are serving in at least their fourth consecutive year of employment at Calvin University shall be eligible for election as chair of the Faculty Senate.

B. **Term.** The chair of the Senate shall serve for no more than three 3-year terms (running for election each time) and shall be a voting member of Faculty Senate while holding office.

C. **Election.** The election of chair shall occur at the same time as the Faculty Senate elections.

- The Committee on Governance shall solicit nominations for chair. Each school shall be asked to nominate one of its members. At its discretion the Committee on Governance may solicit additional nominations to achieve a slate of at least three nominees.
- The chair shall be elected by majority vote.
- If the chair is a sitting senator, his or her Senate seat shall be considered vacant and shall be filled following the bylaws for vacant Senate seats.

D. **Duties.** Duties of the chair include the following:

- Chairing the Faculty Senate meetings.
- Serving *ex officio* as a voting member on the Committee on Governance.
- Providing a concise digest of matters coming before Faculty Senate to all colleagues prior to each Senate meeting, and a prompt summary of what occurred at Faculty Senate following each Senate meeting.
- Pairing each newly elected senator with a second- or third-year senator in his/her school.
- Working with the Executive Committee of Faculty Senate, to organize orientation and welcome materials for the first Senate meeting of the fall semester.
- Participating in orientation meetings for all governance committee chairs.
- Serving as a member of the President's Cabinet.

- Facilitating Senate's relationship with *Chimes*, as per appendix F.

E. **Compensation.** The chair of Faculty Senate will normally receive eight contact hours of course release time (or "non-teaching load") per academic year as compensation for these responsibilities.

2.1.1.1.2 / Secretary

A. **Eligibility.** The secretary of the Senate shall be an elected member of the Senate.

B. **Term.** The secretary shall be elected by the Faculty Senate for a two-year term.

C. **Election.** The election of secretary shall take place at the last spring meeting of Faculty Senate.

D. **Duties.** In addition to recording the minutes of the Faculty Senate meetings, the secretary also works with the Provost Office to ensure the following:

- Maintaining an agenda of unfinished Senate business
- Classifying all reports to be considered by the Senate
- Supervising the permanent files of all faculty committees.
- Chairing Senate meetings in place of the chair when necessary

2.1.1.1.3 / Parliamentarian

A. **Eligibility.** The parliamentarian shall be an elected member of the Senate.

B. **Term.** The parliamentarian shall serve a one-year, renewable term and shall be a voting member of Faculty Senate while holding the office of parliamentarian.

C. **Selection.** The Senate parliamentarian shall be appointed by the other Senate officers, subject to confirmation by Faculty Senate.

D. **Duties.** Duties of the parliamentarian include the following:

- Ensuring that faculty bylaws are followed
- Serving as the authority to whom questions regarding parliamentary procedure may be referred by the chair during meetings of the Senate.

2.1.1.2 / Eligibility for Election to the Senate

All enfranchised faculty who are serving in at least their third consecutive year of employment at Calvin University shall be eligible for election to the Faculty Senate.

Senators normally will not be eligible for immediate reelection; eligibility for election will resume after a one-year hiatus.

2.1.1.3 / Senate Terms and Committee Service

Under the supervision of the Committee on Governance, senators will be elected to a three-year term.

During their term of Senate service, faculty senators may be asked to serve as members, but normally not as chairs, of university committees. Normally, faculty senators may not be asked to serve on intensive governance committees during their terms of office on Faculty Senate.

2.1.1.4 / Senate Composition and Election Procedures

One-third of the Senate shall be elected each year. Prior to an election, a demographic profile of the current Senate membership should be distributed.

To be elected, a candidate must win a majority of the ballots cast.

The Senate shall have the following composition, elected as follows:

A. Academic Departments

- Each academic department will elect one of its members to the Senate.
- Each year the academic departments whose senators are retiring will elect replacements from their respective departments by the end of February for three-year terms, which begin on the first day of the fall academic period.

B. Schools of the Academic Division

- Each school will elect one at-large senator.
- Whenever necessary, each school will elect a replacement for its retiring senator from a slate for which each department in that school may submit one nominee from any department in the school. This election will take place by the end of March, for three-year terms, which begin on the first day of the fall academic period.

C. Administrators with Faculty Status

- Administrators with faculty status will elect two senators. When administrators with faculty status also have a teaching appointment in an academic department, the Committee on Governance will decide whether, for the purposes of voting and representation, they should be considered members of that academic department and its respective school or administrators with faculty status..
- Whenever necessary, administrators with faculty status will elect a replacement for their retiring senator by the end of March, for a three-year term, which begins on the first day of the fall academic period.

D. Ex officio Members

- The provost will be a nonvoting member *ex officio*.
- The school deans will be nonvoting members *ex officio*.
- The registrar (or a designee) will be a voting member *ex officio*.

E. Student Representation

- The president and a vice president of Student Senate will sit on Faculty Senate, along with an at-large student senator chosen from among the current student senators by Student Senate during the time of student appointments to faculty governance committees each spring. The at-large senator must have completed at least one year at Calvin University.

- Student members of Faculty Senate shall not have the right to vote or to make motions, and they shall be excused from the Faculty Senate meeting room during an executive session.

2.1.1.5 / Senator Absence and Replacement Between Elections

Attendance of senators at Senate meetings shall be considered an integral part of their professional duties. As members of a deliberative body, it is expected that senators will be in attendance at each meeting of Senate. In the case of a necessary absence, senators must inform the Senate secretary. A senator may send a replacement colleague for one meeting, but, as mandated by *Robert's Rules of Order*, this colleague may not vote.

When a Senate seat is vacant for two or more meetings before the expiration of a term (through, e.g., illness, leave of absence, retirement, or death), a replacement will be appointed. Replacements for academic department representatives will be appointed by the department chair; replacements for school representatives will be appointed by the school dean; replacements for administrators with faculty status will be appointed by the provost. Such replacements will serve for the duration of the term or until the original senator returns. If that period is no more than one year, the replacement senator will be eligible for immediate reelection.

2.1.1.6 / Senate Meetings

A. **Schedule of Meetings.** The Faculty Senate shall normally meet at least once a month during the academic year. Additional meetings may be called when formally requested by at least 10 senators or at the discretion of the Senate officers, who may also cancel a regularly scheduled meeting should the lack of a full agenda warrant it.

B. **Quorum.** The presence of ⅔ of the voting membership constitutes a quorum. Senators are expected to be in attendance.

C. **Voting Rights.** Voting rights shall be held by all duly elected senators and *ex officio* members (except for those who are explicitly designated as nonvoting).

D. ***Robert's Rules of Order.*** *Robert's Rules of Orders* shall be used to govern the procedures followed at meetings of the Senate. See appendix B for some procedures which are particularly applicable to Senate business.

E. **Minutes.** All faculty members shall be given a copy of the minutes of Senate meetings. The Provost's Office will make minutes available to all faculty members.

F. **Postponing Agenda Items.** Upon request by 20% or more of enfranchised faculty, Faculty Senate action upon any agenda item can be postponed pending formal discussion by the full faculty. Such requests must be submitted to the chair at least one class day prior to the scheduled Faculty Senate meeting. The chair shall then collaborate with the Provost's Office to schedule a full faculty meeting for this discussion within the next month.

G. **The Rights of Non-senators.** The following members of the university community may attend Senate meetings as visitors, except in executive sessions, without the right to vote but with the privilege of the floor as granted at the discretion of the chair or a majority of the Senate:

- All teaching faculty

- Members of the Board of Trustees
- Vice presidents, other administrators, and staff members
- Members of the Student Senate, students serving on faculty committees, and student representatives of *Chimes* and other campus media
- Members of the Alumni Association Board

Non-senators may request the privilege of the floor and be invited by either the chair or a majority of the Senate to speak to the Senate when appropriate; otherwise, only senators and the president have the privilege of the floor. When committee reports are presented to the Senate, the committee chair or a representative designated by the committee shall present the report.

H. **Student Media Coverage of Senate Meetings.** Student media coverage of Faculty Senate meetings shall comply with the approved policy (see appendix F).

2.1.1.7 / Reports and Communications to the Faculty Senate

A. **Action Items.** All faculty committees shall make their recommendations for action to the Senate.

B. **Schedule of Committee Deadlines.** The Executive Committee of Faculty Senate shall call a meeting of all committee chairs by October 1 to provide an orientation for chairs regarding committee mandates, important agenda items for the year, areas of overlap and common concern, and proper procedures for sharing committee minutes. By June 30, committees shall file a report with the Senate regarding their activities for the academic year.

C. Written Reports/Proposals from Committees and Administrator Briefings

- Written reports/proposals to the Faculty Senate shall conform to a standard form prepared by the secretary of the Senate (see appendix C). This format shall include a reference key (committee name, subject, sequence number, date, etc.), a descriptive title, the membership of the committee, the name of the reporter, a statement of the problem or explanation of the mandate, a justification for the action proposed, and the formal resolutions proposing action.
- Written reports/proposals should be submitted electronically to the Provost's Office and copied to the chair and secretary of the Faculty Senate.
- For a report/proposal to be considered for Senate action, it must be delivered to senators not later than six calendar days before the meeting of the Senate. The Provost's Office shall be responsible for distributing such reports/proposals along with the meeting agenda.
- If an administrator wishes to submit a proposal that calls for a Faculty Senate decision, they must submit a written proposal that conforms to the general rules concerning committee reports/proposals.

D. **Preliminary Items for Faculty Senate Input/Feedback.** Standing committees, task forces, and governing boards of the university are encouraged to bring to Faculty Senate items for

discussion and input to facilitate decision-making at the committee level. Items for discussion shall be ones of concern to the whole university, and shall be submitted to the Provost's Office at least ten days before Faculty Senate meetings. The request to have the item included on the agenda shall provide a concise overview of the issue and a set of questions on which the committee, task force, or governing board would like Faculty Senate's input/feedback. Members of the committee, taskforce, or governing board shall be in attendance at the relevant Faculty Senate meeting to gather feedback and answer any questions. Items for discussion shall be submitted on a standard form (see appendix C).

E. **Oral Briefings from Administrators.** To allow time for questions and comments, these presentations normally should not exceed 10 minutes, except at the discretion of the Executive Committee. Administrators are encouraged to submit relevant overviews of salient information to the Provost's Office at least six days in advance for inclusion in the agenda. The secretary will typically request that links to presentation materials be provided by the day after the meeting so that these may be included as appropriate in the minutes and in the chair's summary communication to the faculty.

F. **Communications from Student Senate.** All communications from the Student Senate to the Faculty Senate shall be presented to the secretary, who shall determine if they are properly the immediate business of a particular committee taskforce or Faculty Senate as a whole. Unless officially withdrawn by that body, the original communication from the Student Senate shall accompany any faculty committee or taskforce recommendation ,. If it differs from the faculty committee's recommendation, the Student Senate resolution shall have the status of a minority report.

2.1.2 / Faculty Assembly and Faculty Meetings

The full faculty will meet early in the fall semester for a Faculty Assembly, organized by the Senate Executive committee, to address matters pertinent to the university community. The agenda shall always include an item called Question Period. During this period faculty members may direct questions to any committee or official regarding matters of all-university concern.

If by majority vote the Faculty Senate decides that a special meeting of the full faculty should be called to consider an urgent item or a major item that affects the whole of the faculty, the Faculty Senate Executive Committee shall organize such a meeting. By majority vote, the Faculty Senate can also authorize that a given faculty meeting have the Senate's governance authority over some or all of the issues presented at the meeting. The agenda shall consist of items authorized by the Faculty Senate for action and/or discussion at the full faculty meeting.

2.1.3 / Meeting by Communication Equipment (Electronic Meetings)

Enfranchised members of the Calvin University faculty may participate in meetings of the faculty assembly, Faculty Senate, governance committees, compliance committees, center or institute advisory councils, or department/program meetings using a conference telephone or similar communications equipment, electronic video screen communications, or electronic transmission, provided that all persons participating in the meeting have been given notice of the means of remote communication and are able to access the names of the participants during the meeting, and provided that all the participants in the meeting can communicate with each other. Participation in a meeting pursuant to this paragraph shall constitute presence in person at the meeting. During

electronic meetings, it shall be permissible for votes to be taken using features of the electronic meeting service.

Each member is responsible for his or her audio and Internet connections; no action shall be invalidated on the grounds that the loss of, or poor quality of, a member's individual connection prevented participation in the meeting.

When in-person meetings are held, it is expected that participants attend in person unless the Faculty Senate Executive Committee has given permission for an alternate choice.

2.1.4 / Amendments

Bylaws governing faculty meetings may be amended by a ⅔ majority vote of the enfranchised faculty. Such a vote shall be taken by mail ballot. Faculty-approved amendments to these bylaws also require approval by the Board of Trustees. Changes approved by both bodies shall be effective immediately unless otherwise noted.

2.2 / FACULTY GOVERNANCE, COMPLIANCE, AND ADVISORY COMMITTEES

The mandates and compositions of the standing committees and councils of the faculty are posted online and also are available from the Office of the Provost.

Chapter 3: Faculty Personnel Policies

3.1 / DEFINITION OF ENFRANCHISED FACULTY, TEACHING FACULTY, AND TEACHING STAFF

The *enfranchised faculty* consists of tenure-track, renewable term, professor of practice, and lecturer faculty (as defined in sections 3.2.1, 3.2.2, 3.2.3, and 3.2.4), the professional librarians, and those members of the administrative staff who are given faculty status by the procedure of section 3.2.9.

The *teaching faculty* consists of tenure-track, renewable term, professor of practice, lecturer, and adjunct (as defined in section 3.2.5) faculty. In this handbook, references to "faculty" shall mean teaching faculty.

The *teaching staff* includes everyone teaching one or more classes at Calvin University. This includes not only all teaching faculty but also all fellows, postdoctoral fellows, and staff members who teach courses, and faculty of cooperating high schools who teach dual-enrollment courses.

3.1.1 / Minimal Qualifications

All members of the teaching staff must possess, at minimum, certain key qualifications to ensure effective, high-quality instruction. These qualifications are in the form of academic credentials (e.g., earned degrees) and/or equivalent experience.

3.1.1.1 / Academic Credentials

Academic deans must ensure that teaching staff qualified by academic credentials must meet one of the following conditions:

- Teaching staff must possess an earned academic degree that is both in the discipline they teach and at least one level above the level at which they teach. In some programs, academic credentials may instead be held in a subfield or related field of the discipline with a focus that appropriately matches the course(s) to be taught.
- If teaching staff hold a degree that is not in the area they teach (but still one level above the level at which they teach), they must have at least 18 hours of graduate credit hours in the discipline or subfield they teach.
- If teaching staff supervise scholarly work, they must have a record of academic research and scholarship appropriate for a research-based program of study (e.g., a program requiring a master's thesis), as articulated in departmental scholarship statements, in addition to the earned degrees.
- Teaching staff who assist in a course but are not the lead instructor must possess at least the same level of degree as the course in which they teach. The lead instructor is the instructor of record and must have the credentials identified above or the experience identified in section 3.1.1.2. The instructor of record oversees instruction in the course and is responsible for the final assessment of students in the course, including assigning final grades.

3.1.1.2 / Equivalent Experience

While academic credentials are the primary way to identify qualified teaching staff, Calvin University considers other factors as well, including tested experience that provides a reasonable equivalence to academic credentials. "Tested" experience is depth and breadth of experience

outside courses in non-academic settings that is nonetheless directly relevant to the discipline in which the staff member is teaching. Generally teaching staff without academic credentials as described in section 3.1.1.1 must meet one of the following conditions:

- Teaching staff must possess a degree in the discipline in which they are teaching and at the level in which they are teaching, and have a minimum of four years of tested experience.
- Teaching staff must possess an earned degree in *any* discipline that is at least at the level in which they are teaching, *and* a nationally recognized professional credential (certification or licensure such as RN, CPA, or PE) that is directly related to the discipline or subfield, and a minimum of four years of tested experience.
- In limited special circumstances, teaching staff may teach a master's-level course with a bachelor's degree if they possess a minimum of four years of tested experience, are recognized by their peers for distinguished professional accomplishments, and are recognized as an expert in the specific content covered in the course.

In all cases of teaching staff who are qualified by experience rather than degree, at the time of initial appointment as well as at each change in teaching assignment the department chair or program director must document the nature of the instructor's experience in light of 3.1.1.2. Each program that hires faculty without a degree that is one higher than the level in which they are teaching must have written standards describing the tested experience that could serve as an acceptable equivalence. These requirements must be approved by the school dean and the Professional Status Committee. The provost's office maintains guidelines for documenting tested experience. School deans must approve hiring any teaching staff within their schools based on their assessment of an instructor's credentials and experience.

The above requirements are for anyone teaching any course for credit. Requirements for an appointment to a teaching faculty position, for the attainment of each rank, and for appointment with tenure, are detailed in chapter 3 of this handbook.

3.2 / TYPES OF POSITIONS

3.2.1 / Tenure Track

A tenure-track position is an enfranchised position that will not be eliminated in the foreseeable future. Normally tenure-track faculty have earned a terminal degree in their field or have exceptional field experience. Calvin University is their primary academic home. Tenure-track faculty are evaluated on teaching, scholarship, service, and Reformed Christian commitment. The normal teaching load for tenure-track faculty is 24 faculty load hours (FLH) (see section 4.1.2). Reduced-load, shared, or joint appointments also exist for tenure-track faculty (see section 3.3). Normally a tenure-track appointment leads to a reappointment review at three years and a tenure review at six years. However, a tenure-track position may be made non-tenure-track because of, inter alia, enrollment shifts or decline as described in section 3.9.2. Tenure-track faculty are expected to sign the *Covenant for Faculty Members* according to the timeline described in section 3.5.1.1.

3.2.2 / Renewable Term

A renewable term position is an enfranchised faculty position that is offered when a department has an anticipated long-term need for teaching or some other professional activity (e.g., coaching, supervising students in internship settings, conducting). This position may be skill related, and the person holding the position need not have a terminal degree. The expectations for teaching,

scholarship, and service will be agreed upon by the faculty member, department chair, school dean, provost, and the Professional Status Committee. Teaching expectations may be higher than tenure-track faculty if scholarship and service duties are reduced. Normally a renewable term appointment leads to a reappointment review at three years and a review for consideration of six-year terms at six years. A renewable term appointment does not lead to tenured status. Renewable term faculty are expected to sign the *Covenant for Faculty Members* according to the timeline described in section 3.5.1.1. *Renewable term appointments will be phased out beginning in 2023; although individuals will no longer be appointed to these positions, current occupants of these positions can continue in this position type.*

3.2.3 / Professor of Practice

A professor of practice position is an enfranchised position that is intended to be a long-term position. Professor of practice faculty are field-specific experts with a practice-oriented terminal degree or experience in a prior career (of at least five years) of distinguished professional achievement and meet the minimal qualifications for teaching described in section 3.1.1. Calvin University is their primary academic home. Professor of practice faculty are evaluated on teaching, active professional practice, service, and Reformed Christian commitment. The normal teaching load for professor of practice faculty is 24 FLH (see section 4.1.2). Reduced-load, shared, or joint appointments also exist for professor of practice faculty (see section 3.3). Normally a professor of practice appointment leads to a reappointment review at three years and a review for consideration of six-year terms at six years. A professor of practice appointment does not lead to tenured status. Professor of practice faculty are expected to sign the *Covenant for Faculty Members* according to the timeline described in section 3.5.1.1.

3.2.4 / Lecturer

A lecturer faculty position is an enfranchised position that is intended to be a long-term position. Lecturers are experts in a discipline with commitment to effective teaching and service to students and the department. Their qualification is based on their combination of academic credentials and academic or professional experience described in section 3.1.1. Calvin University is their primary academic home. Lecturer faculty are evaluated on teaching, service to students and the department, and Reformed Christian commitment. The normal teaching load for lecturer faculty is 32 FLH (see section 4.1.2). Reduced-load, shared, or joint appointments also exist for lecturer faculty (see section 3.3). Normally a lecturer appointment leads to a reappointment review at three years and a review for consideration of six-year terms at six years. A lecturer appointment does not lead to tenured status. Lecturer faculty are expected to sign the *Covenant for Faculty Members* according to the timeline described in section 3.5.1.1.

3.2.5 / Adjunct Faculty

Individuals in adjunct faculty positions are discipline experts hired on a part-time basis to teach specific courses. Their qualification is based on their combination of academic credentials and tested professional experience described in section 3.1.1. Adjunct appointments are for one year, renewable, with specific teaching assignments confirmed each term by the department chair. The maximum teaching load for adjunct instructors is 17 FLH per academic year, which does not include the summer. There are no expectations for scholarship or service; however, service duties may be approved by the academic dean. An adjunct appointment does not lead to tenured status. Adjunct

instructor positions are not enfranchised. Adjunct faculty must affirm the Apostles', Nicene, and Athanasian Creeds.

3.2.6 / Fellow

Fellows are individuals who are recognized as experts in their fields with expectations for focused contributions of exemplary teaching, scholarship, or engagement. Normally, Calvin University is not their primary academic home. Fellows are not enfranchised. Normally fellows must affirm the Apostles', Nicene, and Athanasian Creeds; exceptions may be granted to fellows with short-term appointments upon agreement of the provost and the president.

3.2.7 / Postdoctoral Fellow

Postdoctoral fellows are individuals who have completed their doctoral studies (or are very near to completion) and are appointed to a *postdoctoral teaching fellow* or *postdoctoral research fellow* position to pursue additional training and expertise. Calvin University is their primary home. The teaching and/or research loads are variable and are determined by the department chair, school dean, and the dean for faculty development. Postdoctoral fellows are not enfranchised. Postdoctoral fellows must affirm the Apostles', Nicene, and Athanasian Creeds.

3.2.8 / Special Positions and Status

Faculty holding the following positions and/or status do not have faculty franchise and are not members of the teaching faculty, but may do limited teaching. Individuals must affirm the Apostles', Nicene, and Athanasian Creeds. These positions may be paid or unpaid.

- **Visiting Status.** Visiting status is available for professor of practice, lecturer, fellow, and postdoctoral fellow positions and is for persons who wish to teach or do research on the Calvin University campus for a limited time period. They are usually at Calvin because of resources on this campus or because of funding designated for these positions.
- **Honorary Faculty.** Honorary faculty appointments are created for distinguished emeriti faculty from other institutions who wish to teach or do research on the Calvin University campus for a limited time period.
- **Cooperating Staff.** Cooperating staff appointments are for those persons who have contact with students in such contexts as, for example, private lesson instructors, assistant coaches, clinical instructors, and lab assistants. Cooperating staff must hold at least a bachelor's degree in a related field. They work under the supervision of a faculty member and are hourly-wage rather than salaried employees.

  Cooperating staff appointments can also be for those persons who direct or coordinate programs with which Calvin University is affiliated. Appointments to these positions are extended to persons by virtue of their positions in the affiliated programs. Persons who hold these positions are not members of the teaching faculty. An example of a person holding such a position is the director of the AuSable Institute of Environmental Studies.

3.2.9 / Administrators with Faculty Status without Rank

The title of "administrator with faculty status" is granted, upon a successful interview with the Professional Status Committee, to three categories of employees at Calvin University who are not teaching faculty including but limited to: academic administrators, librarians, and campus pastors.

Because the primary purpose of granting this designation is to recognize the academic credentials that an administrator holds, other individuals (in addition to those named above) can be designated as administrators with faculty status if they hold the academic credentials expected of a faculty member (e.g., terminal degree) and regularly engage in or oversee teaching and/or scholarly activities related to a major academic area or function. Scholarly duties are defined as research and publication or its equivalent (e.g., in the arts) expected of a tenured faculty member. Individuals seeking faculty status should consult with the provost and provide a coherent justification to the provost for why having faculty status is appropriate despite not being a requirement of the person's position at the university. When such an individual requests faculty status, the provost, in consultation with the president and others as appropriate, will decide whether to recommend faculty status to the PSC.

Full-time administrators appointed directly from the faculty normally shall vacate their teaching faculty ranks and positions while they hold administrative positions. They do not relinquish any rights secured by tenure or a six-year renewable term position to return to teaching faculty status, unless waived as a condition of the administrative appointment.

Persons who hold administrative positions with faculty status are subject to the same expectations as the teaching faculty, as follows:

1. education, experience, and professional activity commensurate with the requirements and demands of the position;
2. subscription to the *Covenant for Faculty Members* according to the timeline described in section 3.5.1.1;
3. membership in good standing and active participant in the life, worship, and activities of a Christian Reformed church or any church in ecclesiastical fellowship with the Christian Reformed Church, or a Calvin University–supporting Protestant congregation;
4. demonstrated support for and commitment to a Reformed Christian view of education;
5. demonstrated support for diversity and inclusion in ways consistent with Reformed Christian theological ideas;
6. dispositions that mark a life of Christian faith and service and support for students and colleagues as they do the same; and
7. support for the mission of Calvin University.

Administrators with faculty status share the following rights, privileges, and responsibilities:

- Voice and vote in Faculty Assembly
- The right to serve on governance committees (as designated in committee mandates) and task forces
- The right to apply for faculty development funds as they apply to classroom and scholarly projects
- The rights, responsibilities, and protections afforded teaching faculty vis-à-vis academic freedom when functioning as a teacher or scholar

- The right to apply for sabbaticals and study leaves

Administrators with faculty status do not share the following rights, privileges, and responsibilities of teaching faculty:

- Faculty ranks
- Eligibility for promotion
- Tenure (except in those cases where such positions are filled by existing Calvin faculty already tenured)
- The protections afforded teaching faculty in cases of misconduct and unsatisfactory job performance as described in this handbook. Policies and procedures set forth in the staff handbook are applicable to administrators with faculty status.

For salary and seniority purposes, these non-ranked faculty positions are assigned an appropriate administrative classification. Unless the administrator also has tenure or a six-year renewable position, administrators are at-will employees. Where an administrator is granted faculty status that does not carry regular faculty rank, the faculty appointment is considered secondary to the administrative appointment. When the administrative appointment ends, the secondary faculty appointment also ends, without notice or opportunities for engaging the process for non-reappointment or termination as set forth in Chapter 3 of this handbook.

3.2.9.1 / Appointment and Reappointment Procedures for Administrators with Faculty Status

3.2.9.1.1 / Appointment

The provost recommends the appointment of administrators with faculty status to the Professional Status Committee, and the Professional Status Committee is responsible for recommending appointments of an administrator with faculty status to the president. The responsibility of the Professional Status Committee is to ensure that all candidates possess a firm Reformed Christian commitment. In the case of professional librarians' initial appointments, the Library Committee shall be involved, per the process described in the Hekman Library governing document.

Because administrators with faculty status are expected to demonstrate their commitments to the university's Reformed Christian witness (as articulated in sections 3.5.1, 3.5.2, 3.5.3.1, and 3.6.2.3.2), it is essential that recruiting supervisors clearly present the university's expectations in this regard during the recruitment process. An indication of willingness to demonstrate such commitments is requested from each candidate as part of the application dossier and will also be confirmed in the appointment letter issued at the time the administrative position is offered to the individual. Normally, administrators with faculty status who supervise the confessional alignment of employees with faculty status must sign the *Covenant for Faculty Members* immediately upon taking the role. The length of initial appointments is three years.

The provost's office has resources to aid supervisors in the recruitment process as well as a checklist of materials required for the candidate's appointment dossier..

3.2.9.1.2 / Reappointment of Administrators with Faculty Status

Administrators with faculty status are evaluated annually by their supervisor. Every three years, the administrator should be evaluated with a comprehensive evaluation that includes relevant others. The relevant vice president shall establish the details of criteria for reappointment for each

administrative position bearing faculty status, according to the nature of each position and the responsibilities and capacities demanded of each in its position description. These reviews should include intentional engagement with the administrator about his or her growth and deepening of Reformed Christian commitments. Supervisors will communicate these norms and standards to administrators in writing at the beginning of each appointment. Except in cases of reappointment of librarians, the Professional Status Committee is not involved in reappointments of administrators with faculty status. Librarians are reappointed following the processes described in the Hekman Library governing document.

3.2.9.2 / Board Interviews of Candidates for Reappointment

The Board of Trustees shall interview administrative candidates for reappointment at the six-year review. The Board of Trustees may interview such candidates at subsequent reappointments upon its request.

3.3 / VARIATIONS ON REGULAR APPOINTMENTS

3.3.1 / Reduced-Load Appointments

3.3.1.1 / Defined

A reduced-load appointment is an appointment that involves teaching on a less than full-time basis but not less than 50% of a full load. Faculty in reduced-load positions still have responsibilities in addition to teaching, such as scholarship, professional practice, and service, defined by the position type, in proportion (roughly) to their teaching load. Assignments may vary from year to year, in order to reach the desired average proportion.

3.3.1.2 / Rank

Faculty in reduced-load tenure-track, renewable term, and professor of practice positions hold one of the following ranks: instructor, assistant professor, associate professor, professor. The assignment of rank is commensurate with the expectations for full-time teaching faculty appointments.

3.3.1.3 / Franchise

Reduced-load appointees shall have the franchise in both the department and the faculty. Their vote shall not be pro-rated.

3.3.1.4 / Appointment

The procedures for new appointments with reduced-load status are the same as those for full-time teaching faculty appointments. Moreover, the expected credentials and qualifications for reduced-load appointees shall be the same as those for full-time appointees.

3.3.1.5 / Change in Status from Full-Time to Reduced-Load

Faculty in full-time appointments may request reduced-load appointments either for a designated period of time or indefinitely; such requests are addressed to the department chair and the academic dean. Before granting or denying the request, the president and Board of Trustees shall seek the advice of the appropriate department and its chairperson, the academic deans and provost, and the Professional Status Committee. If a request for a reduced-load appointment for a designated period of time is granted, and if the employment of the person making the request is continued beyond that period (as in the case of tenure or successful, renewable term appointments), full-time employment will resume at the end of the period. If a request for indefinite reduced-load status is granted, reappointments or, in the case of tenure or six-year term appointments, continuous

employment will involve a teaching-load of not less than 50% of a full load. No changes in the percentage of load may be made without the consent of the faculty member and the provost.

3.3.1.6 / Change in Status from Reduced-Load to Full-time

A reduced-load appointment does not in itself imply any special consideration toward future full-time reappointment. In particular, if a full-time position opens in a department that has a person on a reduced-load, the reduced-load appointee shall have no special rights to fill the full-time position.

Faculty on a reduced-load appointment may, upon the recommendation of the appropriate department, its chairperson, and the academic dean and provost and with the advice of the Professional Status Committee, be reappointed with full-time status.

3.3.1.7 / Tenure for Reduced-Load Appointees

Reduced-load appointees with tenure-track appointments may be considered for tenure to a reduced-load position after six years of teaching. Tenure to a reduced-load position does not preclude annual appointments that exceed reduced load.

3.3.1.8 / Six-Year Term Appointments for Reduced-Load Appointees

Reduced-load appointees with renewable term, professor of practice, or lecturer appointments may be considered for six-year term appointments to a reduced-load position after six years of teaching. Six-year, reduced-load term positions do not preclude annual appointments that exceed reduced load.

3.3.1.9 / Tenure to Full-Time Positions for Reduced-Load Appointees

Persons whose teaching career is a combination of full-time and reduced-load appointments may be considered for tenured appointment to a full-time position after the equivalent of six years of full-time teaching and completion of three years of full-time service which must immediately precede the year of eligibility for appointment with tenure (the year in which the review occurs plus two years).

3.3.1.10 / Six-Year Term Appointments to Full-Time Positions for Reduced-Load Appointees

Persons whose teaching career is a combination of full-time and reduced-load renewable term, professor of practice, or lecturer appointments may be considered for a six-year term appointment to a full-time position after the equivalent of six years of full-time teaching and completion of three years of full-time service which must immediately precede the year of eligibility for appointment to a six-year term (the year in which the review occurs plus two years).

3.3.1.11 / Change in Reduced-Load Tenured Positions to Full-Time Tenured Positions

Persons tenured in reduced-load positions who at a later date wish to have a tenure appointment to a full-time position will be eligible for consideration for appointment to a full-time position, provided the conditions in section 3.3.1.9 are met and a full-time tenure-track position is open.

3.3.1.12 / Change in Reduced-Load Six-Year Term Positions to Full-Time Six-Year Term Positions

Persons in reduced-load six-year term appointments who at a later date wish to have a six-year term appointment to a full-time position will be eligible for consideration for appointment to a full-time position, provided the conditions in section 3.3.1.10 are met and a full-time six-year term position is open.

3.3.1.13 / Salary and Benefits

Faculty with reduced-load appointments may be eligible for some benefits, pro-rated, depending on FTE load. Details are found in chapter 7.

3.3.1.14 / Sabbatical

Reduced-load tenured and six-year renewable term faculty with rank of assistant professor or higher are eligible to apply for sabbatical leave after six years of teaching. The sabbatical salary shall be prorated according to the average teaching load in the previous six years. For faculty members who have taken a family care leave during the preceding six years, this average will be calculated using only the years that did not include the leave. (See section 5.2.1).

3.3.1.15 / Travel

Reduced-load and full-time teaching faculty are treated equally with regard to university funding for travel to professional conferences (or analogous professional development).

3.3.2 / Shared Appointments

3.3.2.1 / Defined

Two persons may be appointed to share a single teaching faculty position. For most purposes (salary, benefits, evaluation, etc.), each person is considered to have a reduced-load appointment and the conditions of section 3.3.1 apply to each. However, the following special conditions apply:

3.3.2.2 / Conditions

1. It is not required that each of two persons have at least a 50% teaching load if they share at least a full teaching load.
2. Faculty sharing a single faculty position will be provided with the facilities and technical support necessary to carry out their teaching, research, and advising as effectively as possible, within the budgetary restraints of a single position. These restraints could mean sharing of facilities or technology in cases where this would be feasible and when space and budget limitation make it necessary.
3. In assigning student advisees and forming departmental and university committees, expectations for two persons sharing one position should not exceed those for one person holding the same position. Additional assignments may be made, however, at the request of the individuals. Department chairs should take particular care to limit university expectations in non-teaching as well as teaching assignments so as not to exceed the proportion of fulltime work assigned to each individual.
4. Each appointee to the shared position is considered a voting member of the department and the university, but must observe the university's policy on employment of relatives.

If an additional opening is declared in the department in which two individuals currently share a single position, the usual procedures for conducting a search will be followed. Individuals holding reduced-load appointments may apply for such an opening, but they will receive no special preference over others, and the university will be under no obligation to add to their teaching assignment rather than hire another candidate. Selection from among the pool of applicants will be made by the department, the dean, and the Professional Status Committee on the basis of departmental needs and candidate qualifications.

3.3.3 / Joint Appointments

3.3.3.1 / Defined

A joint appointment is a formal arrangement between two academic departments that specifies the terms under which a member of one department also works within another department. The primary department is where the faculty member's tenure or six-year term status resides and the "secondary department" receives some portion of the faculty member's work.

3.3.3.2 / Declaration of Joint Appointment

Normally, joint appointments shall be made when at the time of hire a faculty member serves or is expected to serve two departments for an academic year or longer and provide at least six faculty load hours of teaching (or commensurate service) to the secondary department.

3.3.3.3 / Memorandum of Understanding

The conditions of an individual joint appointment must be detailed at the time of initial joint appointment in a written Memorandum of Understanding (MOU) between the primary and secondary departments and the faculty member. The MOU shall address the following:

1. expectations for teaching, scholarship, advising, and service in each department to which the faculty member is jointly appointed;
2. the criteria by which a faculty member's professional work will be evaluated, by whom that work will be evaluated, and the extent to which the faculty member's productivity will be evaluated differently from that of others because of the specific nature of the joint appointment;
3. how the primary and secondary departments will divide responsibilities according to the proportion of the faculty member's FTE assigned to each department. Specifically, three kinds of considerations need to be addressed in this determination:
    a. the definition and weighting of professional performance factors (teaching, scholarship, advising, and service) that will apply to the individual on joint appointment;
    b. the manner in which the evaluation will be divided among the departments performing the evaluation; and,
    c. for new faculty, how mentoring and other aspects of faculty development will be handled;
4. clear assignment of work effort in both departments (e.g., number of courses taught, obligations for advising students, committee work, expectations for attending department or other meetings, etc.);
5. a requirement that the chairs of constituent departments will confer at least annually to coordinate teaching and service responsibilities of jointly-appointed faculty to ensure that the overall load of teaching and service obligations does not exceed that of comparable faculty with appointments wholly in one department;
6. requests for various types of leave. Although leaves of absences are eventually approved (or denied) by the president, such requests begin in departments with a request to the chair. With joint appointments, chairs and deans of the departments involved with the

appointment will provide assessments of the requested leave before the provost recommends and the president makes a decision;

7. voting rights on non-personnel matters (e.g., voting on curricular decisions, allocations of department/program resources, etc.);
8. the joint appointee's representational rights in the faculty governance system; and
9. the proportion of the joint appointee's time that will be spent in each department.

3.3.3.4 / Approvals

The MOU must be approved and signed by the chairs of the involved departments, the faculty member, the dean(s), and the provost before a joint appointment takes effect. In the case of a new faculty member being jointly appointed, the Professional Status Committee must also approve the joint appointment in the course of the standard initial appointment process.

3.3.3.5 / Primary Department

The department where tenure or the six-year term appointment resides will be identified as the faculty member's primary department for purposes of reappointment, tenure, and promotion. These personnel actions will be governed by the written procedures of the primary department; however, it is understood that the secondary department shall also be providing information about the performance of the joint appointee.

3.3.3.6 / Status Changes

A joint appointee is eligible to be considered for tenure, promotion, salary increases, sabbatical, grants, and research funding in the same manner as faculty members not jointly appointed. The primary department is responsible for initiating and carrying through the procedures leading to those changes in status; the secondary department is likewise expected to give due and regular consideration to the joint appointee's qualifications for these advancements. With regard to personnel matters, a joint appointee will have full voting rights in the primary department, regardless of the percentage of service in that unit. Normally, the joint appointee shall have the same rank in all units to which he or she is assigned.

3.3.3.7 / Search Process

If recruiting for a joint appointment, the primary and secondary departments shall be represented on the search committee.

3.3.3.8 / Revisions and Termination

The joint appointment is subject to renewal, revision, or termination by either the primary or secondary department, subject to approval by the dean(s) and provost. Normally changes in the MOU would be accomplished during the time that new appointments and teaching allocations for the next year are being considered. If the joint appointment is terminated or not renewed, the faculty appointment will revert to the primary department. Neither the primary department nor the university is obligated to provide a full-time appointment if the initial hire was as a joint appointment.

3.3.3.9 / Joint Appointments with Programs

Joint appointments are allowed between departments and interdisciplinary programs that do not have a specific departmental home. In cases of department-program joint appointments, the

department is always primary, as described in section 3.3.3.5, and the program is the equivalent of a secondary department, with program directors fulfilling the consultative role of chairs, as described in section 3.3.3.3.

3.4 / RECRUITMENT AND APPOINTMENT OF TEACHING STAFF

3.4.1 / Requests for Faculty Hires

Each department needs a core group of enfranchised faculty to best serve students, colleagues, and the university. Hiring enfranchised faculty is done in response to demonstrated need, strategic goals, and consideration of budgetary and operational constraints and opportunities. Normally, the process for declaring a search for an open position is as follows:

Requests for hires originate from department chairs, who review teaching needs of their departments in the spring semester and submit a written request to their school dean as part of their department preview report, using an established requisition form.

School deans evaluate requests that have come to them and decide which to move forward in the process. The school deans and the provost meet to review requests from all schools, considering departmental need, the approved budget for the next academic year, and strategic goals for the academic division. This same group brings a final joint proposal about which departments should be granted permission to hire to the Professional Status Committee for their advice, normally before the end of May. Final decisions about which departments can move forward with hiring will normally be communicated by mid-June. It may occasionally be necessary or strategic to consider a new search between May and December (e.g. unexpected departure of a faculty member); in such cases a similar process as that outlined above would be followed. However, after January any new requests for hires would normally be considered with the regular spring process and not implemented until the following academic year.

School deans make decisions about hiring adjunct faculty as needed.

3.4.2 / [Currently Not Used]

3.4.3 / Responsibilities in Recruitment and Appointment of Enfranchised Teaching Faculty

3.4.3.1 / Key Elements of the Recruitment Process for Search Committees

The recruitment of new faculty members is one of the most important responsibilities of departments, and particularly, of department chairpersons.

For enfranchised faculty appointments, the department will normally draft and post a job ad that accurately captures the strategic needs of the department, and then work on developing a robust candidate pool. Once applications come in, it will conduct a thorough examination of candidates, including an intensive on-campus interview of all candidates it wishes to consider for a particular appointment. Each examination must address the particular candidate's Reformed Christian commitment, teaching ability, promise of scholarship, and overall potential for positive contributions to the department and the university as a whole. Departments are therefore expected, as part of the examination, to ask candidates to (1) teach under observation a class in the discipline, (2) meet with students, and (3) make a scholarly, creative, or professional presentation.

It is essential that candidates be aware of, and likely be able to satisfy, the expectations for Calvin University faculty members (i.e., church membership and signing the *Covenant for Faculty Members* according to the timeline described in section 3.5.1.1).

A more detailed *Faculty Recruitment and Hiring Manual*, which includes additional information regarding recruitment process requirements and best practices, as well as current dossier requirements, is available from the provost's office and should be carefully consulted before and during any hiring process.

3.4.3.2 / Mission Fit and the Role of the School Deans, Provost, Professional Status Committee, and President in Hiring Enfranchised Faculty

The appropriate school dean shall interview all candidates who come to campus for an interview, and candidates may be asked to meet with the provost and president, as well. The school deans and provost bear the ultimate leadership responsibility in ensuring that university mission interests are considered in the appointment of new faculty. These mission interests include effective teaching, appropriate scholarship or practice, academic advising, service, the Reformed and liberal arts character of the university, and special interests that are or may become part of the goals of the university. The deans and provost may, if warranted, refuse to accept the department's recommendation.

The Professional Status Committee shall interview the finalist for each faculty search. After interviewing the candidate, the committee shall make a recommendation on the appointment to the president, who shall make a decision. If the president decides against the Professional Status Committee's recommendation, the president will explain the reasons to the Professional Status Committee. All faculty appointments are reported to the board for endorsement.

The dean shall recommend to the provost the term of any such appointment (which will typically be three years for an initial tenure-track, lecturer, or professor of practice appointment). The provost's office will also establish the initial rank of a new faculty member as well as an expected timeline for tenure or six-year appointment, promotion, and sabbatical eligibility, in consultation with the school dean and the department.

3.4.4 / Recruitment and Appointment of Adjunct Faculty

3.4.4.1 / Responsibilities of the Department Chairperson

The department chair, in consultation with colleagues, functions as the primary recruiter of adjunct faculty. The department chair is expected to seek qualified candidates who affirm the Reformed nature and mission of the university, and affirm the Apostles', Nicene, and Athanasian Creeds (see section 3.2.5).

Additional information regarding adjunct recruitment and hiring is available from the provost's office.

3.4.4.2 / Appointment of Adjunct Faculty

In the case of adjunct appointments, the department chair, in consultation with department faculty, will make a written recommendation to the appropriate school dean who, in turn, will interview the candidate and make an offer to the candidate, to be memorialized in an appointment letter as set forth in section 3.4.5 below. Information regarding dossier requirements for adjunct faculty, as well

as information about required components of the chair's written recommendation memo, is available from the provost's office.

3.4.5 / Appointment Letters

All faculty appointment letters, both with regard to initial appointments and also those memorializing reappointment, tenure, and promotion, shall be issued and signed by the provost or a designee. Appointment letters shall set forth the terms and conditions of the appointment, including details relating to reduced load, shared, joint, or administrative appointments. Any modifications of standard timelines or requirements (such as accelerated consideration for tenure) must be clearly stated in the initial appointment letter. Any digressions from what is normally considered to be a enfranchised appointment should also be stated in the appointment letter. All understandings and agreements between an appointee and the university are merged into the written appointment letter. No oral or written commitment, communication, or understanding that precedes the formal offer of appointment shall constitute a commitment on the part of the university unless it is set forth specifically in the appointment letter. Only the provost or designee has authority to extend offers of appointment to Calvin University faculty.

An appointment letter must be signed not only by the university but also by the faculty member accepting the appointment and no appointment takes effect unless and until it has been mutually agreed upon in writing.

3.5 / FACULTY RESPONSIBILITIES, EXPECTATIONS, AND ACADEMIC FREEDOM

3.5.1 / Commitment to the Mission of the University

Calvin University has a long tradition of thought and exposition concerning its mission. In its briefest form, the university's mission statement reads as follows:

> Calvin University equips students
> to think deeply,
> to act justly,
> and to live wholeheartedly
> as Christ's agents of renewal in the world.

Beyond this and other concise mission statements, the university community has published comprehensive statements of purpose, most notably the *Expanded Statement of Mission* (1992, rev. 2004), *From Every Nation: The Revised Comprehensive Plan for Racial Justice, Reconciliation and Cross-Cultural Engagement at Calvin College* (2004), and *Confessional Commitment and Academic Freedom: Principles and Practices at Calvin College* (2016). Faculty members of the university are expected to become familiar with the content of these documents and to accept and work in accordance with these statements of the university's commitments, outlook and aims. These documents are important to any faculty member seeking to know the current collective mind of the university and to commit to Calvin's mission. They are attempts to interpret the Word of God, the ecumenical creeds and the Reformed confessions and apply their truths to contemporary educational purposes. These documents therefore are derivative in nature, subject to revision or replacement, and are not confessional.

More foundational to the university's mission is its identity as a confessional Christian institution. It seeks to carry out its mission in fidelity to the Word of God as interpreted in the ecumenical creeds

and the Reformed confessions. Membership in the Calvin University teaching faculty therefore requires adherence to these standards of faith and engagement in the ministry of God's people who gather under them. This adherence serves not only as a bond in forming the academic community but also as a basis for the responsibilities of the faculty. This adherence is part of what is expected of faculty in the Reformed Christian Commitment category of reappointment but is elaborated here, given its foundational nature.

3.5.1.1 / Affirming the Ecumenical Creeds and Signing the Covenant for Faculty Members

Prior to the time of hire and throughout their employment at Calvin, enfranchised faculty members are required to affirm the Apostles', Nicene, and Athanasian Creeds and affirm the mission of Calvin University. They must also agree to align personal and professional conduct, including teaching, scholarship, advocacy, public pronouncements, advising, and mentoring with the CRCNA's confessional standards and synodical interpretations thereof. Additionally, faculty are expected to model faithfulness, including teachability and humility, even in disagreement, and to honor the university's denominational relationship. Teaching must authentically represent CRCNA teachings while fairly and respectfully engaging differing perspectives, without advocating positions that contradict denominational standards. Further aspects of faculty conduct with respect to Christian community are described in section 3.5.2.

At the time of their first reappointment, enfranchised faculty members are required to sign the *Covenant for Faculty Members,* in which they affirm the three historic Reformed forms of unity—the *Belgic Confession*, the *Heidelberg Catechism*, and the *Canons of Dort*—and pledge to teach, speak, and write in harmony with the confessions.

Normally, faculty and administrators with faculty status (e.g., provost, deans, university pastor) who supervise the confessional alignment of employees with faculty status must sign the *Covenant for Faculty Members* immediately upon taking the role.

The current *Covenant for Faculty Members* reads as follows:

> We, [the undersigned], believe the Holy Scriptures of the Old and New Testaments to be the inspired Word of God, which proclaims the good news of God's creation and redemption through Jesus Christ. Acknowledging the authority of God's Word, we submit to it in all matters of life and faith.
>
> We affirm three creeds—the *Apostles' Creed*, the *Nicene Creed*, and the *Athanasian Creed*—as ecumenical expressions of the Christian faith. In doing so, we confess our faith in unity with followers of Jesus Christ throughout all ages and among all nations.
>
> We also affirm three confessions—the *Belgic Confession*, the *Heidelberg Catechism*, and the *Canons of Dort*—as historic Reformed expressions of the Christian faith, whose doctrines fully agree with the Word of God. These confessions continue to define the way we understand Scripture, direct the way we live in response to the gospel, and locate us within the larger body of Christ.
>
> Grateful for these expressions of faith, we promise to be formed and governed by them. We heartily believe and will promote and defend their doctrines faithfully, conforming our preaching, teaching, writing, serving, and living to them.

> Along with these historic creeds and confessions, we also recognize the witness of *Our World Belongs to God: A Contemporary Testimony* as a current Reformed expression of the Christian faith that forms and guides us in our present context.
>
> We also promise to present or receive confessional difficulties in a spirit of love and fellowship with our brothers and sisters as together we seek a fuller understanding of the gospel. Should we come to believe that a teaching in the confessional documents is not the teaching of God's Word, we will communicate our views to the Board of Trustees, according to the procedures prescribed by the *Handbook for Teaching Faculty*. If the board asks, we will give a full explanation of our views. Further, we promise to submit to the board's judgment and authority.
>
> We honor this covenant for the well-being of the church to the glory of God the Father, Son, and Holy Spirit.

This *Covenant for Faculty Members* is based on the *Covenant for Officebearers* in the Christian Reformed Church adopted by Synod in 2012,[2] but clearly spells out that the university's Board of Trustees, rather than a faculty member's church council, is the body charged with confessional oversight for teaching, scholarly activities, and other university-related work.

Faculty members who are also church officebearers sign a slightly different covenant with respect to their service as officebearers which names the church council as the oversight body. In this situation, the faculty member serves under the authority of two complementary oversight bodies: the university's Board of Trustees provides oversight for the teaching, scholarly activities and other university-related work of the faculty member; the congregation's council provides oversight for service related to the life of the local congregation. At the same time, the university recognizes that while these functions may be distinguished, they are also difficult to separate. For this reason, the Board of Trustees requests that when a faculty member who is also an officebearer has "a difficulty with these doctrines or reaches views differing from them," that this concern be disclosed both to the church council and to the Board of Trustees. The board commits to work with the church council to maintain the authority that is appropriate to each body.

While Calvin models its understanding of affirming the *Covenant for Faculty Members* in part on *Church Order*, the university's understanding of affirming the *Covenant for Faculty Members* also takes into account its identity as an academic institution.

For officebearers in the church, the meaning of affirming the confessions is described in the church order of the Christian Reformed Church (e.g., *Church Order*, Article 5, and its supplements), which currently reads:[3]

1. The person signing the *Covenant for Officebearers* affirms without reservation all the doctrines contained in the creeds and confessions of the church as being doctrines taught in the Word of God.

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[2] Adapted from the Covenant for Officebearers in the Reformed Church (2012) http://www.crcna.org/resources/church-resources/liturgical-forms/ordination-installation/covenant-officebearers.

[3] *Church Order and Its Supplements 2025* (Grand Rapids, MI: Christian Reformed Church in North America, 2025), pp. 14–15, Church Order 2025

2. "Without reservation" means that an officebearer does not have—to the best of their knowledge—either a persistent serious doubt or a settled conviction contrary to any of the doctrines contained in the creeds and confessions. This includes what Synod has declared to have confessional status.
3. "Without reservation" does not mean that a signatory has an exhaustive knowledge of confessional Reformed theology. Nor does it mean that a signatory does not struggle emotionally with some doctrine. Nor does it mean that a signatory fully understands some doctrine.
4. The signatory does not by affirming the confessions declare that these doctrines are all stated in the best possible manner, or that the standards of our church cover all that the Scriptures teach on the matters confessed. Nor does the signatory declare that every teaching of the Scriptures is set forth in our confessions, or that every heresy is rejected and refuted by them.
5. A signatory is bound only to those doctrines that are confessed, and is not bound to the references, allusions, and remarks that are incidental to the formulation of these doctrines, nor to the theological deductions that some may draw from the doctrines set forth in the confessions. However, no one is free to decide for oneself or for the church what is and what is not a doctrine confessed in the standards. In the event that such a question should arise, the decision of the assemblies of the church shall be sought and acquiesced in.

The university's understanding of affirming the confessions and signing the *Covenant for Faculty Members* is consistent with the CRCNA position described in *Church Order* but emphasizes that good-faith affirmation of the covenant may come in the context of doubt, especially as that relates to a scholar's calling to serious inquiry. A settled conviction incompatible with or contrary to a confessional teaching or synodical interpretation requires submission of a confessional difficulty or exception gravamen.

The confessions are documents that belong to the church. For the ongoing life and work of the CRC and its agencies and educational institutions, the authority to make binding judgments about the meaning and implications of the confessions is assigned to synod. Under the authority of synod, the church assigns authority for the life of the university to the Board of Trustees. The Board of Trustees, in turn, assigns authority within the university's governance system, in which decisions about personnel and confessional interpretation are assigned to the Professional Status Committee (PSC).

When the Synod of the Christian Reformed Church has issued a formal interpretation of the confessions, that interpretation shall be binding for Calvin University. When a disagreement about confessional interpretation arises, PSC may, after reviewing prior synodical action on the topic and in consultation with experts in confessional interpretation, theology and church polity, recommend to the Board of Trustees (a) that the board issue a judgment about the meaning and implications of the confessions for the work of the university on the topic in question, and (b) what that judgment should be. PSC shall seek to make a recommendation that is consistent with the Christian Reformed Church's approach to affirming the confessions in general and to the issue at hand. Any judgment of the Board of Trustees is in turn subject to the judgment of the synod of the Christian Reformed Church.

3.5.1.1.1 / Procedure for Expressing Confessional Differences

3.5.1.1.1.1 / Procedure for Expressing Confessional Difficulty Gravamina

The *Covenant for Faculty Members* and section 3.5.1.1 of the *Handbook for Teaching Faculty* specify that faculty members who do not agree with a portion of the confessions or synodical interpretations of the confessions are required to communicate their views in writing to the Board of Trustees, either at the time they sign the *Covenant for Faculty Members* or at any later time when a disagreement arises. The Board of Trustees assigns to PSC the duty to receive these communications, following appropriate consultation with the faculty member, and to advise the board about the appropriate action. PSC will ordinarily include a member of the Board of Trustees in its deliberations on these communications.

A confessional difficulty gravamen will be evaluated for Biblical engagement and grounding in the Reformed confessions, as well as relevant scholarship, if included. The individual's role at the university and record of aligning conduct with university expectations will also be reviewed at this time. On these bases, the PSC determines whether the difference is a) disqualifying for continued employment, or b) should initiate a 2-3-year period of study, mentorship, and discernment for the faculty member. Recommendations go to the Board of Trustees for approval. PSC will inform the faculty member and the department chair of its recommendation.

If the gravamen is approved by the Board of Trustees, the faculty member will be paired with a mentor designated by the Board of Trustees for a period of study and discernment that privileges the position of the CRCNA and aims for alignment, even while being open to a possible confessional exception in the end. Faculty with approved exceptions must adhere to all university conduct requirements, in addition to possible role-specific guidelines for teaching, scholarship, advocacy, and public speech. During the time of study and discernment, the university will also provide structured opportunities to understand better the university's relationship to the CRCNA and the university's related expectations of institutional citizenship. If, at any time, the faculty member finds that they agree with the confessions, the formal period of mentorship and discernment may end. If the faculty member reaches the end of their discernment period and still has a settled conviction incompatible with or contrary to a confessional teaching or synodical interpretation thereof, then they may either submit a confessional exception gravamen or resign from the university (subject to the customary terminal year—see section 3.5.1.1.1.2).

3.5.1.1.1.2 / Procedure for Expressing Confessional Exception Gravamina

At the six-year reappointment review or a later time for faculty who expressed a confessional difficulty gravamen after the tenure or six-year-term reappointment, faculty who have completed the prescribed period of study, mentorship, and discernment and retain a settled conviction incompatible with or contrary to a confessional teaching or synodical interpretation thereof must submit a confessional exception gravamen to the Board of Trustees via the PSC.

The PSC will assess whether the difference is substantial and either a) disqualifying for continued employment or b) permissible as an indefinite exception. Approval requires strong biblical engagement and grounding in Reformed confessions, as well as relevant scholarship, if included. Recommendations are sent to the Board of Trustees, which may approve, revise, or reject them. PSC will inform the faculty member and the department chair of its recommendation. Faculty with

approved exceptions must adhere to all university conduct requirements, in addition to possible role-specific guidelines for teaching, scholarship, advocacy, and public speech.

Confessional difficulties that were approved prior to the 2025-2026 academic year will be considered to be like approved confessional exception gravamina.

Faculty whose confessional differences are not approved will normally be granted the conventional "terminal year" of employment, which will last for a full academic year after the decision is made. At the Board of Trustees' discretion a terminal year may not be granted for a difficulty with a doctrine taught in or foundational to the ecumenical creeds, or if the employee has not met the university's expectations for alignment of personal and professional conduct.

3.5.1.1.1.3 / Procedures for Appealing PSC and Board Decisions Related to Gravamina

Faculty members who disagree with PSC's recommendation may (a) request that PSC reconsider or clarify its recommendation in light of additional information, or (b) request that the Board of Trustees not accede to PSC's recommendation.

If the president disagrees with PSC's recommendation, the president may (a) request that the board ask PSC to reconsider its recommendation in light of additional information, or (b) ask the Board of Trustees not to accede to the recommendation.

If the Board of Trustees disagrees with PSC's recommendation, the board may (a) request PSC to reconsider its recommendation in light of additional information, or (b) decline to accede to its recommendation. If the board does not accede to the recommendation of PSC, the matter may be referred back to PSC for PSC to develop an alternate recommendation prior to the next regularly scheduled board meeting. If an alternate recommendation is not subsequently approved by the board or if PSC does not offer an alternative recommendation, the board could choose to develop its own judgment for the topic or position at hand.

The board shall communicate both its decisions and supporting rationale to PSC and to the faculty member in question. During all deliberations, the president and provost serve the Board of Trustees by ensuring the best possible expertise is available to the board and by being present during its deliberations.

If the faculty member disagrees with the board's decision, he or she may (a) request that the board reconsider or clarify its decision in light of additional information, or (b) appeal the board's decision to the synod of the Christian Reformed Church, through the appropriate procedures described in the *Rules for Synodical Procedure*.

Copies of both the original communication related to the confessional disagreement and the board's response shall be retained in the faculty member's personnel file.

In all these matters, PSC and the Board of Trustees should be governed by a desire to promote confessional integrity, due process, and the kind of constructive engagement with difficult issues that will serve the Christian community at large.

In addition to these university procedures, faculty members may use the formal procedures designated by the Christian Reformed Church for expressing a difficulty with the confessions (a confessional difficulty gravamen) or proposing a change to the confessions (a confessional revision gravamen) as described in the church order of the Christian Reformed Church. Faculty members

who do so should inform PSC of their intent. In some circumstances, PSC may also request that a faculty member pursue these processes.

3.5.1.1.2 / Annual Reaffirmation of Previous Commitments

Each year all enfranchised faculty are required to actively reaffirm the commitments they have previously made. All faculty and administrators with faculty status will be required to affirm the three ecumenical creeds, support for the mission of the university, and commitment to alignment in action with the standards of the CRCNA. All who have signed the *Covenant for Faculty Members* will also reaffirm their commitment to that covenant.

3.5.2 / Faculty Conduct

Calvin University expects every employee to become part of a Christian community in which we are accountable to and responsible for each other. An essential element of our responsibility to the community and to one another is to strive always to "lead a life worthy of God, who has called you into his own kingdom and glory" (1 Thess. 2:12).

Theological affirmation entails moral commitment. The *Heidelberg Catechism*, which is formally endorsed by each member of the regular faculty, describes the normal rhythm of Christian life as "dying away" and "coming to life." When our old self dies away, we grieve our sin, hate it, and flee from it. When our new self comes to life, we take wholehearted joy in God through Christ, and we delight to do every kind of good as God wants us to. The good that God wants has been expressed in the moral teachings of the Scriptures, explained in the Catechism's elaboration of the Ten Commandments, epitomized in the words and deeds of our Savior, and taught to the church by the apostles and by the theologians who have served the church in every age.

Faculty members at Calvin University are therefore expected to exemplify personal integrity, honesty, respect, humility, courage, liberality, gratitude, gentleness, kindness, patience and self-control in their words and actions. Many of these qualities are identified by the apostle Paul as the "fruit of the Spirit" (Gal. 5), and faculty members strive with God's help to demonstrate these virtues both in their professional activities and in their personal lives. In this way they invite others to know the reconciliation that is offered by God in Christ and to live up to God's demand for justice in society. It is part of the calling of the faculty to speak out against wickedness and injustice in society and in the world and to be agents of God's righteousness and peace. Members of the Calvin faculty are called to build one another up in faith and in virtue and to serve others as citizens of God's kingdom.

Implementation of these standards and expectations is both a communal and an individual responsibility, and each member of the Calvin faculty is accountable to his or her colleagues in matters of ethical conduct no less than in scholarship and teaching. Alignment of personal and professional conduct with the CRCNA's confessional standards and synodical interpretations thereof is described in section 3.5.1.1.

3.5.3 / Specific Responsibilities

The expectations and responsibilities which are specifically assigned to faculty are those of Reformed Christian commitment, teaching effectiveness, service, and, depending on the position type, professional practice or scholarship and research.

The following statements in each of these areas are intended to guide the faculty in understanding the community expectations of the faculty. The statements are meant to give guidelines to faculty members in selecting appropriate ways to fulfill their responsibilities as faculty members.

To encourage professional development and to provide an opportunity for input, feedback, and encouragement, the Professional Status Committee and the provost's office require reviews for all faculty members. These reviews occur annually except during years of reappointment, promotion, or post-tenure review. Annual reviews are conducted by department chairs, using forms provided by the provost's office. Academic deans conduct the reviews with department chairs.

When an annual review with post-tenure/post-six-year term faculty has been completed, the department chair will indicate in writing to the academic dean that the annual review has occurred. No copies are kept of the annual review forms for post-tenure/post-six-year term faculty. When an annual review for pre-tenure/pre-six-year term faculty has been completed, copies of the completed annual review forms are provided to the faculty member, department chair, and the academic dean. A copy of the completed annual review form for pre-tenure/pre-six-year term faculty is added to the faculty member's personnel file and is included in reappointment and tenure dossiers (see section 3.6).

3.5.3.1 / Reformed Christian Commitment (All Enfranchised Faculty)

Faculty are expected to be committed to and enact the university's Reformed Christian mission. Calvin's mission is rooted in its identity as a confessional Christian institution in the Reformed tradition that is invigorated by a global vision of Reformed Christianity and welcomes dialogue with diverse trusted partners. Calvin University draws upon historic ecumenical creeds and Reformed confessions to understand and shape its participation in God's ongoing redemptive work. Because Reformed Christianity influences all aspects of the life and work of the university, faculty members affirm these creeds and confessions (according to the timeline described in section 3.5.1.1) even as they continue to deepen their understanding of essential Reformed Christian theological ideas and values; they participate in a Calvin-supporting Christian congregation; and they demonstrate their commitment to a transformational vision of the world by integrating their Reformed Christian faith with their teaching, scholarship, professional practice, service, and community life (see section 3.6.2.3 for reappointment criteria).

3.5.3.2 / Teaching Effectiveness (All Enfranchised Faculty)

Teaching is the primary vocation and responsibility of the Calvin University faculty. At Calvin, teaching is the intentional and systematic engagement of students in vigorous liberal arts and professional education. Effective teaching of university students includes exploring, transmitting, assessing, preserving, transforming, and shaping the intellectual, artistic, and moral achievements of human culture. Effective teaching also includes developing competencies expected of university-educated persons in society. The aims of teaching include developing knowledge, understanding, and critical inquiry; encouraging insightful and creative participation in society; and to foster thoughtful, passionate commitments to do God's work in God's world (see section 3.6.2.3 for reappointment criteria).

3.5.3.3 / Service (All Enfranchised Faculty)

Faculty members are expected to be collegial, professional, and engaged participants in the life of the communities in which they work and live. Through service, faculty members demonstrate the

conviction that their intellectual abilities and advanced education are not possessions to be exploited for personal benefit but rather are talents to be used for the benefit of others. Service is an essential part of the work of the faculty because through their service, faculty demonstrate a Reformed understanding of vocation as the development of an individual's gifts for the good of all.

Tenure-track, renewable term, and professor of practice faculty meet the university's expectations for service in four distinct but related areas: advising and mentoring students, serving one's department, serving the university, and serving a broader community. Effectively advising and mentoring students, and serving one's department are expected of all faculty, including lecturer faculty. Over the course of their career, faculty will serve in these areas to differing degrees. For example, in a period of time of heavy university service, a faculty member might serve the department less (see section 3.6.2.3 for reappointment criteria).

3.5.3.4 / Professional Practice (Professor of Practice Faculty)

Professor of practice faculty are recruited because of their achievement in various professional fields which enables them to bring to their work as a faculty member professional perspectives and a breadth and depth of knowledge of the contexts in which graduates may be employed. To be able to continue to contribute these professional perspectives, professor of practice faculty are expected to remain active in their field of practice.

Faculty members should look to their department's professional practice statement for a description of the types of professional practice recognized by the department and the levels of achievement expected of professor of practice faculty at each reappointment period. These departmental professional practice statements are reviewed and approved by the Professional Status Committee and serve as an important tool by which faculty members' professional practice is evaluated.

Underlying specific departmental guidelines are two general principles: all professor of practice faculty are expected to be actively engaged in the professional work of their discipline, and all professional practice faculty members are expected to demonstrate that their professional practice forms part of an appropriate plan for professional development (see section 3.6.2.3 for reappointment criteria).

3.5.3.5 / Scholarship and Research (Tenure-Track Faculty)

Calvin University's *Expanded Statement of Mission* defines scholarship as "persistent intellectual endeavor, the results of which are communicated to an audience within appropriate conventions" (p. 41). In their work as scholars, Calvin University faculty fulfill an important part of their responsibility to the Christian community and beyond.

Tenured and tenure-track faculty are expected to be engaged in scholarship, which includes the study, critical assessment, and creation of concepts, practices, perspectives, and theories. One distinctive area of study for Calvin faculty is perspectival scholarship, which is the intellectual work of exploring and articulating points of connection between Reformed Christian theological ideas and the presuppositions, theoretical bases, methods, and practices of an academic discipline or field of study. Perspectival scholarship is communicated to Calvin University audiences and, as appropriate, to external audiences. Applied scholarship is intellectual work that faculty share with audiences beyond the university or outside one's academic guild. It can include such work as

consulting, counseling, or clinical practice to the extent that these are informed by reading, research, and reflection in the faculty member's scholarly expertise. Advanced scholarship is the generation, interpretation, and evaluation of knowledge, performance, or creative activity for one's professional peers in order to advance current knowledge and understanding in a faculty member's discipline or area of scholarly expertise. Scholarship also includes study of how to teach more effectively and how to better understand and implement practices related to how students learn.

Several types of scholarly competency are expected of tenured and tenure-track Calvin faculty at each stage of a faculty member's career. Faculty members should look to their department's scholarship statement for a description of the particular types of scholarly activity and the levels of achievement expected of faculty by the department and the university at reappointments, tenure, and promotion. These departmental scholarship statements are reviewed and approved by the Professional Status Committee and serve as an important tool by which faculty members' scholarship is evaluated.

Underlying specific departmental guidelines are two general principles: all tenure-track faculty are expected to be actively engaged in the scholarly or professional work of their discipline, and all faculty members are expected to demonstrate that their scholarly work forms part of an appropriate plan for professional development (see section 3.6.2.3 for reappointment criteria).

Note: Faculty on renewable term appointments are usually not expected to engage in scholarship, beyond personal scholarship that keeps one current in one's field. Exceptions to this are noted in writing in appointment letters.

3.5.4 / Academic Freedom

Every enfranchised teaching faculty member shall be entitled to the right of academic freedom in the performance of his or her duties. The faculty member shall be judged only by the confessional standards of Calvin University, and by the professional standards appropriate to his or her role and discipline. A faculty member shall not be expected or required to retract or modify his or her utterances merely because a complaint against them has been received. Only complaints which allege a violation of confessional or professional standards shall be considered, and then only when the evidence supporting the allegation is more substantial than rumor or hearsay. By making this commitment to its entire faculty, Calvin University seeks to implement the Christian principles of justice and charity in its own community.

The faculty, administration, and Board of Trustees at Calvin University work to promote a common understanding of confessional subscription and academic freedom through regularly scheduled board-faculty workshops led by the Professional Status Committee through its designated subcommittee.

A faculty member is entitled to academic freedom as defined above. It extends to the discipline in the classroom, to research, writings, and other public utterances in the field of professional competence. It does not extend to the expression in the classroom of opinions on controversial and partisan issues which have no relationship to his or her discipline or teaching subject. The classroom may not serve the teacher as a platform for causes unrelated to his or her profession as a Christian teacher of a discipline.

The Calvin University teacher is a citizen, a member of a learned profession, and a representative of Calvin University. When speaking as a citizen, the teacher should be free from institutional censorship or discipline unless his or her Christian character is compromised or Christian witness impaired. However, a special position in the church and in the community imposes special obligations. The Calvin University faculty member should remember that the public will tend to judge the profession and the institution by his or her utterances. Therefore, he or she should be accurate at all times, exercise proper restraint, and respect the rights of others to express their opinions. The faculty member shall not attempt to politicize the institution in purely partisan matters, and shall dissociate the university from political activities.

Faculty members are permitted and, normally, even encouraged to run for political office or hold memberships on civic commissions. Should faculty members be elected or appointed to such positions which necessitate either partial reduction in or complete separation from service to Calvin University, they may retain their position on the faculty, but then under the terms of the leave of absence policy.

3.5.4.1 / Controversial Topics and Confessional Interpretation

3.5.4.1.1 / A Common Set of Questions to Guide Informal and Formal Work on Controversial Issues

The university's policies on confessional subscription and academic freedom naturally lead to a set of common questions of central concern for the faculty, administration, board, and constituency when facing any difficult, controversial, or misunderstood topic. When controversial topics arise, the university encourages each relevant entity (e.g., the Board of Trustees, PSC, academic administrators, the faculty senate, and individual departments or faculty members) to ask the following guiding questions:

1. **Scriptural, Theological, Confessional Resources.** How can work on the topic in question be subject to and illuminate scriptural teaching? What scriptural texts and themes are relevant to the discussion? What are the most significant historical resources on and interpretations of those texts and themes? What theological resources does the Reformed tradition offer on this topic? What specific confessional claims are relevant to the discussion? What particular positions on a given topic may be inconsistent with the confessions? What wisdom do various positions that may not be consistent with the confessions still offer? Are there aspects of the topic that are scripturally and confessionally clear, about which Calvin faculty are not free to express contrary positions? How can work on the topic promote the integrity of confessional subscription (whether by working in ways that are consistent with the confessions, by seeking to clarify their meaning, or—when necessary—working through the approved channels to change or augment them)?
2. **Christian Community.** How could work on a given topic promise to strengthen the church and the broader Christian community? What are the particular insights or strengths that the Reformed tradition and Calvin University bring to this topic? What are potential weaknesses in Reformed approaches? What marginalized or disenfranchised members of the community could be intentionally brought into the conversation? What particular wisdom do they offer? How can work on the topic be done to minimize unnecessary and unhealthy consequences? What individuals or other institutional structures could best promote transparency and accountability for all members of the community while the work is being

done? Are proactive external communications needed while the work on this topic is being done?

3. **Peer Review.** How can work on the topic benefit from collegial peer review both within and beyond the Calvin community, from those with expertise on the topic and from those with expertise in scriptural and confessional interpretation? What is the best current work on this topic in various Christian communities? Which disciplines have insights to offer? How might the Holy Spirit be using insights gained from scholarship in the disciplines to prompt the church to either strengthen or reconsider its approach on an issue, and how do we distinguish the promptings of the Holy Spirit from our own fallen desires?
4. **Cultural Awareness.** How can different cultural perspectives shape insight on the topic? What challenges regarding cross-cultural or intercultural communication are present in work on this topic? How might the Holy Spirit be using insights from cross-cultural communication to prompt the church to either strengthen or reconsider its approach on an issue, and how do we distinguish the promptings of the Holy Spirit from our own fallen desires?
5. **Transparent Communication.** How can work on a given topic be explained in a transparent and constructive way to students and other stakeholders, including concerned ones?

These questions offer a constructive, confessionally grounded way for the university community to engage difficult and controversial topics.

3.5.4.1.2 / Collaborative Work on Controversial Topics

At times, a specific topic may warrant special consideration for reasons such as:

- the prominence of the topic in cultural or church discussions,
- the frequency or quality of constituent complaints related to the topic, or
- substantive differences of approach to the topic in the Christian community.

When it judges that collaborative, proactive reflection on a given topic would strengthen the mission of the university, PSC may initiate a process for proactive reflection. PSC may do so by requesting the Calvin Center for Christian Scholarship or another appropriate organization or entity to organize a study group. Or PSC may commission a task-force to gather relevant information, identify the best resources for addressing the topic, clarify various positions on the topic within the Christian community, clarify any academic freedom issues involved in consultation with the academic freedom sub-committee of PSC, and describe the particular contribution Calvin University could make to the topic, normally using the questions found in section 3.5.4.1.1. The task force will ordinarily include members of the faculty, administration, and Board of Trustees, and may also include additional experts on the subject from beyond faculty, administration, and the board. PSC will include information about any of these actions in its regular reports to the academic affairs committee of the Board of Trustees.

Collaborative reflection on controversial topics should not be a disciplinary process but rather a learning process. PSC should exercise care in discerning whether such a task force is necessary. This process should be reserved for significant topics worthy of the time that will be required for the

work. The commissioned work should not duplicate past work. Processes commissioned by PSC should emphasize broad consultation within the Calvin community, including consultation with Faculty Senate and Board of Trustees.

3.5.4.1.3 / Responding to Constituent Concerns

Throughout Calvin's history, the board, administration, and faculty have regularly received commendations and complaints from constituents. At its best, this pattern of communication is a healthy sign of the covenantal commitment to the university's mission by its stakeholders. The university views these complaints, commendations and expressions of concern as a significant opportunity for teaching and learning—to listen to its stakeholders, to learn from their responses and questions, to communicate the nature of the university's mission, and to hone understanding on challenging topics in the broader Christian community.

Complaints about matters of confessional integrity, whether they arise from within or outside the university, should first be directed to the provost's office. The dean conveys the concern to the faculty member, obtains relevant information, and clarifies any misunderstanding that may have led to the complaint. If the complaint raises a substantive issue, the dean, in consultation with the provost, works first through informal procedures, using the questions in section 3.5.4.1.1 as guide. When these informal procedures do not achieve a satisfactory resolution, the dean, the faculty member in question, or other members of the Calvin community may request that PSC engage in a formal process for review (section 3.5.4.2.2). In cases of non-compliance with confessional subscription, the university shall follow the process described in section 6.3.

In all personnel cases and in all matters regarding academic freedom and confessional subscription, it is the responsibility of all faculty members and especially all administrators (department chairs, academic deans, the provost, and the president) to (a) work to ensure that all parties have a common and correct understanding of the university's governance structures, policies, and procedures, (b) help faculty members work collegially toward the best articulation of their views in light of a set of common questions (as specified in section 3.5.4.1.1), (c) promote the integrity of confessional subscription and academic freedom according to Calvin's stated academic freedom policy. No individual faculty member or administrator is in a position to issue a presumptive assurance about the eventual outcome of any judicial procedures, should they be necessary. Any request for an interpretation of the confessions should be directed to PSC. Any provisional judgment about the confessions offered by PSC is subject, in turn, to the judgment of the Board of Trustees and, ultimately, the synod of the Christian Reformed Church.

3.5.4.2 / Procedures for Clarifying the Meaning of Calvin's Policies of Confessional Commitment and Academic Freedom

3.5.4.2.1 / Informal Procedures

Members of the Calvin community with questions or concerns about the implications of Calvin's policies of confessional subscription and academic freedom for any specific topic or position are encouraged to discuss the matter with their colleagues, department chair, and academic dean, using the questions in section 3.5.4.1.1 as a guide to collegial inquiry. In most circumstances, informal collegial work carried out in harmony with the Reformed confessions should be sufficient to ensure that the faculty is serving the Christian community with timely and faithful teaching and learning on difficult and challenging topics.

3.5.4.2.2 / Formal Procedures

If any administrator, faculty member, academic department, or the Board of Trustees as a whole has weighty concerns related to the implications of Calvin's policies of confessional subscription and academic freedom for any specific topic or position, they should address their concern to PSC.

The request should be accompanied by an explanation of the issue and an explanation of the reasons that warrant formal action. Whenever possible, the request should be accompanied by preliminary responses to the pertinent questions in section 3.5.4.1.1. Additional communications from faculty colleagues and collaborators are also encouraged.

After deciding whether the request is sufficiently weighty to warrant formal review, PSC shall gather information necessary to make an informed judgment, through appropriate processes, including, for example:

- commissioning an academic dean or other designated expert to gather relevant information,
- consulting with relevant departments,
- consulting with experts in biblical and confessional interpretation, and/or
- consulting with Faculty Senate.

PSC should engage in as much consultation as is reasonable for the situation in question, preparing its response in both a consultative and timely manner. PSC will ordinarily include a member of the Board of Trustees in its deliberations on these topics.

PSC may respond to the request for clarification in several ways, including (1) asking the correspondent for more information or a clarification of the request, (2) requesting that the communication be withdrawn, (3) offering encouragement about how Calvin faculty can serve the larger Christian community with respect to the issue or position in question, or (4) recommending that the Board of Trustees issue a judgment about the implications of Calvin's policies of confessional subscription and academic freedom with respect to the topic or position at hand. For especially challenging topics, PSC may recommend that a statement on the topic be prepared for inclusion in the *Handbook for Teaching Faculty* (e.g., the current statement on faith and science) according to the appropriate procedures for amending the handbook.

PSC shall communicate its response, along with accompanying grounds, to the correspondent, and provide copies of the communication to the Board of Trustees. The president ordinarily presents this communication to the Board. If the president does not concur with PSC's response, the provost will present this communication to the Board. If neither the president nor the provost concurs with the response of PSC, PSC may appoint a faculty member to represent PSC at deliberations of the Board of Trustees.

When necessary, PSC will advise the president and provost about ways to communicate to the media and other audiences.

Faculty members who disagree with PSC's response may (a) request that PSC reconsider or clarify its response in light of additional information, or (b) request that the Board of Trustees not accept PSC's recommendation regarding a judgment about the implications of Calvin's policies of confessional subscription and academic freedom for the topic or position at hand.

If the president disagrees with PSC's response, the president may (a) request that the board ask PSC to reconsider the position in light of additional information or considerations not reflected in the grounds or explanation for the decision, or (b) request that the Board of Trustees not accept PSC's recommendation regarding a judgment about the implications of Calvin's policies of confessional subscription and academic freedom for the topic or position at hand.

If the Board of Trustees disagrees with PSC's response, the board could (a) request PSC to reconsider the position in light of additional information or considerations not reflected in the grounds or explanation for the decision, or (b) decline to accede to PSC's recommendation regarding a judgment about the implications of Calvin's policies of confessional subscription and academic freedom for the topic or position at hand. If the board does not accede to PSC's recommendation, the matter may be referred back to PSC for PSC to develop an alternate recommendation prior to the next scheduled board meeting. If an alternate recommendation is not subsequently approved by the board or if PSC does not offer an alternative recommendation, the board could choose to develop its own judgment about the meaning and implications for Calvin's policies of confessional subscription and academic freedom for the topic of position at hand.

During these deliberations, the president and provost serve the Board of Trustees (a) by ensuring that the best expertise on both the topic and on the confessional interpretation is available to the board and (b) by being present during all board discussions of the topic. The board would communicate its decision, along with its rationale, to PSC and the members of the community who made the original request.

Faculty members or administrators who disagree with the board's decision may (a) request that the board reconsider or clarify its decision in light of additional information, or (b) appeal the board's decision to the synod of the Christian Reformed Church, through the appropriate channels described in the *Rules for Synodical Procedure*.

In all these matters, PSC and the Board of Trustees should be governed by a desire to promote confessional integrity, due process, mutual trust and the kind of constructive engagement with difficult issues that will serve the Christian community at large.

Note: Section 3.5.4 describes Calvin University's expectations for *engaging* confessional difficulties and controversial issues. Holding a view that appears to contradict Calvin's policies of confessional subscription and academic freedom for any specific topic or position is not necessarily grounds for dismissal. Engaging the controversy in ways that are inconsistent with the expectations set forth in this section, however, may be grounds for investigating unsatisfactory job performance (section 6.1).

At times it might be the case that a decision is made that the faculty member's views do not align with the Reformed Christian commitments of the university; in such cases the faculty member will be dismissed from the faculty (section 6.3).

3.6 / REAPPOINTMENT

3.6.1 / Policies for Evaluation and Reappointment of Teaching Faculty (Tenure-Track, Renewable Term, Professor of Practice, and Lecturer)

3.6.1.1 / Normal Appointment Schedule

Normally, faculty on tenure-track, renewable term, professor of practice, and lecturer appointments receive an initial three-year appointment and a subsequent three-year appointment. Modifications to this schedule are possible for those with prior teaching experience at Calvin University or at other institutions. Formal evaluation with respect to the norms for reappointment occurs in the academic year prior to reappointment.

3.6.1.2 / Eligibility for Consideration for Tenure

A faculty member must have a tenure-track appointment to be considered for tenure. A faculty member must also hold the appropriate terminal degree (PhD, MFA, MBA plus CPA or CMA, MSE plus State licensure). Some departments have alternative requirements for tenure for certain positions. Detailed policy descriptions for these positions may be found in the provost's office.

A teacher shall have taught full-time at Calvin University for six full years in a series of appointments with the rank of instructor or above before he or she is eligible for tenure. In the case of teaching appointments where new faculty members have significant prior experience at the college level as a full-time professor, exceptions to this stipulation may be made by the provost in consultation with the department. These exceptions must be made according to the following stipulations:

1. They may allow for tenure reviews sooner than the six-year norm but no sooner than the third year of employment at Calvin University.
2. Tenure reviews may occur no sooner than the sixth year of total full-time university experience.
3. If a professor comes to Calvin already tenured by another institution, he or she may be reviewed for tenure at the end of the initial three-year appointment.
4. If a professor comes to Calvin with prior experience but not tenure, he or she must have at least one review and reappointment before a tenure review.

Any further foreshortening of the tenure review process or the granting of tenure upon appointment must be made by the Board of Trustees upon recommendation of the president.

A faculty member may request that the timetable for tenure consideration be extended beyond the sixth year to take account of specific personal or family circumstances. Exceptions may be made for faculty who are granted Family Medical Leave during their first five years of service or for other good cause shown, as determined by the provost in consultation with the department chair or dean. This exception must be requested in writing, and a revised schedule will be placed in the faculty member's personnel file. In the case of a medical leave of 6 weeks or more, a faculty member will automatically receive a one-year extension for each leave, unless he or she chooses to decline it.

Reduced-load appointees or those whose service have been a combination of full-time and reduced-load should refer to section 3.3.1.7 for modifications to this schedule.

3.6.1.3 / Eligibility for Consideration for a Six-Year Term Appointment

A faculty member must have a renewable term, professor of practice, or lecturer appointment to be considered for a six-year term appointment. A faculty member must also hold the appropriate terminal degree (PhD, MFA, MBA plus CPA or CMA, MSE plus State licensure) or meet the requirements for the position type described in sections 3.2–3.4. Some departments have alternative requirements for six-year term appointment for certain positions. Detailed policy descriptions for these positions may be found in the provost's office.

A teacher shall have taught full-time at Calvin University for six full years in a series of appointments with the rank of instructor or above before he or she is eligible for a six-year term appointment. In the case of teaching appointments where new faculty members have significant prior experience at the college level as a full-time professor, exceptions to this stipulation may be made by the provost in consultation with the department. These exceptions must be made according to the following stipulations:

1. They may allow for six-year term reviews sooner than the six-year norm but no sooner than the third year of employment at Calvin University.
2. Six-year term reviews may occur no sooner than the sixth year of total full-time university experience.
3. If a professor comes to Calvin already tenured by another institution, he or she may be reviewed for six-year term appointment at the end of the initial three-year appointment.
4. If a professor comes to Calvin with prior experience but not tenure, he or she must have at least one review and reappointment before a six-year term review.

Any further foreshortening of the six-year term review process or the granting of a six-year term upon appointment must be made by the Board of Trustees upon recommendation of the president.

A faculty member may request that the timetable for a six-year renewal consideration be extended beyond the sixth year to take account of specific personal or family circumstances. Exceptions may be made for faculty who are granted Family Medical Leave during their first five years of service or for other good cause shown, as determined by the provost in consultation with the department chair or dean. This exception must be requested in writing, and a revised schedule will be placed in the faculty member's personnel file. In the case of a medical leave of 6 weeks or more, a faculty member will automatically receive a one-year extension for each leave, unless he or she chooses to decline it.

Reduced-load appointees or those whose service have been a combination of full-time and reduced-load should refer to section 3.3.1.8 for modifications to this schedule.

3.6.1.4 / Evaluation Guidelines

At times of reappointment and promotion, Calvin University faculty are evaluated in the following categories: Reformed Christian Commitment, Teaching Effectiveness, Research and Scholarship (tenure track only), Professional Practice (professor of practice only) and Service, using identified areas of evaluation in each category. These categories are described in section 3.5.3.

The following principles should be used when evaluating candidates:

1. No faculty member is likely to be strong in all areas, and only a few can be strong in most of them.
2. Individual differences among faculty members as well as different expectations for faculty work by different departments make it inevitable that evaluation will vary somewhat across the university. However, all faculty must demonstrate competence in all four areas and effectiveness in teaching.
3. Evaluators must use evidence to support their recommendations.
4. With the category of Reformed Christian Commitment emphasis, the university does not aim for any sort of institutional or canonized set of fixed theories to be known as the Calvin position. Calvin faculty should work faithfully toward a rich integration of the various disciplines with a Reformed Christian view of God, people, and the world. At the least, this entails progress by faculty members and departments in defining crucial faith-and-learning questions, in testing answers to them, and in disseminating the results of this work in their classrooms and, as appropriate, in scholarly venues.

Many variables enter into the evaluation process, and some are difficult to specify and measure precisely. Evaluators at each stage of the process should be fully aware of the human fallibility which enters into these decisions, but also recognize that judgments can and must be made. Continuing efforts will be made to sharpen the evaluation process.

3.6.1.4.1 / Criteria for Reappointment: 3rd Year and Tenure/Six-Year Review

The expectations noted below in each area of evaluation are for reappointment with tenure or a six-year term. Developmental expectations for the 3rd-year review are described in the matrices tool, available from the provost's office. Expectations for promotion to full professor are described in section 3.6.2.3.7 and also in the matrices.

The evaluation criteria and processes may be revised in renewable term appointments where a faculty member's responsibilities might not align with the evaluative criteria, or where unusual circumstances attach to an appointment. In such cases, the department chair and dean, with the approval of the provost, may adapt the criteria or procedures as appropriate. If this occurs, the variance should be stated in writing, with copies provided to the candidate and his/her colleagues. The dean will include a copy of the variance as part of the candidate's dossier.

3.6.1.4.2 / Reformed Christian Commitment (All Faculty)

The following expectations pertain to tenure and six-year term appointments:

1. **Calvin University faculty are expected to understand and affirm the historical creeds and Reformed confessions contained in the *Covenant for Faculty Members.***

   The *Covenant for Faculty Members* consists of three ecumenical creeds that express the Christian faith (the Apostles' Creed, the Nicene Creed, and the Athanasian Creed) and three historic Reformed forms of unity (the Belgic Confession, the Heidelberg Catechism, and the Canons of Dort). Faculty members pledge to teach, speak, and write in harmony with these statements. Faculty members are expected to affirm the *Covenant for Faculty Members* at the time of their first reappointment in year three by signing the Covenant document. Annual reaffirmation of prior commitments is described in section 3.5.1.1.2. As part of their tenure

or six-year term review, faculty are expected to articulate a Christian commitment and demonstrate an understanding and affirmation of essential Reformed Christian theological ideas.

For further discussion of what it means to affirm the *Covenant for Faculty Members* or to express a confessional difficulty with the covenant, see sections 3.5.1.1 and 3.5.1.1.1 in the *Handbook for Teaching Faculty*.

2. **Calvin University faculty are expected to engage in Christian practices that are sustained by membership in a congregation of the CRCNA, a church in ecclesiastical fellowship with the CRCNA, or a Calvin University–supporting Protestant congregation.**

   Given the university's long-standing, generative relationship with the Christian Reformed Church in North America (CRCNA) as the denomination that founded, supports, and governs the university, and given the mutual benefits that accrue between the university and the Christian Reformed Church, faculty are warmly encouraged to be members of Christian Reformed churches (or churches in ecclesiastical fellowship with the CRCNA).

   At the same time, the university recognizes that some churches are heavily influenced by Reformed theology, and persuaded by much of it, while nevertheless disagreeing with certain theological conclusions voiced in historical confessional documents. Some faculty may find such congregations supportive of both their spiritual development and their vocation as a Christian teaching from a Reformed Christian perspective. Calvin University wishes to develop partnerships with those congregations, recognizing that partnerships with other Christian denominations can enrich both the church and the university. Faculty may join Protestant congregations that affirm the content of the three ecumenical creeds, support the faculty member's faith journey, and support the faculty member's vocation as a Christian teacher who has affirmed the *Covenant for Faculty Members*.

   When questions arise about the alignment of a congregation with the university's expectations for faculty membership, the Professional Status Committee (PSC) is charged with adjudicating membership requests.

   Because Calvin University is under the authority of the CRCNA, when confessional or controversial issues arise with respect to confessional matters, the CRCNA, Calvin's Board of Trustees, administration, and faculty work collaboratively to adjudicate these within the context of the *Handbook for Teaching Faculty* and the university's *Confessional Commitment and Academic Freedom* document. If faculty are members of churches where doctrinal differences exist from the CRCNA, faculty are expected to do their work in affirmation with the creeds and confessions identified in the Covenant for Faculty Members.

   As part of a tenure or six-year term review, faculty are expected to demonstrate membership and active participation in a congregation of the CRCNA, a church in ecclesiastical fellowship with the CRCNA, or a Calvin University–supporting Protestant congregation.

3. **Calvin University faculty are expected to demonstrate their commitment to a Reformed Christian view of education.**

Calvin University embraces Reformed Christian theological ideas as a basis for a Reformed Christian view of education and as a basis for integrating faith and learning; Calvin expects that its faculty members acknowledge the value of integrating faith and learning at all stages of learning.

Historically, one way to demonstrate an understanding of and commitment to a Reformed understanding of education has been to send one's children to Christian day schools, a practice that is supported by the Christian Reformed Church and described in Article 71 of the Church Order, in which church councils are instructed to

> "diligently encourage the members of the congregation to establish and maintain good Christian schools in which the biblical, Reformed vision of Christ's lordship over all creation is clearly taught. The council shall also urge parents to have their children educated in harmony with this vision according to the demands of the covenant" (*Church Order and Its Supplements*, 2018, p. 96).

Calvin University cherishes its relationships with Christian schools, recognizing that these schools have served and continue to serve a generative and critically important role in supporting the university's Reformed Christian mission. Our relationship with Christian schools also provides a world-wide witness of a Reformed Christian worldview of education.

As part of the tenure or six-year term review, faculty are expected to articulate a Reformed Christian view of education and to describe how they actively support Christian education. The university recognizes that support for Christian education can be enacted in many different ways.

4. **Calvin University faculty are expected to promote diversity and inclusion in ways consistent with Reformed Christian theological ideas.**

   Calvin University's *From Every Nation* (*FEN*) document serves as a primary context for this expectation. Three broad themes inform the work of faculty: the need for cross-cultural and intercultural competencies in a global environment, the need for enhanced institutional anti-racist accountability, and the need to be agents of reconciliation and restoration. These themes do not function sequentially but rather simultaneously; one will always be incomplete without the other.

   As a part of the of tenure or six-year term review, faculty are expected to demonstrate an understanding of diversity and inclusion that is consistent with Reformed Christian theological ideas and to contribute to the university's diversity and inclusion goals.

5. **Calvin University faculty are expected to demonstrate the dispositions that mark a life of Christian faith and service and support students and colleagues as they do the same.**

   Calvin University expects every employee to contribute to a Christian community in which we are accountable to and responsible for each other. An essential element of our responsibility to the community and to one another is to strive always to "lead a life worthy of God, who has called you into his own kingdom and glory" (1 Thess. 2:12).

Faculty members at Calvin University are expected to exemplify integrity, honesty, respect, humility, courage, liberality, gratitude, gentleness, kindness, patience and self-control in their words and actions. Many of these qualities are identified by the apostle Paul as the "gifts of the Spirit" (Col. 3; Gal. 5), and faculty members strive, with God's help, to demonstrate these virtues in their professional activities and in their personal lives. It is part of the calling of the faculty to speak out against wickedness and injustice in society and in the world and to be agents of God's righteousness and peace. Members of the Calvin faculty are called to build one another up in faith and in virtue and to serve others as citizens of God's kingdom (*Handbook for Teaching Faculty*, section 3.5.2).

As part of the tenure or six-year term review, faculty members are expected to demonstrate dispositions that mark a life of Christian faith and service and to support students and colleagues in doing the same.

6. **Calvin University faculty are expected to integrate Reformed Christian perspectives into their teaching, scholarship, and service.**

   Calvin University expects that faculty think deeply about how Reformed Christian ideas and values inform the presuppositions, theoretical bases, methods, and practice of their discipline, and integrate Reformed Christian perspectives with their teaching, scholarship, and service. See faculty handbook descriptions (and related matrices) for teaching, scholarship, and service.

3.6.1.4.3 / Teaching Effectiveness (All Faculty)

The following expectations pertain to tenure and six-year term appointments:

1. **Calvin University faculty are expected to use effective pedagogical strategies.** As part of the tenure or six-year term review, faculty are expected to demonstrate that they regularly implement effective pedagogical practices derived from research on discipline-specific pedagogical strategies and on how people learn.
2. **Calvin University faculty are expected to offer substantial academic content.** As part of the tenure or six-year term review, faculty members are expected to demonstrate that they address the student learning outcomes of courses in ways that are both substantial and appropriate to the discipline.
3. **Calvin University faculty are expected to engage with students in respectful and welcoming ways.** As part of the tenure or six-year term review, faculty are expected to demonstrate that they work respectfully with students inside and outside of the classroom and describe how they demonstrate a commitment to making the university a welcoming, diverse, and inclusive learning community.
4. **Calvin University faculty are expected to assess their work and implement changes, when appropriate.** As part of the tenure or six-year term review, faculty are expected to demonstrate how they regularly and accurately assess the effectiveness of their teaching practices in promoting student learning and how they implement changes based on that assessment. Faculty are expected to thoughtfully consider feedback received from colleagues and students and to implement changes based on that feedback, when appropriate.

5. **Calvin University faculty are expected to demonstrate dispositions that mark a life of Christian faith and service.** As part of the tenure or six-year term review, faculty are expected to root their teaching and learning in dispositions that mark a life of Christian faith and service. They are expected to support students in doing the same.
6. **Calvin University faculty are expected to integrate Christian faith and teaching.** As part of the tenure or six-year term review, faculty are expected to ground the processes and content of their teaching in Reformed Christian theological ideas.

3.6.1.4.4 / Service (All Faculty)

The following expectations pertain to tenure and six-year term appointments:

1. **Calvin University faculty are expected to be effective advisors for and mentors to students.** As part of the time of tenure or six-year term review, faculty members are expected to demonstrate how they effectively advise and mentor students who are declared or undeclared majors as well as students (such as those in a faculty member's class) who seek out the faculty member.

   At all stages of their career, faculty members are expected to demonstrate concern for students' academic and personal welfare by welcoming, listening to, and supporting them. This expectation includes such activities as understanding and planning with students for fulfilling core, major, and graduation requirements; supporting students in their postgraduation transitions; communicating concern for student well-being regardless of whether the student is one's advisee; being accessible during advising and office hours; and linking students to university resources that can help them.
2. **Calvin University faculty are expected to serve their departments effectively.** At the time of tenure or six-year term review, faculty members are expected to regularly and effectively contribute to the work of the department and the well-being of colleagues and students. This includes such activities as carrying out department assignments in timely and effective ways; being engaged in and prepared for department meetings and other department-sponsored events; having a consistent presence on campus during typical business hours when teaching; and supporting colleagues and students.
3. **Calvin University faculty are expected to serve the university.** At the time of tenure or six-year term review, faculty members are expected to regularly and effectively contribute to the governance and processes of the university. This includes such activities as carrying out university committee assignments in timely and effective ways; being helpfully engaged in and prepared for university committee assignments; and participating in university activities (e.g., student orientation, enrollment initiatives, convocation, graduation). University service is not required for lecturer faculty.
4. **Calvin University faculty are expected to engage in service outside the university.** As part of the tenure or six-year term review, faculty members are expected to demonstrate that they regularly engage in service to some community outside Calvin University. This includes service in such areas as the church, profession or guild, or civic engagement. Service outside the university is not required for lecturer faculty.

5. **Calvin University faculty are expected to demonstrate professional behavior and dispositions that mark a life of Christian service.** At the time of tenure or six-year term review, faculty are expected to consistently demonstrate these behaviors and dispositions, and support students and colleagues in doing the same.

3.6.1.4.5 / Research and Scholarship (Tenure Track)

The following expectations pertain to tenure and some six-year term appointments:

1. **Calvin University faculty are expected to develop and implement a sustainable scholarly plan.** At the time of tenure review, faculty are expected to be implementing a scholarship plan that aligns with the department's scholarship statement. The plan should be appropriate to the faculty member's experience and interests and meet the needs of the department.
2. **Calvin University faculty are expected to disseminate scholarly products.** At the time of tenure review, faculty are expected to have met the expectations laid out in the department's scholarship plan for disseminating scholarly products or creative work in venues judged appropriate by the department and the university.
3. **Calvin University faculty are expected to have their research and scholarship receive peer or expert review.** At the time of tenure review, faculty are expected to have received successful peer or expert reviews of scholarship or creative work in ways that are consistent with expectations in the discipline or profession as described in the department's scholarship plan.
4. **Calvin University faculty are expected to integrate Reformed theological ideas with their academic discipline or field of study.** At the time of tenure review, faculty are expected to successfully articulate points of connection between Reformed Christian theological ideas and the presuppositions, theoretical bases, methods, and practices of an academic discipline or field of study.
5. **As appropriate, Calvin University faculty are expected to receive internal or external funding or support.** At the time of tenure review, faculty in departments where internal or external funding or support is valued, are expected to have received discipline-appropriate internal or external funding or support for scholarly work at levels described in the department's scholarship plan.
6. **As appropriate, Calvin University faculty are expected to build collaborative and professional networks.** At the time of tenure review, faculty, in departments where collaborative or professional networks are valued, are expected to have built effective or professional networks with external partners, students, or colleagues in ways consistent with the department's scholarship plan.

3.6.1.4.6 / Professional Practice (Professor of Practice Faculty)

The following expectations pertain to six-year professor of practice appointments:

1. **Calvin University faculty are expected to develop and implement a sustainable professional practice plan.** At the time of the six-year term review, faculty are expected to be implementing a professional practice plan that aligns with the department's professional

practice statement. The plan should be appropriate to the faculty member's experience and interests and meet the needs of the department.

2. **As appropriate, Calvin University faculty are expected to disseminate products or activities of their professional practice.** At the time of the six-year term review, faculty are expected to have met the expectations laid out in the department's professional practice plan for disseminating products or activities of their creative work in venues judged appropriate by the department and the university.
3. **Calvin University faculty are expected to have their practice receive professional recognition.** At the time of the six-year term review, faculty are expected to have received professional recognition of practice or creative work in ways that are consistent with expectations in the discipline or profession as described in the department's professional practice plan.
4. **Calvin University faculty are expected to integrate Reformed theological ideas with their professional practice.** At the time of the six-year term review, faculty are expected to successfully articulate the relationship between Reformed Christian theological ideas and their professional practice.
5. **As appropriate, Calvin University faculty are expected to receive internal or external funding or support.** At the time of the six-year term review, faculty in departments where internal or external funding or support is valued are expected to have received discipline-appropriate internal or external funding or support for professional work at levels described in the department's professional practice plan.
6. **As appropriate, Calvin University faculty are expected to build collaborative and professional networks.** At the time of the six-year term review, faculty, in departments where collaborative or professional networks are valued, are expected to have built effective professional networks with external partners, students, or colleagues in ways consistent with the department's professional practice plan.

3.6.1.4.7 / Criteria for Promotion to Professor

Process. Departments and candidates will be notified one year in advance of a faculty member's eligibility for promotion to professor. Should a colleague who is eligible for promotion not be ready or recommended, the colleague will remain eligible, and the department may at some later date recommend promotion.

The reappointment process and dossier should be consistent with the expectations of sections 3.5.3, 3.6.2.2, and 3.6.2.3.1–5.

All full professors in the department are expected to provide a written recommendation. If there are fewer than three full professors in the department, including the chair, the dean and the chair may form a special committee on promotion, which may be composed of department members and full professors selected from other departments. Although only full professors will vote on recommendations for promotion to full professor, chairs should solicit the opinions of all colleagues. Chairs will summarize the gist of those opinions and share that summary with the voting full professors.

Deans, chairs, and candidates should consult sections 3.5.3, 3.6.2.2, and 3.6.2.3.1–5 for context and criteria for the candidate's dossier. More specificity about the contents of the dossier will be shared with candidates in May of the year prior to the year of their evaluation. The PSC expects that the content (e.g., prompts for essays) will be modified based on feedback from the experiences of candidates, department chairs, deans, faculty development initiatives (e.g., the de Vries Global Faculty Development; Teaching and Learning Network), and the PSC.

Criteria. A Calvin University full professor has demonstrated a level of achievement that is qualitatively different in two of the following categories (candidate's choice): teaching effectiveness, research and scholarship, professional practice, and service. A continued *Reformed Christian commitment* is required for promotion and expected to animate the candidate's work in teaching effectiveness, research and scholarship or professional practice, and service.

The qualitative difference that marks the exemplary achievements of a Calvin full professor is a commitment to the success of others and to the flourishing of a community of which the candidate is a part. To demonstrate this qualitative difference, candidates point to their contributions to the success of others as teachers (teaching effectiveness), scholars (research and scholarship), or practitioners (professional practice), or to their effective leadership in Calvin's governance or in other institutions that advance Calvin's mission (service).

Calvin University expects that candidates for full professor maintain the level of achievement expected of associate professors in all relevant categories and give evidence of exemplary work in two of the categories.

Examples of exemplary achievement are these:

1. Teaching effectiveness
    - displaying leadership in teaching and learning by serving as an effective teaching mentor for other colleagues or by serving as a TLN-trained classroom observer; or
    - being recognized by others as contributing to the understanding and implementation of creating equitable and inclusive learning communities; or
    - being recognized by others as a leader in rooting their teaching and learning in dispositions that mark a life of Christian faith and service or in grounding the processes and content of their teaching in Reformed Christian theological ideas; or
    - contributing to the improvement of teaching practices in one's guild; or
    - contributing to the improvement of pedagogical practices in higher education.
2. Service
    - being recognized by students and colleagues as an outstanding advisor and mentor who is concerned about student academic and personal welfare, who invests in helping students understand their vocations, and who helps shape and improve the advising process of the institution; or
    - being recognized by colleagues as someone who has led the institution in acts of service that have made significant contributions to the work of the department or

university through such things as department leadership, governance committees, special projects, or cross-divisional initiatives; or

- being recognized by colleagues and external audiences as someone who has led the institution by acts of service to fruitful partnerships with other academic institutions, ecumenical communities, professions, civic groups, or the like; or
- being recognized by colleagues and others outside the university for significant leadership in a religious, civic, educational, or professional organization.

3. Research and scholarship
    - displaying leadership in mentoring colleagues and students in work that helps launch their scholarly trajectories; or
    - demonstrating leadership in research and scholarship by means of sustained dissemination of scholarly products or creative work in appropriate venues and active support of the scholarship of others engaged in similar areas of scholarship; or
    - being recognized by peers/experts outside of the university for significant contributions that advance the discipline; or
    - being recognized by peers/experts outside of the university for significant contributions that advance understanding of the integration of faith and an academic discipline or field of study; or
    - sustaining/advancing significant institutional or professional networks, shows leadership in collaboration, and serves as exemplar of the university's scholarly commitments; or
    - receiving significant funding or support (e.g., grants, travel funding, honoraria, stipends, consulting fees) for scholarship, consistent with department expectations; or
    - being recognized by peers/experts outside the university for significant contributions to projects that are cross-disciplinary or transdisciplinary.
4. Professional practice
    - displaying leadership in mentoring colleagues and students in work that helps launch their professional practice trajectories; or
    - demonstrating leadership in professional practice by means of sustained dissemination of products or creative work in appropriate venues and active support of the professional practice of others engaged in similar areas of practice; or
    - receiving professional recognition for significant contributions that advance the professional practice; or
    - being recognized by peers/experts outside of the university for significant contributions that advance understanding of the integration of faith and a professional practice or field of study; or

- sustaining/advancing significant institutional or professional networks, showing leadership in collaboration, and serving as exemplar of the university's professional commitments; or
- serving as a liaison between industry or government and the university in identifying teaching and research opportunities that support public interest and societal needs.

3.6.2 / Procedures for Evaluation and Reappointment of Teaching Faculty (Tenure-Track, Renewable Term, Professor of Practice, and Lecturer)

The procedures outlined below shall be followed to develop recommendations regarding the reappointment of teaching faculty who are eligible to be considered for three- or six-year reappointments, tenure, or promotions to professor.

3.6.2.1 / Timeline

- **Early February: Notification.** The provost's office shall inform faculty who are eligible to be considered for reappointment/promotion (and their department chairs) by early February of the academic year prior to the year in which their reappointment/promotion will be considered.
- **Spring Semester: Peer Observations.** Whenever possible, departmental colleagues and other evaluators shall conduct peer observations during the spring semester prior to the year in which the reappointment/promotion will be considered.
- **August 15: Candidate Documents.** The candidate for reappointment shall submit the required documents to the department chair by August 15.
- **August 15: Provost's Office Documents.** The provost's office shall make the teaching evaluations and other required documents available to the department chair by August 15.
- **October 1: Department Evaluation and Vote.** The department shall conclude its consideration of the candidate's materials by October 1.
- **October 15: Chair's Summary.** The department chair shall submit a summary of the reappointment/promotion recommendation along with all dossier materials to the academic dean by October 15.
- **Fall Semester: PSC Consideration.** The Professional Status Committee shall consider all submitted dossiers during the course of the fall semester.
- **Prior to the Board of Trustees Meeting: Notification of Recommendation.** The dean shall notify the faculty member and the department chair of the PSC's recommendation regarding reappointment/promotion prior to the meeting of the Board of Trustees at which the recommendation is considered (typically January or February).

3.6.2.2 / Provost's Office Responsibilities

3.6.2.2.1 / Notification

The provost's office shall inform faculty who are eligible to be considered for reappointment and/or promotion (and their department chairs) by early February of the academic year prior to the year in which their reappointment/promotion will be considered.

In the event that a six-year term position will not be renewed because the department or university no longer needs the position, the person currently in that position shall be informed of this by early February in the academic year preceding the year in which the current appointment is scheduled to conclude; the reappointment/promotion process will not be followed for persons in positions that are ending. (See section 3.9.2 for processes regarding positions that are ended mid-term.)

3.6.2.2.2 / Determination of Evaluators

In cases where a current department chair will be considered for reappointment or promotion, the dean will appoint another faculty member to fulfill the chair's responsibilities. Typically, a faculty member appointed to supervise a process shall have already completed that appointment stage.

A minimum of three colleagues—including the chair—who have passed the reappointment/promotion stage under consideration are needed for the evaluation process. If there are fewer than three colleagues in the department, the dean and chair will work together to appoint an evaluation committee of faculty in other departments who are familiar with the candidate's work.

In the event that a candidate has multiple home departments, the dean and chairs will work together to determine the colleagues who will participate in the reappointment/promotion process.

3.6.2.2.3 / Provost's Office Dossier Documents

The provost's office shall assemble the following documents for each candidate's dossier:

- **Dean's Summaries.** The provost's office will provide copies of the dean's dossier summary and the PSC discussion summary from the previous reappointment process to the department chair.
- **Annual Reviews.** For reappointment of pre-tenure and pre-six-year term faculty, the provost's office will provide copies of the annual reviews from the current appointment to the department chair.
- **Student Evaluations.** The provost's office will assemble all of the available numerical summaries of student course evaluations for the previous five years and copies of the student comments from the course evaluation forms from the previous four semesters. The assembled numerical summaries and comments will be supplied to the chair and the candidate and should be added to the dossier for departmental review.
- **Evaluation by Colleagues from Other Departments.** The provost shall send a letter to all members of the faculty, listing candidates for reappointment, tenure/six-year appointments, and promotion and inviting personal letters of recommendation citing the candidate's fulfillment of university expectations in the relevant areas of Reformed Christian commitment, teaching effectiveness, service, scholarship and research, and professional practice. These letters will be made available to the Professional Status Committee, and the dean will inform the candidate of the general contents of any such letters. Anonymity of these letters cannot be guaranteed if the letter creates a personnel situation that must be addressed, or if candidates ever sue or file an agency action.
- **Pastor/Church Recommendation Form.** For tenure and six-year appointments only, the provost's office will provide each candidate with a link to a form to be forwarded to someone in a church leadership role who can speak to the question on the form, typically

the individual's pastor, elder, chair of council, or another church leader who knows the candidate in a spiritual/church context. Once returned, the completed form will be made available to the Professional Status Committee.

3.6.2.3 / Candidate Dossier Documents

At each reappointment/promotion review, faculty will be expected to address the evaluative areas in these categories:

- Reformed Christian commitment (all faculty)
- Teaching effectiveness (all faculty)
- Service (all faculty)
- Scholarship and research (tenure-track faculty)
- Professional practice (professor of practice faculty)

Sections 3.5.3 and 3.6.1.4.1 provide context and criteria for the candidate's dossier. More specificity about the contents of the dossier and the forms to be used will be provided to candidates at the time that they are notified that they will be considered for reappointment/promotion in the coming year. Typically the candidate will be asked to submit a current CV, an integrative essay, and a self-evaluation and professional plan. The PSC may periodically modify the evaluation format based on feedback from the experiences of candidates, department chairs, deans, faculty development initiatives (e.g., the de Vries Institute for Global Faculty Development), and the PSC.

Some faculty development opportunities through the de Vries Institute for Global Faculty Development will be aligned with dossier expectations to support faculty members as they seek reappointment, tenure/six-year appointments, and promotion.

3.6.2.4 / Department Responsibilities and Process

3.6.2.4.1 / Teaching Observations

Peer observation of teaching is a key part of the reappointment/promotion process and should be both formative and evaluative. In order to achieve these goals, departments should arrange for multiple observations in the spring semester prior to the reappointment review. Each candidate should be observed for at least 390 minutes total (equivalent to six 65-minute class periods). The visits should be completed by three different colleagues, where practical; some observers may be from another department, when appropriate. Each observer should complete a single teaching evaluation rubric, based on all observations, but only sections relevant to what was actually observed need to be completed. Each observer should meet individually with the candidate to discuss observations. The completed observations forms are to be submitted to the department chair for inclusion in the dossier.

3.6.2.4.2 / Department Meeting(s)

After the candidate's dossier materials have been submitted, all enfranchised faculty in the department will meet with the candidate for reappointment/promotion. In preparation for the meeting, all enfranchised faculty in the department will have access to the candidate's documents and course evaluations. In the meeting, the department will discuss the dossier materials and the integrative essay with the candidate. Following the discussion, if deemed necessary or helpful, the department may dismiss the candidate from the meeting and continue its discussion; alternatively,

the department may schedule another meeting to discuss the dossier without the candidate. No vote is taken at the meeting; colleagues will vote individually using the colleague evaluation and voting form.

3.6.2.4.3 / Colleague Evaluation and Voting Form

The colleague evaluation and voting form includes opportunities to evaluate the candidate's teaching, service, scholarship or practice, and exemplary achievement (promotion to professor only). All colleagues who have passed the appointment stage under consideration must complete the evaluation and voting form. Specifically:

- full professors complete a form and vote on promotions to full professor.
- six-year/tenured faculty and full professors complete form and vote on tenure appointments.
- three-year, six-year/tenured, and full professors complete a form and vote on three-year reappointments.

The chair completes a form also. Colleagues who have not yet passed a stage are encouraged to complete a form but do not vote. A minimum of three colleagues—including the chair—who meet the criteria above are needed to complete the form and vote. (Voting participants are determined by the dean in consultation with the chair, per section 3.6.2.2.2.) The completed forms are returned privately to the chair no later than October 1.

3.6.2.5 / Department Chair Responsibilities

The department chair provides a summary document that includes the following items:

- Statement of department recommendation, including statement of support for promotion (when applicable).
- Summary of essay discussion.
- Summary of colleague evaluation discussion and completed forms, including summary comments on all relevant areas of evaluation.
- Summary of teaching observation forms.
- Indication that the summary document has been shared with the candidate. Typically, the chair will meet with the candidate, discuss the summary, and have the candidate sign the summary. (As much as possible, the document should be written in a way that preserves the anonymity of individual evaluators.)

In stating the department's recommendation, the chair's summary need not make a majority case only; dissenting comments may be acknowledged. By October 15, the chair submits the summary to the dean (copied to the provost's office), along with the following documents:

- all the evaluation/voting forms,
- the teaching observation forms,
- any departmental statements, and copies of all departmental explanations of faculty expectations (e.g., the departmental statement on scholarship or professional practice), and
- the candidate's materials.

It is possible that not all categories of information will apply to each candidate. Chairs should provide as much information as they can and indicate why some of the information requested may be missing.

3.6.2.6 / Dean, PSC, and President Responsibilities

The dean shall review the dossier and submit his or her recommendation to the Professional Status Committee. Recommendations made by the department or by the dean to reappoint or not reappoint are forwarded to the Professional Status Committee for review.

The Professional Status Committee shall make a recommendation to the president.

The dean shall summarize in writing the PSC's discussion and recommendation, including any central expectations and/or stipulations the PSC identified for the next appointment, promotion, or post-tenure review. The PSC will review and approve the discussion summary.

The president will make the final decision concerning all reappointment/promotion recommendations and shall convey them, along with the recommendations of PSC and the deans, to the Board of Trustees, normally at the February meeting of the Board. Normally the president will affirm the recommendations of the Professional Status Committee. In the unusual case where this is not so, the president will report this to the Professional Status Committee and the department with an explanation.

Persons who have been considered for reappointment/promotion shall be informed of the president's recommendation prior to the publication of the President's Report to the Board of Trustees. They shall receive a copy of the dean's written recommendation to the PSC and the dean's written summary of the PSC discussion that was given to the president.

3.6.2.7 / Board of Trustees Responsibilities

3.6.2.7.1 / Board Actions

The president shall convey the recommendations for reappointment, tenure/six-year appointment, and promotion to professor to the Academic Affairs Committee of the Board of Trustees, accompanied by each candidate's CV and integrative essay as well as the chair's summary and the dean's two summary documents. (Other documents from the candidate's dossier are available to the committee upon request; see handbook section 3.11.4.) The Academic Affairs Committee shall recommend action to the full Board as follows:

- For approval: tenure and six-year renewable term, professor of practice, and lecturer appointments.
- For ratification via the consent agenda: promotions to full professor.

3.6.2.7.2 / Board Interviews of Candidates for Tenure and six-year appointments

Prior to voting for approval, the Board shall interview candidates for tenure and six-year appointments. In preparation for the interviews, the provost's office will provide the trustees with each candidate's integrative essay and a brief biographical form completed by the candidate.

Questions that may be asked of the candidates are these:

- Personal commitment to Jesus Christ as Savior and Lord
- Relationship to the institutional church

- Motivation for choosing Calvin as a place to teach
- The place of her/his discipline in a Christian liberal arts institution such as Calvin
- Relationship of faith and learning
- The way in which Reformed and Christian commitment has shaped her/his approach to the particular area of expertise
- Elements of the Reformed tradition which have shaped the approach to her/his discipline
- The relationship between Christian scholarship and academic excellence
- Relationship to students and colleagues

3.6.3 / Failure to Receive Tenure or Non-renewal of Tenure-Track Appointment

3.6.3.1 / Failure to Receive Tenure

Should a candidate fail to achieve tenure, termination of services will take effect at the end of the academic year which follows the academic year in which the PSC made its initial recommendation. If it is the best interest of the university, the candidate could be granted lecturer or adjunct positions.

3.6.3.2 / Non-renewal of Non-tenured Faculty Members

In the case of non-tenured appointees on regular appointment, a written notice of non-reappointment or intention not to recommend reappointment to the Board of Trustees shall be given to the faculty member by the provost before December 20 if the appointment will be terminated at the end of that academic year. If a person has taught full-time at Calvin more than two years, a serious effort should be made to give one year's notice of non-reappointment.

3.6.3.3 / Appeal Process for Tenure-Track or Tenure Appointment

If a negative recommendation regarding renewal of a tenure-track position or tenure is made by the president, the person affected shall have the right of appeal to the Executive Committee of the Board of Trustees. Any such appeal should be submitted in writing within 10 days after receiving the president's notice of non-renewal.

Appeals are limited to the following:

- A procedural error or omission occurred that significantly impacted the outcome of the review (e.g., substantiated bias, material deviation from established procedures, etc.)
- To consider new evidence consistent with the components of a reappointment or promotion dossier (sections 3.6.2.2–3.6.2.6) or the criteria for evaluation (sections 3.6.1.4.1–3.6.1.4.7), unknown or unavailable up to the time of PSC's deliberations that could substantially impact the decision. A summary of this new evidence and its potential impact must be included.

The Executive Committee will consider the appeal on the basis of the evidence previously presented and after reviewing the recommendations of the PSC and the president, receiving any additional oral or written testimony it may wish to invite. A final decision will be made by a simple majority of the Executive Committee.

3.6.4 / Failure to Receive Six-Year Appointment or Non-renewal of Renewable Term, Professor of Practice, or Lecturer Appointment

3.6.4.1 / Failure to Receive Six-Year Appointment

Should a candidate fail to achieve a six-year term, termination of services will take effect at the end of the academic year which follows the academic year in which the PSC made its initial recommendation. If it is the best interest of the university, the candidate could be granted an adjunct position.

3.6.4.2 / Non-renewal of Renewable Term, Professor of Practice, or Lecturer Appointment

In the case of renewable term, professor of practice, and lecturer appointees, a written notice of non-renewal or intention not to recommend renewal of appointment to the Board of Trustees shall be given to the instructor by the provost before December 20 if the appointment will be terminated at the end of that academic year.

3.6.4.3 / Appeal Process for Renewable Term, Professor of Practice, Lecturer, or Six-Year Appointment

If a negative recommendation regarding renewal of a renewable term, professor of practice, lecturer, or six-year term is made by the president, the person affected shall have the right of appeal to the Executive Committee of the Board of Trustees. Any such appeal should be submitted in writing within 10 days after receiving the president's notice of non-renewal.

Appeals are limited to the following:

- A procedural error or omission occurred that significantly impacted the outcome of the review (e.g., substantiated bias, material deviation from established procedures, etc.)
- To consider new evidence consistent with the components of a reappointment or promotion dossier (sections 3.6.2.2–3.6.2.6) or the criteria for evaluation (sections 3.6.1.4.1–3.6.1.4.7), unknown or unavailable up to the time of PSC's deliberations that could substantially impact the decision. A summary of this new evidence and its potential impact must be included.

The Executive Committee will consider the appeal on the basis of the evidence previously presented and after reviewing the recommendations of the PSC and the president, receiving any additional oral or written testimony it may wish to invite. A final decision will be made by a simple majority of the Executive Committee.

3.6.5 / Appeal Process for Failure to Receive Promotion to Full Professor

Should a candidate wish to appeal a promotion decision made by the president, the person affected shall have the right of appeal to the Executive Committee of the Board of Trustees. Any such appeal should be submitted in writing within 10 days after receiving the president's notice of non-renewal.

Appeals are limited to the following:

- A procedural error or omission occurred that significantly impacted the outcome of the review (e.g., substantiated bias, material deviation from established procedures, etc.)
- To consider new evidence consistent with the components of a reappointment or promotion dossier (sections 3.6.2.2–3.6.2.6) or the criteria for evaluation (sections 3.6.1.4.1–3.6.1.4.7), unknown or unavailable up to the time of PSC's deliberations that could substantially impact the decision. A summary of this new evidence and its potential impact must be included.

The Executive Committee will consider the appeal on the basis of the evidence previously presented and after reviewing the recommendations of the PSC and the president, receiving any additional oral or written testimony it may wish to invite. A final decision will be made by a simple majority of the Executive Committee.

3.6.6 / Evaluation and Reappointment of Adjunct Faculty

The timeline for evaluation of adjunct faculty will be specified in annual contracts. The timeline may be revised in writing by mutual consent of the faculty member, the dean, and the provost.

Department chairs are responsible for evaluating adjunct faculty. Chairs are expected to meet regularly with adjunct faculty to review course syllabi and course evaluations, and conduct classroom observations. Although some of these responsibilities may be delegated to department colleagues, chairs are responsible for preparing and submitting a report to the dean that addresses the faculty member's teaching effectiveness. Following every 50 hours of teaching, the evaluations should include a self-evaluation and a statement on the integration of faith and learning by the adjunct faculty member.

3.7 / RANK AND PROMOTION

3.7.1 / Tenure-Track, Renewable Term, and Professor of Practice Faculty

Faculty hold one of the following ranks: instructor, assistant professor, associate professor, or professor.

3.7.1.1 / Assignment of Rank and Promotion Procedures

The Board of Trustees, upon the recommendation of the president and provost, approves placement in rank or promotion to a higher rank.

3.7.1.2 / Minimum Requirements for Consideration for Placement or Promotion

Following are the minimum requirements for each academic rank.

1. **Instructor**
    a. A master's degree.
2. **Assistant Professor**
    a. PhD degree or its equivalent; or
    b. Completion of all requirements for the doctorate except the dissertation and two years of college teaching or equivalent experience; or
    c. Master's degree and six years of college teaching or equivalent experience (see section 3.1.1.2 for definition of "equivalent experience").
3. **Associate Professor**
    a. Recommendation for reappointment with promotion by the majority of tenured and six-year term members of one's department and by the Professional Status Committee, if the faculty member has been serving at the university, and
    b. Either

- PhD degree or its equivalent, plus a minimum of six years of college teaching at the rank of assistant professor or equivalent professional experience; or
- highest degree commonly given in the field of professional specialization (MFA, MBA plus CPA or CMA, MSE plus state licensure), completion of a minimum of eight years of full-time teaching on the college level and ability to demonstrate a record of successful professional activity during this period of academic employment; or
- completion of all of the academic requirements for the doctorate except the dissertation and completion of eight years of college-level teaching or equivalent professional experience.

4. **Professor**
   a. Recommendation for promotion by the majority of full professors in one's department and by the Professional Status Committee, if the faculty member has been serving the university; and
   b. a doctoral degree (PhD, EdD, DM, DSW, etc.) or a designated terminal master's degree in the field of specialization and completion of a minimum of ten years of full-time college-level teaching or comparable professional experience, and normally six years of experience at the rank of associate professor. (Certain exceptions may be recommended by the president, in consultation with the Professional Status Committee, for promotion to the rank of professor, including its full salary potential.)

3.7.1.3 / Eligibility for Promotion in Rank for Faculty

Promotions in rank are typically considered in conjunction with regular reappointment reviews or in conjunction with post-tenure or six-year appointment reviews.

1. **Promotion to Associate Professor.** Normally, assistant professors who have served at least five years at that rank are eligible to be reviewed for promotion in conjunction with their tenure/six-year term review. Over the normal course of an entry-level appointment, this review occurs in the fall of year six of one's appointment, to be effective the following academic year. An earlier review for promotion to associate professor, after the minimum of five years served at the assistant professor rank at any collegiate institution will be allowed at the 3rd-year review if it was specified in the original appointment letter, or is approved by the department chair, the academic dean, and the provost.
2. **Promotion to Professor.** Associate professors with at least five years of service at that rank are eligible to be reviewed for promotion to professor at the next occasion for reappointment or post-tenure/six-year term review, to be effective the following academic year. Should a colleague who is eligible for promotion not be ready or recommended for promotion, the colleague will remain eligible, and the department may at some later date recommend promotion.

3.7.2 / Lecturer and Adjunct Faculty

There are no ranks for lecturer and adjunct faculty positions.

3.8 / POST-TENURE AND SIX-YEAR-TERM APPOINTMENT REVIEW

3.8.1 / Purpose

The regular cycle of evaluation of tenured and six-year-term faculty members is established as a means of encouraging and assisting faculty members in their professional development. It also presents occasions for evaluating a faculty member for promotion.

3.8.2 / Components of Six-Year Review of Tenured Faculty

1. Every six years after tenure is awarded, a faculty member shall prepare a written self-evaluation and professional plan. The self-evaluation shall cover the period since receiving tenure or since the previous six-year review, and shall evaluate the work done by the faculty member in the four major areas of responsibility. The professional plan shall look forward to the next six years and identify directions and goals in each area. The self-evaluation shall be submitted along with an updated CV to the department chair.
2. The chair will discuss the self-evaluation and professional plan with the faculty member and provide an evaluation of it. The chair will submit his or her own evaluation (that is shared with the faculty member) and the faculty member's plan and CV to the academic dean.
3. The dean will meet with the faculty member to discuss the submitted documents. The dean will prepare a brief summary of the discussion with the faculty member and, after sharing this with the faculty member, shall place this in the faculty member's personnel file.
4. Faculty members who fail to complete their post-tenure review at the appointed time may be subject to review under section 6.1.1 (unsatisfactory job performance).

3.8.3 / Components of Six-Year Review of Six-Year Term Faculty

1. Every five years after a six-year term appointment is awarded, a faculty member is eligible, contingent on university need and satisfactory performance, to be considered for a new six-year term appointment. The faculty member shall prepare a written self-evaluation and professional plan. The self-evaluation shall cover the period since the previous six-year appointment, and shall evaluate the work done by the faculty member in the designated areas of responsibility. The professional plan shall look forward to the next six years and identify directions and goals in each area. The self-evaluation shall be submitted along with an updated CV to the department chair.
2. The chair will discuss the self-evaluation and professional plan with the faculty member and provide an evaluation of it. The chair will submit his or her own evaluation (that is shared with the faculty member) and the faculty member's plan and CV to the academic dean.
3. The dean will meet with the faculty member to discuss the submitted documents. The dean will prepare a brief summary of the discussion with the faculty member and, after sharing this with the faculty member, shall place this in the faculty member's personnel file.
4. Faculty members who fail to complete their six-year term review at the appointed time may be subject to review under section 6.1.1 (unsatisfactory job performance)

3.8.4 / Evaluation Guidelines

The evaluation guidelines are the same as those used to evaluate a faculty member for reappointment, tenure, or six-year terms.

3.9 / COMPLETION OF SERVICE OF ENFRANCHISED FACULTY

3.9.1 / Retirement

The minimum retirement age is 62. There is no mandatory retirement age. The normal retirement age is the age specified by Social Security (which depends on one's birth date). Retirement benefits are described in chapter 7.

3.9.1.1 / Emeritus Status

The Board of Trustees confers emeritus status on retiring enfranchised faculty members and administrators with faculty status. Emeritus status is an honor for meritorious service in teaching, research and administration. This status is not automatic, but is awarded by an act of the Board of Trustees. Nominations for emeritus status come from the president of the university. In the case of teaching faculty, these nominations normally come in response to advice from the academic deans and the provost in consultation with the relevant department; and in the case of administrators, with advice from the relevant divisional vice president.

3.9.1.2 / Eligibility

In order to be eligible for emeritus status, the nominee must present the following attainments:

- Normally ten years of service to the university in a ranked faculty or lecture position or an administrative position with faculty status,
- A commendatory record of service and conduct,
- No current disciplinary proceedings, and
- Retirement from the university in a faculty appointment or administrative appointment that has faculty status.

3.9.1.3 / Privileges

As valued ongoing members of the university community, emeritus faculty and administrators are encouraged to maintain association with the university and continue their studies. The following privileges exist to support emeriti in these efforts:

- invitations to attend annual academic and all-campus events, such as the fall conference, convocations, Christmas and awards banquets, and departmental socials;
- a standard faculty/staff parking permit;
- a library card and full library services;
- admission to events where faculty normally receive courtesy admission and opportunities to purchase tickets to events at faculty ticket rates;
- on a space-available basis, assigned working space on campus for those who have active projects, with priority given to those with assigned duties.

3.9.1.4 / Exceptions

Only the president may seek exceptions to these guidelines, by means of a recommendation for action by the Board of Trustees.

3.9.2 / Loss of Appointment for Tenured Faculty or Six-Year Term Faculty

A teacher with tenure or a six-year term appointment may be separated from service in the following situations:

3.9.2.1 / Institutional Factors

Faculty reductions may be made owing to demonstrable financial exigencies or elimination of programs. The impact of proposed faculty reductions upon the university and department programs shall be reviewed by the Academic Investment Team and Strategic Finance Committee before a final determination of the matter is made by the administration. The claim of fiscal necessity should be demonstrably bona fide (i.e., not contrived).

When faculty reductions are thus made, they shall normally be made first from among non-tenured or renewable term, professor of practice, or lecturer faculty who have not yet been appointed to six-year terms. If faculty reductions are to be made from the six-year term or tenured faculty, they shall normally be made first in affected departments, usually on a last-appointed-to-six-year-term, then last-appointed-to-tenure basis as the earliest consideration. In addition, consideration may be based on retention of needed expertise (or release of less critical expertise). The impact of each proposed reduction upon the welfare of the university and the welfare of individuals concerned shall be reviewed by the Professional Status Committee before a final determination is made by the administration. A faculty member who is released may appeal the case, through the president, to the executive committee of the Board of Trustees.

The university will make an attempt to employ in another useful position the tenured/six-year term faculty member whose teaching position has been eliminated, but such employment is not guaranteed nor, if so placed, is he or she guaranteed the salary of the former position.

A tenured/six-year term faculty member whose appointment is terminated by the university for reasons given above shall be offered a return to a tenured/six-year term position in the department if, within three years after leaving Calvin University, his or her former position is restored.

3.9.2.2 / Personal Factors

In addition to a gravamen that is judged to be disqualifying for continued employment (sections 3.5.1.1.1.1 and 3.5.1.1.1.2), a faculty member with tenure or appointed to a six-year term may be separated from service following the procedures of one of the following policies:

- Procedures for Addressing Allegations of Misconduct and Unsatisfactory Job Performance (section 6.1),
- Procedures for Handling Allegations of Confessional Unorthodoxy (section 6.3),
- Procedures for Handling Allegations of Scientific Misconduct (section 6.4).

3.10 / LEAVES OF ABSENCE

3.10.1 / Unpaid Leaves of Absence

3.10.1.1 / Definition

Leaves of absence without salary support from the university may be granted for one or two years or fractions thereof (subject to extension in exceptional circumstances) for reasons such as: self-improvement or advancement through degree-program study, teaching or research at another educational institution or research agency, independent study, travel related to professional development, civic or denominational service, involvement in some teaching-related experience.

3.10.1.2 / Eligibility

Under normal conditions, an enfranchised teaching faculty member is eligible to apply for a leave of absence without salary support after two years of full-time teaching at Calvin University. Under exceptional circumstances the university, in order to attract a teacher whose competence and personal qualities are urgently needed, may grant an immediate leave in order to place the new appointee under some of the fringe benefit provisions.

3.10.1.3 / Application Procedures

To apply for leave, the faculty member will submit, normally by January 1, such intentions to the chair of their department, who shall immediately consult with the dean of the division in which his or her department is lodged to review the requirements of the teaching schedule. Should there be no obstacle as far as meeting the requirements of the department is concerned, the candidate shall make formal application to the academic dean. The department chair's endorsement must be attested on the formal application for leave. Leaves shall be granted by the provost upon recommendation of the academic dean.

3.10.1.4 / Financial Provisions

3.10.1.4.1 / A Leave Granted When a Faculty Member is Employed Fully at Another Institution or Agency

In such cases, the university will owe the faculty member no fringe benefits at all. It is assumed that such faculty member's new employer *pro tem* will assume all fringe benefits costs either in the salary offered or by means of a special grant.

Upon request of the person concerned, Calvin University may continue the faculty member on its fringe benefits rolls and even make the payments, but the university will be fully reimbursed by the person on leave. This policy of self-payment or of reimbursement to the university currently covers pension, life insurance, disability insurance, and medical insurance. Whether the university is able to continue the benefits will depend on the duration of the leave and the restrictions of the insurer. For example, some medical plans cannot be continued for persons who are not paid employees or are on leave and residing in other communities.

3.10.1.4.2 / A Leave Granted When a Faculty Member Continues Graduate Study

The university will continue the following current coverages at university expense: life insurance, disability insurance, and medical insurance.

The university will not contribute to the pension plan. If the person on leave wishes to pay into his or her pension account for the years of the leave, this must be done at personal expense through a supplemental retirement annuity. See Human Resources for details of participating plans.

3.10.1.4.3 / A Leave Supported in Whole or in Part by a Research or Special Foundation Grant Which Does Not Include Fringe Benefits

The university will continue the following current coverage: life insurance, disability insurance, and medical insurance.

Normally, the university will not pay the pension premium for those on this type of leave. In unusual cases, however, and particularly in such cases in which the university will continue to pay a portion of the salary, the pension premium payment will be a matter of negotiation with the president, through the Vice President for Finance.

3.10.2 / Paid Leaves of Absence

Leaves of absence are regarded as one of the most important means of achieving faculty development. Details of such leave opportunities, including the sabbatical program, may be found in chapter 5.

3.10.3 / Leaves for Certain Family or Medical Reasons

Leaves for family or medical reasons can be either paid or unpaid. Details of Calvin's policy concerning such leaves may be found in section 7.1.6.

3.10.4 / Combined Support Leaves

A leave of absence with only partial support by the university may be granted to anyone on the teaching faculty and administrative or library staffs under conditions mutually agreeable to the parties involved. These leaves shall be negotiated individually with the academic dean of the division in consultation with the department chair, provost, and the president. Since each will be an individual case, a list of types will necessarily be incomplete. This kind of leave could include the following:

- a leave to recover health;
- a reduced-load leave;
- a leave supported by a grant to supplement a grant from non-university sources.

These types of partial-support grants may include the requirement that the grantee assume the teaching of a number of summer session courses without additional salary as compensation for this partial support. In granting such a leave, the administration will be guided by, but not restricted to, stipulations governing granting of other kinds of leave of absence.

3.10.5 / Counting Leave as Years of Service

Given university faculty members' increasing mobility as they pursue their careers, the question of how one counts total years of service for the purposes of eligibility for retirement benefits or anniversary honors has become more complex. Rare is the case when a faculty member serves a decade or more of unbroken service on campus.

Paid sabbaticals count as active service to the university, but in the past, externships and leaves of absence sometimes have and sometimes have not been counted as part of one's service record. The purpose of this policy is to clarify the reckoning of unpaid leaves of absence as service to the university.

A leave of absence may count towards years of active faculty service if the dean and the provost agree that the leave is for the purpose of doing the expected work of a faculty member at Calvin University, or that it is of particular value to the university. The leave may also count as active service if it is at the behest of the university.

Examples of kinds of leaves that might qualify:

- a leave to conduct research germane to one's appointment and duties at the university;
- a leave to help develop a Christian university or service agency in expression of Calvin's mission;
- a leave to each and do scholarship at another institution as part of an exchange or other planned faculty development project; or
- a leave to serve an organization in one's professional field.

Examples of leaves that do not qualify:

- a leave to try out a different line of work while contemplating a career change;
- a leave to complete an advanced degree, unless on behest of the university.

Generally speaking, a second consecutive year of leave is less valuable and more likely to be a burden to the university than a one-year leave. Deans may decide to not count the second year of a two-year leave as service on behalf of the university.

3.11 / FACULTY PERSONNEL RECORDS

Records for faculty are maintained by the provost's office and by the human resources office. The provost's office maintains a personnel file and a teaching evaluation file. The human resources office maintains a personnel file and a medical file. This document gives guidelines concerning the contents of these files. It also outlines the rules concerning access to records in these files.

3.11.1 / Personnel File (Provost's Office)

The provost's office maintains a personnel file for each faculty member. The personnel file consist of records that are used or have been used relative to the faculty member's qualifications for employment, promotion, additional compensation, or disciplinary action except for such records that are held in the confidential file. The personnel file may include the following:

- Application for employment (previously, personal data form).
- The most current CV available.
- Transcripts for all undergraduate and graduate coursework, including official certification of degrees.
- Appointment and reappointment letters including attachments concerning special conditions (for example, start-up funds or unusual tenure schedule).
- Recommendations of the department chair, dean and PSC for reappointment and/or promotion.
- Applications for leaves of absence (both paid and unpaid).

- Leave of absence forms (outlining conditions for such leaves).
- Faculty member report on paid leaves of absence (such as sabbaticals).
- Faculty member post-tenure or post-six-year term review documents.
- Documentation of any disciplinary action.
- Numerical summaries of all teaching evaluations.
- Signed statement of compliance with faculty membership requirements, including submitted gravamina and PSC and Board of Trustee responses to submitted gravamina.
- Notices of awards, commendations, grants, and the like.
- Signed letters of complaint.
- Letters of resignation or retirement.

The personnel file may not include

- Any medical information (medical information documenting a change in employment status is kept in the Human Resources medical file).
- Any unsigned letters such as anonymous student complaints.
- Any signed documents solicited by the university and submitted by persons under the presumption that the document will be treated as confidential (such as letters of evaluation written by colleagues at the time of reappointment).
- Any documents that refer to the employment status of persons other than the faculty member.

Access to the personnel file in the provost's office is limited to those persons who need access for the purpose for which the file is maintained. This normally includes the president, provost, deans, and their authorized representatives. Access to appointment and reappointment dossiers is discussed later in this section.

The faculty member may request, in writing, to review the contents of her or his personnel file. The file may then be examined at the provost's office but may not be removed. Copies of the file may be made at the faculty member's request. The faculty member may question the accuracy of any document in the record. If the provost and faculty member agree, such a document may be removed or corrected. If the provost and faculty member do not agree, the faculty member may include in the record a statement reflecting the faculty member's position.

3.11.2 / Teaching Evaluation File (Provost's Office)

The provost's office maintains a file of completed student evaluation forms in electronic format for each instructor. These forms are completed by students with the expectation of anonymity. They are usually unsigned. Completed forms are reviewed by the dean soon after the semester in which they are completed and are made available to the chairs, various program directors, and the faculty member. The provost's office maintains the electronic files for at least six years.

Access to the teaching evaluation file for the purpose of evaluation of a faculty member for appointment, reappointment or tenure is described below. Access to this file at other times is

limited to the president, provost, deans, department chairs, program directors, faculty member, and any person with written authorization from the faculty member. Each person with access to evaluations much treat them as confidential.

3.11.3 / File Maintained in the Human Resources Office

The Human Resources Office maintains a personnel file (for the purpose of administering faculty salary and benefits) and a medical file. Policies concerning access to these files are available from the Human Resources Office.

3.11.4 / Appointment, Reappointment, and Promotion Dossiers

Dossiers are prepared by the department chair at the time of appointment, reappointment, or promotion and submitted to the provost's office for action by the Professional Status Committee and the Board of Trustees.

Before the chair submits the dossier to the dean, the group formed by the department to make the personnel decision has access to the dossier. The dean and members of the Professional Status Committee have access to the dossier. Each person with access to the dossier must treat the entire dossier as confidential. The dossier may not be used for any purpose other than making the appropriate personnel decision. The provost's office is responsible for ensuring that suitable measures are in place to maintain confidentiality and appropriate use of the dossiers.

After the action of the Professional Status Committee, the provost's office will prepare an abridged version of the dossier for the Academic Affairs Committee of the Board of Trustees. This version will consist of the candidate's current vita and integrative essay. The abridged version will also include the chair's recommendation and the dean's summaries of the dossier and of the PSC recommendation and discussion. Committee members should treat this information as confidential and may not use it for any purpose other than making the appropriate personnel decision. Again, the provost's office is responsible for ensuring that suitable measures are in place to maintain confidentiality and appropriate use of the dossiers.

The Academic Affairs Committee may also choose, as a committee, to review the unabridged dossier under the same conditions. However, committee members should be aware that the primary audience of many of the documents is the professional peers of the faculty member. Thus, committee members should use caution in interpreting the documents.

After any reappointment or promotion activities of the Board of Trustees take place, the provost's office is responsible for ensuring that suitable measures are in place to maintain confidentiality and appropriate use of the dossiers. After faculty members resign or retire from the university, dossiers are destroyed.

3.11.5 / Departmental Records

Departments should not keep copies of the personnel information described above. There are some exceptions to this policy. First, departments may keep copies of non-confidential information that is needed on a frequent basis. For example, departments may keep copies of biographical data on each faculty member. Second, department chairs may keep copies of student evaluation summaries for the purpose of studying teaching effectiveness in the department. Third, departments should maintain the application dossier of all candidates not receiving an appointment for at least two years after the position is filled.

Chapter 4: Instructional and Related Policies

4.1 / TERMS OF APPOINTMENT AND TEACHING ASSIGNMENTS

4.1.1 / Contract Year and Employment Year

The *contract* year for faculty begins August 15 and ends May 15. The *employment* year begins July 1 and ends June 30. Faculty salaries are paid in twenty-four equal installments on the 15th day and the last day of the month, beginning July 15.

Calvin University retains the right to seek reimbursement of payments made to or on behalf of a faculty member who accepts employment but does not then begin fulfilling assigned teaching responsibilities for the fall semester.

4.1.1.1 / Summer Responsibilities

The faculty *contract* covers teaching and other faculty responsibilities for the academic year (fall and spring semesters) and the normal scholarly activity that is required in the summer as preparation for the academic year.

Faculty *employment* is year-round, continuing throughout the summer. Faculty should engage in professional development during the summer, and they may be expected to participate in occasional required activities outside the contract period. An illustrative but not exhaustive list of possible summer activities includes the following:

- advising incoming students
- responding to emails or queries from colleagues, advisees, and prospective students
- attending time-sensitive meetings

Regular or substantial summer activity will be separately compensated. An illustrative but not exhaustive list of possible summer activity which may be compensated separately includes the following:

- teaching a course
- completing required department chair or program director work
- supervise student summer research

For position types that have scholarship or practice expectations, faculty may choose whether to engage in scholarship or practice during the academic year and/or the summer.

Faculty who engage in summer scholarship sponsored by external agencies may receive additional remuneration from external agencies for up to two months.

4.1.2 / Faculty Loads

4.1.2.1 / Standard Teaching Loads

The normal teaching load for a faculty member who is tenured or in a tenure-track or professor of practice position is 24 faculty load hours; in rare circumstances the academic dean may approve a full load at 23 faculty load hours. The normal teaching load for a faculty member in a lecturer position is 32 faculty load hours; in rare circumstances the academic dean may approve a full load at 31 faculty load hours. The normal teaching load for a faculty member who is in a renewable term

position is normally higher than 24 hours because these appointments are made on the basis of excellent teaching, with lesser expectations for scholarship. In such cases, the appointed faculty member's load will be determined at time of hire and evaluated annually. Regular teaching loads may occasionally include a summer assignment, as described in section 4.1.5.

Normally, for the purposes of computing teaching load, a course will carry the same number of hours of teaching credit for the faculty as it does academic credit for students. The academic deans assign credit toward teaching load for other responsibilities, such as teaching laboratory sessions, giving private lessons, and supervising student teachers.

4.1.2.2 / Load Credit for Nonteaching Activities

Individual faculty members may receive load credit for nonteaching activities for a variety of reasons. Some of these are listed below.

- Most faculty members who are department chairs receive load credit for the chair assignment. The amount of credit depends on many factors: number of faculty, number of students, number of programs, level of support services, and others.
- Some faculty members receive load credit in order to carry out scholarship or special assignments, or to work on a university project.

4.1.2.3 / Teaching Overloads

Any tenure-track or professor of practice loads above 24 faculty load hours are considered a teaching overload. Any lecture faculty loads above 32 faculty load hours are considered a teaching overload. Although the teaching of overloads is discouraged, it may occur occasionally. Persons who have a particularly small student load may be expected to teach an additional course as part of a normal teaching load. On other occasions when adequate staffing of the courses is not possible through the appointment process, faculty members may be asked to teach an overload. When the faculty member agrees to do so, he or she will be compensated with additional salary equivalent to teaching that course in a summer session. In other cases, a faculty member may be expected to teach a heavier than normal load one semester to compensate for a reduced teaching load in another semester.

4.1.2.4 / Summer Teaching Loads

Normally, faculty teaching in *undergraduate* programs do not get load for summer courses, except in strategic cases at the discretion of the academic dean.

With permission from the academic dean and/or the dean for graduate and continuing studies, faculty members teaching in *graduate* programs or programs that require summer courses might be allowed to count such teaching as part of their regular academic-year load. Permission to do this is best determined through consultation with the department chair, academic dean, and associate provost.

4.1.3 / Course Assignments and Teaching Schedules

It is the responsibility of department chairs to recommend course offerings and course assignments of the members of their departments to the appropriate academic dean. Variations from the normal teaching load must be approved by the deans; final assignment of courses will be made by the deans

in consultation with the provost and department chairs. Schedules must distribute courses in academic programs using all available standard time slots.

Most teaching assignments are in programs overseen within a faculty member's own department, but faculty may also be assigned courses in interdisciplinary, graduate, or other programs that are not housed within their departments. Directors of interdisciplinary and/or graduate programs must consult with the department chairs of faculty who teach in those programs.

Preparation of the class schedule is the responsibility of the registrar. Department chairs will be asked to prepare their class schedules according to the guidelines submitted by the academic deans.

4.1.3.1 / Summer Teaching Schedules

The undergraduate summer teaching schedule is coordinated by the provost's office, in consultation with department chairs

4.1.3.2 / Independent Studies: Undergraduate Students

Calvin University provides the opportunity for students to do independent research or reading when they have demonstrated their competence in the academic discipline involved and have shown the ability to study on their own initiative. An independent study must include substantial research or reading in an area not covered in the regular course offerings of that department.

Projects for such study must be defined in advance of registration and must be approved by the faculty member directing the study, his or her departmental chair, and the registrar. Such courses must be completed within the semester and must be subject to the supervision of the faculty member during that semester. Because such projects require considerable time of the faculty member as well as of the student, no faculty member is obligated to approve an independent study and is expected to limit the number of students accepted each semester. Faculty members will be paid for supervising such courses only when they are taken in the summer.

4.1.3.3 / Regular Course on a Tutorial Basis: Undergraduate Students

In unusual situations, a student may register on a tutorial basis for a course listed in the catalog when that course is not among the regular offerings of that semester. However, no faculty member is obligated to accept supervision of a tutorial. Such registration is a privilege and must be supported with a valid rationale for why the course cannot be postponed until the next regular offering.

Requests for a regular course on a tutorial basis must be approved by the faculty member, department chair, and registrar. Application forms are available in the Office of the Registrar.

Faculty will not be compensated for supervising undergraduate tutorial study projects during the regular academic year;[4] they will be compensated for such supervision during the summer sessions.

4.1.3.4 / Graduate Tutorials and Independent Studies

Tutorials and independent studies are handled in several different ways in graduate programs, depending on whether the program is offered in person or online. Faculty should consult with the dean for graduate and continuing studies for guidance.

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[4] If the university moves beyond the pilot status of the 30-hour workload model, tutorials and independent studies could be part of that calculation.

4.1.3.5 / Cancellation of Classes

A class in which fewer than six students register may be canceled by the academic deans after consultation with the registrar and department chair. If a class is canceled, the faculty member scheduled for the course may be asked to take an alternative teaching assignment, an overload in another semester, teach in a summer session, or take on a nonteaching assignment for the department or university. If there is work that can be done but the faculty member does not want an alternative assignment, the faculty member's pay will be reduced accordingly.

4.2 / CLASSROOM POLICIES AND PROCEDURES

4.2.1 / Admission of Students to Class

Only registered students may attend a class. After the fifth day of classes, students may not add a course and, if they drop a course, it is recorded on their transcript with a grade of W. Faculty members are asked to verify the official class list after the fifth day of classes.

4.2.2 / Schedule and Classroom Changes

It is important for accreditation purposes that classes meet in the scheduled places at the scheduled times. Significant deviations should be approved by the department chair, in consultation with the dean.

No faculty or staff member may change the schedule of classes after it has been published by the Office of the Registrar.

No faculty member should change the location assigned to a class without first clearing it with the dean and the registrar. The registrar, in turn, will consult with Events Services, which maintains the master schedule and calendar for all space usage on campus.

4.2.3 / Course Preparations

4.2.3.1 / Syllabi

When preparing syllabi, faculty members should heed the guidelines found on the provost's office website, paying particular attention to these items:

1. Every course syllabus must include learning outcomes for the course. These outcomes should tell students what they will know and be able to do as a result of taking the course. It should also be clear to students how their progress toward the attainment of these outcomes will be measured. This syllabus requirement is a minimal expectation of the regional accreditor and is driven by increasing calls for transparency and accountability in higher education. For courses approved by curricular committees since 2010, the student learning outcomes can be found in the course proposal.
2. Core course syllabi must include student learning outcomes for core categories in addition to other approved learning outcomes.
3. Every syllabus must include a statement about accommodations, as recommended by Student Success.
4. A syllabus for each course must be sent to the department assistant within the first week of class. The university maintains an archive of all course syllabi for several reasons, including external compliance requirements.

4.2.3.2 / Copyright Compliance and Course Packs

Copyright laws must be followed, whether using printed or electronic materials. For a helpful review of copyright compliance procedures as well as information about ordering course packs, see https://calvin.edu/office-provost/resources/copyright-compliance-procedures.

4.2.3.3 / Accessible Course Content

In compliance with civil rights laws, the university is required to provide accessible course content (e.g., articles usable with a screen reader) to all students with disabilities. There are resources available to help with this:

- Send all course packs and articles for classes to printing services.
- Contact a disability coordinator in Student Success with any questions about specific course content.

4.2.3.4 / Accommodations

Student Success provides resources to help faculty accommodate students with disabilities.

4.2.4 / Student Class Attendance

4.2.4.1 / Regular Attendance

A student who is registered in a class, whether as an auditor or as one taking a course for credit, is expected to be present at all class sessions. Faculty members are expected to monitor class attendance.

Whenever a student officially discontinues school, the registrar's office notifies all of the faculty members with whom the student was enrolled for the semester. A student who is absent from a class for three or more successive class periods may be ill or have discontinued without notifying the faculty member or the office. It is expected in such cases that faculty members will submit a student concern form for follow-up by the coordinated care team.

Although not absent three or more successive class periods, a student may, nevertheless, be irregular in class attendance. A faculty member should take action appropriate to the number of absences and nature of the class. A faculty member who becomes aware of students who are facing challenges of any sort (e.g., advising, attendance, academic performance, behavior, or wellness concerns) that could threaten their success at Calvin should notify the university's coordinated care team.

These expectations apply to courses delivered on-ground or online in a synchronous format. For asynchronous online courses, student presence is also expected, but the evidence of that presence is determined by course activities as established by the faculty member, in accordance with Calvin's *Guidelines for Online Teaching and Learning*.

4.2.4.2 / Illness or Family Crises

Illness or family crises, which prevent a student from attending class, will be reported to the student's instructors by the coordinated care team. Arrangements to make up classwork and tests shall be made between the faculty member and the student upon his or her return to class. Should such emergencies occur just prior to examinations, faculty members have the option of waiving the final exam and giving a grade on the basis of work done throughout the semester.

4.2.5 / Test and Examination Schedules

4.2.5.1 / Final Examinations and Examination Schedule

The exam week is considered to be an important part of any educational semester. Final course examinations must be given and, except in unusual cases approved by the department chair and academic dean, must be given according to the schedule printed in the fall, spring, and summer schedule of classes. "Take-home," written examinations may not be made due prior to the time of the regularly scheduled examination period. Oral examinations may not be given prior to the time of the regularly scheduled examination period without the permission of the student. (That permission, once given by the student through, say, a sign-up sheet, may not be altered by the student without the permission of the faculty member). Final examinations may not be retaken except under extenuating circumstances, and then only with the approval of the department chair and the academic dean.

4.2.6 / Proctoring Policy for In-Person Courses

4.2.6.1 / Proctoring Policy

Because testing comprises part of the learning experience, faculty members are expected to be present to administer exams for their classes. (Note: The word *exam* is used inclusively to refer to quizzes, tests, mid-terms, and end-of-semester examinations.) In the event that a faculty member is unable to be present, the following steps should be followed, in the order indicated:

1. Discuss with the department chair the anticipated need for a proctor.
2. Seek a departmental colleague to serve as proctor. Colleagues are expected to work together to ensure that exams are proctored by faculty members.
3. If no departmental colleague is available, seek a colleague outside the department to serve as proctor.
4. If no faculty colleagues are available to proctor, ask the department assistant's supervisor (typically the department chair) for permission to ask the assistant to proctor. Assistants may only be asked to proctor during their regularly scheduled work hours.
5. In no circumstances should a student, including a TA, serve as proctor.

4.2.6.2 / Special Proctoring Situations

Students needing accommodations. For students who need accommodations, the policies of Student Success shall apply.

Traveling student athletes. For traveling student athletes, proctoring shall be provided by the athletic director or his/her adult designee. Normally, the designee should be an employee of the university. Under no circumstances should another athlete or a family member of the athlete be assigned to proctor.

Make-up exams. The faculty member is responsible for making arrangements with students who have missed an exam. Care should be taken to provide a distraction-free testing space. In the event that it is necessary to find a proctor for the make-up exam, the steps outlined above shall be followed.

4.2.7 / Grading Policies

4.2.7.1 / Grading System

The grading system is that adopted by the faculty and printed in the university catalog each year. Faculty members are expected to observe the regulations on grading. Failure to do so results in unfairness to students and vexation for the registrar.

4.2.7.2 / Mid-semester Grades for First-Year Students

By faculty decision, faculty members must provide all first-year students accurate mid-semester grades in the fall semester of each academic year. Grades will be due in the registrar's office at a time indicated by the registrar, normally in mid-October. Knowing how a student is doing is helpful for retention purposes and for faculty members as they advise students.

4.2.7.3 / Final Grades

Grades for the fall, spring, and summer semesters for all students must be turned in following instructions given by the registrar within six working days after the day the last examination is scheduled, it being understood that a working day is defined as any day other than Sundays and holidays.

The names of persons who turn in the grades of students after the established deadline are forwarded to the provost.

4.2.7.4 / Grade Changes

Changes in grades given students must be made on the appropriate form available at the registrar's office. If a grade other than I or NR is being changed, the reason for the requested change must be made in writing.

4.2.8 / Academic Dishonesty

Calvin University regards acts of academic dishonesty as wholly improper for a Calvin student. Plagiarism, taking or receiving the efforts of another person on any test or paper, giving or selling to another student papers, or assignments that are not authorized by the faculty member, or using unauthorized resources on tests or examinations is strictly prohibited.

Since acts of academic dishonesty are so intimately related to the classroom, primary jurisdiction is exercised by faculty members. Faculty members who suspect academic dishonesty should address it immediately. The academic deans and the dean for student conduct stand ready to support faculty members in making Calvin University an institution of academic integrity. The normal sanction is a failing grade on the piece of work involved, but failure in the course is a permissible sanction. The "Student Conduct Code and Disciplinary Procedures" section IV outlines the procedure that must be followed if a faculty member wishes a sanction to be imposed for academic dishonesty. Among other provisions, it should be noted that the code does not allow a faculty member to impose a sanction unilaterally if a student denies guilt. In cases where the student maintains his or her innocence of academic dishonesty, the faculty member is expected to follow the formal judicial procedure outlined in the code. A copy of the code may be found in the Student Handbook.

To help the university address any patterns of dishonesty, faculty members are asked to submit a brief report about *all* cases of academic dishonesty that they adjudicate, formally or informally, to the Student Conduct Office.

4.2.9 / Classroom Prayer

Faculty members are welcome to open classes with prayer and, if they wish, offer brief devotions.

4.2.10 / Office Hours

Given the ease with which students can contact faculty members for assistance, the idea of "office hours" may be dated. The principle remains, however, that faculty must be regularly available to students outside of class. As a general guideline, a regular faculty member should offer three to six office hours weekly or state clearly how students may contact the faculty member for assistance. The faculty member's practice should be posted and clearly stated in the syllabus.

4.2.11 / Course Evaluations

Near the end of each term, the provost's office will administer course evaluations for every course. Faculty members are expected to facilitate this process.

4.3 / OTHER ACADEMIC POLICIES

4.3.1 / Faculty Class Attendance

Faculty members are expected to be punctual and regular in class attendance. If a faculty member is to be absent from class, he or she should inform the chair and make provisions to have the class taught by some other person, preferably a colleague, or to have some specified and scheduled activity take place during the class time.

4.3.2 / Conflicts between Cocurricular Activities and Laboratories

Participating in music ensembles and athletics should be available to students in the natural sciences which involve laboratory work. Faculty and staff in those areas are expected to work together to be proactive in scheduling in ways that avoid conflicts, and when conflicts do arise, resolve them. Students should not be required to resolve conflicts other than do all that is possible to avoid scheduling such a conflict.

4.3.3 / Preparation of Classroom Materials

Faculty members are normally expected to prepare materials related to the courses they teach as part of their regular teaching load. That is to say, the preparation of materials for courses is the responsibility of faculty members as part of the regular workload; they do not receive special remuneration for this work. Preparation of course materials for online programs may have different arrangements. Please consult the dean for graduate and continuing studies for details.

In some cases, faculty members may be engaged in the preparation of materials to be used by the department or a number of faculty members in the department. The faculty member, chair, and dean should work together to determine whether additional compensation is needed and, if so, what that should be.

Whenever the materials prepared for the department are of such a nature as to constitute a required part of the course materials, students should be asked to pay for them as a means of defraying the costs of production.

All classroom and laboratory supplies and materials used by students for a course must be purchased through the campus store or requisitioned by the faculty member through the Financial

Services Office. No faculty member may assume the responsibility for accepting payments for materials and supplies used by the students in the classroom or laboratory.

4.3.4 / Faculty Access to Student Records

Faculty access to student records is regulated by the Family Educational Rights and Privacy Acts of 1974 (FERPA).

4.3.5 / Faculty Absence from Campus

Faculty members are requested to leave their phone number with the department chair and department administrative assistant when they are absent from campus for more than a week.

4.3.6 / Complimentary Textbooks

The Professional Status Committee recommends the following guidelines regarding the acquisition and disposition of complimentary copies of textbooks:

- Faculty members should only request copies of books and materials that they are in a position to adopt.
- Requested complimentary copies of textbooks should not be sold to persons or organizations, including solicitors or used-book dealers.
- When a complimentary textbook copy is no longer useful, the individual should donate it to another person, a nonprofit organization (e.g., a library), or return it to the publisher.
- The campus store will not sell marked complimentary copies of textbooks.
- Library or departmental sales of complimentary textbooks are permitted where the amount charged for the textbook is nominal.

4.3.7 / Employment of Student Assistants

Students should be assigned to do meaningful work in the department (i.e., work which contributes to the functioning of the department). The students should not be assigned work which requires qualifications expected of a faculty member. Students should not be

- assigned tasks which are the private nonprofessional work of a faculty member;
- employed as graders of tests or major papers;
- required to work more hours than their academic schedule permits;
- paid for tasks for which they also receive academic credit; or
- employed as research assistants for individual faculty research projects unless supported by funds outside of the instructional budget.

4.3.8 / Early Departures for Academic Break Trips

As a matter of principle, students should not be forced to miss classes in order to participate in a university-sponsored tour during Spring Break or other academic recesses. Groups such as music ensembles or athletic teams should not depart campus before the scheduled end of classes prior to a break (or the last period in which a member of the group is enrolled for a class, if this would allow for an earlier departure).

Exceptions to this rule may be permitted if an earlier departure is essential to guarantee timely arrival for a scheduled performance, event, or competition. Special care should be taken, however, not to schedule events that would necessitate a departure prior to noon on the last day of classes.

All exceptions require the approval of the academic dean and, in the case of a pre-noon departure, of the provost as well as academic dean. Requests for exceptions, including rationale, must be submitted in writing to the appropriate dean at least one month prior to the anticipated date of departure.

Faculty members in affected classes must be provided with written notification by the chair of the department involved in the tour, or his/her designated representative (e.g., athletic director, coach, ensemble director), at least two weeks prior to departure. Such notification should specify the authorized time of departure and the date on which the request for early departure was approved by the academic administration. A faculty member who has been properly notified may not penalize a student for missing work due to the required absence from class; however, it will be the student's responsibility to make alternate arrangements with the instructor regarding such missed work.

4.4 / MISCELLANEOUS POLICIES RELATED TO FACULTY RESPONSIBILITIES

4.4.1 / Faculty Offices

Office door windows must be kept clear of all coverings. This signals an open and safe environment to students, and it also helps to protect faculty and the university against false accusations.

4.4.2 / Campus Calendar and Room Use

The office of Event Services provides the university with a unified calendar for scheduling the use of its various facilities. The Registrar's classroom assignments will be the standard against which all other reservation requests will be checked for conflicts.

If individuals wish to reserve a room(s) for other than regular teaching purposes, they must first contact Event Services directly. No room should ever be appropriated without first consulting that office in order to make certain the room has not previously been assigned to someone else. Total cooperation in this matter is essential if conflicts are to be avoided.

4.4.3 / Academic Procession and Dress

The faculty appears in academic procession at Opening Convocation, Honors Convocation, Commencement, and on other special occasions. All regular faculty are expected to participate, in appropriate academic dress. Faculty members are placed in academic procession according to rank, length of service, and order in alphabet.

The policy on provision of regalia for these events is as follows:

- Caps, tassels, and black gowns appropriate to the degree are furnished by the institution (Event Services). Although these are placed in the custody of the individual faculty members, they remain the property of the institution and must be returned at such time as the holder severs his or her connection as a faculty member or receives other academic apparel because of a change in academic degree.
- Each faculty member must provide his or her own academic hood. The university will retain an inventory of hoods from which a faculty member may borrow for a given occasion, but

the university will not be obligated to provide a hood which reflects the institution and degree held by the faculty member.

- Faculty members who wish to have an academic robe that is specific to the institution attended and the degree held by the faculty member may do so at his or her own expense.
- Faculty members in need of academic dress for a given occasion should consult with Event Services. This should be done prior to the beginning of the academic year.

4.4.4 / Office and Space Assignment

Faculty offices are assigned by the provost or the provost's designee. All requests pertaining to offices should be directed to the dean through the department chair. All space is university space. When there are strategic decisions to be made about large spaces, the President's Cabinet is consulted; recommendations are made to the Strategic Finance Committee by the appropriate vice president(s).

4.4.5 / Budget Requests

Each year, the department chair reviews the department's budget with faculty and staff in that department. Changes are consolidated into a departmental budget proposal for review by the academic deans and provost.

4.4.5 / Purchasing Supplies and Equipment

All supplies and equipment not available through the campus store must be purchased in accordance with university policy, which is available on the financial services website.

4.4.7 / Chapel Attendance

Chapel meets daily. Faculty are welcome and encouraged to be regular attenders.

4.5 / Other Policies

Other policies relevant to campus life can be found in the Employee Handbook an on the Policies website (https://calvin.edu/policies). Please consult the Hekman Library webpage for library policies.

Chapter 5: Faculty Development

5.1 / PROGRAMS FOR THE DEVELOPMENT OF TEACHING

5.1.1 / Faculty Orientation Workshops

Prior to each semester there is an orientation workshop for new faculty, part of which is devoted to issues of teaching.

5.1.2 / The de Vries Institute for Global Faculty Development

The mission of the de Vries Institute for Global Faculty Development (dVI) is to deepen the capacity of Christian faculty members to connect the Christian faith to their work as scholars in meaningful, appropriate, and transformative ways. This mission of fostering deeper integration of faith and learning—in teaching, scholarship, and service—is intended for various communities. Calvin University and Calvin Theological Seminary are a primary focus, with special attention thus given to the Reformed tradition, but the dVI's mission of strengthening Christian higher education also extends to other American institutions and scholars, and to partner institutions and scholars around the world committed to a vital synergy between Christian faith and academic life.

5.1.3 / Kuiper Seminar

The Kuiper Seminar introduces new faculty to Calvin university, with consideration of historical, cultural, and theological contexts, while also intentionally focusing on developing and advancing understanding around the integration of faith with teaching, learning, and scholarship.

5.1.4/ Teaching and Learning Network

The Teaching and Learning Network offers individualized and cohort-based support and training opportunities in teaching and other associated pedagogies. This program emphasizes the science of teaching, equipping new faculty with fundamental principles, evidence-based teaching practices, and proven teaching practices.

5.1.5/ Digital Teaching and Learning

The CIT Teaching and Learning Team supports learning, both online and in the classroom, through the creative use of digital tools. These tools include Calvin's learning management system, digital collaborative spaces, and the integration of online publisher content, among others. The team's goals include strengthening learning outcomes, proactive student support for digital tools, and instructor tutorials for creating excellent learning experiences.

5.1.6/ Service-Learning Center

The Service-Learning Center, in addition to serving students, prioritizes faculty development opportunities in the areas of academically based service learning and engaged scholarship and pedagogy.

5.1.7/ Diversity and Inclusion

Learning opportunities for faculty and staff to grow in their understanding of diversity, equity, inclusion, intercultural learning, and inclusive pedagogies and practices are available regularly.

5.2 / RESOURCES TO SUPPORT FACULTY RESEARCH AND SCHOLARSHIP

The university maintains several programs in support of faculty research and scholarship. Faculty members should be aware that application forms, criteria, and dates change somewhat from year to year, so faculty should seek advice from the appropriate administrative office before applying.

Additional information is available from the dean for faculty development and research initiatives' website: http://www.calvin.edu/admin/provost/scholars/research/fundingguide.html.

5.2.1 / SABBATICAL LEAVES

5.2.1.1 / Definition

A sabbatical leave is one in which the university meets the salary and fringe benefits costs during the period of the leave. The duration of the sabbatical leave shall be for one semester (defined as 12 faculty load hours) or for the full academic year. Persons on leave for one semester shall receive one hundred percent (100%) of their annual salary during the year in which the leave is taken, and those on leave for a full year shall normally receive fifty percent (50%) of their annual salary.

5.2.1.2 / Requirements Relating to Sabbatical Leaves

A sabbatical leave shall not be granted for extended travel or vacation or as a reward for years of service, but rather in anticipation of increased effectiveness of a faculty member in his or her teaching or administrative career. It shall not be granted for purposes of following a graduate degree program unless the university administration, anticipating reassignment of a teacher to a new teaching or administrative field, requests that the candidate follow a degree program other than the one in which he or she already has had preparation.

The following are criteria for every sabbatical project: it should be creative and/or scholarly; it should be beneficial to the public, the university, and the professional growth of the grantee; and it should be of sufficient size and worth to merit a full semester's work. Sabbatical projects that focus on pedagogy can be approved as well if the proposals fulfill all of these general requirements for sabbaticals. A sabbatical leave shall be granted primarily based on an evaluation of the worthwhileness of the project to be undertaken. A secondary consideration will be the applicant's number of years in service without a leave. A successful applicant must give evidence of having done preliminary research or of having engaged in scholarly or professional activity related directly to preparation for the projected leave of absence.

5.2.1.3 / Eligibility for a Sabbatical Leave

1. Tenured and six-year renewable term faculty at the rank of assistant professor and above and full-time administrators and professional librarians with faculty status may apply for sabbaticals. Faculty members with reduced-load appointments may apply for sabbaticals with prorated salary.

2. A faculty member will normally be eligible for his or her first sabbatical at Calvin University in the year following a successful tenure or six-year renewable term review, provided that he or she has served the university for six years. Any alternative timetable for sabbatical eligibility should be established during the initial hiring process. A faculty member who has had a sabbatical is not again eligible until he or she has completed another six years of service at Calvin University. Time spent in any leave of absence does not count toward the six years required for sabbatical eligibility.

3. Eligible faculty members are not entitled to a sabbatical leave; it is granted only after adequate consideration has been given to the application and to the needs and interests of the university. Every faculty member who plans to apply for a sabbatical leave should consult with the department chair early in the planning process in order to ensure that the application aligns with departmental needs and expectations.
4. Exceptions to the eligibility requirement of tenured or six-year renewable term appointment may be made on a case-by-case basis by the Professional Status Committee. The process would be the same as that for any other sabbatical application, initiated by the faculty member and supported by the applicant's chairperson and dean as well as by a convincing record and proposal. The primary difference is that the Professional Status Committee would expect that an applicant who is not on a tenured or six-year renewable term appointment would have served the university for the full-time equivalent of ten years.

5.2.1.4 / Conditions Pertaining to the University

Grantees awarded a sabbatical leave at less than a full salary for the year in which the leave is taken are encouraged to supplement the university salary with an independent grant. The university may assist the grantee in applying for an outside grant. However, no person shall receive from the university and from independent grants a sum, exclusive of unusual expenses, which is greater than the grantee's annual salary and summer compensation to which he or she is entitled. In all cases of leave the university will reduce its support, exclusive of unusual expenses, to a sum which, in combination with an independent grant, is the equivalent of the grantee's salary. Examples of unusual expenses are those directly related to the project being pursued, such as travel, books, microfilm service, and clerical help, and any duplicated living expense resulting from out-of-city residence.

Fiscal soundness of the university and the need for faculty development are factors which enter into the establishment of an adequate leave policy. The university will be expected to make available, within its fiscal abilities, financial resources for sabbatical leave policy, while faculty members are expected to exercise their stewardship by developing the best possible project proposals and making the best use of the opportunities offered by a sabbatical leave. Depending upon the ability of the university to offer a balanced educational operations budget, it shall be the policy of the university to allocate some of its resources annually for the support of sabbatical leaves.

5.2.1.5 / Application Procedures for Sabbaticals

Sabbatical applications must be submitted online to the dean for faculty development and research initiatives by the posted due date in the academic year prior to the anticipated term of leave.

The Faculty Development Committee (FDC) will review sabbatical applications during the fall semester. The FDC will then report to the Professional Status Committee (PSC) its recommendations for or against the approval of each proposed sabbatical. The PSC will review the FDC's recommendation and make a final recommendation to the president. In consultation with the dean for faculty development and research initiatives and the provost, and with the advice of the PSC, the president shall present all affirmative recommendations to the Board of Trustees for its action. The total review process shall be completed before or at the February session of the Board prior to the academic year for which the leaves are anticipated. Each applicant will be informed of the status of his or her application after the PSC review.

5.2.1.6 / Grantee Obligations Following a Sabbatical Leave

1. It is required that each grantee continue his or her position at the university for the full academic year following that in which the sabbatical leave occurs. Grantees who do not return to fulfill this obligation are required to reimburse the university in full for the salary and benefits received during the leave.
2. All publications that result from work done on sabbatical leave should acknowledge the support of Calvin University for the project.
3. The grantee must submit an online report by August 15 after the end of the leave, detailing the results or progress of the project and any related professional gains. This report should be submitted to the dean for faculty development and research initiatives, who will forward it to the department chair and the academic dean.
4. The grantee shall be responsible for sharing the results of the sabbatical project with Calvin colleagues through a formal presentation (e.g., lecture, concert, exhibit).
5. Common courtesy should require some form of acknowledgment to the Board of Trustees. Notes of thanks may be sent via the Office of the President.

5.2.2 / CALVIN RESEARCH FELLOWSHIPS

5.2.2.1 / The Nature of the Fellowship

Calvin Research Fellowships (CRFs) are intended to help faculty pursue projects of independent scholarship and to aid them in ongoing, continuing, independent research. To qualify as "independent" research or scholarship, scholarly endeavors must not be within a normal part of a faculty member's assigned teaching responsibilities. CRFs are available for academic-year load credit; they do not affect the normal sabbatical leave eligibility policy. The reduction of a person's teaching load is usually two to four faculty load hours, although up to eight hours is possible.

5.2.2.2 / Requirements Relating to Calvin Research Fellowships

1. Fellowships shall be awarded only to faculty members with a record of solid scholarly or artistic achievement (or unusual promise of it) who have a scholarly or artistic project of merit or who continue to have ongoing research projects.
2. Ordinarily, a CRF will not be awarded to any faculty member for more than three consecutive years. Though the quality of the proposal remains the most important factor in the decision, in the case where applicants are regarded as equal in quality, applicants who have not received recent CRF support will be given preference.

5.2.2.3 / Eligibility for a Calvin Research Fellowship

Normally, only faculty on tenure-track or six-year renewable term appointments will be eligible to apply for CRFs. The provost can make exceptions to this policy.

5.2.2.4 / Conditions Pertaining to the University

The CRF budget in any given year is determined by the provost, who takes into consideration both the fiscal soundness of the university and the need for faculty development. Depending upon the ability of the university to offer a balanced educational operations budget, it shall be the policy of the university to allocate some of its resources annually for the support of CRFs.

5.2.2.5 / Application Procedures for Calvin Research Fellowships

Calvin Research Fellowship applications must be submitted online to the dean for faculty development and research initiatives by the posted due date in the academic year prior to the anticipated term of the load credit.

The FDC will review CRF applications during the fall semester. The FDC will then report to the PSC its recommendation for or against the approval of each proposed CRF. The PSC will review the FDC's recommendations and make a final recommendation to the president. In consultation with the dean for faculty development and research initiatives and the provost, and with the advice of the PSC, the president shall present all affirmative recommendations to the Board of Trustees for its action. The total review process shall be completed before or at the February session of the Board prior to the academic year for which the leaves are anticipated. Applicants will be informed of the status of their applications after the PSC review.

In the event that a high-priority, strategic, and time-sensitive research opportunity arises outside of the usual CRF application schedule, a faculty member and department chair may ask the academic dean to petition the Faculty Development Committee and the provost with an unsolicited CRF proposal. This kind of request will be granted only if the proposal meets the quality standards of the usual CRF application pool, it is judged to be "urgent" by those involved in the review process, and resources exist to support it.

5.2.2.6 / Obligations Following a Calvin Research Fellowship

1. It is expected that grantees who receive CRFs will continue in their teaching positions at Calvin University. The teaching load required of each grantee during the academic year following that of the CRF is, at minimum, four load hours per two CRF-funded load hours. Grantees who do not fulfill this obligation are required to reimburse the university in full for the salary (not including the cost of benefits) earned under the CRF.

2. All publications that result from work done during the CRF should acknowledge the support of Calvin University for the project.

3. The grantee must submit an online report (https://calvin.edu/office-provost/resources/faculty-activity-reporting) by August 15 after the end of the CRF, detailing results or progress of the project and any related professional gains. This report should be submitted to the dean for research and scholarship who will forward it to the department chair and the academic dean.

4. Common courtesy should require some form of acknowledgment to the Board of Trustees. Notes of thanks may be sent via the Office of the President.

5.2.3 / ATTENDANCE AT PROFESSIONAL CONFERENCES

5.2.3.1 / Membership in Professional Societies

Members of the teaching and administrative staffs are urged to assume responsibility for membership in the primary professional society of their academic or administrative interest. They should support the publication of the society's important scholarly journals and make possible meetings of the society by the payment of membership dues. The university also encourages staff members to attend the meetings of their professional societies and, to assist in this, the university

will pay a part of the expense involved. The university makes this available to achieve among others, some of the following goals:

- To provide a forum for personal research and scholarly activity.
- To receive professional stimulation from engaging with and discussing scholarly or creative work and, possibly, to uncover or explore new ideas which arise from discussions with colleagues.
- To develop an acquaintance with a broad company of scholars and practitioners in a special field of interest. Such acquaintances could be important to the prosecution of a professor's own scholarly interest and to students whom he or she advises to attend graduate school.
- To help remain current in the field, relieve job routine, and overcome, if it tends to develop, occupational lethargy.
- To enable Calvin faculty to present Calvin University to the academic and professional world.
- To experience, by way of contrast or by positive witness, the meaning of the Reformed commitment in an intellectual climate which might be non-Christian or humanistic.

5.2.3.2 / Travel Allowance

The department's annual budget for travel is based on the number of enfranchised teaching faculty members in the department. The provost and academic deans annually set a figure for the total amount allocated per faculty member for professional travel or conference attendance per year. The total allowance is included in a centralized budget in the provost's office. Department chairs and faculty members are expected to work together to plan and coordinate the distribution of funds in a stewardly and fair manner.

5.2.3.2.1 / Administration of Faculty Travel Funds

Before attending a conference and after conferring with their department chair, the faculty member must submit an application for travel to the provost's office. Approval from the department chair and academic dean will then be solicited. The application form includes a description of the event and an estimate of expenses, and allows for tiered levels of funding (e.g., attendance, presentation of scholarly work, presentation of work coauthored by students). Normally, one such request per faculty member will be fully or partially approved in a fiscal year. However, there is discretion, within the total budget for the department, for authorizing expenses greater than the allotment or a second conference for a given faculty member.

5.2.3.2.2 / Supplemental Travel Funds

The provost's office has a small pool of additional funds for further travel opportunities. Faculty members may make application to this fund after departmental funds are allocated. These funds are restricted to opportunities where the faculty member is presenting the results of their scholarship or creative work, with funding preference for presentation at international venue. Applications are made to the dean for faculty development and research initiatives.

5.2.3.2.3 / Travel Policies

Faculty members must comply with all current policies concerning travel. These are available in the university's Travel Policy Handbook, which is available through the Financial Services home page. It

is especially important that faculty adhere to university policies concerning proper reporting of expenses, use of university travel agent, and use of university-provided charge cards.

5.2.4 / SUMMER STUDY AID

Limited funds are available to grant a tuition allowance of up to 0.5% of base salary per semester hour credit earned (up to a maximum of the equivalent of six semester hours) to any faculty member on regular appointment who successfully completes study at a graduate or professional school in pursuit of a higher degree or for university-approved professional development. As a general rule, no more than five faculty members per year will be permitted to receive the allowance.

Interested faculty members should contact their dean for details.

5.2.5 / ASSISTANCE IN SEEKING OUTSIDE SUPPORT

In addition to direct support, the university provides assistance to faculty in identifying grants, foundations, and agency support appropriate to particular research programs. The dean for faculty development and research initiatives can direct interested faculty to the appropriate person for assistance.

5.3 / GUIDELINES FOR ENDOWED FACULTY POSITIONS

One goal of the current comprehensive Calvin Campaign is the establishment of endowments for specific faculty positions. These guidelines are offered to define the nature of endowed positions at Calvin University and also to assist those who develop proposals for such endowments. Since the purposes of endowed positions vary, it is difficult to establish common guidelines for the positions. Overall, endowed positions should enrich the program of the university and relieve the operating budget. Each proposal should address the following issues:

5.3.1 / Purposes

One purpose of endowed positions is to recruit and retain individuals with outstanding teaching, scholarly, or coaching records who will provide leadership, teaching, scholarship, or coaching that enriches their department, school, and the university. They are elite positions that represent prestige, leadership, and responsibility for the holder. While donors cannot direct research or program agendas, a second purpose of endowed positions is to fulfill the expressed intentions of the donor who made the endowed position possible; often the donation is made to honor the life or memory of the person in whose name the position is established. Finally, a third purpose of such positions is to provide operating budget relief.

5.3.2 / Categories of Endowed Positions

Deanship. An endowed Deanship provides salary support for the dean position and discretionary funds for deans to support the strategic direction of the school. It is not restricted to a particular effort, program, or research, and provides significant flexibility in fulfilling the mission of the school. For example, the endowment earnings can support urgent or emerging priorities, including, but not limited to, assisting faculty with research funding, graduate assistants, curricular and pedagogical innovations, outreach and public service activities, and new learning opportunities for students. The position is held ex-officio by the administrator only while serving in that position.

Chair. A Chair represents one of the highest honors that can be bestowed on a faculty member. It provides salary support for the chair position and discretionary funds. The highest level of

performance and recognition of that performance are inherent guidelines for appointment of a chair holder. The institutional expectation of unquestionable excellence in either teaching or research must be met in addition to any specific selection criteria associated with a particular endowed position. The appointment to an endowed chair may recognize a current member of the faculty or it may be associated with recruitment of a new faculty member; but, in all appointments, excellence should be evidenced by several years of outstanding performance. The appointee will typically be a regular faculty member (tenured, or 5-year renewable term) with the rank of full professor though, in exceptional cases, the appointee may be a regular faculty member at the rank of associate professor. The position is normally awarded for a term of five years, with possible renewal.

Administrative Program Director or Administrative Chair. An endowed administrative position is intended to support the scholarship, teaching, research, outreach, and public service activities of the university. Such endowed positions do not support the salary of the person with the administrative director or chair position, but instead support the work of a specific academic unit. The position is held ex-officio by the administrator only while serving in that position.

Professorship. An endowed professorship is a high honor, as well as recognition of consistently outstanding performance and ability. Endowed professors are faculty who have achieved acclaim for their accomplishments and who are highly likely to continue producing notable achievements. There is significant flexibility in the use of endowment funds, including faculty load buyouts, travel expenses, and discretionary funds to support research, teaching, or service. The appointment to an endowed professorship may recognize a current member of the faculty or it may be associated with the recruitment of a new faculty member. This designation may be awarded to regular faculty at the associate or full professor rank. The position is normally awarded for a term of three years, with possible renewal.

Endowed Coach. An endowed coach provides supplemental funding to support athletic programs. There is significant flexibility in the use of endowed funds, including salary support, athletic equipment, facility upgrades, or expenses for student athletes, such as travel to an invitational competition, workshop, or other activities. Donors may specify whether the award is for a specific athletic program or for the overall athletic program at Calvin. The position is awarded for three years, with possible renewal.

Faculty Fellowship. Endowed faculty fellowships will be used to provide temporary support for faculty development in teaching, research, or community engagement. They may also be used to acknowledge and support distinguished service or teaching. Fellowships are awarded for a term of one year with possible renewal, not to exceed a total of three consecutive years.

5.3.3 / Budget

The Board of Trustees sets the endowment spending rate each year; as such, the amount of spendable funds and the minimum funds needed for named endowed positions are subject to change. A current schedule of the required minimum donations and endowment spending rate is held in the provost's office.

1. Endowment "payout" is defined primarily as the spendable portion of the total return of the endowment investment in the general endowment pool, less any applicable administrative fees.
2. All university regulations and procedures governing personnel, purchasing, and accounting shall be observed. Allowable uses of payouts include, but are not limited to, the following:
    - Salaries and benefits (the endowment is expected to cover 100% of the salary and benefits for *Endowed Deanships and Chairs*)
    - Faculty or coach salary support
    - Faculty load buyouts (requires appropriate review and approval)
    - Salary supplement
    - Summer stipend
    - Expenses of special seminars and conferences
    - Graduate student research assistantships
    - Travel expenses
    - Enhanced student experiences
    - Research equipment, supplies, athletic equipment, or professional materials (items purchased with endowment funds are property of the university)
    - Facility upgrades
    - Financial aid for graduate students or visiting scholars working with the endowed position holder

The budget for the endowed positions should be presented in the proposal. Any restrictions to the allowable uses of the payout indicated above should be clearly identified. Since one goal of the endowed position policy is to provide relief for the operating budget, the extent to which budgetary relief is provided by the endowed position should be stated in the proposal.

5.3.4 / Expectations for Endowed Position Holders

1. The endowed position holder is expected to continue outstanding scholarly, administrative, or coaching activity. Measurement is based on impact and contribution to the profession and to the holder's department, school, or athletic program.
2. The endowed position holder is expected to provide leadership, on an ongoing basis and in the broadest sense possible, throughout their term as an endowed position holder. Examples of this leadership include the development multi-investigator programs, innovative education programs and curricula, the recruiting and mentoring of new faculty members, and development of new coaching practices and opportunities for student athletes.
3. Integral to the position are fostering and maintaining extra-departmental collaborations with their school, the university, and external partners. Through these tasks, the holder will build and/or enhance the reputation of the department, school, program, and the university.

4. Endowed position holders are expected to operate within their department(s) as regular administrator, faculty members, or coaches. This involves full interaction with other administrators, faculty members, or coaches. For faculty member this includes teaching, scholarship, advising, and committee assignments. For coaches, this includes regular non-coaching duties as assigned by the Athletic Director. The endowed faculty position holder's activities, teaching load, other assignments, and any modifications in compensation arrangements will be reviewed annually with the Dean or Provost and/or relevant department chair(s), subject to departmental and university policy and existing agreements.

5.3.5 / Qualifications for Appointment

In addition to the necessary qualifications for the specific responsibilities of the endowed position and the professional qualifications for teaching or administration, appointees to these positions should either fulfill the membership qualifications for Calvin University Faculty or, if the chair is for a visiting professorship, the requirements for a visiting faculty member. The latter, while not as clearly established, include a sincere commitment to and understanding of the Christian faith and mission of Calvin University. No restrictions shall be placed on the viewpoints of the holder of the chair beyond those required for membership on the Calvin University faculty.

5.3.6 / Appointment and Renewal Protocols

1. Depending on the terms, an endowed position may be filled by appointing an outstanding member of the existing faculty or staff, or it may be used to recruit an outstanding individual from outside the university. Appointment to an endowed faculty position does not always confer reduction in teaching load. Appointment and reappointment to the position as well as payout from the position are reserved for active, non-retired employees.

2. In general, appointment of faculty as endowed position holders will be subject to review by an appropriate committee, such as the Faculty Development Committee, which will provide input and make recommendations to the Professional Status Committee, or in some circumstances, the Provost or President. New and renewed appointments will be issued by the Provost following the completion of the selection process.

3. An endowed position will generally be filled by one individual for the initial time period stated, unless a shorter or longer term or non-renewability is otherwise specified (for example, in the position description of the terms of the gift). Faculty may resign from their appointment at any time without prejudice or may decline to petition for renewal of that appointment at the completion of a term.

4. Prior to the end of the term, the Dean or the Provost shall conduct a summative evaluation of the person's accumulated contributions and achievement. It should not be assumed that a faculty member's association with the endowed position will be renewed. A faculty member who has excelled in all the expectations related to the appointment (for example, those articulated in the unit's post-tenure review process) may be reappointed to hold the position for another term. If, however, the Dean, Provost, or President decides that the faculty member has not met expectations at a sufficiently high level, or that a change in the hold of the position would be in the best interests of the university, a new appointment to the position will be made. If a faculty member's post-tenure review is within one year of this review, their post-tenure review may serve as this review.

5. If a faculty member is found to have committed misconduct, that faculty member may be relieved of their endowed position as a result of disciplinary action outside the regularly scheduled review process.
6. On relinquishment of the title, a holder would be entitled to refer to themselves by the Endowed Position name, appending dates of incumbency, subject to terms of any disciplinary sanction administered against the holder. Upon retirement, the position is automatically relinquished. The designation "Emeritus" shall be added to the appointee's title upon retirement from tenured status provided university guidelines for emeritus status have been met.

5.3.7 / Procedures for Revisions

Donors should have a clear understanding that revisions may be needed in the future to ensure that the fund continues to support a program that aligns with the mission of the university in a financially sustainable way. Donor agreements should include a clear description of the procedure for revisions to the endowed position Some examples that might trigger revisions include changing financial conditions that result in endowment payout funds that are not adequate to support the endowed position, changing institutional priorities that result in the elimination of a supported program or agenda, or the vacancy of an endowed position for several years. Clear guidelines for revisions are needed to ensure that future changes to the purpose for which the endowment was established follow the agreed upon procedures.

5.3.8 / Initiation of Endowed Position Proposals

Establishment of endowed positions may be initiated by donors from outside the university or faculty and administrators within the university. In the case of donors, the president, with support from the Development Office, will determine the interests of the donor and then enlist the assistance of the provost who will in turn work with the appropriate dean and department chair in developing a proposal that meets the interests of the donor, fulfills the guidelines for the endowed positions, and furthers the mission and priorities of the university. In such cases the proposal will be presented to the Faculty Senate for information, and to the Strategic Finance Committee and the Board of Trustees for approval before accepting the donor's gift.

Proposals for establishing endowed positions may also be initiated by faculty and staff from within the university. Development of these proposals should be done in cooperation with the provost. The Office of the President and the Development Office should be informed of the proposal. These should be concept proposals that are approved by the Strategic Finance Committee. When a source of endowment funds is identified, the proposal should be completed and presented to Faculty Senate for information and to the Strategic Finance Committee and the Board of Trustees for approval.

5.3.9 / Deviation from Proposal Guidelines

The above normally apply for all endowed position proposals. In cases where proposals deviate from the guidelines, an explanation and rationale for the deviation should be included in the proposal.

5.3.10 / Criteria for Evaluation

Proposals will be evaluated on the basis of the following criteria:

1. The extent to which they contribute to the distinctive nature of Calvin University and contribute to ensuring that in the future.
2. The extent to which they comport with the mission and strategic plan of the university, i.e., the extent to which they address perceived needs and address strategic opportunities of the university.
3. The extent to which they relieve the operating budget.

5.4 / GUIDELINES FOR ESTABLISHMENT OF CENTERS AND INSTITUTES

The following guidelines are offered to define the nature and development of centers and institutes at Calvin University. Because the purposes of centers and institutes vary, it is difficult to establish common guidelines for initiating them. Overall, centers and institutes should enrich the programs of the university and relieve the operating budget.

5.4.1 / Exploration of Centers or Institutes

Establishment of centers or institutes may be initiated by donors from outside the university or faculty and administrators within the university. In the case of donors, the president (or designee) will determine the interests of the donor and then enlist assistance of the vice president for advancement and the provost, who will in turn work with the appropriate dean and faculty in developing a concept proposal that meets the interests of the donor and furthers the mission and priorities of the university.

Proposals for establishing endowed centers or institutes may also be initiated by faculty and staff from within the university. In cooperation with the provost, the vice president for advancement, and the president, faculty and staff will work to develop a concept proposal that meets the interest of the prospective donors and that furthers the mission and priorities of the university.

A concept proposal should include the following elements:

- A statement of purpose that is tied to the mission of the university
- A statement of alignment with specific components of the strategic plan
- A preliminary budget of revenue and expenses

When a source of endowment funds is provided by the donor or identified by the faculty, the concept proposal should be presented to the Faculty Senate (for information), normally before accepting the donor's gift.

5.4.2 / Further Development of Idea

Upon approval of the concept approval, a formal proposal that lays out the steps for formal establishment should be written by a committee whose composition is determined by the provost. The proposal development committee should include the following in their proposal:

1. **Purpose.** The specific purpose(s) for the institute or center should be clear and these purposes should determine its character. This purpose must be tied to the mission of Calvin University as expressed in the *Expanded Statement of Mission*, including direct connections to the education of Calvin students, support of faculty scholarship and teaching, and contributions to the goals of *From Every Nation*.

2. **Strategic Plan.** The proposal should indicate how the purpose of the center or institute aligns with and carries out the goals of the university's strategic plan.
3. **Budget.** The budget for the center or institute should be presented in the proposal, using the university's template, available from the provost's office.
4. **Selection of the Director.** The proposal should identify how the director of the institute or center will be selected, in alignment with the usual faculty appointment process or usual staff appointment process, with the possible exception of the initial director. The initial stages of development for almost all centers and institutes at Calvin University have had the same characteristics. At this initial stage, usually one person catches the vision for the project—fueled by a grant opportunity or a donor. This individual leads a team in the development of the proposal and works to raise external funds. Thus, almost all newly established entities are led by the same people who directed the early planning stages. The proposal should state whether it is presumed that there will be an appointed first director, or an open search.
5. **Process for the Selection of the Initial Director.** The committee preparing the proposal should propose a process by which the initial director is chosen in consultation with the Professional Status Committee.
6. **Administrative Structure.** The proposal should identify the administrative and reporting structure, both within the institute or center and in relationship to the university.
7. **Advisory Council.** The proposal should identify the make-up of advisory council members, specify their terms, and specify the process by which a chair is selected in alignment with the guidelines established for advisory councils.
8. **Space Needs.** The proposal should specify the space needs and desired location of the proposed center or institute along with a plan for their accommodation.

5.4.3 / Formal Approval

The formal proposal must be approved by the Strategic Finance Committee and the Board of Trustees.

Once the center or institute proposal is approved, and funding is secured, the initial director is recommended to the Professional Status Committee in accordance with the stated process in the approved proposal. Once the initial director is in place, the administrator who oversees the entity ensures that statements of responsibilities are created, according to the standards established by the Board of Trustees. The director then comes into the regular reappointment process with a thorough evaluation in the final year of the appointment. Subsequent directors are appointed in accordance with the process established in the entity's governance documents.

5.4.4 / Procedures for Revisions

Proposals should include the procedures for revision that are found in the endowment agreement to ensure that future changes to the purpose for which the endowment was established follow the agreed upon procedures. All revisions must be approved by the Board of Trustees.

5.4.5 / Deviation from Proposal Guidelines

The above guidelines normally apply for all center and institute proposals. In cases where proposals deviate from the guidelines, an explanation and rationale for the deviation should be included in the proposal.

5.4.6 / Criteria for Evaluation

Proposals will be evaluated on the basis of the following criteria:

1. The extent to which they contribute to the distinctive nature of Calvin University and contribute to ensuring that in the future.
2. The extent to which they comport with the mission and strategic plan of the university, i.e., the extent to which they address perceived needs and address strategic opportunities of the university.
3. The extent to which they relieve the operating budget.

Chapter 6: Faculty Policies and Standards

6.1 / PROCEDURES FOR ADDRESSING ALLEGATIONS OF MISCONDUCT AND UNSATISFACTORY JOB PERFORMANCE

When all members of the faculty are attentive to their duty to hold themselves and their colleagues to high standards of conduct, disciplinary procedures are seldom needed. Nevertheless, clear procedures must be specified for those circumstances when a more formal response is warranted.

The university's expectations for faculty conduct and job performance are set forth in chapter 3 above, in the appendices to this handbook, and in other generally applicable policies and procedures of Calvin University. In addition, faculty members may, as members of their scholarly and professional communities, be subject to ethical or licensure standards that bear upon their conduct on campus.

6.1.1 / Definitions

Appropriate Others. Appropriate others are campus professionals who have particular responsibilities, knowledge, or skills related to investigating alleged misconduct or unsatisfactory job performance. An illustrative but not exhaustive list of appropriate others includes the following:

- employees who work for campus offices such as Campus Safety, Computer Information Technology, Student Life, or Financial Services
- faculty with particular expertise in an area germane to the allegation

University Policies and Standards. University policies and standards refer to conduct policies and performance standards stated in the faculty handbook and its appendices, and other generally applicable policies and standards of the university.

Days. Whenever the term *days* is used in section 6.1, it refers to university business days when the university is open.

Faculty Hearing Committee (FHC). The FHC consists of one PSC member and two faculty members who PSC designates at the beginning of each academic year to conduct formal faculty hearings and render findings and sanctions to PSC. Faculty who serve on the FHC may not serve as investigators for the same case.

Finding. A finding is a decision regarding whether or not a faculty member is responsible for a violation of university policies or standards.

Investigator. An investigator is someone who has been trained to properly look into alleged violations of university policies or standards. The investigator may be a dean or may be someone who has been part of university-sponsored trainings on conducting investigations.

Misconduct. Misconduct is defined as conduct that is unjust, depraved, illegal, or shameful, including actions that directly contradict the mission and values of Calvin University. The standard for misconduct does not mean that the moral sensibility of an individual member of the Calvin community is affronted; instead the standard is whether a faculty member has engaged in behavior that would evoke general disapproval by the Calvin community as a whole, as judged by

administrators and faculty committees involved in personnel. An illustrative but not exhaustive list of examples of misconduct includes the following:

- fraud or theft
- professional dishonesty
- verbal, psychological, or physical abuse of another person
- sexual misconduct, including sexual relations outside marriage
- discrimination, harassment, or retaliation (addressed through Safer Spaces policy)
- immoderate anger, slander, and verbal abuse
- abuse of alcohol or other drugs
- persistent profane or obscene language in the classroom or in professional contexts.

Participant. A participant is someone present at specified meetings.

Personnel File. A personnel file is defined in section 3.11 of the faculty handbook.

Presenter. A presenter is someone who, in the case of formal hearings, presents the university's case during the hearing. The presenter is appointed by the provost.

Remediation. Remediation is a set of positive actions intended to restore a faculty member to full participation in the life of the university. An illustrative but not exhaustive list of remedies includes counseling, mediation, professional development, developmental coaching, mentoring, or education about a particular policy.

Respondent. A respondent is a person or group of persons against whom an allegation is lodged.

Sanction. A sanction is a disciplinary action imposed as a result of a finding of misconduct or other policy violation. An illustrative but not exhaustive list of examples of sanctions includes the following:

- written reprimand, documented in the personnel file
- disqualification from privileges normally accorded to faculty, such as eligibility to lead off-campus programs, eligibility for research support, and participation in faculty-student events or mentorship programs
- suspension of tenure, or suspension of tenure-track status, or of renewable term status for a period of one or more years with specified conditions for reinstatement
- suspension from the faculty for a period of one or more semesters with specified conditions for reinstatement
- dismissal from the faculty

Unsatisfactory Job Performance. Unsatisfactory job performance is defined as conduct that violates faculty contractual obligations or faculty performance expectations. An illustrative but not exhaustive list of examples of unsatisfactory job performance includes the following:

- continued incivility

- insubordination
- failure to meet classes or carry out teaching responsibilities in timely and/or effective ways
- failure to execute scholarship, advising, or service obligations
- misuse of university equipment
- in general, failure to engage in professional practices becoming of a Calvin faculty member

Allegations of unsatisfactory job performance are not normally directed toward faculty who have had a single challenging year, nor are they directed at faculty who are engaged in remediation or professional development to meet job expectations. But persistent patterns of poor performance that have not been remediated through formal mentoring, professional development, or some other kind of intervention may lead to allegations of unsatisfactory job performance. In some circumstances, a faculty member's failure to address issues of unsatisfactory job performance, despite receiving notice or an opportunity to remediate, may constitute misconduct.

6.1.2 / Safer Spaces Disclaimer

Alleged or actual misconduct related to discrimination and harassment is governed by the university's Safer Spaces policy. The Safer Spaces policy applies to faculty and staff.

6.1.3 / Suspension with Pay

At any stage in an investigation or resolution process, the provost, with the approval of PSC, may suspend a faculty member from teaching duties and from the use of facilities and technology when the provost finds that immediate harm to the faculty member or others, substantial disruption to academic operations, or damages to the university's reputation, warrants suspension. If time constraints require the initial decision to be made by the provost in consultation with the president, any decision to suspend pending resolution will be promptly reviewed by and subject to continuation by the Professional Status Committee (PSC). The decision to suspend will not be considered a finding and is purely an interim measure. Any such suspension will normally be with pay pending resolution of allegations. Where a faculty member is suspended pursuant to an investigation in which the resolution takes longer than 60 days to complete, the suspension will be reviewed every 20 days beginning at day 60 to determine whether to continue the respondent's pay.

6.1.4 / Initial Handling of Allegations

Department chairs and academic deans are expected to discuss and record concerns related to misconduct or job performance as they arise. Behavior that occurs but does not rise to the level of persistent and/or serious misconduct or unsatisfactory job performance will be documented in writing by the department chair who discussed the concern with the respondent, and held in the Office of the Provost. Such documents will be used to establish a pattern of behavior, should such occur. If a letter of warning containing needed corrective measures is written by the dean or provost, that letter will be placed in the faculty member's personnel file; the chair will be informed of this action and the rationale for it.

Continued concerns of a department chair about a faculty member's conduct or performance should be directed to the academic dean of that faculty member for preliminary inquiry. Concerns about a faculty member that come from other employees or others outside of the university should be directed to the academic dean for initial handling, and possibly a preliminary inquiry.

6.1.5 / Preliminary Inquiry Procedures

6.1.5.1 / Preliminary Inquiry

When concerns about a faculty member's conduct or performance are reported to the Office of the Provost from a chair, another employee, or someone outside the university, normally the academic dean, along with appropriate persons as determined by the provost, will oversee a prompt and impartial preliminary inquiry to determine next steps. An investigative team may be appointed by the provost to assist in this process. The provost will inform the respondent in writing that a concern has been received and instruct the respondent about the consequences of interfering in the inquiry. In cases where Safer Spaces might be operative, the respondent need not be immediately informed of the allegation.

The dean or other appropriate official will document in writing the initial report of alleged misconduct or unsatisfactory job performance and the findings of the preliminary inquiry; this will be shared with the provost and the respondent and placed in his or her personnel file.

Except in extraordinary circumstances, the initial inquiry must be completed within 10 days of receiving an allegation of misconduct.

6.1.5.2 / Preliminary Decisions

Within 5 days of receiving the preliminary inquiry report, the dean and provost, in consultation with other appropriate persons, will determine next steps. Decision options include:

a. A finding that the allegation is **unfounded, does not allege a policy or standards violation, or is not of sufficient severity as determined by the provost**. The academic dean will handle as appropriate, in consultation with the provost. The provost may impose sanctions or engage in remediation in an attempt to address concerns. The goal is to address issues in an early and effective manner in order to prevent minor issues from becoming major issues or concerns requiring serious intervention.

   The provost will review the dean's inquiry report with the faculty member, and the report will be placed into the faculty member's personnel file along with the provost's summary of the conversation. The faculty member may, within 5 days of receiving the report, respond in writing to the provost; this response will also be placed in the faculty member's personnel file.

   If the respondent wishes to appeal the sanctions, the respondent may request that the university's formal review procedures be initiated (see section 6.1.6 and following).

b. The provost, in consultation with the deans, may determine that the issue **more appropriately coincides with allegations or concerns investigated and reviewed pursuant to the university's Safer Spaces policy or another university policy**. In such circumstances, the provost has the discretion to determine the sequence of procedures, the application of different policies, and the appropriate timelines.

c. The provost, in consultation with the deans, may determine that the allegation is for **misconduct or unsatisfactory job performance**. Examples of such behavior are noted in section 6.1.1. In such circumstances, the provost will direct the investigation to commence (or continue, if already started).

6.1.6 / Investigation Procedures

6.1.6.1/ Notice of Investigation

Within 5 days of receiving the preliminary inquiry report, the provost will provide a notice of investigation to the respondent and the department chair. The notice will include a description of the alleged misconduct or unsatisfactory job performance, a list of alleged university violations, and any preliminary findings.

From this point forward, normally the university will complete all investigations within 15 business days.

6.1.6.2 / Investigative Report

Upon completion of the investigation, the investigator will provide the provost with a written investigative report. This report should include the following:

- A description of the alleged misconduct or unsatisfactory job performance, linked to specific violations of university policies or standards;
- All relevant evidence produced in the investigation including evidence that tends to refute the allegations and evidence that tends to support the allegations;
- A summary of any measures toward correction that have already been taken or attempted by the university and/or the respondent;
- An initial finding of whether or not the allegations have been substantiated.

Within 2 days of receiving the written investigative report, the provost will review the report with the respondent; a summary of the report, without evidence, will be provided to the department chair.

If the respondent wishes to respond to the investigative report, the response must be submitted in writing, within 5 days of receiving the report and directed to the provost, dean, and department chair.

6.1.7 / Findings and Allegation Resolution

Within 7 days of reviewing the report with the respondent, the provost, in consultation with other appropriate persons, will make a decision on whether there is cause to proceed further with the allegation based on the investigative report. If the provost decides that no policy or performance violation has occurred, then the process will end. However, if there is reasonable cause, the provost will initiate, in writing, either a resolution without a hearing or a formal hearing.

a. **Resolution without a Hearing.** A resolution may be issued without the need for a hearing when the respondent agrees, in writing, with the provost's findings and agrees with the provost 's decisions (if any) for sanctions or remedies. If the provost recommends mediation as a remedy, the timeline for beginning and ending mediation will be agreed upon in writing by the provost and the respondent. Approval of this resolution, along with any decision about the need for additional investigation, must also involve the university president and the director of human resources. Resolution without a hearing will normally be decided upon within 15 days of the provost's receipt of the investigative report. Records of resolution become part of the respondent's personnel files. If the respondent rejects the

findings, sanctions and/or remedies, or fails to follow through on any recommendations, a formal hearing will be held.

b. **Formal Hearing.** A formal hearing will be conducted when resolution cannot be effected without a hearing. When a formal hearing is needed, the provost will inform the department chair and the Professional Status Committee that a Faculty Hearing Committee has been activated.

6.1.8 / Formal Hearing Procedures

6.1.8.1 / Formation of Hearing Committee

At the beginning of each academic year, the Professional Status Committee (PSC) will appoint a three-person Faculty Hearing Committee (FHC). One of the FHC members will be a faculty member currently serving on PSC, who will serve as the FHC chair; the other two will be drawn from the faculty.

Members of the FHC shall recuse themselves in cases where they cannot be fair and impartial; the PSC may recuse a FHC member if PSC judges the FHC member may not be fair and impartial. PSC may appoint a staff member as an additional committee member if circumstances warrant. A student life staff member may be added to the hearing committee when allegations have been brought by a student.

At the beginning of each academic year, PSC will also appoint "back up" teams in the event of recusals or when more than one hearing is underway.

6.1.8.2 / Presenter Appointment

The provost will appoint a presenter from within the university who will speak on behalf of the university and identify university policies and standards that may have been violated. Normally the presenter will be one of the investigators.

6.1.8.3 / Materials for the Hearing

The Office of the Provost will provide the Faculty Hearing Committee, the respondent, and the university presenter with the following documents:

- any documents in the respondent's personnel file related to past or present conduct or performance;
- follow-up reports from deans and investigators at each stage of the process;
- any written responses provided by the respondent in the process;
- any written communications from the provost to the respondent from the beginning of the inquiry (6.1.4), including the provost's written recommendation for a formal hearing.

6.1.8.4 / Fair Hearing Rights

The respondent and the university presenter are entitled to a fair hearing that will include the following opportunities and rights:

- To be treated with respect by university officials and by the Faculty Hearing Committee.
- To have an advisor who is an employee of the university during the process.

- To review and respond to all evidence, specifically including the opportunity to review and respond to the contents of submitted documents.
- To receive a recommendation that is based solely on evidence that is reviewed by all parties.

In addition, the respondent is entitled to request "Resolution without a Hearing" at any stage of the process; the FHC may confer with the provost regarding such a request and the request should not be allowed to delay or distract the hearing process. The provost, in consultation with the president and the director of human resources, will determine whether to allow this option.

6.1.8.5 / Formal Hearing

Formal hearings will be closed and maintained as confidential consistent with applicable law. They will be held no fewer than 10 days and no more than 20 days after the investigative report is provided to the respondent, unless timelines are extended as described in section 6.1.12 below. All issues regarding the procedure and administration of these hearings not specified explicitly in this policy will be decided by the Faculty Hearing Committee (FHC) in its discretion. The FHC may address procedural questions to the provost for resolution during the hearing.

The FHC will review the submitted documentation and will invite the respondent and the university presenter to participate in a hearing at a defined place and time.

The FHC may ask questions of each party. Each party may be accompanied by an advisor who is an employee of the university and who will act as a support person but who will not participate actively in the hearing. Each party may request of the FHC permission to call other witnesses, and each party will be provided a reasonable opportunity to present other information or documents deemed relevant. This is not a judicial proceeding, and the FHC is not bound by formal rules of evidence as defined by a court of law.

All parties must be invited to be present during all testimony and questioning. The parties will be given the opportunity to respectfully question all witnesses and each other, except in cases where long-term harm, as judged by the FHC, is possible (in which event any questioning shall be conducted by the FHC). Each party may offer a concluding oral statement.

A taped or written record of all hearings will be kept, with a copy provided to the respondent at no charge. Throughout the hearing process and through submission of the report and recommendations, confidentiality of the FHC process will be strictly maintained, subject to the provisions of applicable law. A university official bringing allegations against a faculty member will take no part in the FHC's deliberations.

In the event the respondent refuses to continue his/her participation in the formal hearing, the hearing will continue and the FHC will render its judgment. The respondent's refusal to complete the hearing process may be a basis for a negative independent judgment by the FHC, the PSC, the president, and, in case of appeal, the executive committee of the Board of Trustees.

6.1.8.5 / Sanctions

If the respondent is found responsible for a policy or standard violation, the FHC may make recommendations as to whether any disciplinary sanctions should be imposed and, if so, what they should be. An illustrative but not exhaustive list of sanctions includes the following:

1. written reprimand, documented in the personnel file

2. disqualification from privileges normally accorded to faculty, such as eligibility to lead off-campus programs, eligibility for research support, and participation in faculty-student events or mentorship programs
3. suspension of tenure, or suspension of tenure-track status, or of renewable term status for a period of one or more years with specified conditions for reinstatement
4. suspension from the faculty for a period of one or more semesters with specified conditions for reinstatement
5. dismissal from the faculty

6.1.8.6 / Faculty Hearing Committee Vote and Report

After concluding the hearing, the FHC will confer to decide by majority vote whether the respondent is responsible for a policy or standard violation, and to prepare a report and recommendation for the Professional Status Committee (PSC). If an additional person has been added to the FHC and there is a tie vote, then the FHC will report this to PSC, and PSC will resolve the tie. A university official bringing allegations against a faculty member will take no part in the FHC's deliberations.

The applicable standard is whether the allegations have been substantiated by a preponderance of the evidence. The FHC will consider only the evidence and arguments presented to it at its meetings and the information set forth in statements submitted prior to the hearing. If any additional evidence or information relevant to the FHC's decision comes to the attention of the FHC or one of its members and is assessed by the FHC as potentially relevant to the FHC's deliberations or determinations, the FHC will notify the respondent and the university presenter of the information. Each party will be provided an opportunity to respond in writing or during a supplementary hearing, as determined by the FHC, before the FHC renders its report and recommendation.

No later than 10 days after the formal hearing's conclusion, the Faculty Hearing Committee (FHC) will prepare for the Professional Status Committee (PSC) a written report and recommendation. This report should include the following:

- a summary of the alleged conduct or performance violations and supporting evidence as uncovered during the process
- a determination as to whether the respondent is responsible for misconduct or unsatisfactory job performance, and if so, notice of which university policies or standards were violated
- If the respondent is found responsible for misconduct or unsatisfactory job performance, the FHC may include a recommendation regarding and rationale for sanctions.

6.1.8.7 / Sanctions

If the FHC finds the respondent responsible for a policy or standard violation, the FHC may make recommendations as to whether any disciplinary sanctions should be imposed and, if so, what they should be. An illustrative but not exhaustive list of sanctions includes the following:

1. written reprimand, documented in the personnel file

2. disqualification from privileges normally accorded to faculty, such as eligibility to lead off-campus programs, eligibility for research support, and participation in faculty-student events or mentorship events
3. suspension of tenure, or suspension of tenure-track status, or of renewable term status for a period of one or more years with specific conditions for reinstatement
4. suspension from the faculty for a period of one or more semesters with specified conditions for reinstatement
5. dismissal from the faculty

6.1.9 / Professional Status Committee Review

The FHC should present a report as quickly as possible for PSC, but not later than ten days from the end of the hearing.

A copy of the FHC report and recommendation will be provided to the members of the PSC by the provost. The five faculty members on the PSC will determine the PSC's recommendation. The deans are present as advisors only. If the university presenter was a dean, that dean will be recused from the deliberations. The president may be present during the PSC's deliberations so as to inform his/her decision, but will normally not participate in the PSC's deliberations except to ask questions clarifying evidence. A faculty member on the PSC will be appointed by the PSC faculty to chair the committee.

The PSC will review and accept or modify the FHC's finding and recommendation within 10 days of receiving the FHC's report. The PSC's recommendation will be based upon the report, the transcript, and the recommendation of the FHC. The PSC may review any of the evidence presented to the FHC if the PSC judges it to be important to making a fair recommendation.

If needed, the PSC may remand the FHC to consider specific questions or objections raised by the PSC; if need be, the FHC may reopen the hearing to answer questions raised by PSC. The FHC must consider these questions and/or objections and respond to the PSC, in writing, within 10 days of receipt of the questions or objections.

The PSC shall communicate its recommendation in writing to the respondent, his or her department chair, the dean, the presenter, members of the FHC, and the president. The PSC's recommendation is submitted to the president for final decision (subject to appeal rights as described below). The respondent may submit a written response to the president within 5 days of receipt of the PSC recommendation.

6.1.10 / Professional Status Committee Report and Presidential Action

Upon receipt of the final Professional Status Committee (PSC) report and recommendations, the president will review the PSC report, as well as the reports and record from the FHC, and make a final decision, normally within 5 days. The president may accept or modify the recommended findings and sanctions, on the basis of the evidence that was presented to the FHC. If the president intends to modify the findings and/or sanctions, the president will remand the matter to the PSC with specific questions or objections; copies of this remand will be provided to the respondent and to the FHC. The PSC must consider these objections and respond to the president in writing, with copy to the respondent and the FHC, within 5 days of receipt of these questions or objections. The

president will take final action within 5 days of receiving PSC's report, based upon the record and his or her sound discretion. The president's final action will be reported to the respondent, to his or her department chair, to the provost and PSC, and to the FHC.

Final actions are not normally reported to the party who brings the initial concern nor to people who have been consulted or served as witnesses along the way, although they may be informed that the matter has been resolved.

6.1.11 / Right of Appeal

The respondent has the right to appeal to the Executive Committee of the Board of Trustees. Any such appeal should be submitted in writing within 10 days after the respondent receives the president's notice of findings and sanctions. Appeals are limited to the following:

- A procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g., substantiated bias, material deviation from established procedures, etc.).
- To consider new evidence, unknown or unavailable during the original hearing or investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.
- The sanctions imposed are substantially disproportionate to the severity of the violation.

Within 10 days of receiving the appeal, the Executive Committee will consider the appeal on the basis of the evidence previously presented, after reviewing the recommendations of the FHC and the PSC, receiving any additional oral or written testimony it may wish to invite, and reviewing a recording or transcript of the FHC hearings. If the Executive Committee decides, by majority vote, to sustain any part of the appeal, it will instruct the president either to retract or modify the findings or to retract or modify the sanctions previously announced.

6.1.12 / Exceptions to Stated Deadlines

The provost may extend the deadlines in the preceding procedures with written notice and the consent of the parties.

6.1.13 / Confidentiality of Records

All records of formal proceedings, including transcripts of hearings and copies of reports, will be retained by the Office of the Provost in confidential files.

All records of findings, remedies, and sanctions will remain in the respondent's personnel record. Only the respondent, the president, the provost, and the academic dean will have the right to examine and use the contents of confidential disciplinary files, unless their disclosure to a FHC and PSC is necessitated by future disciplinary proceedings, their release is ordered by a court or other legal authority, or their release is authorized by the respondent in the context of an appeal.

6.1.14 / Public Statements

Unusual circumstances may occasionally necessitate that the university make a public statement regarding a faculty discipline case. The president will be responsible for making or approving the content of any such statements and in doing so will seek to maintain the confidentiality of the proceedings to the greatest extent practicable.

6.1.15 / Prospective Employment Recommendations

In cases where a respondent has been suspended or terminated, his/her colleagues must consult with the provost before responding to the respondent and/or potential employers' requests for recommendations.

6.2 / (Reserved for future use)

6.3 / PROCEDURES FOR HANDLING ALLEGATIONS OF CONFESSIONAL UNORTHODOXY

The following procedure shall be used for cases in which the university receives allegations of confessional unorthodoxy against faculty members.

1. An allegation(s) of confessional unorthodoxy should be directed to the provost's office. The process outlined in section 3.5.4.1.3 shall commence.
2. If the PSC determines that the matter cannot be resolved through the informal procedures described in section 3.5.4.1.3 and 3.5.4.2.1, then the process described in section 3.5.4.2.2 shall commence (see section 3.5.4.2.2 for details). The PSC should engage in as much consultation as is reasonable for the situation, preparing its response in both a consultative and timely manner. The PSC shall communicate its response, along with accompanying grounds, to the faculty member (or members) and to the president, who will present the response to the Board of Trustees. If the president does not concur with PSC's response, the provost will present this communication to the Board. If neither the president nor the provost concurs with the response of the PSC, the PSC may appoint a faculty member to represent PSC at deliberations of the Board of Trustee. Section 3.5.4.2.2 allows for the faculty member and/or the president to provide a written response to the PSC or to the Board of Trustees if they do not agree with recommendation of the PSC.
3. If the Board of Trustees disagrees with PSC's response, the board could (a) request PSC to reconsider the position in light of additional information or considerations not reflected in the grounds or explanation for the decision, or (b) decline to accede to PSC's recommendation regarding a judgment about the implications of Calvin's policies of confessional subscription and academic freedom for the topic or position at hand. If the board does not accede to PSC's recommendation, the matter may be referred back to PSC for PSC to develop an alternate recommendation prior to the next scheduled board meeting. If an alternate recommendation is not subsequently approved by the board or if PSC does not offer an alternative recommendation, the board could choose to develop its own judgment about the meaning and implications for Calvin's policies of confessional subscription and academic freedom for the topic of the position at hand.
4. If the Board of Trustees develops its own judgment about the meaning and implications for Calvin's policies of confessional subscription and academic freedom for the topic of the position at hand and if this judgment is inconsistent with the stance of the faculty member, the Board of Trustees shall request that the PSC make a recommendation as to whether any disciplinary sanctions should be imposed and if so, what they should be. (If the PSC does not wish to make a recommendation regarding sanctions, then the Board will make its own recommendation.) An illustrative but not exhaustive list of sanctions includes the following:

   a. Written reprimand, documented in the personnel file, to not advance such a view in his/her faculty responsibilities
   b. Disqualification from the privileges normally accorded to faculty, such as eligibility to lead off-campus programs, eligibility for research support, and participation in faculty-student events or mentorship programs
   c. Suspension of tenure, or suspension of tenure-track status, or of renewable term status, or demotion in rank for a period of one or more years with specified conditions for reinstatement
   d. Suspension from the faculty for a period of one or more semesters with specified conditions for reinstatement
   e. Dismissal from the faculty.

5. The PSC shall make a written recommendation to the president within 10 days of the Board's request. The written recommendation should also be shared with the faculty member and his or her department chair. The recommendation should include the following:
   a. A summary of the controversial issue and the view held by the faculty member
   b. The PSC's judgment on the nature and significance of the issue
   c. The PSC's recommendation regarding needed sanctions (if any) and rationale.
6. Within ten days of receipt of the PSC recommendation, the faculty member may, if he or she desires, review PSC's recommendation and issue a written response to the president and the PSC. This written response should also be shared with the department chair.
7. The president shall have 15 days to forward recommendations to the Academic Affairs Committee of the Board of Trustees. During this time, the president should review any written response from the faculty member as well as the PSC's recommendation. The president should add his or her support to the PSC recommendation or submit an alternative recommendation. If the president submits an alternative recommendation, the recommendation and rationale must be submitted to the PSC, the faculty member, and the faculty member's department chair for information. The president shall submit the PSC's recommendation, his/her own recommendation, and any written response from the faculty member to the executive committee of the Board of Trustees.
8. Within thirty days of receipt of the PSC and president's recommendation, the Academic Affairs Committee shall issue a written decision to the faculty member, the department chair, the PSC, and the president. In making a decision, the Academic Affairs Committee of the Board of Trustees can receive any additional oral or written testimony it may wish to invite and any consultations it wishes to have.
9. The faculty member has the right to appeal to the Executive Committee of the Board of Trustees. Any such appeal should be submitted in writing within 10 days of receipt of the executive committee's decision. Appeals are limited to the following:

a. A procedural error or omission that significantly impacted the outcome of the executive committee's decision (e.g., substantiated bias, material deviation from established procedures, etc.).

b. To consider new evidence, unknown or unavailable during the review process, that could substantially impact the executive committee's decision. The faculty member must include a summary of this new evidence and its potential impact.

c. The sanctions imposed are substantially disproportionate to the severity of the violation.

10. Within 20 days of receiving the appeal, the Executive Committee of the Board of Trustees will consider the appeal on the basis of the evidence previously presented, after reviewing the recommendations of the PSC, the president, and the Academic Affairs Committee of the Board of Trustees, and after receiving any additional oral or written testimony it may wish to invite and any consultations it wishes to have. If the Executive Committee of the Board of Trustees decides, by majority vote, to sustain any part of the appeal, it will instruct the Academic Affairs Committee to retract or modify the findings or sanctions previously announced.

11. The provost may extend the deadlines in the preceding procedures with written notice and the consent of the parties.

12. The faculty member may appeal the board's decision to the synod of the Christian Reformed Church, through the appropriate channels described in the *Rules for Synodical Procedure*. If the faculty member's views are upheld by the synod of the Christian Reformed Church, the faculty member is entitled to receive back pay for wages lost, not to exceed one year of salary.

13. At any stage in this process, the provost, with the approval of PSC, may suspend a faculty member from teaching duties and from the use of facilities and technology when the provost finds that immediate harm to the faculty member or others, substantial disruption to academic operations, or damages to the university's reputation, warrants suspension. If time constraints require the initial decision to be made by the provost in consultation with the president, any decision to suspend pending resolution will be promptly reviewed by and subject to continuation by the Professional Status Committee (PSC). The decision to suspend will not be considered a finding and is purely an interim measure. Any such suspension will normally be with pay pending resolution. Where a faculty member is suspended and the resolution takes longer than 60 days to complete, the suspension will be reviewed every 20 days beginning at day 60 to determine whether to continue the faculty member's pay.

14. In all these matters, the faculty, the PSC, and the Board of Trustees should be governed by a desire to promote confessional integrity, due process, mutual trust and the kind of constructive engagement with difficult issues that will serve the Christian community at large. The qualities and characteristics expected of all participants, described in section 3.5.4 are assumed to be operational, especially in the midst of difficult and controversial matters.

6.4 / PROCEDURES FOR HANDLING ALLEGATIONS OF SCIENTIFIC MISCONDUCT

This policy was developed in the provost's office of Calvin University. One purpose, among others, is to bring the university into compliance with Public Health Service (PHS) regulations (42 CFR Part 50, Subpart A) concerning institutional response to allegations of scientific misconduct. A copy of this policy is to be given to all those scholars covered by it. Additionally, all scholars with PHS funded research will be given a copy of the PHS regulation referred to above.

6.4.1 / Policy

The university expects that all scholars associated with the university conduct their scholarly activities with honesty and integrity. Calvin University accepts responsibility for promoting practices that discourage scientific misconduct and for developing policies to address allegations of scientific misconduct.

This policy applies to alleged misconduct by any person paid by, under the control of, or affiliated with Calvin University such as faculty members, students, technicians, guest researchers, or others collaborating with such persons at Calvin University.

6.4.2 / Definitions

6.4.2.1 / Scientific Misconduct

Scientific Misconduct means falsification of data, plagiarism, fabrication, misappropriation of the ideas of others, or other practices that deviate from those that are commonly accepted within the scholarly community for proposing, conducting, or reporting research. It does not include honest error or honest differences in interpretation or judgments.

6.4.2.2 / Research Integrity Officer (RIO)

The Research Integrity Officer (RIO) is the university official with primary responsibility for the implementation of the procedures set forth in this document. The RIO is appointed by the president and is normally the Dean for Faculty Development and Research Initiatives. In cases involving funding from federal, state, or private sources, the RIO will be responsible for all reporting requirements as specified by the funding agency.

6.4.2.3 / Whistleblower

A Whistleblower is a person who has alleged scientific misconduct on the part of a covered individual.

6.4.2.4 / Respondent

The Respondent is the person against whom an allegation of scientific misconduct has been directed.

6.4.3 / Procedures for Handling Allegations Of Misconduct

6.4.3.1 / Initiation of an Allegation of Misconduct

Any person associated with the university should report observed, suspected, or apparent misconduct to the RIO. Should the individual be unsure whether an incident falls within the definition of misconduct, he or she may discuss the incident informally and confidentially with the RIO. This person is referred to below as the whistleblower.

6.4.3.2 / Whistleblower Protection

The RIO has responsibility to ensure that whistleblowers are not retaliated against and will review any instance of alleged retaliation. The RIO and the institution will also protect the privacy of whistleblowers to the maximum extent consistent with the procedures described herein for investigating the instance of misconduct.

6.4.3.3 / Respondent Protection

The RIO and the institution will conduct the investigation in a manner that will ensure fair treatment of the respondent. The RIO and the institution will also protect the privacy of respondents to the maximum extent consistent with the procedures below and without compromising public health and safety.

6.4.3.4 / Conflict of Interest

If the RIO has a conflict of interest in the case, he or she shall ask the president to assign another university official to carry out the responsibilities of the RIO described below.

6.4.3.5 / Preliminary Assessment

The RIO will immediately assess the allegation and, possibly in consultation with the president and legal counsel, determine whether there is sufficient evidence to warrant an inquiry. The RIO might also determine that the charges are appropriate for adjudication according to the procedures outlined in section 6.1. Should the RIO determine that there is not sufficient evidence to go forward, he or she shall report that to the president. Should the president believe that an inquiry is warranted, the inquiry process will be initiated.

6.4.3.6 / Inquiry

Should the RIO or the president determine that the allegations warrant further investigation, the RIO will immediately initiate an inquiry. The purpose of the inquiry is not to reach a final determination about whether misconduct occurred. The purpose of the inquiry is to make preliminary evaluation of the evidence and the testimony of key witnesses to determine whether there is sufficient evidence to warrant an investigation.

1. The RIO will appoint an inquiry committee of three persons and designate one of the three as chairperson within 15 days of receiving the allegation. The committee shall consist of individuals from the university community with no conflict of interest in the case. Normally, the committee shall consist of three members of the School of STEM and Grants Committee but the RIO will appoint other persons from either inside or outside the institution if necessary to ensure that the committee has persons with appropriate scientific expertise. The RIO will inform the respondent of the committee membership and the specific allegations within 15 days of receiving the allegations. The respondent may submit written objections to any member of the committee on the basis of conflict of interest within 5 days. The RIO will determine whether to replace the challenged member.
2. In the case of externally funded research, the RIO will take appropriate administrative actions to protect federal or other funds appropriated for the project and will ensure that the purposes of the financial award are being carried out.

3. The RIO will prepare a statement describing the allegations for the committee. This statement shall be given to the committee members, the respondent, and the whistleblower before the first meeting of the committee.
4. The committee shall meet within 15 days after it is appointed. The committee may determine its own procedures as are appropriate for the specific situation. This will normally include interviews with the whistleblower, the respondent, and other key witnesses as are necessary. All university personnel shall cooperate fully with the committee during the course of the inquiry by supplying any requested documents and information.
5. Anonymity of the whistleblower shall be preserved at this stage of the inquiry if possible.
6. All individuals appearing before the committee are entitled to be accompanied at the meeting by an advisor from within the university community. No person from outside the community (e.g., legal counsel) may participate in the hearings.
7. The hearing committee shall arrive at a judgment as expeditiously as possible. Normally, the committee shall file its written report within 30 days of the initial meeting of the committee and will carefully document reasons for extending the inquiry beyond that time period as appropriate.
8. The written report of the committee must include the name and title of committee members, a summary of the allegations, a description of the process used including a list of evidence gathered, and summaries of any interviews conducted. The report will indicate whether the committee recommends that an investigation take place and whether any other actions should be taken if an investigation is not recommended.
9. The RIO shall provide the respondent with a copy of the report and the respondent shall have 10 days to submit written comments.
10. The RIO will transmit the report and any response to the president, who shall make the determination of whether findings from the inquiry warrant an investigation. This determination shall be made and the respondent and whistleblower notified in writing within 10 days of the receipt by the president of the report.
11. Whether or not an investigation is judged to be warranted, the inquiry report will be kept by the president for a period of three years and should be shared with officials of relevant granting agencies as required.

6.4.3.7 / Investigation

1. Should the president determine that a formal investigation is needed, the RIO shall appoint a committee of three persons for that purpose within 15 days of this determination. The committee shall consist of three persons with expertise necessary to evaluate the scientific evidence. They may be professionals from inside or outside the university community. Normally, if the respondent is a faculty member, one member of the committee shall be a member of the Professional Status Committee. The respondent shall be informed in writing of the membership of the committee and may object in writing to any member on the basis

of conflict of interest within 5 days of this notification. The RIO will decide whether to replace such a challenged member.

2. The committee shall meet within 15 days after it is appointed. The committee shall be given the report of the inquiry committee together with all evidence generated by that committee. The committee shall determine its own procedures consistent with those described below. The committee will be given the document "Model Policy for Responding to Allegations of Scientific Misconduct" from the ORI Handbook for Research Integrity Officers to help it define its procedures.
3. In the case of externally funded research, the RIO will continue to take appropriate administrative actions to protect federal or other funds appropriated for the project and will ensure that the purposes of the financial award are being carried out.
4. The investigation will normally involve the examination of all documentation including, but not limited to, research records, computer files, proposals, manuscripts, publications, correspondence, and notes of telephone calls. The respondent shall be given copies of all documentation immediately on receipt by the committee. Whenever possible, the committee shall interview the respondent, the whistleblower, and other individuals who might have information regarding the allegations. All interviews should be tape-recorded. Summaries of the interviews shall be prepared for the record. The respondent may be present for all interviews and may cross-examine all witnesses. The respondent may have a member of the university community present for advice and support.
5. The final report must describe the procedures used to conduct the investigation, the evidence collected, the findings, and the basis for the findings. The final report and supporting documentation should be sent to the president no later than 15 days after the last hearing and no later than 120 days after the investigation begins. Any reason for extending the inquiry beyond that time should be clearly documented as appropriate.
6. The RIO shall furnish the respondent with a copy of the report for comment. The respondent will be allowed 10 days for such response. Any response shall accompany the final report.
7. If the respondent alleges that the investigation has been conducted unfairly, the respondent may appeal. In the case of a faculty member, the appeal shall be heard by the Faculty Hearing Committee using procedures as described in section 6.1. In the case of a student, the appeal shall be heard by the Student Disciplinary Committee. An appeal may only be made on the grounds of due process. It is not the intention of this provision to require new evidence or to allow for the reversal of scientific judgments.
8. Whether or not the investigation results in a finding of misconduct, the investigation report together with the evidence collected will be kept by the president for a period of three years and will be shared with the head of the relevant granting agencies as required.

6.4.3.8 / Resolution

6.4.3.8.1 / Finding of Absence of Scientific Misconduct

All research sponsors and others initially informed of the investigation should be informed in writing that allegations of misconduct were not supported. If the allegations are deemed not to have

been made in good faith, appropriate actions should be taken against the whistleblower in accordance with this policy. If the allegations, however incorrect, are deemed to have been made in good faith, no disciplinary measures are indicated and efforts should be made to prevent retaliatory actions and to protect, to the maximum extent possible, the positions and reputations of the persons who made the allegations as well as those against whom allegations of misconduct were not confirmed. Calvin University will publicize a finding of no misconduct only with permission of the innocently accused.

6.4.3.8.2 / Presence of Scientific Misconduct

When an investigation confirms misconduct, the president shall consider the recommendations of the Committee and shall be responsible for determining an appropriate action. Calvin University must take action appropriate for the seriousness of the misconduct including but not limited to the following: removal from a particular project, special monitoring of future work, letter of reprimand, probation for a specified period with conditions, financial restitution, suspension (of a student respondent) and termination (of a faculty or staff respondent). If the respondent is a faculty member, the Professional Status Committee shall recommend a sanction, and the president shall act upon that recommendation in accordance with the procedures described in section 6.1. In all cases, the action of the president must be ratified by the Board of Trustees. Calvin University should also give formal notification of all involved parties such as sponsoring agencies, funding sources, co-authors, co-investigators, collaborators, editors of journals in which fraudulent research was published, state professional licensing boards, professional societies, and campus media personnel.

6.5 / POLICY ON SECONDARY EMPLOYMENT AND INVOLVEMENT

For the full-time members of the faculty, a position in the university is their primary vocational calling. Each faculty member is expected to exhibit, in addition to evidence of an informed and vibrant Christian faith, a commitment to effective teaching, advising, and professional scholarship. Faculty members are also strongly encouraged to serve various communities when such involvement arises naturally out of the faculty member's calling as a Christian teacher and scholar at Calvin University. Although one's position in the university does not make a claim on all of one's waking hours, a commitment to the above ideals does require persistent effort. Any outside activity, professional or personal, should not interfere with fulfilling well all responsibilities to the university.

It is in the light of this calling, therefore, that all opportunities for outside professional activities not directly entailed by one's position in the university ought to be evaluated. Effective teaching, academic advising, and service to various communities are expected of us all, and professional practice or research and scholarship are expected of faculty in professor of practice and tenure-track appointments, respectively; no outside activity should interfere with excellent performance of those responsibilities. Faculty members are encouraged to have a professional plan which would provide a context for considering opportunities for outside activities.

This policy recognizes that outside activity may be done *pro bono* as well as for remuneration. Secondary professional pursuits should either enhance one's work at the university or serve the university as well as the beneficiary of the service rendered. Those outside activities which are clearly consistent and compatible with the ideals set forth above may be worthy of undertaking by faculty members. Such activities may include, for example, professional consultation, research

collaboration, artistic performance and the like. These activities, however, should be undertaken only when it is certain that they will not reduce teaching effectiveness or impede professional growth and contributions. The question of judging whether the activity is consistent or compatible with the above ideals is separate from the question of remuneration; the criteria for acceptable secondary pursuits should apply regardless of whether remuneration is received.

Academic Year

The academic year is that time from August 15 through May 15 in which one has obligations for teaching, advising, service, and, dependent on position type, scholarship or professional practice that is associated with the rhythm of enrollment, classes, and exams, including preparation for those activities. During this time, the faculty are expected to be professionally engaged in the work of the university. (Times during the academic year when there are no classes are considered recesses from class but not vacations from work.)

Regardless of whether the outside professional activity is *pro bono* or remunerative work, such activity should not exceed ten percent of one's working time unless such activity is an integral part of one's professional work (preferably included in a professional plan) and approved by the department chair and academic dean. Then it should not exceed twenty-five percent of one's working time. Unless the university has a collaborative teaching relationship with another institution, teaching at another institution is discouraged. Each opportunity for a faculty member to teach at another institution must be approved in advance by the department chair and the academic dean, preferably in response to a formal request from an academic officer at the other institution.

While *pro bono* and remunerative work are both covered by this policy, remunerative work that involves a significant commitment of university resources requires approval by the Academic Dean. If a contract is involved in any secondary employment, special attention should be given to avoid potential conflicts between the obligations of the primary contract with the university and the secondary contract.

Volunteer work in the civic, church, and school communities that is not related to professional activity, while not expected of all faculty, is encouraged by the university. Such activities should be considered in the context of one's gifts and other responsibilities. The limits stated in the preceding paragraphs are devoted to one's working time and do not apply to this nonprofessional volunteer work. Engagement in such volunteer work should not interfere with excellent performance in fulfillment of professional responsibilities.

The nature and extent of outside professional activity should be reported to the provost as part of the annual report of publications, service, awards, and other professional accomplishments and service.

Summer

During three months of the summer, faculty members have freedom to establish their own schedule. This should include a renewing vacation. The summer should also include professional activities that promote effective teaching and engage the faculty member in research and scholarship. This can include doing research and scholarship, teaching development, consulting, professional service, or completing administrative assignments. Limited teaching is also acceptable. Faculty members are free to develop contracts with outside agencies or receive remuneration from grants for two months

of the summer. In no case should planned summer activity be an excuse for not fulfilling the scholarship and professional practice expectations or preparation for teaching that is expected. Departments are expected to provide advising for summer orientation.

In the practical implementation of the principles expressed above, it is expected that faculty members will use their best judgment in all matters pertaining to secondary employment and outside activities. In some instances even acceptable activities, if they detract from excellent performance of one's primary responsibilities for teaching or scholarship, if applicable, will have to be discouraged or curtailed. A faculty member who is uncertain about a secondary pursuit, which he or she is considering, is encouraged to discuss the matter with his or her department chair or the academic dean.

6.7 / POLICY ON COMMISSIONS, ROYALTIES, AND PATENTS

The following policy is for research, scholarship, and artistic projects that have either partial or full financial support from the university. The policy is introduced to clarify financial arrangements that follow university support for the project.

6.7.1 / Guidelines for Support of Scholarship

6.7.1.1 / Non-reimbursed Expenses

The university will support reasonable, non-reimbursed expenses in doing research and scholarship. This includes secretarial service, copying, computer use, interlibrary loan services, office supplies, and others that are expected as a faculty member. While these are normal expectations of faculty members, they too can be used unreasonably, and the university may need to establish guidelines for reasonable support when there is evidence of abuse of the privilege or when the university resources are limited. Prudent use of these resources is expected and should not interfere with providing these services to faculty in their teaching.

6.7.1.2 / Application for Support

Support for scholarship and research beyond that which is expected by being a faculty member can take quite different forms depending on the nature of the research. In general, whenever possible, faculty members should seek outside support for scholarship that has requirements for support beyond that which is normally supplied for a faculty member. Student assistants, special equipment and supplies, publication expenses, computer software or computer intensive projects, rare books, translation needs, travel to sources, survey expertise, etc. may be funded by the university on occasion, but in all cases, application for support is necessary. Application for support should be made to the academic dean or the dean for faculty development and research initiatives.

6.7.1.3 / Salary Support

Salary support for scholarship and research comes with faculty appointment since there are scholarship expectations of each faculty member. These costs are part of the salary budget of academic departments. However, salaries for study leaves granted as part of a scholarship or faculty development program are allocated to the budgets of those programs (sabbatical, Calvin Research Fellowship, CCCS Fellowship or summer stipend). These study leaves are available according to established policy and availability of funds. When included as part of the expense of scholarship, the cost of fringe benefits as well as salaries are included as an expense of the program.

6.7.1.4 / Special Support

In this policy, regular university support is distinguished from special support. In regard to inventions and patents, special support means financial support for pursuit of a patent as defined in the policy below. For all other scholarship projects, special support means financial support for projects in response to written application. This includes support for services and supplies and salary (as stated above). The application process for special support will include agreement to share the revenue when income is received from the product of the research and scholarship according to the policy stated in this document.

6.7.2 / Policy Regarding Inventions and Patents

6.7.2.1 / Discovery or Creation

A member of the faculty is expected to notify the provost or designee of the conception of discoveries or creations which could be useful and/or which are potentially patentable. Those discoveries or creations conceived or reduced to practice within the course and scope of the faculty member's employment by the university are considered to be owned by the university. Those discoveries or creations not conceived nor reduced to practice within the course and scope of the faculty member's employment by the university, are considered to be owned by the faculty member, but the university shall have an unencumbered right to use the discoveries or creations for its own purposes. In either case, after notification, the provost or designee, on behalf of the university, can choose to further develop the discovery or creation including obtaining or assisting in obtaining a patent, or waive its rights to the discovery or creation. For those discoveries or creations owned by the university, the faculty member is expected to assist the university in such developments, including any patent application. If the university joins with the scholar or inventor in application for a patent on a discovery or creation owned by the faculty member, it will provide special support for the process of patent application.

When the university waives its rights to the discovery or creation, the faculty member provides the financial resources for pursuit of a patent.

6.7.2.2 / Outside Sponsor

When the research involves an outside sponsor, there should be an agreement which specifies and protects the interests of the faculty member, the university, and the outside sponsor in regard to ownership of any patents that result from the work.

Agreements with outside sponsors must be approved by the provost or designee and will include, at a minimum, clarification of ownership; identification of licensable rights, if any; and an indemnity of the university and the faculty member against damages arising from anything placed into the stream of commerce through the sponsor's efforts.

6.7.2.3 / Income

6.7.2.3.1

Income from discoveries or creations, as defined above, that is legally protected and for which the university has waived its interests shall belong solely to the faculty member.

6.7.2.3.2

Income from discoveries or creations resulting from work accomplished with the support of an outside sponsor will be divided according to the agreement between the university and the outside sponsor.

6.7.2.3.3

Income resulting from discoveries or creations for which the university has provided resources and for which the university has NOT waived its interests will be apportioned as follows:

1. The first $2,500 goes directly to the creative professional(s).
2. Income beyond $2,500 will be used to reimburse the university for two times any actual expenses[5] in developing the discovery or creation. During this repayment period, the income will be divided between the creative professional(s) (30 percent) and repaying the university (70 percent).
3. After repaying twice the university's actual expenses, the creative professional(s) will receive the next $20,000 in income. This sum will be increased every five years from the date of policy approval based on the CPI.
4. Any additional income will be divided between creative professional(s) (sixty percent) and the university (40 percent).

Income is defined as revenues minus expenses. Expenses are all costs needed to maintain the value of the IP required in the year the revenues are obtained.

These thresholds ($2,500 and $20,000) apply individually to each separate project for which intellectual property protection has been obtained.

When more than one creative professional is involved in a single project, the distribution among the creative professionals will be determined on a case-by-case basis.

6.7.2.4 / Funds

Funds the university receives from the income from inventions and royalties shall be placed in a fund restricted for further support of research and scholarship. The provost will authorize the distribution of the funds among the investigator, department, and the university.

6.7.2.5 / Board of Trustees Approval

This policy shall take effect upon approval by the Board of Trustees and will apply to those projects for which financial support is received subsequent to that date.

6.7.3 / Policy Regarding Copyrights

6.7.3.1 / Copyrights

Copyrights on publications (defined as the product of research and creative activity; e.g., books, artwork, and software) shall be owned by the faculty member who is the author or artist unless the author(s) or artist(s) sign away such rights to the university as a condition of a grant. Unless stated to the contrary by separate agreement, the university waives its rights to ownership under the

[5] College expenses do not include faculty salary or monies coming from regular internal grant programs that support faculty scholarship except for Calvin Research Fellowships. The CRF actual expenses will be repaid at only one times the expense.

work-made-for-hire provisions of the Copyright Act, it being the intention of the university that the faculty member shall own all copyrights to works created by the faculty member.

6.7.3.2 / Royalties, Commissions and Income

If publication by a faculty member does not involve any special university support, all royalties, commissions, and income from artwork, software, films, or tapes resulting from it belong to the author.

6.7.3.3 / In-House Publishing or University Ownership

When the university produces and/or publishes the work in-house or the university owns the copyright, the revenue from the sale is first used to repay the direct and indirect expenses incurred by the university. Subsequent to that the author will receive a royalty on all sales. The amount of the royalty will depend on the nature of the publications but will not exceed eight percent of sales.

6.7.3.4 / University Support

For purposes of determining the sharing of revenue from publication of scholarship, university support will mean special support as defined in section 6.7.1.4 above. Publication refers to printed material, artwork of all types, and software.

6.7.3.5 / Revenue from Research and Scholarship Support by the University

Revenue from publications which result from research and scholarship supported by the university (as defined above) will be shared between author(s) and university until twice the amount of special support provided by the university is paid by the scholar to the university. This maximum payment will apply unless the author(s) assign the rights to the university. The schedule for such payment is as follows:

1. The first revenue received from the publication is used to repay personal expenses incurred by the author(s) in doing the research and publication.
2. After repayment of personal expenses, the next revenue in the amount of one-fourth of base salary (for the year of the grant) is not shared with the university.
3. From the revenue received that exceeds the amount in 1 and 2 above, the scholar should pay the university fifty percent (50%) until the maximum payment is reached.

After the threshold for payment has been reached, the scholar/artist shall report annually on income received from the products of the work done with university support until the obligation for payment is fulfilled.

Funds the university receives from royalties, commissions, artworks, and software shall be placed in a fund restricted for further support of research and scholarship. The provost will authorize the distribution of the funds received.

6.8 / POLICY ON GRANT OVERHEAD MONIES

6.8.1 / Distribution of Overhead Monies

Overhead monies, at the established percentage rate, will be divided three ways:

1. 50% will go to the university general fund.

2. 25% will go to a restricted fund in the provost's office for the support of research throughout the university. The provost will submit a report to the departments each year on how the funds have been spent.
3. 25% will go to a departmental restricted account for supporting research within the department. The department chair will submit a report to the dean each year on how the funds have been spent.

6.8.2 / Minimum Overhead Rate

At times, it may be desirable to request an overhead rate which is lower than the approved rate. Requesting a lower rate reduces the overall budget for a proposal and the reduction can be specified as a university contribution to the project. This may increase the probability for funding.

Grant proposals should not request less than 50% of the approved overhead rate (if overhead is allowed). If a rate lower than 100% is thought to be appropriate, the proposal writer must have prior approval from the department chair to forgo any or all of the department's 25% and from the academic dean to forgo any or all of the provost's office 25%.

Chapter 7: Faculty Compensation and Benefits

7.1 / SALARY

7.1.1 / Compensation Philosophy

The context for the philosophy statement is described in the Faculty Compensation Study report, approved by Faculty Senate in May 2017 (appendix G).

7.1.1.1 / Vision Statement

Calvin University is dedicated to providing an academically excellent and distinctively Christian education for its students and a thriving academic community for its faculty.

The objectives of the faculty compensation program are to attract, retain, and engage talented faculty and to compensate them for fulfilling their job responsibilities and providing dedication, knowledge, skills, and experience to ensure the success of the university.

7.1.1.2 / Compensation Program

Calvin University uses salary, benefits, retirement contributions, tuition reimbursement, and paid time off to recognize and compensate faculty for their contributions and dedication to the institution and its mission.

Calvin's compensation program is governed by a desire for internal and external equity, performance, and financial stewardship, values that exist in tension. Egalitarian pay means that faculty members with equivalent credentials, experience, and workload are paid similarly.

Compensation is not the primary driver Calvin University's faculty value. Other key elements include the university's mission, service, culture, work environment, and career opportunity.

7.1.1.3 / Pay Positioning

Calvin University has identified peer institutions for comparing faculty salaries to the market by rank and by department, discipline, or program. Calvin uses the median of the mean salaries paid at these institutions as its market benchmarks and strives to pay salaries in the range of 85%–115% of these benchmarks.

Calvin University will monitor these benchmarks and may choose to target pay above the standard faculty scale in departments, disciplines, or programs for which faculty salaries by rank typically fall below the 85% minimum benchmark.

7.1.1.4 / Link to Performance

Calvin University values an egalitarian-communitarian culture. All faculty are expected to perform at the highest level in order to contribute to the success of the university and are compensated similarly.

There is no explicit mechanism to provide merit pay. Instead, the university links faculty compensation to rank and experience insofar as it expects faculty members' abilities to contribute to the success of the university increases with experience. This may be viewed as a communitarian substitute for merit pay.

7.1.2 / The Salary Scale

The heart of the Calvin University salary plan is the flexible salary base. The salary for all enfranchised teaching faculty is related to this base by means of increments (steps) of this base. The base salary is established annually by the Board of Trustees upon the recommendation of the president and the Strategic Finance Committee. When the base is changed, the salaries within all ranks are adjusted proportionally. A copy of the complete salary scale and the adjunct faculty scale are available from the provost's office.

7.1.3 / Initial Placement

The placement in the salary scale of new faculty members is based on their degree(s) and related experience. Related experience includes teaching, scholarship, and other relevant professional experience directly related to the discipline to be taught. The provost's office determines what constitutes related experience. A copy of the guidelines used by the provost to determine placement on the scale is available from the provost's office.

Faculty members who complete all of the requirements for an academic degree while in the employ of Calvin University will be repositioned in the salary schedule in accord with the rules for salary placement, effective the first week of the next semester after the semester in which the requirements are completed. Completion of the requirements includes official granting of the degree or defense and acceptance of the dissertation as documented by an official communication.

7.1.4 / Progression through the Scale

Each year, subject to satisfactory performance, instructors, assistant professors, and associate professors move one step in the salary scale until reaching the ceiling established for his or her rank and position type.

Associate professors who are promoted to full professors will receive a salary increase at the time of promotion, normally in the form of additional step(s), and then will continue to move one step each year in the salary scale until reaching the ceiling established for full professors or the ceiling established for the position type.

7.1.5 / Salary for Reduced-Load Appointees

The placement and progression in the salary scale for those persons with reduced-load appointments are determined using the same rules as for those with full-time faculty appointments. In particular, a faculty member progresses one step in the salary scale (subject to ceilings) for each year of service even if it is at a reduced-load. The salary for a reduced-load appointee is expressed as a proportion of a full faculty load.

7.1.6 / Planned Medical and Family Care Leave

7.1.6.1 / Salary Calculation

For the purposes of calculating a faculty member's salary in the context of an approved planned medical or family care leave, 6 weeks of leave shall be equivalent to 6 faculty load hours (FLH) for faculty whose full load is 24 FLH, and equal to 8 FLH for faculty whose full lad is 32 FLH. The percentage of total salary for the year is calculated by adding up the paid FLH equivalents for all sources (e.g., classes taught, CRFs, medical and family care leave) for the year. If the sum is 24 hours, the faculty member whose full teaching load is 24 FLH shall receive 100% of their full-time salary. If the sum is less than 23 hours, the sum is divided by 24 to obtain the percentage of salary the faculty

member earns for the year. For faculty whose full teaching load is 32 FLH, if the sum of the FLH equivalents from all sources is less than 31, the sum is divided by 32 to obtain the percentage of salary the faculty member earns for the year. The same calculation applies to enfranchised teaching faculty and faculty on reduced load, overload, and shared appointments. For faculty on reduced load appointments, the total salary in the year of the leave may not exceed their typical yearly compensation unless they obtain permission from their department chair and dean. Appendix E lists several examples for how planned medical and family care leaves can be implemented for faculty in various situations.

7.1.6.2 / Medical Leave in Summer

For the purposes of calculating a teaching load reduction that results from a medical leave, including maternity leaves, summer is defined as June 15 to August 15. The fraction of medical leave that falls before June 15 will be converted into paid FLH for the prior academic year, according to the calculation in section 7.1.6.1 of the *Handbook for Teaching Faculty*. The fraction of medical leave that falls after August 15 will be converted into paid FLH for the upcoming academic year, according to the calculation in section 7.1.6.1 of the *Handbook for Teaching Faculty*. If the medical leave results from the birth of a child, the due date of the child will be used for the purposes of compensation and planning. Compensation will not be changed if the child arrives early or late. If medical emergencies arise (e.g., bedrest, premature birth, etc.), teaching assignments will be adjusted on a case-by-case basis.

7.1.6.3 / Summer Courses

In the context of an approved family care leave, teaching faculty may include summer courses in their teaching load for the academic year. This option may not be available for faculty in all departments; summer courses are assigned by the department chair and an approved family care leave does not imply a preemptive right to teach a summer course.

7.2 / COMPENSATION FOR OTHER SERVICES

7.2.1 Summer School Teaching

All instructors, whether adjunct or enfranchised teaching faculty, are paid at the adjunct rate for summer school teaching. Details are available from the provost's office.

7.2.2 / Independent Studies and Tutorials

Faculty will not be compensated for supervising undergraduate independent or tutorial study projects during the regular academic year; they will be compensated for such supervision during the summer sessions. Information on faculty compensation for supervising graduate work (i.e., tutorials, independent study, thesis, project) is available from the provost's office.

7.2.3 / Administrative or Other Non-teaching Assignments

Compensation for non-teaching assignments is determined by the provost. Normally such compensation is either a teaching-load reduction or a stipend. A stipend is not considered part of the faculty member's salary in determining other benefits, such as pension contributions.

7.2.4 / Non-teaching Duties during an Approved Family Care Leave

Faculty members taking a full semester of approved family care leave without teaching may receive two faculty load hours (FLH) of teaching credit for maintaining routine non-teaching duties during

the semester of the leave. These routine duties may include research, course development, advising, committee work, writing letters of recommendation, or other activities approved by their chair and the provost's office and should be the equivalent of about three weeks of full-time work. The mix of activities is flexible and faculty members may spread them throughout the leave as is appropriate to their situations. Faculty members will submit a one-page proposal outlining the type of nonteaching activities that they will do to their chair and the provost's office for approval before compensation will be calculated. If a CRF is used during the same semester as the family care leave, the routine activities may not include research.

7.3 / VOLUNTARY PHASED RETIREMENT PROGRAM

A voluntary retirement program is available to eligible Calvin University teaching faculty members that provides opportunities for those who prefer a gradual transition to retirement.

The Voluntary Phased Retirement Program accomplishes a number of important goals:

- It addresses a commonly expressed desire for "gradual retirement."
- It supports the retirement of eligible faculty members at an age they individually consider appropriate for them.
- It permits orderly faculty planning within academic units
- It is sufficiently flexible to meet a variety of circumstances.
- It conforms to legal requirements and sound management principles.

7.3.1 / Eligibility

A full-time teaching faculty member is eligible to participate if, as of the date his or her phased retirement would commence under the Voluntary Phased Retirement Program, s/he is at least 57 years of age and has completed at least 10 academic years of full-time employment at the University.

7.3.2 / Participation and Compensation

7.3.2.1 / Phase-Down Period

Eligible faculty members may elect to take a reduced work load over a period of one year to five years (the phase-down period), followed by retirement at the end of the phase-down period.

7.3.2.2 / Work Load during the Phase-Down Period

Eligible faculty members may elect to reduce their work load to a minimum of half time over the phase-down period they elect. The reduced work load may be a constant fraction or may vary from year to year over the phasedown period, but it will always be at least half time. The faculty member will continue to be assigned to departmental committees but will not normally receive a university committee assignment. The faculty member will continue to advise a full load of advisees. The faculty member is expected to be engaged in the department throughout the academic year.

7.3.2.3 / Compensation and Benefits

Compensation will be proportionate to work load. Participants will continue to be eligible for annual step increases. Participants will be eligible for prorated benefits under the university's benefit plans to the extent provided by the terms of those plans and to the extent the participants

continue to pay any applicable contributions for such benefits. The faculty member will continue to be eligible for the early retirement incentive based on the salary s/he would have received if full time, as long as the faculty member retires prior to his/her normal retirement age.

7.3.2.4 / Procedure for Participation

All eligible teaching faculty must make an election to participate in the Voluntary Phased Retirement Program by September 15 preceding the academic year in which they intend to begin the phase down. An eligible faculty member must complete a Voluntary Phased Retirement Agreement and make a transition appointment proposal to his or her dean, in consultation with his or her department chair and a member of the Human Resource department. A dean may disapprove or alter a proposed transition appointment based on legitimate institutional need. Denial or alteration of a faculty member's proposed transition appointment by the dean, to which the faculty member objects, is subject to review by the provost who will make the final determination of whether a disapproval or an alteration of a proposed transition appointment is based on legitimate institutional need. The provost reserves the right to modify this procedure for participation in appropriate situations if such modification is determined to be in the best interests of the university.

7.4 / AMENDMENTS OR TERMINATIONS

The Board of Trustees reserves the right to amend or delete any and all provisions of the salary (7.1) and other compensation (7.2) policies described above, with any such changes taking effect no sooner than September 1 following the date of Board action. For the Voluntary Phased Retirement Program (7.3), such changes shall not become effective until one year from September 1 following the date of the Board's resolution authorizing the change.

7.5 / FACULTY TECHNOLOGY ACCESS

Faculty members of Calvin University have access to certain types of technology necessary for performing their job functions. When employment at the university ends, access to university technology also ends. If they would like to keep their technology access, emeriti must make that request via the provost's office and the department chair at the time of their retirement. For adjunct faculty, all university technology access will be terminated two weeks after the end of a term. For enfranchised teaching faculty, all university technology access will be terminated at the end of their contract (usually August 31). It is the faculty member's responsibility to work with his or her department chair to organize or move appropriate university documents prior to the last day of employment. For more specifics on these policies, please see the CIT web pages.

Appendix A: Organizational Charts

This appendix is maintained and published online separately.

Appendix B: Parliamentary Procedure and Definitions

Robert's Rules of Order will be used to govern the procedures at meetings of the Faculty Senate and Assembly. Since the efficient transaction of faculty business requires familiarity with the standard rules of procedure, a very brief digest of *Robert's Rules* as well as a chart of the standard motions and their rank is appended.

The Executive Committee members of Faculty Senate are the Provost, Chair, and Secretary. The chair of the Senate shall be elected in a faculty-wide election for a three-year term and is a voting member of Faculty Senate. The secretary of the Senate is elected by the Faculty Senate from among currently serving or just elected senators at the last spring meeting for a two-year term. The parliamentarian is an officer of the Senate and is appointed from among currently serving or just elected senators by the Executive Committee of Faculty Senate for a one year, renewable term. This appointment is ratified at the first meeting of the year.

Committees perform many duties; generally, they do those things which cannot be efficiently done by the entire body. It is customary to have two types of committees: (1) standing committees and (2) special or *ad hoc* committees. Standing committees deal with regular and continuing matters. They may initiate action and recommendations and dispose of certain matters when empowered to do so by the parent body. Such committees traditionally develop their own modes of operation and, to some extent, their rules of procedure. Special or *ad hoc* committees are appointed whenever necessary to deal with unusual matters or a special problem. Such committees are generally appointed with a specific mandate and are dissolved as soon as that mandate is fulfilled. Both types of committees generally follow modified rules of procedure which allow for a great deal of informal discussion. It is desirable to develop a standing committee structure sufficiently open and flexible so that the need for special committees is minimized.

We have designated select administrators as *ex officio* members of committees dealing with the administrator's area of jurisdiction. An *ex officio* member has the right, but not the obligation, to participate in the proceedings of the committee, and is not counted in the quorum. He or she is a full-fledged member with all the accompanying rights, and has all the privileges of membership, including the right to introduce motions and vote.

In a well-organized meeting, a standard order of business is used. First the minutes of the preceding meeting are read and approved by a majority vote. Following that, the standing and special committees give their reports. Then unfinished business from previous meetings is dealt with. New business may then be introduced by the members; next members may submit miscellaneous matters, such as announcements or requests, that require no formal action. The meeting is concluded by adjournment, approved by majority vote. Deviations from the order of business are permissible any time, for instance, if the body wishes to devote a large block of time to some special matter.

Occasionally a body may wish to go into executive session to consider matters which should not be communicated outside the membership of the body. Executive session is a meeting, or a portion of a meeting, of a deliberative assembly at which proceedings are secret. A motion to go into executive session is adopted by a majority vote. Only members, special invitees, and such employees or staff

members as the assembly or its rules may determine to be necessary are allowed to remain in the hall. A member may be punished under disciplinary procedure if he or she violates the secrecy of an executive session. Anyone else permitted to be present is honor-bound not to divulge anything that occurred. The minutes of an executive session must be read and acted upon only in executive session.

The standard method of initiating action in a meeting is by use of a motion. A motion is a brief, precise statement of a proposed action, and can be made only when the mover has the floor, i.e., has been given permission to speak by the presiding officer. Discussion is not permitted until the motion has been seconded or supported, by another member of the body. The members then debate the motion. If any one wishes to change the motion he or she must move an amendment, which must be supported and can be debated. No discussion on the main motion is allowed while an amendment is being considered. If the motion to amend is successful, then debate continues on the motion as amended. Debate on the main motion continues until every member who wishes to speak has done so; however, members of the body may end or limit debate at any time by a ⅔ majority. A motion must be disposed of before another item of business may be considered. If it is impossible to complete action or make a decision on a motion, it must be tabled, referred to a committee, or disposed of in some other way before new business is introduced.

Motions are of four types: privileged, subsidiary, incidental, and main. These various categories are explained in the attached table.

Voting on motions normally takes place when there are no more requests to speak, or after debate has been ended by a ⅔ majority vote. The chairperson then restates the motion and asks for a voice vote; he or she then announces whether or not the motion has passed. Any member of the body questioning the chair's ruling may request a show of hands. The chairperson normally votes only when that vote would change the result.

This brief summary touches only the major points of parliamentary procedure; *Robert's Rules of Order* should be consulted whenever questions arise.

We append a brief glossary and a table of the types of motions used in parliamentary procedure.

Revised August 1991 to use inclusive language.

Revised August 1995 including Faculty Senate changes.

	INTERRUPT LANGUAGE	INTERRUPT SPEAKER?	SECOND NEEDED?	MOTION DEBATABLE?	MOTION AMENDABLE?	VOTE NEEDED?
PRIVILEGED MOTIONS deal with the welfare of the group, rather than with any specific proposal. They must be disposed of before the group can consider any other motion.						
Adjourn the meeting	*I move that we adjourn*	no	yes	no	no	majority
Recess the meeting	*I move we recess until*	no	yes	no	yes	majority
Complain about noise, room temperature etc.	*Point of privilege*	yes	no	no	no	none, chair rules
SUBSIDIARY MOTIONS provide various ways of modifying or disposing of mail motions. They must be acted upon before all other motions except privileged motions.						
Suspend debate on a matter without calling for a vote	*I move we table the matter*	no	yes	no	no	majority
End debate	*I move the previous question*	no	yes	no	no	⅔ majority
Limit length of debate	*I move debate on this matter be limited to*	no	yes	no	yes	⅔ majority
Ask for a vote by actual count, to verify a voice vote	*I call for a division of the house*	no	no	no	no	none*
Postpone consideration of a matter to a specific time	*I move we postpone the matter until*	no	yes	yes	yes	majority
Have a matter studied further	*I move we refer this matter to a committee*	no	yes	yes	yes	majority
Consider a matter informally	*I move the question be considered informally*	no	yes	yes	no	majority

	INTERRUPT LANGUAGE	INTERRUPT SPEAKER?	SECOND NEEDED?	MOTION DEBATABLE?	MOTION AMENDABLE?	VOTE NEEDED?
Amend a motion	*I move that this motion be amended by*	no	yes	yes	yes	majority
Reject a main motion without voting on the motion itself	*I move the question be postponed indefinitely*	no	yes	yes	no	majority

*But majority vote if someone objects

	INTERRUPT LANGUAGE	INTERRUPT SPEAKER?	SECOND NEEDED?	MOTION DEBATABLE?	MOTION AMENDABLE?	VOTE NEEDED?
INCIDENTAL MOTIONS grow out of other business that the group is considering. They must be decided before the group can return to the question that brought them up.						
Correct an error in parliamentary procedure	*Point of order*	yes	no	no	no	none, chair rules
Object to a ruling by the chair	*I appeal the chair's decision.*	yes	yes	yes	no	majority
Consider a matter that violates normal procedure, but does not violate the constitution or bylaws	*I move we suspend the rules*	no	yes	no	no	⅔ majority
Object to considering some matter	*I object to the consideration of this matter*	yes	no	no	no	⅔ majority
Obtain advice on proper procedure	*I raise a parliamentary inquiry*	yes	no	no	no	none, chair rules
Request information	*Point of information*	yes	no	no	no	none
Withdraw a motion	*I request leave to withdraw the motion*	no	no	no	no	majority
MAIN MOTIONS are the tools used to introduce new business.						
Introduce business	*I move that*	no	yes	yes	yes	majority
Take up a matter previously tabled	*I move we take from the table*	no	yes	no	no	majority
Reconsider a matter already disposed of	*I move we reconsider our action relative to*	yes	yes	yes	no	majority
Strike out a motion previously passed	*I move we rescind the motion calling for*	no	yes	yes	yes	majority

	INTERRUPT LANGUAGE	INTERRUPT SPEAKER?	SECOND NEEDED?	MOTION DEBATABLE?	MOTION AMENDABLE?	VOTE NEEDED?
Consider a matter out of its scheduled order	*I move we suspend the rules and consider*	no	yes	no	no	⅔ majority

Appendix C: Preparing Reports for the Faculty Senate

1. On the front of the report should be a reference code which, at a glance, indicates the committee source or subject of the report, the number in a series of reports from that committee or on that subject, and the year in which the report is made. The secretary of the Faculty Senate shall assign these reference code numbers. The date of the placement of the report on the agenda should be given under the code number.
2. The report should then reproduce the mandate and any interpretation of that mandate which has developed in the committee which is making the report.
3. The report should next describe the recommendations being proposed in order to alert the reader to the direction the report will take. In a long report these recommendations may be repeated at the conclusion of or throughout the report and then should be placed in the form of motions or a motion on which the assembly shall act. Omnibus and all-inclusive motions, and those which can be divided, should be avoided.
4. The report should next state, if pertinent, an analysis of the problem. This may be the history of the issue, the present status of the question, and the objectives of the proposed change.
5. Thereupon should follow the argumentation and development of the proposal or proposals. Whenever optional proposals have been considered by the committee, the pros and cons of these options should be given, along with the rationale for the committee recommendation.
6. Committee members who do not concur in the report may submit minority views over their signatures. Such reports should be considered with the majority report unless there is an objection; in this event the matter of the objection should be submitted to the assembly for vote without debate. Proposals for action in minority reports may reach the floor only as amendments to or substitutions for the majority committee proposals.
7. Preparation of committee reports for Faculty Senate meetings is the responsibility of the committee chairperson or his or her designee. If services for preparation, reproduction, and distribution of reports are not available in department offices, the reports should be submitted to the office of an administrative representative on the committee who should see to the processing and distribution to faculty. If a committee does not have an administrative representative, reports should be submitted to the Academic Administration Office.
8. Faculty senators should know clearly in advance of a meeting the issues on which they will be asked to make decisions or comments. Thus reports should be distributed early enough to allow thoughtful consideration. Reports from administrators should not be exempt from this principle.
9. Reports should be brief. The intent of the above guidelines is to reduce to a formula everything the senators will need to know, eliminating the need for questions of information.

COMMITTEE REPORT TO THE FACULTY

Name of the Committee Reporting _____

Date of Committee Actions _____

Subject of Report _____

_____

Reference Key _____

Date of faculty meeting at which report will be made _____

Committee Members _____

_____

Reporter _____

Statement of assignment or mandate, observations about the mandate _____

_____

Action being proposed _____

_____

_____

_____

Rationale for action _____

Committee Report to the Faculty Senate—Page Two

(only for items submitted for approval)

Reference Key: _____

Summarize the item's issues as determined by the committee:

_____

_____

_____

_____

_____

_____

List the committee's conclusions:

_____

_____

_____

_____

_____

_____

Summarize the committee's rationale for its recommendation:

_____

_____

_____

Appendix D

(Reserved for future use)

Appendix E: Miscellaneous Procedures for Implementation of Handbook Polices

Policies and Examples for Implementing Maternity and Family Care Leave under FMLA Guidelines for Teaching Faculty

Summary of relevant policies (follow links for important details and special cases):

1. All leave requests should be developed in joint consultation between the faculty member, the department chair, the academic dean, and Human Resources.
2. Maternity leave can be a combination of medical leave for the birth mother and, if requested, family care leave to care for the new child.
3. In addition to adoption and paternal leaves, under the Family and Medical Leave Act (FMLA), an employee may take leave under a variety of other circumstances to care for a seriously ill child, parent, or spouse. A written application is required.
4. Faculty members are not expected to teach the first portion of a course before taking leave, or the second portion of a course after returning from leave. Instead, maternity and family care leaves are typically spread over a semester by reducing or eliminating the teaching load for that term.
5. Faculty pay is based on teaching load, while a medical or family care leave is typically counted in weeks. For the sake of this calculation, 6 weeks of leave is equivalent to 6 faculty load hours (FLH) of teaching credit (section 7.1.6) for faculty whose full teaching load is 24 FLH, and 8 FLH for faculty whose full teaching load is 32 FLH. In the items below, the FLH equivalent for each benefit is given. To calculate a faculty member's salary for the year, add up the FLH for courses taught, CRFs, etc., and add in FLH equivalents for the benefits that are used. If the sum for the year is 24 FLH, the faculty member whole full teaching load is 24 FLH receives their full salary. If the sum is less than 23 FLH, divide the sum by 24 to obtain the percentage of a full-time salary that the faculty member will receive. For faculty whose full teaching load is 32 FLH, any FLH equivalents below 31 FLH should be divided by 32 to determine the percentage of a full-time salary that the faculty member will receive.
6. Medical leave for a normal vaginal birth is 6 weeks or equivalent to 6 FLH for faculty whose full teaching load is 24 FLH, and 8 FLH for faculty whose full teaching load is 32 FLH. Medical leave for a cesarean birth is 8 weeks or a credit of 8 FLH for faculty whose full teaching load is 24 FLH, and 10 FLH for faculty whose full teaching load is 32 FLH. Multiple births or medical complications may receive longer leaves as recommended by a doctor (section 7.1.6).
7. Family care leave is equivalent to 4 FLH for those whose full teaching load is 24 FLH and 6 FLH for those whose full teaching load is 32 FLH under Calvin's paid family care benefit. For summer medical events, family care leave may be taken in the fall semester (section 7.1.6.2).
8. During a full-semester medical/family care leave away from teaching, a faculty member may receive 2 FLH equivalent for routine non-teaching duties (section 7.3.4).

9. In the academic year of a family care leave, summer courses can be used as part of the total teaching load for the year—i.e., pay for a summer course shall be the same as for academic year courses (section 7.1.6.3).
10. For summer births, the medical portion of a leave receives FLH credit only if it overlaps with the end of spring semester or the beginning of fall semester (section 7.1.6.2). For the purposes of this calculation, spring semester ends June 15 and fall semester begins August 16; the benefit is prorated based on the amount of overlap. For planning purposes, the due date is used; medical emergencies (e.g., bed rest, premature birth, etc.) are handled on a case-by-case basis.
11. For faculty on reduced load appointments, family care benefits are prorated based on typical load in the preceding years. If the pay for the year during a family care leave exceeds the typical pay for the position, permission must be obtained from the department chair and dean (section 7.1.6.1).
12. Faculty members may, with the permission of their department chair and dean, choose to reduce their teaching load for reduced pay for situations not meeting FMLA guidelines, such as care of a healthy preschooler.
13. For medical leaves of 6 weeks or longer, a faculty member automatically receives a one-year extension of the tenure clock. Extensions may also be requested for other personal and family circumstances (sections 3.6.1.2, 3.6.1.3).
14. Sabbatical pay is based on the average teaching load of the faculty member in the six preceding years (section 3.3.1.14). This average will not include years in which family care leave is taken.
15. If a faculty member's load is less than 100%, their benefits will be affected in several ways. Medical and dental coverage continue uninterrupted, however, the employee's premium increases. Calvin's contribution to retirement and other benefits is reduced as these benefits are proportional to pay. For complete details, see section 7 of the *Handbook for Teaching Faculty* and Human Resources.

Examples

The above policies provide flexibility so that each faculty member can design a leave package that is appropriate to their situation and their department while also being equitable within the community. Below are several examples of how these policies may be implemented. **These are only examples. An individual faculty member's package may be different.** In ALL cases, the leave package must be developed in consultation with the department chair, dean, and human resources, who can help the faculty member deal with any unique circumstances. FMLA leave and related benefits may not be guaranteed by any person without the authorization and approval of human resources.

1. A tenure-track faculty member has a baby due early in the fall semester. She chooses to take the fall semester off from teaching, but maintains routine non-teaching duties during the fall. During the spring semester, she teaches a total of 12 FLH. The load for the year is 12

(teaching) + 6 (medical) + 4 (family care) + 2 (other duties) = 24 FLH. The pay for the year would be 100% of a full-time salary.

2. A tenured faculty member has a baby due early in the fall semester and chooses to take off the entire fall semester with no duties. During the spring semester, she teaches a total of 12 FLH. The load for the year is 12 (teaching) + 6 (medical) + 4 (family care) = 22 FLH. The pay for the year would be 22 ÷ 24 = 92% of a full-time salary.
3. A tenured faculty member has a son who is diagnosed with cancer in the middle of the fall semester. He continues to teach his assigned load of 12 FLH. In the spring, he elects to teach a reduced load of only 4 FLH and utilize Calvin's paid family leave benefit. In addition, he teaches a 2 FLH summer course. The load for the year is 18 (teaching) + 4 (family care) = 22 FLH. The pay for the year would be 22 ÷ 24 = 92% of a full-time salary.
4. A tenured faculty member has a baby due late in the fall semester. She does not teach in the fall, but she uses a 2 FLH CRF and maintains her routine duties of advising and committee work. During the spring semester, she teaches 10 FLH. The load for the year is 10 (teaching) + 6 (medical) + 4 (family care) + 2 (other duties) + 2 (CRF) = 24 FLH. The pay for the year would be 100% of a full-time salary.
5. A professor of practice faculty member adopts a child at the end of the fall semester. He teaches full-time (12 FLH) in the fall semester. Utilizing the Calvin paid family leave benefit, he teaches a reduced load (6 FLH) in the spring. The load for the year is 18 (teaching) + 4 (family care) = 22 FLH. The pay for the year would be 22 ÷ 24 = 92% of a full-time salary.
6. A tenured faculty member who shares a position with her husband has a baby due in January. She decides to teach a 2 FLH course in the fall and take the spring off completely. Since she is normally half load, she receives half the medical leave benefit. Her husband takes on a somewhat higher load than usual, teaching 14 FLH during the academic year. Both spouses receive a prorated family care benefit amounting to a full family care benefit for the shared position. The load for the year for the position is 16 (teaching) + 3 (prorated medical for the mother) + 4 (full family care for the position) = 23 FLH. The pay for the year for the position would be 100% of a full-time salary portioned between the pair according to the number of FLH equivalents each accrued during the year.
7. A lecturer faculty member has a baby due early in the spring semester. She teaches a regular load of 16 FLH in the fall semester and takes the spring semester off entirely. The load for the year is 16 (teaching) + 8 (medical) + 6 (family care) = 30 FLH. The pay for the year would be 30 ÷ 32 = 94% of a full-time salary.
8. A tenure-track faculty member on a reduced-load appointment has a baby due in the middle of the spring semester. She normally carries a load of 12 FLH, or 50% time, and this normal load is used to prorate the medical and family care benefits. This year she shifts her load earlier in the year, teaching 10 FLH in the fall and taking the spring semester off completely. The load for the year is 10 (teaching) + 3 (prorated medical) + 2 (prorated family care) = 15 FLH. The pay for the year would be 15 ÷ 24 = 63% of a full-time salary. Since this is somewhat above her typical pay, she must obtain permission from her department chair and dean to shift her load earlier in the year.

9. A tenure-track male faculty member's wife has a baby due in the middle of the spring semester. In the fall before the baby arrives, the father uses a 4 FLH CRF and teaches 8 FLH. In the spring he chooses to take a family care leave and teach a reduced load of 8 FLH. The load for the year is 16 (teaching) + 4 (family care) + 4 (CRF) = 24 FLH. The pay for the year would be 100% of a full-time salary.
10. A tenured faculty member has a baby due in late May, after spring grades are due. She taught a full load of 12 FLH during the preceding fall semester, and she teaches a reduced load of 7 FLH in the spring. Since half of the medical leave falls before June 15, she receives half of the teaching credit for medical leave (i.e., 3 FLH) during the spring semester. The load for the year before the birth is 19 (teaching) + 3 (prorated medical) = 22 FLH = 22 ÷ 24 = 92% of a full-time salary. She chooses to take family care leave during the fall semester of the following academic year, for 4 FLH. In the academic year following the birth, she must teach 19 FLH to receive 100% of a full-time salary.
11. A professor of practice faculty member has a baby due in late June. The 6 weeks of medical leave occur entirely between June 15 and August 15, so medical leave does not reduce her course load during the academic year preceding or following the birth. In the following academic year, she chooses to take family care leave with a reduced teaching load in the fall, teaching only 6 FLH. She teaches full-time during the spring semester, for a total of 12 FLH. Her load for the year is 18 (teaching) + 4 (family care) = 22 FLH. Her pay in the academic year following the birth would be 22 ÷ 24 = 92% of a full-time salary.
12. A tenured faculty member has a baby due in late July, so that three weeks of the medical leave fall after August 15. Thus, she receives half the medical leave in the form of a fall teaching credit of 3 FLH. She decides to teach 4 FLH in the fall and utilize Calvin's paid family care benefit. During spring semester she teaches a total of 12 FLH. The load for the year is 16 (teaching) + 3 (prorated medical) + 4 (family care) = 23 FLH. The pay for the year would be 100% of a full-time salary.
13. A tenured faculty member's father is in failing health. In order to be able to spend more time caring for him, the faculty member chooses to teach a reduced load of 8 FLH during the fall semester and utilize Calvin's paid family care benefit. The faculty member's father stabilizes, and she chooses to teach a full load of 12 FLH during the spring semester. The load for the year is 20 (teaching) + 4 (family care) = 24 FLH. The pay for the year would be 100% of a full-time salary.

Appendix F: Student Media Coverage of Faculty Senate

A. Relationship between the Faculty Senate and Student Media

The *Handbook for Teaching Faculty* (section 2.1.1.6) makes clear that *Chimes* is a welcome member of the Calvin University community at Faculty Senate meetings. Indeed, *Chimes* is one of the most important ways that students, colleagues, and community members learn of the actions of Senate. Thus, the accuracy of *Chimes* reporting is paramount—which highlights the need for its ready access to the Senate's officers as well as the Senate's agenda and materials. At the same time, as a deliberative body, Faculty Senate needs freedom to fully discuss matters in a manner that allows for both a rigorous exchange of ideas and a provisional exploration of policies through discussion. That is, Senators should be able to "think out loud" without fearing that their comments in discussion will be rendered as their final word on a subject. Both the journalistic independence of *Chimes* and the legislative needs of the Faculty Senate, then, are affirmed.

B. Accessing Faculty Senate agenda, materials, and membership

- Before each Faculty Senate meeting, the chair of Faculty Senate will ensure that *Chimes* has timely access to the agenda and supporting materials for that Faculty Senate meeting. At the beginning of the academic year, *Chimes* will designate a staff member to receive this information and provide appropriate contact information to the chair.
- At the beginning of the academic year, the chair of Faculty Senate will provide *Chimes* a list of the members of Faculty Senate, along with their contact information.
- All written materials submitted to Faculty Senate should be provided with the expectation that these materials may be utilized by and quoted with appropriate context in *Chimes'* reporting. [The guidelines for reporting on oral presentations and discussion at Faculty Senate are detailed in D, below.]
- Interviews given to *Chimes* staff by members of (or presenters to) Faculty Senate should be considered "on the record" unless explicitly specified otherwise.

C. Receiving Pre-Senate information

- The chair of the Faculty Senate will also include the designated *Chimes* staff member in the "Senate preview" emails that are sent out in the week before the Senate meeting. (Upon request, *Chimes* may also be included in the Senate summary mailed after the Senate meeting as well).
- In the week before Faculty Senate, the chair will make her/himself available for questions of background or clarification. (*Chimes* staff may, of course, interview any other pertinent person).

D. Reporting on Senate meetings proper

a. For publication (print and online versions of *Chimes*)

- Faculty Senators must be able to deliberate freely, both while considering motions and while discussing reports.
- Before publication, *Chimes* staff must fact-check their articles with any member of Senate (or guest presenter) whom they wish to quote in order to ensure the accuracy of both the details and context of the speaker's comments.
- Photos of Senate/Senators are allowed with the permission of the person(s) pictured.

b. With Social Media (e.g., Twitter, Facebook, live blogging, etc.)

- Via social media, *Chimes* may only record decisions on motions, but not the discussion surrounding them.
- Via social media, *Chimes* may summarize oral reports, but not the discussion that follows them.
- The use of hashtags which are interpretative and/or editorializing is not allowed.
- Photos of Senate/Senators are allowed with the permission of the person(s) pictured.

E. Resolving Disputes

Should an unresolvable disagreement arise between a member of *Chimes* and a member of Faculty Senate about the veracity of the details or context presented in an unpublished article (either in print or online) related to the content or discussion of a related to a faculty senate meeting, the article in question will be withheld from publication until the matter is resolved by an ombudsmen team.

- The ombudsman team will be composed of the chair of Faculty Senate, the secretary of Faculty Senate, one of/or the advisor(s) of *Chimes*, one student member of *Chimes*, and the chair of the Student Life Committee (or his/her designee). The chair of Faculty Senate will serve as chair (except as specified in the following point).
- The ombudsmen may not be direct parties to the complaint and will recuse themselves in the event of a conflict of interest. Their replacement will be made from the group (Faculty Senate, *Chimes* advisor/staff, or SLC committee) they represent, and a new chair appointed.
- In order for an appeal to commence, one party must send the other an email (copying the vice chair of Faculty Senate), giving notice that an unresolvable disagreement has occurred. This email must be received within 36 hours of the unresolved disagreement taking place. This email starts the clock for resolution purposes. Upon receiving such notice, the Ombudsmen Chair will then schedule a meeting. This meeting will take place in a timely manner (within no more than 4 days after the notice of appeal is filed). positions to the ombudsmen who will forward them to the committee at least 24 hours before the scheduled meeting time. These summaries must include specific reference to violations of the policy listed above.

- Complainants may be present at the meeting in order to answer questions from the ombudsmen team.
- The goal is the swift resolution of the matter.

F. Publishing without Agreement

Mutual respect and trust building is the basis for work between *Chimes* and Senate. In the event the disputed article is published or unauthorized tweeting/media occurs on the part of the *Chimes* staff, the matter will be forwarded to the Student Life Committee (as per the *Constitution of Media Subcommittee*, article III); if a violation happens on the part of the member of Faculty Senate, the matter will be sent to the Committee on Governance for resolution.

Appendix G: Faculty Compensation Philosophy

Report to the Faculty Senate

Name of Reporting Body: Faculty Compensation Committee

Type of Reporting Body: Task Force / Ad hoc Committee

Date of Action Taken by Reporting Body: April 11, 2017

Subject of Report: Faculty Compensation Philosophy

Reference Key: FacComp-AdHoc 16-02

Date of Senate Meeting at Which Report Will Be Made: May 9, 2017

Reporter: J. Westra

Members of Reporting Body: M. Bolt, C. Brandsen, H. Fynewever, A. George, P. Goetz, L. Klatt, W. Lee (co-chair), C. Slagter, M. Stob (co-chair), J. VanAntwerp, J. Voskuil, J. Westra

Statement of Assignment or Mandate, Observations about the Mandate: The committee is charged with proposing a faculty compensation plan that meets the salary goals of the strategic plan.

Action Being Proposed: Adopt the faculty compensation philosophy that is on pages 15-16 of the report of the committee.

Presented: for approval

If action is for approval or for discussion and input, additional information appears on the following page.

Report to the Faculty Senate--Page Two

(only for items submitted for approval)

Reference key: FacComp-AdHoc 16-02

Summarize the issues:

On March 28, 2017, Senate agreed to a process for considering the recommendations of the Faculty Compensation Committee. This included, as a first step, that Senate approve a faculty compensation philosophy.

List the conclusions:

Faculty Senate should approve the compensation philosophy found on pages 15-16.

(Note that the specific recommendations of the committee are intended for PPC and/or PSC and are not the subject of this vote. However, they do inform the discussion of philosophy.)

Summarize the rationale for its recommendation:

The attached report provides the background and data supporting the proposed philosophy.

While this philosophy has no immediate consequence for faculty salaries, it provides guidance to PSC and PPC in their consideration of the recommendations of the committee.

To: Faculty Senate; Planning and Priorities Committee (PPC); Professional Status Committee (PSC)

From: Faculty Compensation Committee (FCC)

Subject: Faculty Compensation Committee Recommendations

Date: April 18, 2017

COMMITTEE MANDATE

The Planning and Priorities Committee (PPC) established an ad hoc Faculty Compensation Committee (FCC) in Summer 2016 to make recommendations regarding objectives from Theme III of the Calvin College Strategic Plan (2014-2019) pertaining to faculty compensation.

The preamble to Theme III (Support Calvin's Mission in Community) of the Strategic Plan provides the following context (emphasis added):

> The objectives under this goal are meant to develop policies that encourage balance in work and life; promote mutuality in service; enable faculty and staff to grow in their vocations; foster more effective leadership and coordination between all sectors of the College; cultivate strategic thinking; recruit and retain a diverse community of faculty, staff, and students; and to do so in an efficient and sustainable way. *The College's focus in the near future is on being more effective at retaining and sustaining employees and developing better strategies for recruiting employees when we have opportunities to hire.* Sustainability in this mission refers specifically to the natural environment on campus and its material infrastructure, but the ideal also points to sustaining the health and welfare of the community of people who make up the College.

This committee's mandate is specified in Section III.4.c. of the Strategic Plan, which should be viewed within the context of all of Section III.4.

III.4. Implement an aligned and coordinated compensation strategy that recruits and retains highly qualified faculty and staff.

a. Calvin's benefits will rank above the 75th percentile when compared to similar benefit packages of peer institutions.

b. Calvin's employee retention will rank in the top 10% among peer institutions.

c. *The median salaries of faculty, staff, and administrator groups will exceed the median salaries paid in similar categories by peer institutions.*

d. Calvin will review its financial support of employee families with children attending K-12 Christian schools, to fully align this support with university strategic goals.

Within the context of the Strategic Plan, the FCC understands its mandate to include recommending a compensation philosophy and corresponding faculty salary structure that better would enable the

university to recruit, retain, and sustain faculty, promote faculty excellence, and result in faculty salaries that exceed the median salaries paid in similar categories by peer institutions.

EXISTING SALARY STRUCTURE

Faculty salaries at Calvin currently are calculated from a salary base "established annually by the Board of Trustees upon the recommendation of the president" (*Calvin College Handbook for Teaching Faculty* 7.1.1.). Faculty salaries are related to this base by equal salary increments ("steps"). When the base is changed, as generally occurs each year to provide a cost-of-living increase using remaining funds in the faculty salary pool, all faculty salaries are adjusted accordingly. Faculty members are placed on the salary scale "based on their degree(s) and related experience" with the Provost determining "what constitutes directly related experience and which other professional experiences might be counted toward a full year's credit" (*Calvin College Handbook for Teaching Faculty* 7.1.2.). Each year, "subject to satisfactory performance," each faculty member advances one step in the salary scale until reaching the ceiling that has been established for each faculty rank (*Calvin College Handbook for Teaching Faculty* 7.1.3.). Current faculty members also can move up the scale of steps by acquiring additional degrees. Since 2007–08, there has been no distinction between steps of different faculty ranks, although tenured faculty and full professors may reach higher salary ceilings. Faculty members who have reached their salary ceilings receive salary increases only if the base increases.

The basic structure of the faculty salary scale was first used for the 1955–56 academic year. The structure was a typical one for K–12 schools at the time (and is still quite common for such schools). Over the past sixty years, the salary scale has been adjusted by changing the base salary, increasing the number of steps, and changing the size of the steps. In 1988–89, PPC increased the entry-level salary and reduced the step size from 5.00% to 4.50% of the base to make the salaries of junior faculty members more competitive with salaries paid at peer institutions. In 1999– 2000, PPC added six steps to the top of the scale and reduced the step size to 3.00% of the base to make the salaries of senior faculty members more competitive with salaries paid at peer institutions. In 2003–04, PPC added an additional step to the top of the scale and increased the step size to 3.14% of the base to make the salaries of senior faculty members more competitive with salaries paid at peer institutions.

The FCC draws five inferences from Calvin's faculty salary scale (past and present), which help to guide the committee in making salary comparisons, outlining a compensation philosophy, and recommending changes to the existing salary scale.

- The salary scale does not differentiate among faculty from different departments or disciplines.
- The salary scale seeks to balance concerns of internal equity and external equity.
- The salary scale rewards faculty experience through yearly step increases.
- The salary scale indirectly rewards faculty merit through differentiated salary ceilings for untenured, tenured, and full professors.

- The salary scale seeks to sustain faculty through cost-of-living increases, though yearly step increases have priority over cost-of-living increases.

Our understanding from the Faculty Handbook is that a yearly step increase is automatic (subject to a faculty member's "satisfactory performance"). This has not always been followed, however. In 2009, PPC decided under difficult budgetary circumstances that there would be no step increases. This prevented a net decrease in compensation to faculty members at the top step of the salary scale, but it had an enduring, negative effect on faculty at lower steps on the scale.

EXISTING FACULTY CONTRACT

The Faculty Handbook does not give a precise definition of the faculty contract in terms of the calendar year. The issue is incidentally addressed in Section 6.9 of the handbook, where there is a policy concerning secondary employment. In the context of describing permissible secondary activities during the academic year, the handbook notes the following (emphasis added):

> *The academic year is that time from September through May in which one has obligations for teaching, scholarship, advising and service* that is associated with the rhythm of enrollment, classes, and exams, including preparation for those activities. During this time, the faculty are expected to be professionally engaged in the work of the university. (*Times during the academic year when there are no classes are considered recesses from class but not vacations from work.*)

The policy on secondary employment also contains the following description of faculty responsibilities during the summer (emphasis added):

> *During three months of the summer, faculty members have freedom to establish their own schedule. This should include a renewing vacation. The summer should also include professional activities* that promote effective teaching and engage the faculty member in research and scholarship. This can include doing research and scholarship, teaching development, consulting, professional service, or completing administrative assignments. *Limited teaching is also acceptable. Normally, the university will not provide remuneration for more than the equivalent of teaching one four-week summer session. Faculty members are free to develop contracts with outside agencies or receive remuneration from grants for two months of the summer.* In no case should planned summer activity be an excuse for not fulfilling the scholarship and professional activity expectations or preparation for teaching that is expected. Departments are expected to provide advising for summer orientation.

The FCC draws four inferences from the Faculty Handbook regarding the terms of the faculty contract.

- Faculty members are full-time employees for the nine months of the academic year and receive no vacation during that time.
- Faculty are expected to engage in professional activities during the summer for the purpose of professional development.

- Faculty may receive additional remuneration from the university (for up to one month) or external agencies (for up to two months) during the summer.
- Faculty members are expected to take a "vacation" some time during the summer.

The informal description of the faculty contract has been that it is a ten-month contract with one month vacation (which must be taken in the summer) with expectations of professional activity during the summer and the freedom to receive outside support for two months.

MEDIAN SALARY COMPARISONS

Definitions

The FCC has used the following definitions for making salary comparisons.

Peer institutions: The FCC has defined "peer institutions" to mean the 30 institutions identified in 2012 for the Executive Compensation Study plus eleven additional institutions identified by the committee in consultation with Sibson Consulting as similar to Calvin College in terms of student enrollment, academic programs, and financial resources (see Appendix A for process used to identify peer institutions and a list of peer institutions identified). The resulting list of peer institutions includes 31 of the 40 institutions identified in the strategic planning process.

Similar Categories: The FCC has defined "similar categories" to mean faculty at the same rank (i.e. assistant professor, associate professor, or professor) within similar departments, disciplines, or programs. Available data allow for comparisons by faculty rank and by Classification of Instructional Program (CIP) codes used by the National Center for Education Statistics (NCES). These codes differentiate among departments, disciplines, and programs, though not always in the same way that Calvin College differentiates among departments, disciplines, or programs.

Median Salaries Paid: The FCC has defined "median salaries paid" as the median of the mean salaries paid by peer institutions at each rank within a similar department, discipline, or program. Available data do not allow for a precise determination of median faculty salaries at other institutions. Rather, the data allow for a comparison of faculty salaries at Calvin with mean faculty salaries at other institutions (both overall and when differentiated by rank and by department or discipline). It should be noted as a caveat to such methodology that the mean salary may skew upward, for instance, when an institution compensates a small handful of faculty especially well. While such a tendency is less likely to occur at the lower ranks, it may occur at the rank of professor and/or in certain departments, disciplines, and programs (as discussed below).

Exceeding the Median Salaries Paid: Because the median of the mean salaries paid by peer institutions may skew upward, and because Calvin compensates faculty using an experience-based salary scale, the committee has defined "exceed[ing] the median salaries paid … by peer institutions" to mean exceeding the lower bound of a competitive salary range, which the committee has defined as 85–115% of the median of the mean salary paid by peer institutions for faculty at the same rank within a similar department, discipline, or program.

Exclusions

In carrying out its mandate, the FCC has excluded the following considerations.

Adjunct Faculty: Although approximately 20% of faculty load hours at Calvin College are taught by adjunct faculty, the FCC did not include adjunct faculty in its recommendations because adjunct pay is tied to the existing salary scale. Adjunct faculty at Calvin College currently are paid between $200 and $1100 more per credit hour than similar faculty are paid at Grand Rapids Community College, Grand Valley State University, and Hope College.

Cash Compensation Benefits: Although Section III.4.a. of the Strategic Plan calls for Calvin's benefits package to be reviewed, the FCC was not tasked with review in this area. This exclusion is consistent with the Staff Compensation Philosophy and Strategy that recently was completed as part of the university's strategic planning process. While a benefits package that "rank[s] above the 75th percentile when compared to similar benefit packages of peer institutions" might offset some salary considerations at the time of hiring, the committee concluded (with the endorsement of Sibson Consulting) that the effect of such offset would likely be quite limited. The university's 10% 403(b) contribution currently is exceeded by only by two of the 31 peer institutions for which we have data on retirement contributions. The average contribution of these institutions is 8.8%; 20 of these institutions make a contribution between 9.0% and 11.0%.

Christian School Requirement: Although Section III.4.d. of the Strategic Plan calls for Calvin's "financial support of employee families with children attending K-12 Christian schools" to be reviewed, the FCC was not tasked with review in this area. While the Christian school requirement and associated tuition burden may be perceived as a cost by some faculty, the tuition assistance that the university provides may be perceived as a benefit by other faculty.

Faculty Workload: Although Section I.3.a. of the Strategic Plan calls for a faculty workload study and faculty workload affects perceptions of internal equity, the FCC was not tasked with review in this area. The committee considered the length of the faculty contract, duties outside of the contract period, and external compensation (see *Handbook for Teaching Faculty* 6.9) but did not consider teaching-load credit (i.e. course buyouts) or stipends for summer work, administrative tasks, or other job-related duties such as advising or mentoring.

Geographic Cost of Living Adjustments: Although cost of living varies by geographic area, the FCC did not make adjustments for cost of living when determining median salaries. It should be noted, however, that the cost of living in Grand Rapids is 85% of the national average (per the Bureau of Labor and Statistics and Robert Half International). An analysis of the peer institutions used in this study indicates that the cities in which our peers are located have a median cost of living of 98% of the national average.

Initial Analysis: Salary Comparisons by Rank

In its initial analysis, the FCC compared the median salaries paid to Calvin faculty at the ranks of assistant professor, associate professor, and professor with the median of the mean salaries paid to faculty at the same ranks at peer institutions (without regard to department, discipline, or program).

Comparisons at the Rank of Assistant Professor

The committee's initial analysis showed that the current median Calvin salary for assistant professors (without regard to department, discipline, or program) *exceeds* the corresponding median of the mean salary for assistant professors at peer institutions by approximately $5,000. Thus, if departments, disciplines, or programs are not taken into consideration, it is reasonable to conclude that Calvin faculty at the rank of assistant professor currently are compensated at a level that exceeds what one might understand in Goal III.4.c to be "the median salaries paid in similar categories by peer institutions."

Comparisons at the Rank of Associate Professor

The committee's initial analysis showed that the current median Calvin salary for associate professors (without regard to department, discipline, or program) *exceeds* the corresponding median of the mean salary for associate professors at peer institutions by approximately $2,000. Thus, if departments, disciplines, or programs are not taken into consideration, it is reasonable to conclude that Calvin faculty at the rank of associate professor currently are compensated at a level that exceeds what one might understand in Goal III.4.c to be "the median salaries paid in similar categories by peer institutions."

Comparisons at the Rank of Professor

The committee's initial analysis showed that the current median Calvin salary for professors (without regard to department, discipline, or program) *falls below* the corresponding median of the mean salary for professors at peer institutions by approximately $2,000. Most Calvin professors' salaries, however, exceed the 85% minimum benchmark specified above.

Confounding Factors

The committee identifies three confounding factors in its initial comparisons: Calvin's policy for rewarding prior and accrued work experience, its policy for promotion to the rank of professor, and its single salary scale for all departments, disciplines, and programs.

Calvin's Policy for Rewarding Prior and Accrued Work Experience

The Faculty Handbook initially places faculty members on the salary scale as follows:

> 7.1.2. The placement in the salary scale of new faculty members is based on their degree(s) and related experience … all faculty members are treated alike, under established rules … An additional step in the salary scale … is added for each … full-time equivalent year of university-teaching or administrative experience, including teaching while in graduate school [and for each] full-time equivalent year of business and professional experience, scholarship, or research directly related to the discipline taught (to a maximum of ten steps), and two-full time equivalent years of such experience after the first ten (up to five additional steps).

Thus, tenure-track faculty in some departments or disciplines might be hired at the rank of assistant professor but initially placed relatively high on the salary scale due to prior work experience in related industries.

The salary scale awards accrued work experience for renewable term faculty in the same way as it rewards work experience for tenure-track faculty, up to an established ceiling (*Calvin College Handbook for Teaching Faculty* 7.1.3.). Thus, renewable term faculty might advance to relatively high steps within the salary scale while remaining at the rank of assistant professor (untenured), though some renewable term faculty are promoted to the rank of associate professor (untenured) or professor (untenured).

As a consequence of this policy, salary comparisons by rank might not be appropriate in some cases. In particular, it is not clear that salaries paid to assistant professors at Calvin significantly exceed the median of the mean salaries paid to assistant professors at peer institutions, though it is unlikely for most departments or disciplines that salaries paid to assistant professors fall below the median of the mean salaries paid at peer institutions (with some important exceptions that are discussed below).

Calvin's Policy for Promotion to the Rank of Professor

The Faculty Handbook treats promotion to the rank of professor as follows (emphasis added):

> 3.7.1.4. *The expectation at Calvin remains that those who attain tenure or receive a five-year term appointment will also attain the rank of professor; professors should not be an elite and exceptional class* … promotion comes as a consequence of a review process … The university has, historically, used the phrase "normal progress" in the four areas of faculty expectation [i.e. teaching, scholarship, advising, and service] as a consistent review criterion … The proportional contributions in the four areas may change … but … [e]xpectations established by the Handbook for Teaching Faculty also continue to apply. Those expectations include, most importantly, the fact that 'teaching is the primary vocation and responsibility of the Calvin College faculty' … [and that] 'all members of the Calvin faculty are expected to be actively engaged in the scholarly or professional work of their discipline, and all faculty members are expected to demonstrate that their scholarly work forms part of an appropriate plan for professional development.'

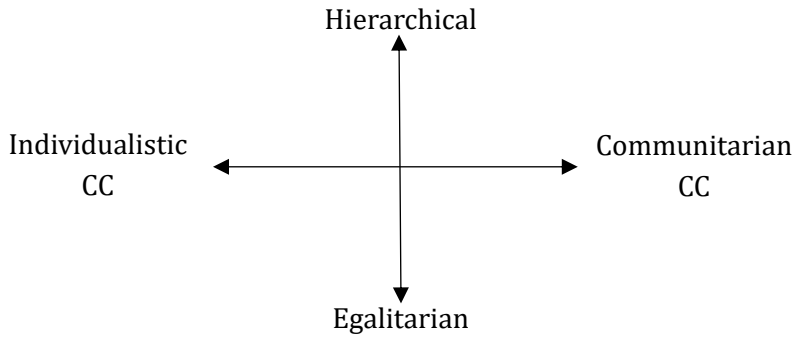
Consistent with this policy, 54% of Calvin faculty on regular appointment hold the rank of professor, while the median of our peer institutions has only 30% of faculty at this rank.

As a consequence of this policy, salary comparisons by rank, again, might not be appropriate in some cases. In particular, at the rank of professor the comparison is with a median of peer averages that each may tend to skew upward and, in addition, is likely taken from a more elite set of faculty members. If Calvin had relatively fewer faculty at the rank of professor, it would be financially feasible to reward them for rank with increased compensation via providing a promotion bump, adding additional steps to the top of the scale, or both.

Calvin's Single Salary Scale for all Departments, Disciplines, and Programs

As described above, the existing salary scale differentiates among faculty based on years of experience but does not differentiate among them based on departments, disciplines, or programs. This might be described as an *egalitarian-communitarian* approach[6] to faculty compensation insofar as it values faculty within all departments, disciplines, and programs equally in terms of significance (rather than valuing them hierarchically according to the market) and it rewards faculty for their service to the academic community at Calvin College based on experience (rather than rewarding them for their individual merit, based on academic achievement). Such an approach (see *Figure 1* below*)* involves inherent tensions, which are exacerbated by the peer institution comparisons mandated by the Strategic Plan.

Figure 1:



While the existing approach is egalitarian insofar as it treats all faculty the same, it does not treat all departments, disciplines, and programs the same. Due to differences in the market (see *Table 1* below), some departments might be able to offer salaries that are above competitive (defined by the committee as greater than 115% of the median of the mean salary paid by peer institutions for faculty at the same rank within a similar department, discipline, or program), while other departments must offer salaries that are below competitive (defined by the committee as less than 85% of the median of the mean salary paid by peer institutions for faculty at the same rank within a similar department, discipline, or program).

Table 1: Salary Comparisons by Rank and Department, Discipline, or Program (Competitive Salaries based on 85–115% Benchmark Comparisons)

	Below Competitive	Competitive	Above Competitive[7]
Assistant	3	33	12
Associate	8	53	8
Professor	23	115	0

[6] See Douglas, M. (1970). *Natural Symbols: Explorations in Cosmology*. London: Barrie & Rockliff.

[7] Recall the discussion above regarding the effect of Calvin's policy of rewarding accrued work experience on the salaries paid to assistant professors. Seven of the twelve assistant professors whose compensation is listed as "above competitive" (i.e. exceeding the 115% benchmark) are renewable term faculty members who have accrued significant teaching experience but have not been promoted to the rank of associate professor.

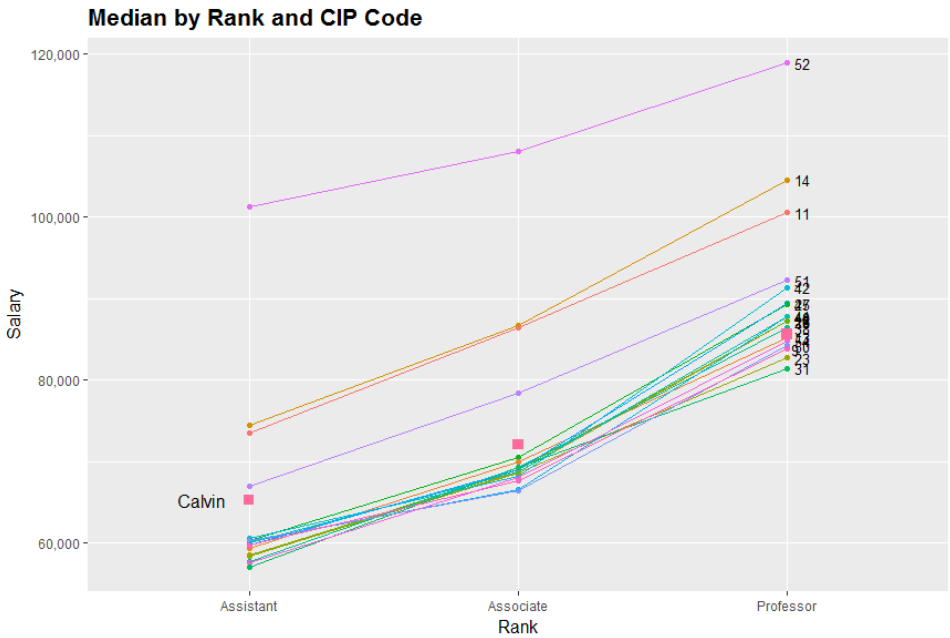
These salary differences may play some role in faculty recruitment and retention. Although data sufficient to reach a firm conclusion on this issue has not been gathered, anecdotal evidence suggests that faculty positions in departments that offer noncompetitive salaries tend to go unfilled unless Calvin alumni already living in the area are looking for work and are willing to accept a below competitive salary. This can become self-perpetuating as departments that are able to make better hires initially become more attractive for making better hires subsequently, while other departments struggle both to hire and to retain faculty.

Likewise, while the existing approach is communitarian insofar as it rewards faculty for their service to the academic community at Calvin, it rewards some faculty members instead for service to the broader academic community and/or to industry before coming to Calvin. Hence, due to different circumstances in hiring, some faculty members are rewarded more for their prior investment in other academic and/or nonacademic institutions than for their investment in Calvin College. Furthermore, due to different conditions in the market, some faculty members' investment in Calvin College requires a more significant financial sacrifice than other faculty members' investment does, either up front, based on limited size and availability of stipends during graduate school in some disciplines or programs, or subsequently, based on the median of the mean salary paid at peer institutions for some departments, disciplines, or programs or based on the potential salaries they could demand at peer institutions for their individual academic merits. These differences suggest that salary comparisons should consider not only rank but also department, discipline, or program.

Subsequent Analysis: Salary Comparisons by Rank and by Department, Discipline, or Program

In a subsequent analysis, the FCC compared the median salaries paid to Calvin faculty at the ranks of assistant professor, associate professor, and professor with the median of the mean salaries paid to faculty at the same ranks in similar departments, disciplines, or programs at peer institutions. These comparisons are summarized in *Figure 2* below.

Figure 2: Comparison with Median of Mean Salaries Paid at Peer Institutions (by Rank and by Department, Discipline, or Program)



As shown in *Figure 2*, although the median of the mean salaries paid to faculty at the same ranks in similar departments, disciplines, or programs are closely aligned for most departments at Calvin and at peer institutions, median salaries in some departments deviate considerably from the others (as discussed below).

Comparisons at the Rank of Assistant Professor

Subsequent analysis showed that in four departments the current median Calvin salary for assistant professors falls below the corresponding median of the mean salary at peer institutions by approximately $2,000 to $36,000. In three of these departments (i.e. Business, Computer Science, and Engineering), *all* faculty salaries fall below the 85% minimum benchmark.

Comparisons at the Rank of Associate Professor

Subsequent analysis showed that in four departments the current median Calvin salary for associate professors falls below the corresponding median of the mean salary at peer institutions by a range of approximately $6,000 to $36,000. In three of these departments (i.e. Business, Computer Science, and Engineering), *all* faculty salaries fall below the 85% minimum benchmark.

Comparisons at the Rank of Professor

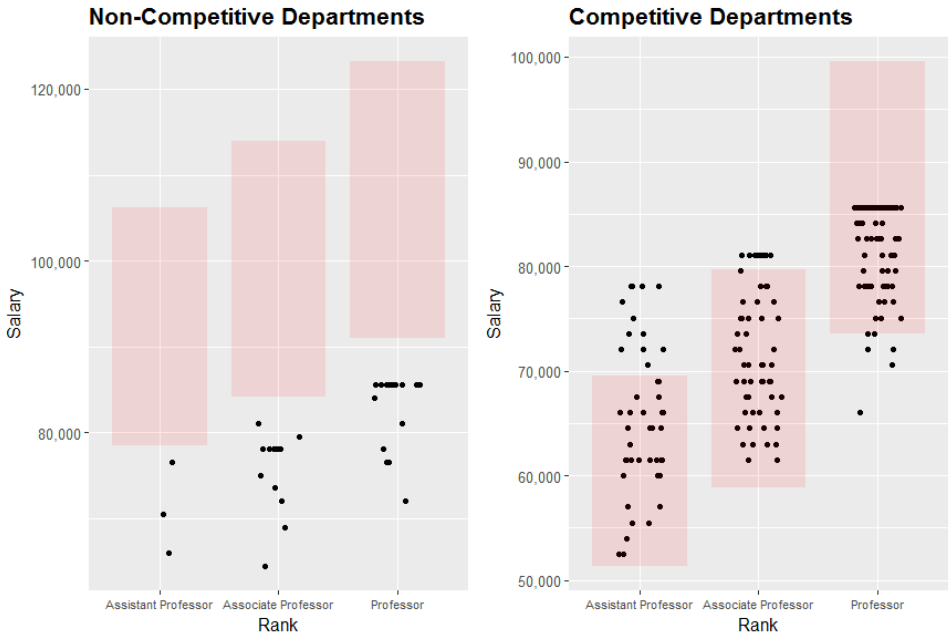
Subsequent analysis showed that in four departments the current median Calvin salary for professors falls below the corresponding median of the mean salary at peer institutions by approximately $7,000 to $33,000. In three of these departments (i.e. Business, Computer Science, and Engineering), *all* faculty salaries fall below the 85% minimum.

Comparisons between Competitive and Non-Competitive Departments

Based on the foregoing analysis, the committee separated the departments in which all salaries fall below the 85% minimum (i.e. noncompetitive departments) from those in which most or all

salaries exceed the 85% minimum (i.e. competitive departments) and compared Calvin salaries within each subgroup to the median of the mean salaries paid within each subgroup at peer institutions. The results are shown in *Figure 3* below.

Figure 3: Salary Distributions by Rank and Department, Discipline, or Program (Non-Competitive vs. Competitive Departments, 85–115% Benchmark Comparisons)



As shown in *Figure 3*, all salaries paid to assistant professors and to associate professors in competitive departments exceed the 85% minimum benchmark. Most salaries paid to professors in these departments likewise exceed the 85% minimum benchmark, though none of them equal the median of the mean salaries paid to professors in similar departments, disciplines, or programs at peer institutions. By contrast, none of the salaries paid to faculty at any rank in non-competitive departments exceed even the 85% minimum benchmark (as noted above).

Moving towards a more market-based approach would address some of these discrepancies but also would threaten the university's egalitarian-communitarian approach to compensation and possibly engender discord and resentment among faculty members. Fulfilling the committee's mandate thus requires carefully-considered compromises.

PROPOSED FACULTY COMPENSATION PHILOSOPHY

Based upon our understanding of the objectives contained within the Strategic Plan, the policies and principles outlined in the Faculty Handbook, the historical development of the faculty salary scale, and median salary comparisons with peer institutions, we propose the following Compensation Philosophy to underpin subsequent changes to the existing faculty salary structure. This philosophy follows the structure of the Executive Compensation Philosophy adopted by the university in 2012.

Vision Statement

- Calvin College is dedicated to providing an academically excellent and distinctively Christian education for its students and a thriving academic community for its faculty.
- The objectives of the faculty compensation program are to attract, retain, and engage talented faculty and to compensate them for fulfilling their job responsibilities and providing dedication, knowledge, skills, and experience to ensure the success of the university.

Compensation Program

- Calvin College uses salary, benefits, retirement contributions, tuition reimbursement, and paid time off to recognize and reward faculty for their contributions and dedication to the institution and its mission.
- All compensation is motivated by egalitarianism and financial stewardship. Egalitarian pay means that faculty members with equivalent credentials, experience, and workload are paid similarly.
- Compensation is not the primary driver Calvin College's faculty value proposition. Other key elements include the university's mission, service, culture, work environment, and career opportunity.

Pay positioning

- Calvin College has identified peer institutions for comparing faculty salaries to the market by rank and by department, discipline, or program. Calvin uses the median of the mean salaries paid at these institutions as its market benchmarks and strives to pay salaries in the range of 85–115% of these benchmarks.
- Calvin College will monitor these benchmarks and may choose to target pay above the standard faculty scale in departments, disciplines, or programs for which faculty salaries by rank typically fall below the 85% minimum benchmark.

Link to performance

- Calvin College values an egalitarian-communitarian culture. All faculty are expected to perform at the highest level in order to contribute to the success of the university and are compensated similarly.
- There is no explicit mechanism to provide merit pay. Instead, the university links faculty compensation to rank and experience insofar as it expects faculty members' abilities to contribute to the success of the university increases with experience. This may be viewed as a communitarian substitute for merit pay.

PROPOSED RECOMMENDATIONS

Based on the foregoing salary comparisons and proposed compensation philosophy, we make three sets of recommendations. The first set of recommendations would create separate salary scales and modify the processes for initial placement and for promotion. The second set of recommendations

would clarify the terms of the faculty contract. The third set of recommendations would bring related aspects of the Strategic Plan to completion.

1. Create Separate Salary Scales by Rank and Modify Processes for Initial Placement and Promotion

Firstly, the committee recommends that the university create separate salary scales for each faculty rank and modify the processes for initial placement on the appropriate salary scale and for promotion to the rank of associate professor and professor.

Recommendation 1a: Reward faculty merit both at the rank of associate professor and at the rank of professor by having separate salary scales for each faculty rank (i.e. having differentiated salary floors, salary ceilings, frequency of steps, and step sizes for assistant, associate, and full professors) with no distinction between tenured and untenured faculty.

Rationale: Current salaries for Calvin professors fall below the corresponding median of the mean salary for professors at peer institutions and, in some instances, fall below the 85% minimum benchmark, both in competitive and in non-competitive departments.

Calvin College hires faculty both at the rank of associate professor and at the rank of professor without initially awarding them tenure. Renewable term faculty may be promoted both to the rank of associate professor and to the rank of professor without being awarded tenure.

Recommendation 1b: Clarify the review process and modify the requirements for promotion to associate professor and to full professor to align more closely with expectations at peer institutions while maintaining the four existing areas of faculty responsibility (i.e. teaching, scholarship, advising, and service).

Rationale: The current review process for promotion to associate professor and, in particular, to full professor is not specified clearly in the Faculty Handbook. If promotion to associate professor and to full professor is to be accompanied by a salary bump to reward excellence, the promotion process must be clarified.

If a promotion bump is to be financially feasible, the requirements for promotion must be modified to align more closely with expectations at peer institutions to produce a similar proportion of faculty at the rank of professor.

Recommendation 1c: Develop a mechanism for regularly reviewing compensation benchmarks by department, discipline, or program and, as appropriate, for awarding an additional increment to faculty members whose salaries are below the 85% minimum benchmark. Note that this is not a recommendation for immediate implementation of such a mechanism but rather the development of such a mechanism for possible future implementation.

Rationale: Due to differences in the market, some departments at Calvin can offer salaries that are above competitive, while other departments must offer salaries that are below competitive. The latter departments typically have difficulty attracting and retaining quality faculty, though the university should undertake to collect better data regarding the relationship between faculty recruitment and retention and faculty compensation before implementing any such mechanism.

Recommendation 1d: Review the process for determining initial placement on the salary scale based on prior experience.

Rationale: Different departments, disciplines, and programs value prior, non-academic experience differently.

Providing an additional salary increment to faculty members whose salaries are below 85% of the benchmark would reduce the need for treating non-academic experience as equivalent to academic experience (up to ten years) in order to make salaries competitive and would make initial placement on the salary scale more consistent with the university's communitarian approach to compensation.

Recommendation 1e: Remove the salary scale from the Faculty Handbook and replace it with the Compensation Philosophy proposed above.

Rationale: Changing the salary scale currently requires approval by Faculty Senate to amend the Faculty Handbook. Removing the salary scale from the handbook would allow PPC more flexibility, while the proposed Compensation Philosophy still would provide guidance and impose limits.

These recommendations should be considered as integral parts. The promotion process must be modified and clarified to ensure that a promotion bump is financially feasible and appropriately awarded. A promotion bump and an additional salary increment both are necessary to help ensure that most faculty do not fall below 85% of the benchmark. Awarding an additional salary increment may suggest a different method for initial placement of faculty on the salary scale.

2. Clarify the Terms of the Faculty Contract

Secondly, the committee recommends that the university clarify the terms of the faculty contract.

Recommendation 2: Update the Faculty Handbook to clarify the terms of the faculty contract as follows:

a. The contract for faculty employment should be defined as nine months, beginning two Mondays before the week in which classes begin and ending when final grades are submitted, with no vacation other than days that the university is closed.

b. Faculty should be expected to engage in professional development during the summer.

c. Faculty may be expected to participate in occasional required activities outside the contract period (e.g., summer academic advising) but any regular or substantial required summer activity should be separately compensated.

d. Faculty should be allowed to receive external compensation for the three months of summer, provided the compensated activities are consistent with their professional development goals.

e. This description of the faculty contract should be removed from the section of the handbook that discusses secondary employment and moved to section 7.1, Salary and Benefits.

Rationale: The Faculty Handbook does not specify a start and end date of the contract period. This leads to confusion in determining when the salary is actually earned (for tax and accounting purposes).

The nine-month period specified includes the week of the fall conference and extends through graduation. This includes the entire period during which faculty are normally expected to be on campus for regular responsibilities.

Nine months is the most common contract length in higher education (although the committee found examples of 9.5, 10, and even 12 month contracts at other institutions).

The tenth-month vacation is not enforced or honored. For example, many faculty supervise summer research students for 10 weeks in the summer (i.e. more than the two months implied by the "vacation" policy).

The committee did not find any compelling reasons to prevent faculty from three months of externally compensated professional activity during the summer.

The university is inconsistent in whether it remunerates faculty for required summer responsibilities. Many such responsibilities are paid (e.g., summer teaching) while others receive a stipend acknowledging the time commitment required (e.g., chairing a department), but some are not compensated at all (e.g., supervising summer research students). The university needs a more consistent policy on which summer activities are required and which are compensated (whether required or not).

3. Bring Related Aspects of the Strategic Plan to Completion

Thirdly, the committee recommends that the university bring related aspects of the Strategic Plan to completion.

Recommendation 3a: The faculty workload study mandated in Section I.3.a. of the Strategic Plan should be completed soon.

Rationale: Many of the compensation concerns raised by faculty are concerns about workload. Faculty members question whether some of the faculty are required to do more work than others for similar pay.

Faculty members currently receive stipends (i.e. pay beyond their regular salaries) for certain "extra" responsibilities. There are no clear principles guiding which responsibilities receive such stipends (although consistent practices have been developed).

Recommendation 3b: The review of Calvin's "financial support of employee families with children attending K-12 Christian schools" mandated in Section III.4.d. of the Strategic Plan should be completed soon.

Rationale: Many of the compensation concerns raised by faculty are concerns about the tuition burden associated with the university's Christian school requirement. Faculty members question whether their salaries are competitive with peer institutions that do not impose such a requirement.

APPENDIX A: CALVIN FACULTY PEER GROUP PROCESS

The Faculty Compensation Committee worked with Sibson Consulting to identify a peer group for the purposes of determining a comparison group for faculty salaries. Calvin had worked with Sibson previously to develop an "executive compensation peer group" consisting of 30 institutions. Calvin also worked with a separate consultant to develop a peer group of 40 institutions for strategic plan purposes. The committee did not think that either of these two groups was necessarily completely appropriate for faculty compensation issues. The executive compensation group was rather small and therefore did not have many institutions that had professional programs similar to those of Calvin. The "40 peers" group was not developed for compensation purposes and also the process for developing the list eliminated institutions that paid faculty members too much.

The committee and the consultants noted also that there were very few institutions that could be considered true peers in compensation philosophy. Most institutions consider discipline in determining salary and essentially all institutions that might be considered our peers have a much smaller percentage of faculty at the rank of professor. This makes comparison of salary by rank and/or discipline less useful.

The development of the peer group was an iterative process of committee meetings and Sibson research. Sibson used the following conditions to produce an initial list of possible institutions.

- Operating budget: 75% to 200% of Calvin's
- Student FTE: 50% to 200% of Calvin's
- Tuition/fees as % of core revenues: 50% to 200% of Calvin's
- Carnegie Classification: Baccalaureate Colleges & Masters
- Control: Private
- Protestant religiously affiliated institutions

This produced a list of 55 schools, 22 of which were members of the "40 peers" group and 17 of which were in the executive compensation group. The committee questioned the limitation to religiously affiliated schools rather than all private independent institutions. The consultant applied this filter as a (rather poor) proxy for similarity in compensation philosophy. The committee asked Sibson to extend the search to include Roman Catholic institutions as well as all private, non-religious institutions on the executive compensation group (these institutions all met the other five filters). This increased the list to 123 schools. This included 37 of the schools in the "40 peers" group.

The committee noted that this group had several schools that it did not consider very close in some important attributes. For example, several of the schools had a rather large percentage of graduate students, several had very large endowments (per student), and several did not offer many, or any, of the professional program that we offer. Based on these observations, Sibson returned with a much smaller list of 24 institutions, 14 of which were in the executive compensation group and the same 14 were in the "40 peers" group. Sibson also identified 16 other institutions from the larger

list that didn't meet these further conditions but which were deemed strong comparators to Calvin. For example, though Wheaton's endowment is large, it may be considered a peer institution because we are competing with Wheaton for some of the same faculty candidates. All of these additional institutions were in the original executive compensation group with the exception of Bethel University. Though Bethel has a larger percentage of graduate students than does Calvin, it is quite similar in other ways including its program mix.

The committee decided that these two lists together (the smaller list of 24 close peers together with the additional 16 strong comparators) would form the final faculty compensation peer group. The committee also added Susquehanna University to the group as it was the only institution of the executive compensation peer group not to be in either of these two lists.

Calvin Faculty Compensation Peer Group

The following 41 institutions are in the final "Faculty Compensation Peer Group." The letter E indicates that the institution is in the Executive Compensation peer group. Bethel University (St. Paul) is the only one of these institutions that is in our "40 peers" group but not in the Executive Compensation group.

Abilene Christian University (E)

Baldwin Wallace University (E)

Belmont University

Bethel University

Bradley University (E)

Butler University (E)

California Baptist University

Concordia College at Moorhead (E)

Elmhurst College (E)

Gustavus Adolphus College (E)

High Point University

Hope College (E)

Illinois Wesleyan University (E)

Iona College

John Carroll University (E)

Le Moyne College (E)

Lipscomb University (E)

Manhattan College

Messiah College (E)

Muhlenberg College (E)

Nazareth College (E)

Niagara University (E)

Ohio Northern University (E)

Oral Roberts University

Otterbein University (E)

Pacific Lutheran University (E)

Providence College

Saint Ambrose University (E)

Saint Edward's University

Stamford University (E)

Seattle Pacific University (E)

Siena College

Springfield College (E)

St Olaf College (E)

Stonehill College

Susquehanna University (E)

The College of Saint Scholastica (E)

University of Evansville (E)

University of Portland (E)

Valparaiso University (E)

Wheaton College (E)