

# **CALVIN COLLEGE HANDBOOK FOR TEACHING FACULTY**

rev. July 2017



# Preface

THE *HANDBOOK FOR TEACHING FACULTY* is designed, first and foremost, for the teaching faculty of Calvin College (i.e., for those Calvin employees who hold the rank of instructor, assistant professor, associate professor, or professor at Calvin College). Although part-time instructors, assistant instructors, librarians, administrators who have faculty status, and other Calvin employees may find the information and policies included herein useful, the intended audience is the teaching faculty.

The handbook serves the members of the teaching faculty in a number of ways. Its most immediate function is to provide them with information which will facilitate their work as teachers and scholars and which will set forth their personal and professional expectations and obligations as members of the Calvin teaching faculty.

The handbook also contains the most important educational and administrative practices and policies of Calvin College.

For the most part, information is not included in this handbook if it is included in other official college publications, such as the College Catalog, the Staff Handbook, or the Student Handbook. Rather, certain subjects are simply identified in this handbook and reference is made to the college document in which detailed information about the subjects can be found.

Information that is obsolete probably is worse than no information at all; hence, careful and continuing efforts will be made to maintain the information in the handbook on a current status. Between revisions of the handbook, changes in policy and procedures that have faculty, administrative, or Board of Trustees approval will supersede the policies stated in this handbook. Such changes will be incorporated into the next revision.

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# Chapter 1: Organization

## 1.1 / The Mission of Calvin College

### Vision

*Calvin College is a comprehensive liberal arts college in the Reformed tradition of historic Christianity. Through our learning, we seek to be agents of renewal in the academy, church, and society. We pledge fidelity to Jesus Christ, offering our hearts and lives to do God's work in God's world.*

### Purpose

*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.

*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 / ARTICLES OF INCORPORATION

Article I            The name of the corporation is Calvin College.

Article II           The purpose or purposes, for which the corporation is organized, either directly or indirectly, are as follows:

1. To provide students courses in the liberal arts including, but not limited to, the sciences, history, philosophy, professional, and pre-professional disciplines, and in theology, which are of a positively Reformed character entirely in accord with the doctrinal standards of the Christian Reformed Church in North America;
2. To enrich the education experiences of its students by offering exposure to a variety of disciplines, all from a distinctly Reformed perspective;
3. To grant to students Associates', Bachelors' and Master's degrees based on completion of the requirements as shall be determined by the Board of Trustees;
4. To do all things necessary or incidental to or usually done by similar types of institutions;
5. The corporation shall not discriminate on the basis of race, color, sex, age, national or ethnic origin, or disability.

### 1.3 / BOARD OF TRUSTEES

The Board of Trustees' basic function is to ensure that the college accomplishes its mission. 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 College and be aware of the trends and challenges in higher education in general.

The Board evaluates and sets educational policy by acting upon recommendations of the faculty as brought to the Board by the administration; makes appointments to the college faculty and administration upon recommendation by the faculty and the president, subject to the ratification of synod; and determines financial policy by approving the budget and building plans recommended by the administration. The Board of Trustees is a legislative body

whose primary responsibility is determining policy; it is not an administrative body. The Board articulates policies intended to guide the administration, but it does not itself execute the policies of the college. 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 college only when specifically commissioned 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.

Policies concerning the operation of the Board may be found in the Board of Trustees Handbook.

## 1.4 / ADMINISTRATIVE DIVISIONS

Calvin College is organized into six major administrative divisions: Academic Affairs, Administration and Finance, Advancement, Enrollment and External Programs, Information Services, 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.

### 1.4.1 / Academic Affairs Division

The Academic Affairs Division is responsible for all aspects of the academic program of the college. This includes planning, development, leadership, and evaluation of the curriculum and the faculty.

#### 1.4.2 / Administration and Finance Division

The primary function of the Administration and Finance Division is to protect, maintain, and expand Calvin assets for the purpose of promoting the educational objectives of Calvin College. The Administration and Finance Division is responsible for all matters related to facility planning, financial services, food service, human resources, physical plant, support and auxiliary services, and conferences and campus events.

#### 1.4.3 / Advancement Division

The primary focus of the Advancement Division is to develop understanding and support for the institution's mission, programs, and activities.

#### 1.4.4 / Enrollment and External Programs Division

The primary focus of the Enrollment and External Programs Division is to provide institutional leadership in undergraduate and graduate enrollment. This focus is represented in promoting of Calvin College to prospective students, setting pricing policies that ensure fairness and serve to meet institutional enrollment objectives, developing institutional retention programs, promoting graduate programs and enrollments, and promoting summer school.

#### 1.4.5 / Information Services Division

The Information Services Division provides a single administrative unit that is responsible for providing information content and services to the college community. The purpose of this division is to manage the four major information functions (information discovery, information access, information organization, and information delivery) that support the academic and administrative departments as they carry out the mission of Calvin College.

#### 1.4.6 / Student Life Division

The purpose of the Student Life Division is to advance the mission of the college by promoting educational programming and educational services to students which will help them integrate their in- and out-of-class experiences. The partnership between the Academic Affairs and Student Life divisions of the college reflects the institutional commitment to developing the whole person in service to God.

The Student Life Division is guided by its mission statement: “As servants of God and partners in education, we challenge and support students as they seek meaning in their college experiences. With delight and anticipation, we present them to the world as people who are learning to love the things that God loves, so that the world is blessed by their leadership.”

Areas of educational programming and services within the Student Life Division include student government and chartered student organizations, student leadership development, new student orientation, student activities programming, multicultural student development, service-learning, residence life, dining services, personal and career counseling, career services, health services, campus ministries programming, worship planning and coordination, campus safety, and student discipline.

### 1.5 / THE PRESIDENT

#### 1.5.1 / Appointment of the College President

The procedures for the appointment of the college president are set forth in a document which has been approved by the college faculty, the Board of Trustees, and Synod. A copy of the document may be found in the Office of the President. This procedure includes a search committee that has representation from the faculty as well as other important community groups.



### 1.5.2 / Responsibilities

#### 1.5.2.1 / General

The president is the chief executive officer of the college. The president is the one officer with an overview of the entire enterprise as a whole and, as such, must promote the mission and purpose of the college in its broadest dimensions. The maintenance and enhancement of the general welfare of the college 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 is composed of the vice presidents and the provost. It meets biweekly throughout the year, with regularly scheduled all-day planning sessions to chart the course of the college into the years ahead. This Cabinet is primarily a discussion and advisory group; it does not make policy.

Another way in which the president maintains an overview of Calvin College is through membership on the Planning and Priorities Committee. This committee is a standing committee of the faculty and administration; its mandate is to conduct studies of the larger aspects of college functions in order to determine the appropriate emphasis to be placed on each function in its interaction with other functions. It is concerned primarily with the long-range plans of the college. Its purview is as broad as the college itself; its scope of activity overlaps areas covered by other committees and administrators.

#### 1.5.2.2 / In Relation to the Board of Trustees

Inasmuch as the Christian Reformed Church owns and supports the college, 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 and of the Executive Committee, as representatives of the Board.

The Board of Trustees is a legislative body whose primary responsibility is the determination of policy. The Board is not an administrative body. The execution of policies should be left in the hands of the president.

The president is the administrative head of the college, with duties and powers defined in appropriate board-approved documents. This does not mean that the president is the autocrat of the institution with the faculty having only advisory powers nor is the president merely the presiding officer and executive of the faculty. Rather, the president takes the initiative with the Board in all important matters and consults and cooperates with the faculty in the manner prescribed in the faculty bylaws.

The president promotes the mission and purpose of the college at all times and is the principal representative of the college in external relations.

Except by special decision of the Board of Trustees, the president acts as the medium of communication between the Board of Trustees (or its Executive Committee) and the faculty, and between the Board (or its Executive Committee) and the students. The president is also a medium of communication between the college and the constituency. The interpretation and presentation of policy and major proposals to the Board of Trustees belongs preeminently to the Office of the President; it is the president's duty to submit all recommendations on these matters to the Board for final decision.

The president attends every regular meeting of the Board and its Executive Committee in order to report on significant events at the college, to consult with the Board on problems, and to bring appropriate agenda items for Board action. In the absence of the president, a designated vice president or the provost performs these functions on the president's behalf.

The president presents to each member of the Board a full report on the state of the college at least ten days before each plenary session. This report includes all necessary agenda items for action by the Board at each session.

Along with the Vice President for Development, the president acts as advisor to the Board Development Committee. In this capacity the president can help assure servant partnerships that are appropriate for the institution's growth and leadership in the years to come.

#### *1.5.2.3 / In Relation to the Faculty*

The president is the chairperson of the college Faculty Senate and holds the responsibilities, duties, and powers of that office as outlined in the faculty bylaws.

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

Termination, dismissal, and discipline of individual faculty members, when necessary, is the administrative responsibility of the president in accordance with the procedures outlined in this faculty handbook.

The president's work in relation to the faculty is carried out mainly through the work of the Professional Status Committee and selectively by *ex officio* membership on all faculty committees. The president maintains oversight of the educational policy of the college through regular and continuing consultation with the provost on all educational policy matters.

#### *1.5.2.4 / In Relation to the Students*

The president, both personally and through the administrative staff, and together with the faculty, must promote in the college 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.

When necessary, the president shall carry out responsibilities for student conduct and discipline as outlined in “The Student Conduct Code” (see the Student Handbook).

## 1.6 / ADMINISTRATIVE APPOINTMENTS

### 1.6.1 / Selection

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 screening and approval. When faculty status is included, the considerations and procedures outlined in [section 1.6.2](#) 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. It is assumed that, 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.

### 1.6.2 / Administrators with Faculty Status without Rank

Appointment of administrative officers is accompanied by faculty status in those cases in which the administrative office includes responsibilities for developing and implementing curricular policy and educational standards, or administering faculty development, including faculty status.

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 forms of unity of the Reformed Churches;
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, as defined by Synod;
4. promotion of Christian education at all levels, including providing any children of school age with Christian schooling; and
5. support for the mission of Calvin College.

The Professional Status Committee (PSC) is responsible for recommending appointment and/or reappointment with faculty status to the president. The primary PSC responsibility is to address all-college interests that relate to faculty status rather than specific qualifications necessary for the position. There is one exception: professional librarians' initial appointments and/or reappointments shall be handled by the Library Committee, according to the procedures outlined below for PSC.

Before such faculty status is granted to newly established or redefined administrative positions by the Professional Status Committee, the position description with appropriate rationale for granting faculty status is reported to the Faculty Senate for information.

Although faculty status may be granted, appointment of administrators to such positions does not carry a regular faculty rank or eligibility for tenure consideration. For salary and seniority purposes, such positions are assigned an appropriate administrative classification. The terms of appointment of such administrative officers proceed in the following order: two years, two years, four years, and continuing appointment.

Full-time administrative officials appointed directly from the faculty normally shall vacate their regular faculty ranks and positions while they hold administrative positions.

### 1.6.3 / Appointment and Reappointment Procedures for Administrators with Faculty Status

#### 1.6.3.1 / Appointment

The process for appointment of administrators with faculty status parallels the process for appointment of new faculty, as outlined in [section 3.5.3](#). In general, the immediate supervisor of the new administrator fulfills the responsibilities assigned to the department chair, and the divisional vice president fulfills the responsibilities assigned to the academic dean. The Professional Status Committee interviews each administrator appointed for a term of two or more years.

Because administrators with faculty status are expected to comply with the faculty membership requirements, it is essential that the recruiting supervisor clearly present the college's expectations in this regard during the recruitment process. An indication of willingness to comply with the faculty

membership requirements is requested from each candidate as part of the application dossier.

Resources to aid supervisors in the recruitment process as well as a checklist of materials required for the candidate's appointment dossier are available from the Provost's Office.

### *1.6.3.2 / Reappointment*

#### *1.6.3.2.1 / CRITERIA*

The candidate for reappointment and the candidate's supervisor will address the following criteria for reappointment in the review process outlined in [section 1.6.3.2.2](#), especially in the candidate's self-evaluation summary of activities and accomplishments, and goals for next appointment; and in the supervisor's summary and the evaluations by colleagues.

1. Evidence of administrative skills, supervision of people, program implementation, and development and enhancement in keeping with the mission of the college;
2. Evidence of continued professional development as both participant and/or leader in the area of expertise as seen by:
  - contributions to the field through written or oral presentations
  - contributions to the field in planning or organizing professional conferences or seminars
  - membership in regional or national associations
  - continued reading in the field;
3. Evidence of work with students as seen by
  - actual classroom teaching
  - the mentoring of individual students

- the advising of student groups or individuals
  - effective programming for students;
4. Evidence of service to the college and service to the community;
  5. Commitment to the mission of Calvin College as evidenced in the stated faculty religious requirements: adherence to the creeds and confessions of the church, membership in good standing in a Reformed body of believers, and support for Christian schooling.

The relevant vice president shall establish the details of these criteria 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. Supervisors will communicate these norms and standards to administrators, normally at the beginning of each appointment.

#### 1.6.3.2.2 / PROCESS

The process for reappointment of administrators with faculty status is similar to the process for teaching faculty reappointment, as outlined in [section 3.6.2](#). Evaluation resources and checklists of materials required for the candidate's reappointment dossier are available from the Provost's Office.

The candidate for reappointment shall prepare the following items:

1. Current *curriculum vita*
2. Self-evaluation, based on norms for evaluation determined by the departmental supervisor and divisional vice president. The self-evaluation should include areas of professional engagement and community service as well as traditional administrative areas.
3. Summary of activities and accomplishments of past appointment
4. Goals for duration of next appointment
5. 750- to 1250-word statement on the integration of faith and work



6. Statement of compliance with the faculty membership requirements for signing the *Covenant for Faculty Members*, church membership, and Christian schooling

The candidate's supervisor shall prepare the following items:

1. A copy of the candidate's position description
2. Written summary of the dossier, evaluation of the candidate, and recommendation for reappointment
3. Summary of evaluations by colleagues, including comments, written to preserve anonymity
4. If the candidate is affiliated with an academic department, the supervisor shall solicit an evaluation and recommendation from the department chair.

The supervisor's review and recommendation shall be shared with the candidate.

The candidate's divisional vice president shall review the reappointment dossier and prepare on one page a recommendation for reappointment and summary of the candidate's employment history. The vice president shall be present at the meeting of the Professional Status Committee in which the candidate's reappointment is considered.

#### *1.6.3.3 / Board Interviews of Candidates for Reappointment*

The Board of Trustees shall interview administrative candidates for reappointment after an initial (normally two-year) appointment. The Board of Trustees may interview such candidates at subsequent reappointments upon its request.

#### *1.6.3.4 / Periodic Reviews*

Administrators with faculty status on continuing appointment shall be reviewed every six years by their supervisor and divisional vice president. These reviews shall be conducted in accordance with departmental norms for evaluation established by the supervisor and vice president.

### **1.7 / BINDING NATURE OF HANDBOOK**

To the extent consistent with college's Articles of Incorporation and the By-laws of Calvin College, the rules and regulations set forth in this handbook shall be binding on the College, 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 By-laws, [section 2.1](#) of this handbook, also require a  $\frac{2}{3}$  vote of the enfranchised faculty.) Unless otherwise specified in the handbook, changes are effective on September 1 following the Board meeting at which the changes are made.

# 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 policy as well as review of policy implementation. As part of this latter function the chairperson shall schedule regular presentations from each of the administrative divisions of the college by the President's Cabinet. These presentations (which normally should not exceed 10 minutes, except at the discretion of the Executive Committee) shall be preceded by a written report, submitted on deadline with other Senate materials. The Planning and Priorities Committee and the President's Cabinet shall also regularly provide written summaries of their minutes to the Faculty Senate

Though normally the Faculty Senate shall act only upon the recommendations of faculty committees and of appropriate administrators, the chair may also schedule discussions of policy matters relating to the mission, purpose, and curriculum of the college even before such matters have been referred to committees of the faculty. In extraordinary cases, senators may also place items for consideration on the agenda. Senators proposing items to be added to the agenda must submit their request in writing to the Executive Committee ten days in advance of the scheduled Faculty Senate meeting.

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  $\frac{2}{3}$  majority.

Finally, in accordance with *Robert's Rules of Orders 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 President, Provost, Vice Chair, and Secretary.

The Executive Committee of Faculty Senate, in consultation with faculty committees and the administrative team of the college, 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 seven calendar days before the meeting. Full documentation will be available to each department from its senator. In addition, all Faculty Senate documents (the detailed Senate agenda with its full documentation) and some committee documents, as selected by the officers of the Senate, should ordinarily be posted to a local campus intranet at least seven calendar days prior to Senate deliberation about them. An exception to the seven-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

The president of the college shall serve as the non-voting chair of the Senate.

#### 2.1.1.1.2 / VICE CHAIR

- A. **Eligibility.** All persons with faculty status who are serving in at least their fourth consecutive year of employment at Calvin College shall be eligible for election as vice chair of the Faculty Senate.
- B. **Term.** The vice 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 vice chair shall occur at the same time as the Faculty Senate elections.
  - The Committee on Governance shall solicit nominations for vice chair. Each division shall be asked to nominate one of its members. At its discretion the Committee on Governance shall solicit additional nominations and add no more than two additional nominees to make up a slate of four to six nominees.
  - The vice chair shall be elected by majority vote.

- If vice 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 vice chair include the following:

- Taking the chair at Faculty Senate meetings at the request of the president.
- 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 division.
- In conjunction with the other members of the Executive Committee of Faculty Senate, organizing an orientation and welcome session early in the fall semester for new senators.
- Participating in orientation meetings for all governance committee chairs.
- Facilitating Senate's relationship with *Chimes*, as per [appendix F](#).

E. **Compensation.** The vice chair of Faculty Senate will normally receive one course release per academic year as compensation for these responsibilities

2.1.1.1.3 / 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.** Duties of the secretary include the following:
- Conducting official correspondence,
  - Recording the minutes of the Faculty Senate meetings
  - Maintaining an agenda of unfinished Senate business
  - Classifying all reports to be considered by the Senate
  - Supervising the permanent files of all faculty committees.

#### 2.1.1.1.4 / PARLIAMENTARIAN

- A. **Eligibility.** The parliamentarian shall be an elected member of the Senate.
- B. **Term.** The parliamentarian shall serve a one-year, renewable term.
- 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 persons with faculty status who are serving in at least their fourth consecutive year of employment at Calvin College shall be eligible for election to

the Faculty Senate, except persons of color, who are eligible to be nominated in their third consecutive year of employment.

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 not chairs, of college 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 previously elected 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 of the academic departments 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 September 1.

##### B. Academic Divisions



- Each of the three academic divisions will elect two at-large senators.
- Whenever necessary, each academic division will elect a replacement for its retiring senator from a slate for which each department in that division may submit one nominee from any department in its division. This election will take place by the end of March, for three-year terms, which begin on September 1. Prior to this election, a demographic profile of the current Senate membership should be distributed to each department chair along with the request for nominations.

#### C. Non-Teaching with Faculty Status

- Persons with faculty status who are not members of academic departments (the staff of the library, Broene Center, and Student Academic Services, as well as administrators with faculty status) will elect two senators.
- Whenever necessary, the non-teaching members of the faculty will elect a replacement for their retiring senator by the end of March, for a three-year term, which begins on September 1.

#### D. At Large Representation

- The entire faculty electorate will also elect six at-large senators.
- Each year the entire faculty electorate will elect replacements for retiring at-large senators from a slate for which each department may submit one nominee from any department in the college (non-teaching members of the faculty will be regarded as one department for this purpose). This election will take place by the end of April, for three-year terms, which begin on September 1. Prior to this election, a demographic profile of the current Senate

membership should be distributed to each department chair along with the request for nominations.

E. ***Ex Officio***. The provost and academic deans will be voting members *ex officio*. The other vice presidents may attend and participate in discussions when appropriate.

F. 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 College.
- 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.

Whenever 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; replacement for

academic division representatives will be appointed by the division chair; replacements for representatives of persons who are not members of an academic department and replacement for faculty at-large representatives will be appointed by the Committee on Governance. Such replacements will serve for the duration of the vacancy, and if that period of service is no more than one year, the replacement will be eligible for immediate reelection.

#### 2.1.1.6 / *Senate Meetings*

- A. **Schedule of Meetings.** The Faculty Senate shall normally meet once a month from October through December and from February through May. 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  $\frac{2}{3}$  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.
- 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 summary minutes of Senate meetings. The President's Office will make full minutes available to all faculty members.
- F. **Postponing Agenda Items.** Upon request by 20% or more of persons with faculty status, Faculty Senate action upon any agenda item will normally be postponed pending formal discussion by the full faculty. Such requests must be submitted to the president at least one

class day prior to the scheduled Faculty Senate meeting. The president shall then schedule a meeting for this discussion prior to the next regularly scheduled Senate meeting.

- G. **The Rights of Non-Senators.** The following members of the college 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 non-senators with faculty status.
- Members of the Board of Trustees.
- Administrators and staff members whose role in the educational activities of the college is enhanced by attendance at Senate meetings.
- 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 officers 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 the November meeting of the Faculty Senate, the major items of the year's agenda for each committee shall be posted on the Calvin intranet. By June 30, committees shall file a report with the Senate regarding their activities for the academic year.
- C. Reports from Committees
- Written reports 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.
  - A written report to be considered for Senate action must be delivered to senators not later than seven calendar days before the meeting of the Senate. The reproduction and distribution of committee reports is the responsibility of the administrative representative on the committee or, in cases in which there is no administrator on the committee, the Provost's Office.

- Written reports of administrators or senators calling for deliberation or decision shall conform to the general rules concerning committee reports.
- Reports which have been distributed in advance in accordance with the above guidelines shall not be read unless requested by a vote of the Faculty Senate. A brief written digest shall be given to the secretary for inclusion in the minutes.

- D. **Reports from Standing Committees, Task Forces, & Governing Boards.** Standing committees, task forces and governing boards of the college may also bring to Faculty Senate items for discussion and input even before any decision has been taken at the committee level. Items for discussion shall be ones of concern to the whole college, and shall be submitted to the President'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 feedback. Members of the committee, task-force, 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. **Reports from Student Senate.** All communications from the Student Senate to the faculty shall be presented to the secretary of the Faculty Senate, who shall determine if they are properly the immediate business of a particular committee, or a council, or the Faculty Senate. Furthermore, whatever the recommendation of the faculty committee or council, it shall be accompanied by the original communication from the Student Senate, unless officially withdrawn by that body. The Student Senate resolution shall have the status of a

minority report if it differs from the faculty committee's recommendation.

### 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 college 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-college 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 chair, vice chair, and secretary 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 / Amendments

Bylaws governing faculty meetings may be amended by a  $\frac{2}{3}$  majority vote of the enfranchised faculty. Such a vote shall be taken by mail ballot.

## 2.2 / DEPARTMENTS

### 2.2.1 / Organization

#### 2.2.1.1 / Establishment and Termination

A department may be established by the provost in consultation with the president and the academic deans and with the concurrence of the Educational Policy Committee, 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 and the academic deans and the concurrence of the Educational Policy Committee, whenever six or fewer courses are offered in a given discipline or program or when fewer than three full-time persons are teaching these courses.

#### *2.2.1.2 / Membership and Franchise*

All persons appointed to a position with the rank of instructor or higher, including those with reduced-load or shared appointments, are members of the department 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](#).

Part-time teachers and appointees with a rank lower than that of instructor may attend departmental meetings at the discretion of the department chair, but they shall not be eligible to vote on matters which shall be transmitted to faculty committees or the administration for action.

#### *2.2.1.3 / Chairperson*

##### *2.2.1.3.1 / APPOINTMENT AND TERM OF OFFICE*

Each department shall have a chairperson appointed for a three-year term by the provost, in consultation with the president and 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. The chairperson shall be eligible for a second successive term of three years.



#### 2.2.1.3.2 / 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.

#### 2.2.1.3.3 / QUALIFICATIONS

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

#### 2.2.1.3.4 / RESPONSIBILITIES

The department chairperson shall be the official representative and spokesperson for the department both with respect to the internal administration of the college and with respect to the public at large. The chairperson shall give leadership in the development and implementation of departmental programs. He or she shall supervise the academic and non-academic personnel in the department, and shall encourage scholarly activity and effective teaching on the part of departmental members.

The chairperson is directly responsible to the academic dean of the division in which the department is lodged for the performance of his or her duties and the functioning of his or her department. Annually he or she shall submit to this dean an evaluation of the state of the department, including projections for future needs and changes. The chairperson shall also work closely with the relevant members of the Academic Administration Division in the implementation of program and personnel policies.

The chairperson is also a member of the executive committee of the division of which his or her department is a part.

#### *2.2.1.4 / Secretary*

Each department shall have a faculty secretary, appointed for a one-year term from members of the department by the chairperson of the department, subject to reappointment. The secretary shall keep minutes of the departmental meetings and assume responsibility for departmental records assigned to his or her custody by the chairperson of the department.

The secretary shall send copies of the departmental minutes to the provost, the department's respective dean, and the president throughout the year and shall place a complete set of department minutes in Heritage Hall at the end of each academic year. The secretary shall transmit departmental decisions to appropriate administrators and committees when requested to do so by the chairperson.

#### *2.2.1.5 / Department Meetings*

Department meetings shall be held on a regular basis, ordinarily at least once a month, to transact departmental business. Meetings may be called by the chairperson 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.

#### *2.2.1.6 / Committees*

Each department chairperson shall appoint such departmental committees as necessary to discharge the responsibilities of the department. The following are illustrative of committees the department may appoint: Curriculum, Personnel, Library, Seminar or Colloquium, Publicity, and Student Development and Services.

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

### 2.2.2 / Functions

The primary functions and responsibilities of a department are to develop and implement the curriculum of the department; to contribute to the advancement of scholarship in the department's area of specialty, particularly scholarship that is uniquely Christian; to maintain contact with Christian colleagues at other institutions; and to promote the professional teaching competence and Christian esprit de corps of the department. The activities of the department should contribute to the achievement of these goals and the overall goals of the institution. Although the department chairperson should give leadership in the development and implementation of the department's programs, members of the department shall take an active part in formulating the department's policies and in assisting the department chairperson in the implementation of these policies.

Several specific functions assigned to departments and department chairpersons are

- to review and develop department curriculum and programs;
- to coordinate faculty recruitment and development;
- to prepare faculty and class schedules and assignments;
- to oversee employment and supervision of non-teaching personnel;
- to engage in student development and services;
- to advise regarding publicity;
- to recommend facilities and equipment development;
- to prepare and monitor the departmental budget; and
- to conduct all of these functions within the requirements set forth in *From Every Nation* for just and reconciling relationships regarding matters of race and ethnicity.

## 2.3 / DIVISIONS

Academic divisions exist to integrate the work of the departments within the broader educational objectives of the college as a whole.

### 2.3.1 / Organization

#### 2.3.1.1 / *The Academic Divisions*

The academic departments are organized into three academic divisions:

- Division of Arts, Languages, and Education: The departments of Art and Art History; Classical Languages; Communication Arts and Sciences; Education; English; French; Germanic and Asian Languages and Literature; Music; and Spanish
- Division of Natural Sciences and Mathematics: The departments of Biology; Chemistry and Biochemistry; Computer Science; Engineering; Geology, Geography, and Environmental Studies; Mathematics and Statistics; Nursing; Physics and Astronomy; and Psychology
- Division of Social Sciences and Contextual Disciplines: The departments of Business; Congregational and Ministry Studies; Economics; History; Kinesiology; Philosophy; Political Science; Religion; and Sociology and Social Work.

#### 2.3.1.2 / *Membership*

A person appointed to the faculty with the rank of instructor or higher is a member of the academic division of which his or her department is a part.

#### 2.3.1.3 / *Chairperson*

The chairperson of an academic division is either the academic dean of that division or a faculty member appointed by the provost.

#### 2.3.1.4 / *Executive Committee*

The executive committee of a division shall be composed of the chairperson of the division plus the chairpersons of the departments within the division. The Science Division Executive Committee also includes a secretary elected from division members.

#### 2.3.2 / *Functions of the Division*

The functions of the division shall include, but not be limited to, the following:

- reviewing new course and program proposals emanating from the departments within the division prior to recommending them to the appropriate academic affairs committee;
- coordinating departmental endeavors within the division;
- providing advice to division departments concerning matters of common interest and to the academic dean concerning interdisciplinary programs falling, in part or in whole, within the division; and
- providing advice to the academic dean on building needs and allocation of space.

Each division, with its chair, determines how it performs these functions (e.g., through meetings of the whole division, executive committee, or virtual meetings).

#### 2.3.3 / *Functions of the Chairperson*

Each division chairperson is responsible for providing the administrative services necessary for proper functioning of the division. The academic dean is responsible for the educational articulation of the college's ideals in the division under his or her jurisdiction. Annually he or she shall submit to the provost an evaluation of the state of the division, including projections for future needs and changes.

## 2.4 / FACULTY GOVERNANCE COMMITTEES

The standing committees and councils of the faculty are listed below. The mandate and composition of each committee may be found in [appendix D](#).

1. Academic Standards Committee
2. Assessment Committee
3. Athletics Committee
4. Chapel Committee
5. Committee on Environmental Health and Safety
6. Committee on Gender Equity
7. Committee on Governance
8. Committee on Off-Campus Programs
9. Committee on Scholarships and Financial Aid
10. Core Curriculum Committee
11. Cross-Cultural Engagement Coordination Committee
12. Educational Policy Committee
13. Enrollment Management Committee
14. Environmental Stewardship Committee
15. Faculty Development Committee
16. Hekman Library Committee
17. Information Services Committee
18. Institutional Animal Care and Use Committee
19. Institutional Biosafety Committee

20. Institutional Review Board
21. Interim Term Committee
22. Multicultural Affairs Committee
23. Planning and Priorities Committee
24. Professional Status Committee
25. Student Discipline Committee
26. Student Life Committee
27. Teacher Education Committee

## 2.5 / GOVERNING BOARDS

Certain research activities are governed by specially appointed boards. The constitutions or mandates of these boards may be found in the Office of the President or in the Office of the Provost.

1. Governing Board, Calvin Center for Christian Scholarship
2. Governing Board, Calvin Center for Innovation in Business
3. Governing Board, Calvin Institute for Christian Worship
4. Governing Board, Ecosystem Preserve
5. Governing Board, Paul B. Henry Institute for the Study of Christianity and Politics
6. Governing Board, Kuyers Institute for Christian Teaching and Learning
7. Governing Board, H. H. Meeter Center for Calvin Studies
8. Governing Board, Mellema Program in Western American Studies
9. Governing Board, Nagel Institute for the Study of World Christianity

10. Governing Board, Seminars in Christian Scholarship
11. Governing Board, Social Research Center
12. Governing Board, Spoelhof Family Institute for Christian Leadership in Business
13. Governing Board, Van Lunen Center for Executive Management in Christian Schools
14. Evaluation Board, Kuiper Seminar Board

## 2.6 / CONSTITUTIONS

The constitutions or mandates of these organizations may be found in the Office of the President or in the Office of the Provost.

1. Constitution of the Calvin Film Arts Committee
2. Constitution of the Calvin College Fine Arts Guild
3. Constitution of the Calvin College Student Senate

## 2.7 / ADMINISTRATIVE COMMITTEES

1. Committee for a Gender Studies Minor (ad hoc)
2. Campus Accessibility Advisory Committee
3. Commencement Committee
4. Institutional Research Council
5. Kuiper Faculty Orientation and Evaluation Board
6. Student Health Advisory Committee



# Chapter 3: Faculty Personnel Policies

## 3.1 / DEFINITION OF FRANCHISED FACULTY AND TEACHING STAFF

The *enfranchised faculty* consists of the regular teaching faculty (as defined in [section 3.2.1](#)), the professional librarians, and those members of the administrative staff who are given faculty status by the procedure of [section 1.6.2](#). (See [section 2.2.1.2](#) for further description of enfranchised faculty.)

Contingent faculty (as defined in [section 3.2.2](#)), although members of the teaching staff, are not franchised members of the faculty.

The *teaching staff* includes everyone teaching one or more classes at Calvin College. This includes not only all faculty but also all staff members teaching courses and faculty of cooperating high schools teaching dual-enrollment courses. The *teaching faculty* includes only regular and contingent faculty.

All members of the *teaching staff* must possess an academic degree at least one level above the level at which they teach or must possess equivalent experience. For instruction at the baccalaureate level, teaching staff must hold one of the following:

- A master's degree or an equivalent or higher degree. If the master's degree is not in the area being taught, the teaching staff member should have at least 18 hours of graduate credit hours in the discipline being taught.
- A bachelor's degree, professional licensure in the relevant area (e.g., RN, CPA or PE), and at least three years of experience in an area directly related to the subject matter being taught.

- A bachelor's degree and at least five years of experience in an area directly related to the subject matter being taught.

For instruction at the master's level, teaching staff must hold one of the following:

- A Ph.D. or other terminal degree in the field.
- A master's degree, professional licensure in the relevant area, and at least three years of experience in an area directly related to the subject matter being taught.
- A master's degree and at least five years of experience in an area directly related to the subject matter being taught.

The above definitions of equivalent experience are intended to be minimums and are not necessarily sufficient. 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 must address in writing the nature of the experience that the candidate has and how it is directly related to the teaching assignment of the candidate.

The above requirements are for anyone teaching any course for credit. Requirements for an appointment to a regular 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 / Regular Teaching Positions

Faculty in regular teaching positions are faculty whose assignments normally include teaching, scholarship, advising, and service. There are two types of regular teaching positions: tenure-track and renewable term.

- **Tenure-Track.** A tenure-track position is a regular faculty position that will not be eliminated in the foreseeable future. Normally a tenure-track appointment leads to consideration for tenure within seven years. However, a tenure-track position may be made non-tenure-track because of, *inter alia*, enrollment shifts or decline.
- **Renewable Term.** A renewable term position is a regular 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 persons holding the position need not have a terminal degree. A renewable term appointment does not lead to tenured status, although in some cases a renewable term position may be converted to tenure-track. Note: After seven years of full-time service, faculty in renewable term positions are eligible to receive five-year renewable term appointments. Five-year appointments are made for ease of administration and do not imply *de facto* tenured status.

Faculty holding regular positions normally have full-time appointments. The standard full teaching load for a full-time regular faculty member is 21–24 semester hours (see [section 4.1.2](#)). Reduced-load, shared, or joint appointments also exist for regular faculty (see [section 3.3](#)). In some cases, renewable term faculty may have higher teaching loads and reduced expectations in scholarship, advising, or service. Such alternate arrangements will be made in consultation with the appointee, the departmental chair, the relevant dean, the provost, and the Professional Status Committee.

### 3.2.2 /Contingent Teaching Positions

Faculty in contingent teaching positions are hired to teach specific courses for a designated period of time. They do not normally bear other responsibilities of faculty in tenure-track or tenured teaching positions (i.e., scholarship,

advising, service); however, such duties may be approved by the academic dean for affiliated faculty, and corresponding semester-hour credit will be awarded. Although contingent faculty may be welcome at department meetings, they are not enfranchised.

- **Affiliated Faculty.** Normally, an affiliated faculty appointment is a one- to two-year teaching appointment contingent on enrollment and/or short-term teaching or professional needs in a department. Affiliated faculty teach at least 9 hours per semester or 18 or more hours per academic year. An affiliated faculty appointment does not lead to tenured status.
- **Adjunct.** Normally, an adjunct appointment is a one-semester appointment to teach one or more particular courses. The maximum adjunct load is 17 semester hours over the course of an academic year, with no more than 8 hours per semester. There are no expectations for scholarship. Adjunct faculty may not be assigned responsibilities such as committee work or advising (beyond being available for office hours related to the courses being taught). An adjunct appointment does not lead to tenured status.

Ordinarily, affiliated appointments are made on an annual (or two-year) basis and adjunct appointments are made on a semester-by-semester basis. An unanticipated mid-year increase or decrease in teaching load does not result in a change from an adjunct to an affiliated position or vice versa.

### 3.2.3 / Special Positions

Faculty holding the following positions do not have faculty franchise and are not members of the teaching faculty, but may do limited teaching. Although there are no faculty membership requirements, conduct must be consistent with Christian faith (per [section 3.5.2](#)). These positions may be paid or unpaid.

- **Visiting Faculty.** Visiting faculty appointments are for persons who wish to teach or do research on the Calvin College 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. Persons in visiting faculty positions may be post-doctoral students, lecturers, research fellows, or visiting scholars. In some cases, research fellowships are created by the Calvin Center for Christian Scholarship and by the Governing Board of the H. H. Meeter Center for Calvin Studies.
- **Honorary Faculty.** Honorary faculty appointments are created for distinguished emeriti faculty from other institutions who wish to teach or do research on the Calvin College 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 College 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.

### 3.2.4 / Emeriti

The Board of Trustees confers emeritus status on retiring regular faculty members and administrators with faculty status. Emeritus status is an honor for meritorious service with respect to the norms for teaching faculty or 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 college. 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. (See [section 3.10](#) for more detail)

### 3.2.5 / Administrators with Faculty Status

Procedures and policies related to the appointment and reappointment of administrators with faculty status are described in [section 1.6](#). Administrators with faculty status include the president, provost, vice presidents, deans, chaplains, registrar, librarians, academic or psychological counselors, and academic program or center/institute directors.

## 3.3 / VARIATIONS ON REGULAR APPOINTMENTS

### 3.3.1 / Reduced-Load Appointments

#### 3.3.1.1 / *Defined*

A reduced-load appointment is a regular appointment that involves teaching on a less than full-time basis but not less than 50% of a full load. Such an appointment differs from a contingent position appointment in that the reduced-load appointment is an appointment to the teaching faculty that, in addition to teaching, carries other faculty responsibilities of scholarship, advising, and service in proportion (roughly) to their teaching load. Assignments may vary from year, in order to reach the desired average proportion.

#### *3.3.1.2 /Rank*

Faculty in reduced-load regular teaching 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 regular 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 regular 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 five-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 regular 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 seven years of teaching. Tenure to a reduced-load position does not preclude annual appointments that exceed reduced load.

#### *3.3.1.8 / Five-Year Term Appointments for Reduced-Load Appointees*

Reduced-load appointees with regular renewable term appointments may be considered for five-year term appointments to a reduced-load position after seven years of teaching. Five-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 regular appointments may be considered for tenured appointment to a full-time position after the equivalent of seven 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 / Five-Year Term Appointments to Full-Time Positions for Reduced-Load Appointees*

Persons whose teaching career is a combination of full-time and reduced-load regular appointments may be considered for a five-year term appointment to a full-time position after the equivalent of seven 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).

#### *3.3.1.11 / 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 Five-Year Term Positions to Full-Time Five-Year Term Positions*

Persons in reduced-load five-year term appointments who at a later date wish to have a five-year term appointment to a full-time position will be eligible for consideration for appointment to a full-time position, provided the conditions in 3.4.1.8 are met and a full-time five-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 regular 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 5.3](#)).

#### *3.3.1.15 / Travel*

Reduced-load and full-time regular faculty are treated equally with regard to college 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 regular 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 college 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 college 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 college, but must observe the college's policy on employment of relatives, [section 6.7](#).

If an additional opening is declared in the department in which two individuals currently share a single position, the usual procedures for the conduct of a national 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 college 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 five-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 6 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 five-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 college is obligated to provide a full-time appointment if the initial hire was as a joint appointment.

### 3.4 / RECRUITMENT AND APPOINTMENT OF TEACHING STAFF

#### 3.4.1 / Determination of Departmental Staffing Needs

Hiring teaching staff is done in response to demonstrated need. The need for regular teaching faculty is determined as follows:

Each department chair shall review the staffing needs of his or her department with the members of the department. The department chair's recommendations shall be presented to the academic dean, along with any dissenting views, in the annual State of the Department report.

1. The academic dean shall review the staffing needs of each department with the department chair and shall prepare a recommendation with the provost and other academic deans to be submitted to the Professional Status Committee. Each department needs a core group of regular faculty to serve students, colleagues, and the college well.
2. The president, in consultation with the Professional Status Committee, shall make the final decision as to which requests for regular faculty are approved. The President may consult with the Planning and Priorities Committee in determining the number of positions available in any given year.

Determination of needed contingent faculty is made as follows: The provost, in consultation with the department chair and appropriate academic dean, must approve all requests for affiliated and adjunct faculty. Normally such positions are part of the approval of the departmental budget for a fiscal year.

### 3.4.2 / Recruitment of Faculty Candidates Who Would Enhance Cultural, Ethnic, or Racial Diversity

#### 3.4.2.1 / *Recruiting Responsibilities of Departments*

Each department must document its efforts to recruit a culturally, ethnically, and racially diverse faculty at the occasion of each search and also annually in the state of the department report of the chair. If the Professional Status Committee judges that a department has not made sufficient progress in searching for and/or hiring persons who would enhance cultural, ethnic, or racial diversity, the committee may advise the president not to approve the opening or to offer a term position when a tenure-track position has been requested, in order to allow more time for a department to cultivate candidates and conduct a search for the tenure-track position in a subsequent year.

#### 3.4.2.2 / *Additional Positions for Candidates Who Would Enhance Cultural, Ethnic, or Racial Diversity*

If faculty candidates who would enhance cultural, ethnic, or racial diversity are presented to the Professional Status Committee, they will be given full consideration for regular faculty appointments irrespective of the existence of an open tenure-track position in the department.

Any person appointed under this policy should be able to satisfy a departmental need, even if no declared need relative to the department exists. Moreover, the person should be considered to satisfy a declared departmental need as soon as possible. (Thus, for example, when a departmental position is vacated because of retirement, resignation, etc., the position vacated will be eliminated. Also, no replacement will normally be sought for a person on leave of absence in that department.) The position of a person holding regular appointment in a given department will not be jeopardized solely by the appointment of such a person to the department.



### 3.4.3 / Responsibilities in Recruitment and Appointment of Regular Teaching Faculty

#### 3.4.3.1 / *Responsibilities of the Department and Department Chairperson*

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

For regular faculty appointments (i.e., tenure-track and renewable term appointments), it is expected that a department will conduct a thorough examination of candidates, including an intensive on-campus interview of all candidates it wishes to have considered for appointment. Although a variety of procedures may be employed, 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 college as a whole. Departments are expected, as part of the examination, to consider requiring their candidates to (1) teach under observation a class in the discipline, (2) meet with students, and (3) make a scholarly presentation. Each candidate must also meet with an academic dean while on campus. Additional information regarding recruitment process requirements and best practices as well as candidate dossier requirements is available from the Provost's Office.

As part of the application process, regular teaching faculty candidates shall submit an original written statement (250–500 words) which contains the following elements:

- description and affirmation of the candidate's Christian faith
- description of how the candidate envisions that faith will influence the candidate's work as a faculty member at Calvin College
- confirmation of the candidate's support of the stated mission of Calvin College as a Reformed Institution.

Following departmental consideration of the candidate(s), the department chairperson shall solicit, by vote, the advice of the members of the department on regular appointment and recommend to the academic dean those candidates who are to be further interviewed. The department chairperson is to submit his or her written recommendation (copies to be available to department members), which shall include at least the following:

1. a statement of the procedures that were followed to recruit minority persons;
2. a list of the persons considered for the position(s), and the names of those interviewed by the department;
3. a summary of the reasons for the recommendation;
4. a record of the departmental vote on the recommendation;
5. a summary of significant dissenting opinion, if any.

These paragraphs have emphasized the chair's responsibilities in *obtaining* information *from* a candidate; the chair is also responsible for clearly and systematically *presenting to* the candidate the Reformed and liberal arts character of the college, and requirements for faculty membership, tenure, and continuing appointment. Guidelines and materials to aid chairs in this task are provided directly to the chairs by the Office of the Provost.

#### *3.4.3.2 / Responsibilities of the Provost and Academic Deans*

The appropriate academic dean and the provost shall interview the candidate(s) recommended, and recommend to the Professional Status Committee those candidates who are to be considered for appointment. The academic deans bear the ultimate leadership responsibility in ensuring that all-college interests are considered in the appointment of new faculty. These all-college interests include effective teaching, appropriate scholarship, academic advising, the Reformed and liberal arts character of the college, and

special interests that are or may become part of the goals of the college, such as interdisciplinary studies or ethnic minority and gender goals.

#### *3.4.3.3 / Responsibilities of the Professional Status Committee (PSC) and the president*

The Professional Status Committee, after interviewing the candidate, 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. The president will communicate the decision to the Board for its endorsement.

The provost shall recommend to the Professional Status Committee the length of the appointment (normally three years for a tenure-track or renewable term 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 continuing appointment, promotion, and sabbatical eligibility. Note, however, that a department may petition for an exception to the agreed upon schedule, asking either that it be delayed or advanced. Such petitions should be based upon strong grounds for exceptions.

#### *3.4.4 / Recruitment and Appointment of Contingent Faculty*

##### *3.4.4.1 / Responsibilities of the Department Chairperson*

The department chair, in consultation with colleagues, functions as the primary recruiter of affiliated and adjunct faculty. The department chair is expected to seek qualified candidates who affirm the Reformed nature and mission of the college. The chair also is expected to ensure that the department has developed relationships over time with minority candidates and to seek a robust representation of minority candidates in the contingent faculty pool. The chair will maintain files on applicants and arrange interviews for those who hold promise.

Additional information regarding contingent faculty recruitment process requirements and best practices is available from the Provost's Office.

#### *3.4.4.2 / Appointment of Affiliated Faculty*

Affiliated faculty appointments should be advertised as widely as possible as time and circumstances permit. Searches for affiliated faculty are typically conducted by the department chair.

As part of the application process, affiliated faculty candidates shall submit an original written statement (250–500 words) which contains the following elements:

- description and affirmation of the candidate's Christian faith
- description of how the candidate envisions that faith will influence the candidate's work as a faculty member at Calvin College
- confirmation of the candidate's support of the stated mission of Calvin College as a Reformed institution.

The chair is responsible for clearly and systematically presenting to the candidate the Reformed and liberal arts character of the college,

For one-year affiliated appointments, the chair is encouraged to consult with regular faculty in the department, but departmental approval of the candidate is not required. For appointments longer than one year, the chosen candidate must have the support of the tenured and five-year term regular faculty.

The chair shall submit a recommendation letter that will include at least:

1. a statement of process followed in the search, including efforts made to find a minority candidate, and of other candidates seriously considered;

2. a statement of the extent of departmental support for the recommendation;
3. a statement indicating discussion with the candidate of his or her faith statement, and discussion of the chair's perception of the candidate's fit for the college;

Additional dossier requirements for affiliated faculty as well as required components of the chair's recommendation letter are available from the Provost's Office. An academic dean shall interview the affiliated faculty candidate. The final decision on hiring the recommended candidate will be made by the provost following consultation with the relevant academic dean.

Prior to a third year of affiliated service, candidates shall submit an updated written statement (500–1,000 words) that includes a description of how the candidate's faith influences the candidate's work as a faculty member at Calvin College; the candidate will discuss this statement with the department chair and other department members that the chair may select. In addition, candidates will be interviewed by three representatives of the Professional Status Committee, including at least one academic dean and at least one PSC faculty member.

#### *3.4.4.3 / Appointment of Adjunct Faculty*

In the case of adjunct appointments, the department chair, in consultation with department faculty, will make the recommendation to the appropriate academic dean who in turn will interview the candidate and make the offer to the candidate. Dossier requirements for adjunct faculty as well as required components of the chair's recommendation memo are available from the Provost's Office.

## 3.5 / FACULTY RESPONSIBILITIES, EXPECTATIONS, AND ACADEMIC FREEDOM

### 3.5.1 / Commitment to the Mission of the College

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

Calvin College 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 college community has published comprehensive statements of purpose, most notably the *Expanded Statement of Mission* (1992, rev. 2004), and *An Engagement with God's World: The Core Curriculum of Calvin College* (1999). Faculty members of the college are expected to become familiar with the content of these documents and to accept and work in accordance with these statements of the college's commitments, outlook and aims.

The college community has addressed particular issues of concern relating to its mission, and has issued interpretive and policy-setting statements. Most notable among these are the *Gender Concerns Task Force Report* (1991) and *From Every Nation: The Revised Comprehensive Plan for Racial Justice, Reconciliation and Cross-Cultural Engagement at Calvin College* (2004). These documents are important to any faculty member seeking to know the current collective mind of the college 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 college'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 College 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. In particular, the following are requirements for faculty membership.

#### 3.5.1.1 / *Signing the Covenant for Faculty Members*

Calvin College faculty members on regular appointments are required to sign a synodically approved *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.

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,<sup>1</sup> but clearly spells out that the college'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 college-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 college's Board of Trustees provides oversight for the teaching, scholarly activities and other college-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 college 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.

For the work of the college, the meaning of affirming the confessions shall be determined according to the church order of the Christian Reformed Church (e.g., *Church Order*, Article 5, and its supplements), which currently reads:<sup>2</sup>

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<sup>1</sup> <http://www.crcna.org/resources/church-resources/liturgical-forms-resources/ordination-installation/covenant-officebearers>.

<sup>2</sup> Adapted from *Church Order and Its Supplements 2013* (Grand Rapids, MI: Christian Reformed Church in North America, 2013), pp. 14–15, <http://www.crcna.org/sites/default/files/churchorder.pdf>.

The person signing the *Covenant for Faculty Members* affirms without reservation all the doctrines contained in the standards of the church as being doctrines that are taught in the Word of God.

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.

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 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 college to the Board of Trustees. The Board of Trustees, in turn, assigns authority within the college'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 College. 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 college 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 DIFFICULTIES

The *Covenant for Faculty Members* specifies that faculty members who do not agree with a portion 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.

PSC will normally make a recommendation to the board about the faculty member's correspondence. PSC may recommend, for example, (1) that the faculty member's disagreement is within the bounds of affirming the confessions as described by the CRC's view on such confessional affirmation, (2) that the disagreement is acceptable, provided that the faculty member not teach or write to promote his or her views, (3) that the disagreement is ac-

ceptable, given that the matter in question is not directly related to the faculty members' work at the college and is not sufficiently weighty, or (4) the position proposed by the faculty member is unacceptable for a faculty member at Calvin College. PSC may also take note of the disagreement and ask the board for permission to table the matter for the purpose of engaging in a period of study. PSC may also request the faculty member to develop a confessional difficulty or revision gravamen through the approved ecclesiastical channels.

PSC will inform the faculty member and the department chair of its recommendation. Once PSC has communicated its recommendation to the faculty member, faculty members are expected to conduct their teaching and research in compliance with the recommendation until the board has taken action on PSC's recommendation.

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 college 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.

#### 3.5.1.2 / Church Membership

Calvin College faculty members on regular appointments are required to be professing members in good standing and active participants in the life, worship, and activities of a Christian Reformed Church (CRC) or of any church which is a member of a denomination in ecclesiastical fellowship with the CRC as defined by its Synod. A current list of such denominations is kept in the Provost's Office.

#### 3.5.1.3 / Christian Schooling

Calvin College faculty members on regular appointments are normally required to provide their children with Christian schooling.

The requirement is applicable to grades K through 12. Christian schools that are members of Christian Schools International are expected to be the primary schools of choice for faculty. However, home schooling and sending children to other schools that base their education on the Christian faith could also fulfill the requirement when approved on an individual basis.

Further information about these requirements, their applicability, and possible exceptions is available in [section 6.13](#).

#### 3.5.2 / Faculty Conduct

Calvin College 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 College 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 "gifts of the Spirit" (Col. 3; 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. When faculty members fall significantly short of these ideals, they should admit their wrongdoing, seek forgiveness from those whom they have offended, and strive to make restitution to those who have been wronged. When faculty members observe that others have fallen significantly short, they should seek to correct and restore them in a spirit of humility and mutual service. When these ideals are honored, formal disciplinary procedures, such as those set forth in Chapter 6, will seldom be needed.

### 3.5.3 / Specific Responsibilities

The responsibilities which are specifically assigned to the regular teaching faculty are those of teaching, scholarship, academic advising, and service.

The following statements of responsibilities in each of these areas are intended to guide the faculty in understanding the community expectations of the faculty. The definitions of responsibility are meant to give guidelines to faculty members in selecting appropriate ways to fulfill their responsibilities as faculty members. While all faculty members are expected to be effective teachers and lead an “active life of the mind,” the extent of engagement in scholarship, advising, and service will depend to some degree on an individual’s gifts and interests. While each faculty member has responsibilities in all areas, not all faculty are expected to be equally engaged or effective in each of them. Rather than having faculty members who are most effective in each of these areas set the standard for all others, the following guidelines are provided.

In considering which activities to pursue, faculty members are encouraged to select those that arise out of their calling - as teachers, scholars, and community members at Calvin College. The combination of these activities should have integrity, e.g., ideally the service should arise out of their expertise as teacher and scholar. Faculty members should also maintain an appropriate balance of activities that reflects individual interests and gifts as well as serves the needs of the college.

Since teaching is considered primary and an active life of the mind is necessary for effective teaching, faculty members have a responsibility to ensure that their service activities do not detract from this primary responsibility. The definition of responsibilities is intended to assist faculty in choosing activities which fulfill their responsibilities in each area without having activities in one interfere with the fulfillment of others. One’s choice of activities in



each area should be made with the support and encouragement of colleagues. Faculty members are expected to participate in departmental efforts to foster the antiracist, multicultural aims of the college as they relate to specific academic disciplines, and to assist the department in evaluating how these efforts bear fruit in teaching, scholarship, advising, and service that contribute to the attainment of the antiracist, multicultural vision of *From Every Nation*.

#### 3.5.3.1 / Teaching

Teaching is the primary vocation and responsibility of the Calvin College faculty. At Calvin, teaching is the intentional and systematic engagement of students in vigorous liberal arts and professional education. Effective teaching of college 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 college-educated persons in society. The aims of teaching are to develop knowledge, understanding, and critical inquiry; to encourage insightful and creative participation in society; and to foster thoughtful, passionate commitments to do God's work in God's world.

Becoming an effective teacher is an ongoing and complex process characterized by striving, growth, and change. Nevertheless, some principles and goals of effective teaching can be articulated, and these are presented in the following paragraphs.

##### 3.5.3.1.1 / COMMITMENT

Of first importance among the expectations for teachers at Calvin College is the commitment to profess the truth of the gospel as presented in Scripture, reflected in the Reformed creeds, and articulated in a Reformed worldview.

Effective teachers commit themselves to the truth: exploring, challenging, and testing ideas in order to discern the truth. They commit themselves to

the discernment of the worldviews that inform ideas and to the development of ways in which the Christian faith can shape those ideas. Moreover, effective teachers are committed to a view of learning in which knowing entails responsibility, competence involves caring, and the mind and heart are one.

Effective teachers are committed to their students as God's image-bearers. With such a commitment, they acknowledge the gifts of students as well as the barriers to learning. They are committed to engaging students in ways which will enrich their lives and prepare them for lives of obedient service.

Effective teachers commit themselves to the mission of the college in education, scholarship, and community. They concern themselves with and are involved in scholarly pursuits, departmental responsibilities, college-wide tasks, advising assignments, and community service as an expression of their teaching.

#### 3.5.3.1.2 / KNOWLEDGE

Effective teachers are themselves enthusiastic learners. They have prepared themselves with educational and professional experiences to be practicing members of the academic community. Their acquaintance with a body of knowledge is active rather than passive, and what they pass on to their students is knowledge they have appropriated for themselves.

Effective teachers are intellectually alert. They are aware of developments in their academic field, understand the context of the ideas within the field, and are alert to changes in society that may shape the meaning and significance of the ideas. They read and contribute to publications; they participate in professional conferences. Their involvement in the broader educational community and its intersection with society should be a model of professional life for their students.

Effective teachers know their students. They understand student development and acknowledge the diversity of students' needs and abilities. Effective teachers foster a classroom atmosphere in which students can appropriate knowledge for themselves. Effective teachers know, however, that teaching sometimes causes discomfort, and respect for students remains within the context of respect for truth.

Effective teachers know, explore, and implement appropriate pedagogy. They organize class sessions thoughtfully, present concepts clearly, engage students effectively, and design relevant assignments. They also use a variety of teaching methods that address student diversity in development, cognitive ability, and learning style. In addition, they manage time and resources efficiently.

Effective teachers use various methods of assessment and evaluation appropriate to the educational goals of the course. They carefully consider student work and show sensitivity to and understanding of each student. They also engage in self-assessment and reflectively accept evaluative comments from colleagues and students.

#### 3.5.3.1.3 / ENGAGEMENT

Effective teachers exhibit respect for people and show a congeniality and sociability that enables them to approach students with confidence and humility.

Effective teachers establish a relationship that invites students into the arena of academic study in which together they struggle toward discerning, claiming, and living the truth. These teachers model conviction, display enthusiasm for their subject matter, and engage indifferent students. Effective teachers have a compelling sense of mission that takes courses beyond the humdrum to memorable intellectual and spiritual experiences.

### *3.5.3.2 / Research and Scholarship*

All members of the Calvin College faculty are expected to be engaged in scholarship, which consists of the study, critical assessment, and creation of concepts, practices, perspectives, and theories. Scholarship includes, but is not limited to, research intended for publication for an academic audience in order to advance current knowledge and understanding. The college supports and strongly encourages, but does not in every instance demand, faculty involvement in research of this kind, which some departments have referred to as “advanced scholarship.”

Scholarship also includes study of how to teach more effectively. It includes the presentation of the methods and accomplishments of one’s academic discipline to non-academic audiences, through publication, public speaking, or other means. It includes becoming informed of significant current work related to one’s discipline. It includes, in some disciplines, producing or performing artistic work. It may include consulting activity that is evaluated in appropriate ways and involves critical reflection on the application of theory to practice.

Activities such as these that are appropriate to each faculty member’s experience and interests should be undertaken as part of a coherent plan for long-range professional and intellectual growth. Since scholarly work is usually communal, responsibility for individual scholarship is shared with the department and other colleagues. Each department should support such endeavors and recognize excellence, while each individual should pursue research that is appropriate to departmental needs and, when possible, contributes to larger departmental and interdepartmental projects.

It does not necessarily follow from the fact that scholarship includes all of these diverse activities that engagement in any one of them is sufficient to meet the college’s expectations of faculty. It is not sufficient, for example, simply to keep up with developments in one’s field. It is also necessary to be

attentive to changes in culture and society that impinge on one's scholarly field and to subject them to critical assessment in the light of Christian commitment. Critical reflection on one's own teaching is a legitimate part of scholarship, but it is not sufficient to meet the college's expectations. Scholarship and teaching are interdependent, and excellence in one realm usually fosters excellence in the other; but neither can be reduced to, or put forward as a substitute for, the other. Expectations for scholarship go beyond the requirement of excellent teaching.

Even though an active program of research or advanced scholarship is not required of all faculty, each department does require either publication or another mode of dissemination of the fruits of scholarship to audiences outside the college. It is the task of the department along with the Professional Status Committee to identify the kinds of publication or production that constitute an adequate program of scholarship for reappointment and tenure, and to specify the ways in which such scholarly work can be appropriately evaluated and documented.

Underlying specific departmental guidelines are two general principles: 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. In their work as scholars, members of the Calvin faculty are fulfilling an important part of their responsibilities to the Christian community.

#### *3.5.3.3 / Community Service*

The responsibility of faculty members for community service is essentially to be constructive participants in the life of the several communities in which they live. This responsibility is fulfilled in a great variety of ways, according to individual talents and community needs. Moreover, it is a responsibility

that by its very nature eludes precise description or measurement against a single standard.

Through community service, faculty members demonstrate the conviction that their intellectual abilities and their advanced education are not possessions to be exploited for personal benefit but rather are talents held in stewardship for the benefit of others with whom they come into contact. Service is an essential part of the work of the faculty because it gives concrete form to the Reformed conception of vocation as the development of the gifts of each individual for the good of all. It also helps combat the temptation to withdraw into an ivory tower of academic isolation and engages faculty in the world outside the academy.

Faculty members may fulfill their responsibility for community service in four distinct but related dimensions.

1. Service to the College Community

Faculty members contribute to the work of the college through service on committees (departmental, divisional, and college-wide), acceptance of special assignments, mentoring students and student groups, participation in college activities, and active support for the advancement of the mission of the college. Service of this kind is expected of all faculty members.

2. Service to the Church Community

Faculty members are actively engaged in the life of their congregations, not only through regular attendance at worship but also through service on committees and councils, willingness to participate on regional and national church committees and in ecumenical outreach, active support for evangelism and community service, and other signs of their commitment to the work of the Christian church.

### 3. Service to the Scholarly Community

Faculty members are expected to contribute, when opportunities arise or they are invited to do so, to the community of teachers and scholars locally, regionally, nationally, and internationally. They do so by evaluating manuscripts and proposals, by planning scholarly meetings, and by serving on committees and boards that seek to advance teaching and scholarship.

### 4. Service to Other Communities

Faculty members are active citizens of communities beyond the college, and they seek opportunities to use their skills and talents for the benefit of others. Among the ways in which they may do so are participating in civic life, contributing their time to service projects and community service agencies, serving on local committees and task forces, and supporting efforts to provide better education, housing, and nutrition for those who are in special need.

Community service may arise either from a faculty member's specific vocation, as a scholar and teacher on the faculty of the college of the Christian Reformed Church, or from more personal interests and qualifications. (Refereeing for journals, organizing a session at a scholarly meeting, speaking to schoolteachers about one's research, and serving on church study committees are examples of the former; volunteering at a food pantry and planning a neighborhood meeting would fall into the latter category.) While both may be appropriate kinds of service, the former is more nearly central to the college's purposes and will be given greater weight in the assessment of a faculty member's work.

#### 3.5.3.4 / *Advising*

The responsibility of the faculty members in their role as academic advisors is to help students plan efficient and fruitful academic programs. They try to ensure that students are familiar with, and can make the best use of, the college curriculum. They encourage students' initiative, offer them accurate information, and provide a liaison to other resources in the college. Academic advisors make clear their concern for the students' academic and personal welfare. They are willing to listen to their advisees, strive to understand their goals and aspirations, and in the light of those help them evaluate their academic programs.

Academic advisors understand the nature of and the rationale for Christian liberal arts education at Calvin College. They are able to articulate this rationale and to explain to students how it is embodied in specific programs. Advisors understand the goals of the liberal arts core as well as the scholarly intentions and practical ends of the programs of their own departments.

Advisors provide students with accurate information about their academic programs, help students keep track of their progress toward degree fulfillment, and counsel that prerequisites are taken in proper order and that courses essential to the program are not neglected. Advisors provide active liaison between advisees and sources of help in other departments and administrative offices and make themselves available for consultation, both during advising days and in regularly scheduled office hours.

#### 3.5.4 / *Academic Freedom*

Every faculty member on a regular appointment 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 College, 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 College seeks to implement the Christian principles of justice and charity in its own community.

The faculty, administration, and Board of Trustees at Calvin College 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 College teacher is a citizen, a member of a learned profession, and a representative of Calvin College. 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 College 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 college 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 College, 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 / PRINCIPLES FOR ENGAGING CONTROVERSIAL TOPICS*

##### *3.5.4.1.2 / A COMMON SET OF QUESTIONS TO GUIDE INFORMAL AND FORMAL WORK ON CONTROVERSIAL ISSUES*

The college'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 college 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 College 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 college community to engage difficult and controversial topics.

#### 3.5.4.1.3 / 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 college, 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 College could make to the topic, normally using the questions found in [section 3.5.4.1.2](#). 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.

#### 3.5.4.1.4 / 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 college's mission by its stakeholders. The college 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 college'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 college, should first be directed to the Provost's Office. The dean conveys the concern to the faculty member, obtains relevant infor-

mation, 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 3.5.4.1.2](#) 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 college 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 college'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 3.5.4.1.2](#)), (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 3.5.4.1.2](#) 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. (Allegations of confessional unorthodoxy will be processed according to the procedure in [section 6.3](#);<sup>3</sup> other concerns proceed according to the following process.)

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 3.5.4.1.2](#). Additional communications from faculty colleagues and collaborators are also encouraged.

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<sup>3</sup> PSC is currently working on revisions to this procedure.

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.

### 3.6 / REAPPOINTMENT

#### 3.6.1 / Evaluation and Reappointment of Regular Teaching Faculty: Policies

##### 3.6.1.1 / Normal Appointment Schedule

Normally, faculty on regular tenure-track or renewable term appointments receive an initial three-year appointment and two subsequent appointments, each for two years. Modifications to this schedule are possible for those with prior teaching experience at Calvin College 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 College for seven 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 seven-year norm but no sooner than the third year of employment at Calvin College.
2. Tenure reviews may occur no sooner than the seventh year of total full-time college 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 seventh year to take account of specific personal or family circumstances. The length of any such extension will be determined by the faculty member in consultation with the department and provost, but normally will not exceed two years. Circumstances warranting an extension include, but are not limited to, disability or extended illness, pregnancy and childbirth, and the demands of caring for children or an ill or injured family member. 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 Five-Year Term Appointment*

A faculty member must have a renewable term appointment to be considered for a five-year term appointment. 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 five-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 College for seven full years in a series of appointments with the rank of instructor or above before he or she is eligible for a five-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 five-year term reviews sooner than the seven-year norm but no sooner than the third year of employment at Calvin College.
2. Five-year term reviews may occur no sooner than the seventh year of total full-time college experience.
3. If a professor comes to Calvin already tenured by another institution, he or she may be reviewed for five-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 five-year term review.

Any further foreshortening of the five-year term review process or the granting of a five-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 five-year term consideration be extended beyond the seventh year to take account of specific personal or family circumstances. The length of any such extension will be determined by the faculty member in consultation with the department and provost, but normally will not exceed two years. Circumstances warranting an extension include, but are not limited to, disability or extended illness, pregnancy and childbirth, and the demands of caring for children or an ill or injured family member. In the case of a medical leave of 6 weeks or more, a faculty member will automatically receive a one-year extension for each pregnancy, 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.

### 3.6.2 / Evaluation and Reappointment of Regular Faculty: Procedures

Each year the president is required to present to the Board of Trustees a recommendation in support of all the regular faculty members who are up for reappointment or reappointment with tenure or five-year term status. To assist the president in making an evaluation, each department chair concerned is to submit, in accord with the procedures noted below, a recommendation for those faculty members in his or her department who are up for reappointment and/or promotion.

#### 3.6.2.1 / Reappointment Procedure

The list of persons who are to be considered for reappointment shall be compiled by the Provost's Office. Persons who are to be considered for reappointment (and their department chairs) shall be informed of this by May 1 in the academic year preceding the year in which they are to be considered for reappointment. These notices are to be sent by the provost. In the event that a renewable or five-year term position will not be renewed, the person currently in that position shall be informed of this by May 1 in the academic year preceding the year in which the current appointment is scheduled to conclude; the reappointment process will not be followed for persons in positions that are ending. (See [section 3.10.2](#) for processes regarding positions that are ended mid-term.)

The deans shall send a letter each fall to all members of the faculty, listing candidates for reappointment and tenure/five-year term and inviting personal letters of recommendation citing the candidate's fulfillment of college expectations in the areas of teaching, scholarship, advising, and service. 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.

The chair of the department shall compile the reappointment dossier (as described in [section 3.6.2.2](#)) and send it to the academic dean of the division of which his or her department is a member by October 15 of the year in which a person is eligible to be considered for reappointment. The chair should meet with the candidate prior to this date and provide the candidate with a written copy of the chair's summary of the dossier. The candidate may examine the dossier (except for confidential documents) before the chair forwards it to the dean.

After consulting with the provost, the dean shall submit his or her recommendation to the Professional Status Committee. The Professional Status Committee shall make a recommendation to the president.

The dean shall summarize the recommendation of the Professional Status Committee and send it along with his or her own advice to the president. This shall be in the form of a written recommendation and summary evaluation.

The president will make the final decision concerning all reappointment recommendations and shall convey them, along with the recommendations of PSC and the deans, to the Board of Trustees. Normally the president will affirm the decisions 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. Recommendations for reappointment with tenure shall be conveyed to the Board of Trustees normally at the February meeting of the Board.

Persons who have been considered for reappointment 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 president.

### *3.6.2.2 / The Reappointment Dossier*

The department chair should provide the information listed below, at least as much of it as is available, to the academic dean when recommending a person for reappointment.

#### *3.6.2.2.1 / THE CHAIR'S WRITTEN SUMMARY OF THE DOSSIER*

This shall include the following:

1. An evaluation of the candidate with respect to the norms for evaluation ([section 3.6.2.3](#)).
2. The chair's summary of any department recommendation.

In the case of reappointment with promotion, tenure, or to a five-year term, this shall include a statement as to whether a majority of tenured and five-year term colleagues (a majority of full professors in the case of promotion to professor) support reappointment with promotion or tenure or five-year term status.

This summary must be shared with the candidate and so should be written so as to preserve the anonymity of the evaluators mentioned in [section 3.6.2.2.3](#) below.

#### *3.6.2.2.2 / RESULTS FROM STUDENT EVALUATION OF TEACHING AND ADVISING*

The chair shall include both the numerical summaries of student evaluations and copies of all student forms that contain comments from the most recent semesters (normally at least the previous two). (The Provost's Office will add these to the dossier after it is received by the dean if the chair so requests.)



### 3.6.2.2.3 / CONFIDENTIAL EVALUATIONS OF THE CANDIDATE

#### 3.6.2.2.3.1 / EVALUATION BY COLLEAGUES

1. The department chair should include a personal, confidential evaluation.
2. An evaluation by colleagues in the department.

In the case of reappointment without tenure or to a renewable term appointment, the chair should include written evaluations from no fewer than three members of the department on regular appointment who are familiar with the candidate's teaching and/or scholarship. If there are fewer than three members on regular appointment, including the chair, the dean and chair may solicit additional evaluations from professors outside the department who are familiar with the candidate's work. The chair should provide information on how these evaluations were solicited.

In the case of reappointment with tenure or to a five-year term appointment, the chair should obtain written evaluations from each tenured and five-year term colleague. These evaluations must include a clear statement as to whether the colleague supports the reappointment for which the candidate is applying. If there are fewer than three tenured and five-year term professors in the department, including the chair, the dean and the chair may solicit additional recommendations from tenured and five-year term professors in other departments who are familiar with the candidate's work.

3. Reports on class visits by the chair or by a colleague appointed by the chair or a staffing committee of the department. Guidelines for how to conduct and report on class observations are available on the Provost's Office web site.

4. A report by the chair or designated colleague on some form of interview or discussion between the candidate and a member or members of the department dealing with that candidate's integration of faith and learning. The form and timing of this discussion is to be determined by each department according to its needs.
5. Copies of all departmental explanations of faculty expectations (e.g., the departmental statement on scholarship).

#### *3.6.2.2.3.2 / EVALUATION BY STUDENTS*

1. Written evaluations by at least two department majors and at least two nonmajors.

The student evaluation instrument, or some modification of it, may be used for this purpose.

2. Written evaluations of at least three alumni who have majored in the department.

Again, the chair may wish to use the student evaluation instrument or a modification of it. If an evaluation is obtained by telephone conversation, a summary of the conversation should be furnished.

In order to secure representative responses, the chair may supplement names suggested by the candidate with names of other departmental majors and, when appropriate, students selected randomly from recent class lists. In each instance the chair will describe the method by which evaluations were solicited.

3. Advising evaluation report.

#### *3.6.2.2.3.3 / EVALUATION BY EXTERNAL REFEREES*

When deemed appropriate by the chair, dean, or candidate, written evaluations of the candidate's scholarship by persons outside the college.

*3.6.2.2.3.4 / EVALUATION BY COLLEAGUES FROM OTHER DEPARTMENTS*

The dean shall include any signed comments received in response to the invitation to all members of the faculty to submit personal recommendations citing the candidate's fulfillment of college-expectations.

*3.6.2.2.4 / EVALUATION BY THE CANDIDATE*

1. The candidate's current vita.
2. A portfolio of materials related to teaching and scholarship.
  - a. Teaching materials, typically including a course syllabus, an assignment, an example of a graded student assignment, an in-class activity or PowerPoint presentation, and an exam (or other major assessment tool, e.g., criteria and methods for a studio artist's critique). These items should be chosen from existing materials prepared for a course and not created for the reappointment dossier. Items should be chosen that represent an instructor's work in a class that he or she regularly teaches. The instructor may also include a brief (300–500 words) explanation of how the documents in the portfolio exemplify the instructor's teaching. Or the faculty member could discuss items in the portfolio in his or her self-evaluation. (Note: information which may identify the student MUST be removed from student work.)
  - b. Copies of representative publications or other scholarly works, as well as information about access to larger publications such as books.
  - c. A statement on Reformed Christian approaches to faith and learning, along with previous statements which the candidate has prepared for prior reappointments. Departmental and Professional Status Committee engagement with these statements is intended to strengthen Reformed Christian teaching and learning

at Calvin, to sharpen and deepen the work of the candidates and their colleagues, and ultimately to strengthen the learning and growth of Calvin students. The Professional Status Committee encourages both individual and departmental approaches to these statements that further these goals.

Each statement, for each reappointment, should explore how the candidate has worked on integrating faith and learning in teaching and scholarship, including aspects of this work that the candidate has found to be fruitful and rewarding, as well as difficult and problematic. Each statement should include these components:

- references to specific biblical and theological themes, and/or Christian practices;
- engagement with some previously published seminal work on the integration of faith and learning related to one's field/discipline;
- concrete discussion of specific situations the candidate has encountered in class and/or research.

Statements for reappointment without tenure should typically be between 1,000–1,500 words. Statements for reappointment with tenure should typically be 1,500–2,500 words. Following departmental and Professional Status Committee review, the college encourages the use of these statements in the classroom or in other forums.

For their first reappointment, tenure-track candidates should prepare statements which reflect both on specific confessional claims and related biblical materials that ground their teaching

and research and on the implications of these themes for the candidate's teaching and scholarship.

For subsequent statements, candidates are encouraged to consult with their departmental colleagues to choose an approach for the document that promises to be constructive and useful for learning and growth. One approach might be to further develop and deepen the doctrinal statement prepared for the first reappointment. Other possibilities include (but are not limited to) these options:

- Describe two challenging classroom situations and/or research projects related to the integration of faith and learning. Ask a group of colleagues to generate with you a set of possible approaches to the situation, and then explain which approach you would choose in light of Reformed theological commitments and the needs of Calvin students.
- With your department's personnel committee, identify two seminal works that shape or inform your field related to the integration of faith and learning. Compare and contrast these works with your own work in Christian teaching, learning, and research.
- Describe how your participation in the life of a local congregation shapes your work in teaching and research. What prospects and gaps emerge in the interplay of convictions and practices in congregational and academic life?
- Write a letter to your advisees or departmental majors explaining how and why Christianity matters for work in

your field (an exercise designed to explore not only theological content, but also the rhetoric and pedagogy of the explanation). Provide a brief reflection on the rhetoric and pedagogical choices you made in the communication with students.

- Write an essay for the broader Christian community explaining what is at stake in the Christian engagement with your discipline, and why and how a Reformed approach matters in contemporary cultural context. Incorporate examples from your own teaching and research.
3. A written self-evaluation and professional plan describing recent and planned initiatives in the areas of teaching, scholarship, advising, and community service.

The self-evaluation should review accomplishments during the period of the current appointment, making specific reference wherever appropriate to goals identified in previous reviews.

The professional plan should look forward to the next period of appointment and identify important areas for continuing professional development and specific goals to be attained in each of the four areas (see [section 3.8](#)), including the area of engaging Reformed Christian approaches to teaching and learning described in the faith and learning statement.

The Professional Status Committee is particularly interested in ways that teaching and scholarship can be mutually reinforcing (including ways of involving students in scholarly activities when possible), and specific lessons that candidates have learned from either informal or formal peer review, both at Calvin and beyond.

4. A statement by the candidate in regard to his or her compliance with requirements for signing the *Covenant for Faculty Members*, church membership, and Christian schooling.
5. For reappointment with tenure, a letter from the candidate's church council indicating that the candidate is a member in good standing of a congregation that meets faculty membership requirements.
6. The department or the Professional Status Committee may suggest or require additional methods for assessing areas of faculty expectation. Some options for assessment will be maintained on the Provost's Office web site.

#### 3.6.2.2.5 / COPIES OF THE DEAN'S RECOMMENDATION FOR EACH PREVIOUS APPOINTMENT

These statements may be obtained from the Provost's Office.

In cases where the appointment history is atypical, please consult with the academic dean.

It is also possible that not all of these categories of information will apply to each staff member. For example, the appointee may not yet have had departmental majors or students who are alumni. Chairs should provide as much information as they can and indicate why some of the information requested may be missing.

#### 3.6.2.3 / Evaluation Guidelines

Evaluations of the performance of candidates for reappointment should center on areas of teaching, scholarship, advising, and service as described in [section 3.5.3](#). 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.

#### 3.6.2.3.1 / TEACHING

Chairs should indicate clearly how the evidence of in-class evaluations, other student evaluations, peer visits, and curricular and pedagogical contributions demonstrates excellence in teaching in an appropriate range of courses. The candidate's record as a teacher should be compared with his or her past performance, with departmental and college averages, and when appropriate with the evaluation of instructors for other sections of multiple-section courses. Special consideration should be given to effective teaching of core and introductory courses and to integration of Christian perspectives.

#### 3.6.2.3.2 / SCHOLARSHIP

Chairs should select carefully, from a broad range of means of assessment, the most appropriate way to assess and document the candidate's contributions. These should include colleagues' assessments, the candidate's account of his or her progress in achieving goals articulated in previous professional plans and a list of publications as well as presentations at professional and disciplinary conferences or analogous professional activities in fields such as the Fine Arts. When appropriate, these means may be supplemented by independent letters of support from colleagues at other institutions, letters from publishers or editors concerning previous publications or work-in-progress; evidence of external grants applied for; and awards and prizes given by disciplinary or professional associations. The goal in each case should be to show, by reference to both college and departmental documents, how the candidate meets expectations for scholarly achievement.

#### 3.6.2.3.3 / ACADEMIC ADVISING

Chairs should provide specific evidence of informed and effective service to student advisees. At their discretion, they may include written comments by



past and present advisees or other materials demonstrating effectiveness in this role.

#### 3.6.2.3.4 / COMMUNITY SERVICE

Service to various communities, including contributions to the department, the college at large, students, the church and Christian schools, and the civic community. Chairs should assess the extent and significance of the candidate's contributions to the college community, the church, the scholarly community, and other appropriate constituencies.

The following principles should be used when measuring faculty members against these expectations.

1. No faculty member is likely to be strong in *all* the major and minor categories indicated, and only few can be strong in most of them. We believe, however, that a good faculty member should have demonstrated interest, competence, and activity in a substantial number of them.
2. Individual differences among faculty members as well as differences among their particular assignments make it inevitable that the weighing of the several categories will vary from person to person. However, effective teaching is expected of all faculty members, and, within the categories of advising and service to various communities, the direct-on-campus contributions are more important for most individuals than the off-campus contributions. We emphasize, however, that all of the major categories will be considered seriously in the evaluation of any faculty member. Specifically, this means that an individual performing well in only one category and hardly at all in the others is unlikely to receive favorable evaluation. What is desired is good performance in all major areas with excellence in at least one of them.

3. An extremely important component of the guidelines is the “faith and learning” issues. By this emphasis, we do not aim at any sort of institutional or canonized set of fixed theories to be known as the Calvin position. We do, however, believe it to be an important goal of the Calvin faculty to work faithfully toward a richer integration of the various disciplines with the reformed Christian view of God, people, and the world. This our commitment and our heritage surely require. At the least, this entails progress by individuals and departments in defining crucial faith-and-learning questions, in testing answers to them, and in publishing some of their findings—to one another, to students, and to others outside the immediate academic community. We believe that our mandate to be concerned with the Christian commitment and professional excellence to the staff requires that we take both faith and learning with great seriousness. For this reason, we believe that a faculty member under review should present positive evidence of such integrative theorizing, in teaching, in scholarship, and in service to the various communities.
4. These guidelines are intended primarily to apply to review at the time award of tenure is considered. However, these guidelines are also used by the committee when considering appointments and re-appointments, as well as during post-tenure review. Clearly, the manner and extent to which they apply at these different stages will vary; one may expect that they will be more stringently applied to individuals as they near consideration for tenure appointment.

We recognize that there are many variables which enter into the evaluation process, and that many of these variables are difficult to specify and measure precisely. We are 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 as much as possible.

We must emphasize that our intent at all stages is the improvement, not the dismissal, of faculty members. Guidelines must be means of self-evaluation as well as of mutual evaluation within departments for the purpose of staff growth, including that of tenured members. Another intent of the guidelines, of course, is to emphasize that reappointment and tenure are not automatic, but must be earned.

In summary, these amplified guidelines are intended to assist all faculty members, once appointed, to make suitable progress in their profession at Calvin, and to assist the Professional Status Committee and the administration in determining whether in fact such progress is taking place.

#### 3.6.2.3.5 / CRITERIA FOR PROMOTION TO PROFESSOR

The expectation at Calvin remains that those who attain tenure will also attain the rank of professor; professors should not be an elite and exceptional class. Nonetheless, promotion comes as a consequence of a review process, beginning in the department and carried through the Professional Status Committee and the Board of Trustees (see [section 3.9.3](#)).

The college has, historically, used the phrase “normal progress” in the four areas of faculty expectation as a consistent review criterion, and such progress is best defined within a department. Each department must, within the guidelines established in the *Handbook for Teaching Faculty*, articulate its own standards for assessing (and weighing the relative importance of) the four areas of faculty expectations: teaching, scholarship, service, and advising. Each department has, for example, defined what it counts as scholarship, and each department applies those criteria when recommending candidates for tenure.

At a review for promotion to professor, similar assessments are made regarding work accomplished since the tenure review. The proportional contributions in the four areas may change (e.g., someone with adequate scholarship and exceptional service may, following tenure, shift to doing less service work and become a more productive scholar), but the department continues to carry the primary responsibility for observing and assessing the totality of a colleague's progress.

Expectations 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” ([section 3.5.3.1](#)).

The *Handbook for Teaching Faculty* also states, “Underlying specific departmental guidelines are two general principles: 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” ([section 3.5.3.2](#)).

Consequently, should a colleague's teaching or scholarly contributions have fallen below minimal expectations for the department by the time of the scheduled promotion review, the department would, barring other exceptional contributions, probably not recommend promotion to professor at that time.

#### *3.6.2.4 / Board Interviews of Candidates for Reappointment*

The Board of Trustees shall interview those candidates recommended by the president for tenure and five-year term appointments. The Board shall also interview those tenure-track and renewable term candidates recommended by the president for reappointment on the occasion of their first reappointment.

As a basis for the interview and as a way of introducing themselves to the Board, candidates are requested to provide, along with the biographical data, written personal statements indicating how they seek to integrate their faith with their respective disciplines. Among the areas in which questions may be asked 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

Reappointments to the faculty are made by the Board of Trustees and submitted to the Synod of the Christian Reformed Church for ratification.

### 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, the following two possibilities shall exist:

1. Termination of services, to take effect at the end of the academic year which follows the academic year in which the final decision on tenure is made.
2. If a faculty member does not receive tenure after seven years, he or she may, if it is in the best interest of the college, be granted additional appointments of no more than two years each. Such appointments could be renewed indefinitely. During this period a staff member would be free to leave the college at the end of any year. Such an appointment would not preclude reconsideration for appointment with tenure at some later date. Any reconsideration for appointment with tenure shall be initiated by an academic dean or the provost.

#### *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 instructor by the provost before December 15 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*

If a negative recommendation on tenure is made at any stage of the process (by the department, dean, Professional Status Committee, provost, president, or Board of Trustees), the faculty member shall be informed of this negative recommendation, shall be given the reasons for it if requested, and shall have the privilege of requesting reconsideration by the person or body making the negative recommendation and of submitting evidence which he or she believes will be helpful toward an adequate reconsideration.

In case of non-renewal of a tenure-track appointment, the person affected shall have the right of appeal to the president or, through the president, to the Executive Committee or Board of Trustees, whichever best suits the time or circumstance.

### 3.6.4 / Failure to Receive Five-Year Renewable or Non-Renewal of Renewable Term Appointment

#### 3.6.4.1 / Failure to Receive Five-Year Renewable Appointment

Should a candidate fail to achieve five-year renewable appointment, the following three possibilities shall exist:

1. Termination of services, to take effect at the end of the academic year which follows the academic year in which the final decision on appointment renewal is made.
2. Additional renewable term appointment of fewer than five years. Such an appointment would not preclude reconsideration for a five-year renewable appointment at some later date.
3. A contingent appointment.

#### 3.6.4.2 / Non-renewal of Renewable Term Appointment

In the case of renewable term 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.

### 3.6.5 / Evaluation and Reappointment of Contingent Faculty

The timeline for evaluation of contingent 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 contingent faculty. Chairs are expected to meet regularly with contingent 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 contingent faculty member.

### 3.7 / RANK AND PROMOTION

#### 3.7.1 / Regular Faculty

Faculty with regular teaching appointments (tenure-track or renewable term) hold one of the following ranks: instructor, assistant professor, associate professor, 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 7.1.2](#) for definition of "equivalent experience").

### 3. **Associate Professor**

- a. Recommendation for reappointment with promotion by the majority of tenured and five-year term members of one's department and by the Professional Status Committee, if the faculty member has been serving at the college, and
- b. Either
  - PhD degree or its equivalent, plus a minimum of five 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 college; 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 five 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 Regular Faculty*

Promotions in rank are typically considered in conjunction with regular reappointment reviews or in conjunction with post-tenure or five-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/five-year term review. Over the normal course of an entry-level appointment, this review occurs in year seven of one's appointment. An earlier review for promotion to associate professor, after the minimum of five years served at the assistant professor rank but prior to a tenure/five-year term review, will be allowed if it is approved by both the sponsoring department's chair and its academic dean.
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/five-year term review. The first post-tenure/five-year term review may occur earlier than the sixth year subsequent to reappointment with tenure/five-year term in order to accommodate a review for promotion to full professor.

#### 3.7.1.4 / *Criteria for Promotion to Professor*

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. Nonetheless, promotion comes as a consequence of a review process, beginning in the department and carried through the Professional Status Committee and the Board of Trustees.

The college has, historically, used the phrase “normal progress” in the four areas of faculty expectation as a consistent review criterion, and such progress is best defined within a department. Each department must, within the guidelines established in the *Handbook for Teaching Faculty*, articulate its own standards for assessing (and weighing the relative importance of) the four areas of faculty expectations: teaching, scholarship, service, and advising. Each department has, for example, defined what it counts as scholarship, and each department applies those criteria when recommending candidates for tenure.

At a review for promotion to professor, similar assessments are made regarding work accomplished since the tenure/five-year term review. The proportional contributions in the four areas may change (e.g., someone with adequate scholarship and exceptional service may, following tenure, shift to doing less service work and become a more productive scholar), but the department continues to carry the primary responsibility for observing and assessing the totality of a colleague’s progress.

Expectations 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” ([section 3.5.3.1](#)).

The Handbook for Teaching Faculty also states, “Underlying specific departmental guidelines are two general principles: 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” ([section 3.5.3.2](#)).

Consequently, should a colleague’s teaching or scholarly contributions have fallen below minimal expectations for the department by the time of the scheduled promotion review, the department would, barring other exceptional contributions, probably not recommend promotion to professor at that time.

#### *3.7.1.5 / Procedures for Promotion to Professor*

Departments will be notified one year in advance of a faculty member’s upcoming post-tenure or five-year term review and eligibility for promotion to professor.

When the post-tenure or post five-year term review is used as an occasion to evaluate the faculty member for promotion to the rank of professor, the following additional components are required.

1. All documents normally included in a reappointment dossier.
2. The written recommendations of all full professors in the department. 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, department chairs should solicit the opinions of all colleagues on regular appointments. Chairs will summarize the gist of

those opinions and share that summary with the voting full professors.

The evaluation guidelines are the same as those used to evaluate a faculty member for reappointment or tenure.

Should a colleague who is eligible for promotion not be recommended, the colleague will remain eligible, and the department may at some later date recommend promotion.

The appeal process will be the same as that articulated in [section 3.6.3.3](#).

### 3.7.2 / Contingent Faculty

There are no ranks for contingent faculty positions.

## 3.8 / GUIDELINES FOR PROFESSIONAL PLANNING

### 3.8.1 / Introduction

Self-evaluation and planning are required of faculty members as part of reappointment and post-tenure reviews; they also serve as useful tools for ongoing professional development. The following guidelines may be helpful for individuals preparing professional plans as well as those responsible for making reappointment recommendations. The structure and content of a particular faculty member's plan will reflect his or her career stage, style of reflection, and personal priorities. All plans should, however, address each of the four major areas of faculty responsibility: teaching, research and scholarship, community service, and advising. They should also be concise, not more than six pages in length. Faculty are encouraged to append a current curriculum vita to their plans.

### 3.8.2 / Teaching

Evaluate yourself as a teacher with respect to the principles of effective teaching found in [section 3.5.3.1](#). In doing so you may wish to incorporate information from student evaluations of your teaching and from other evaluations you may have completed; you should also include your own reflections.

Based on your self-assessment, identify the teaching goals you wish to set for yourself and specify the resources (e.g., technologies, workshops, conferences, peer-consultants, etc.) that will help you achieve them.

### 3.8.3 / Research and Scholarship

Evaluate your scholarly activities with respect to the criteria regarding types and purposes of faculty scholarship found in [section 3.6](#) and in your department's statement on research and scholarship. In doing so you may wish to include colleagues' assessments as well as your own account of your activities and accomplishments. You may also wish to supplement this information with independent letters of support from colleagues at other institutions, letters from publishers or editors, evidence of external grants written and received, or awards and prizes given by disciplinary or professional associations.

Based on your self-assessment, define a program of personal scholarship, both short-term and longer-term, and specify the resources (e.g., grants, conferences, equipment, student collaborators, etc.) that will help you achieve your goals.

### 3.8.4 / Community Service

Evaluate your efforts in the four areas of faculty service (to the college community, to the church community, to the scholarly community, and to other communities) identified in [section 3.5.3.3](#). In doing so you may wish to keep

in mind that while service arising out of one's personal interests is appropriate, service arising out of one's scholarly vocation is more nearly central to the college's purposes and hence should be assigned greater weight.

Based on this self-assessment, identify your priorities for service, describe how you will pursue them, and specify the resources that will help you achieve your goals.

### 3.8.5 / Advising

Evaluate yourself as an adviser with respect to the criteria for effective academic advising found in [section 3.5.3.4](#). In doing so you may wish to include information from evaluations by advisees and from other evaluations you may have completed; you should also include your own reflections.

Based on this self-assessment, identify your priorities for advising, describe the resources that will help you achieve your goals, and specify how you will know that you have met them.

## 3.9 / POST-TENURE AND FIVE-YEAR-TERM APPOINTMENT REVIEW

### 3.9.1 / Purpose

The regular cycle of evaluation of tenured and five-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.

### 3.9.2 / 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 and shall be done in the context of the prior professional plan. 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 the plan to the academic dean and discuss it with him or her. The dean will meet with the faculty member to discuss the self-evaluation and professional plan.

### 3.9.3 / Components of Five-Year Review of Five-Year Term Faculty

1. Every five years after a five-year term appointment is awarded, a faculty member is eligible to be considered for a new five-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 five-year appointment, and shall evaluate the work done by the faculty member in the designated areas of responsibility and shall be done in the context of the prior professional plan. The professional plan shall look forward to the next five 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 the plan to the academic dean and discuss it with him or her. The dean will meet with the faculty member to discuss the self-evaluation and professional plan.
3. If the department chair and academic dean support renewing the faculty member's five-year term appointment, the dean will prepare a one-page recommendation and rationale for reappointment and submit it to the Professional Status Committee along with the faculty



member's CV, self-evaluation, and professional plan. The Professional Status Committee shall make a recommendation to the president regarding reappointment.

#### 3.9.4 / Evaluation Guidelines

The evaluation guidelines are the same as those used to evaluate a faculty member for reappointment or tenure.

### 3.10 / COMPLETION OF SERVICE OF REGULAR FACULTY

#### 3.10.1 / 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](#).

##### 3.10.1.1 / Emeritus Status

The Board of Trustees confers emeritus status on retiring regular 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 college. 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.

##### 3.10.1.2 / Eligibility

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

- Normally ten years of service to the college in a ranked faculty position or an administrative position with faculty status,
- A commendatory record of service and conduct,

- No current disciplinary proceedings, and
- Retirement from the college in a faculty appointment or administrative appointment that has faculty status.

#### *3.10.1.3 / Privileges*

As valued ongoing members of the college community, emeritus faculty and administrators are encouraged to maintain association with the college and continue their studies. The following privileges exist to support emeriti/ae 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;
- emeritus faculty rank equivalency and pay for those engaged to do part-time teaching; and
- on a space-available basis, assigned working space on campus for those who have active projects, with priority given to those with assigned duties.

#### *3.10.1.4 / Exceptions*

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

### 3.10.2 / Loss of Appointment for Tenured Faculty or Five-Year Term Faculty

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

#### 3.10.2.1 / *Institutional Factors*

Faculty reductions may be made owing to demonstrable financial exigencies, or elimination of programs. The impact of proposed faculty reductions upon the college and department programs shall be reviewed by the Planning and Priorities 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 in affected departments from among non-tenured or renewable term faculty. If faculty reductions are to be made from the 5-year term or tenured faculty, they shall normally be made first in affected departments, usually on a last-appointed-to-5-year-term, then last-appointed-to-tenure basis as the earliest consideration. Further 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 college 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 Board of Trustees.

The college will make an attempt to employ in another useful position the tenured/five-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/five-year term faculty member whose appointment is terminated by the college for reasons given above shall be offered a return to a tenured/five-year term position in the department if, within three years after leaving Calvin College, his or her former position is restored.

#### *3.10.2.2 / Personal Factors*

A teacher with tenure or appointed to a renewable term may be separated from service following the procedures of one of the following policies:

- Procedures for Addressing Allegations of Misconduct ([section 6.1](#)),
- Procedures for Addressing Allegations of Unacceptable Performance of a Tenured Faculty Member ([section 6.2](#)),
- Procedures for Handling Allegations of Confessional Unorthodoxy ([section 6.3](#)),
- Procedures for Handling Allegations of Scientific Misconduct ([section 6.4](#)).

### **3.11 / LEAVES OF ABSENCE**

#### *3.11.1 / Unpaid Leaves of Absence*

##### *3.11.1.1 / Definition*

Leaves of absence without salary support from the college 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.

#### 3.11.1.2 / Eligibility

Under normal conditions, a regular faculty member is eligible to apply for a leave of absence without salary support after two years of full-time teaching at Calvin College. Under exceptional circumstances the college, 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.

#### 3.11.1.3 / 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.

#### 3.11.1.4 / Financial Provisions

##### 3.11.1.4.1 / A LEAVE GRANTED WHEN A FACULTY MEMBER IS EMPLOYED FULLY AT ANOTHER INSTITUTION OR AGENCY

In such cases, the college 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 College may continue the faculty member on its fringe benefits rolls and even make the payments, but the college will be fully reimbursed by the person on leave. This policy of self-

payment or of reimbursement to the college currently covers pension, life insurance, disability insurance, and medical insurance. Whether the college 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.

#### 3.11.1.4.2 / A LEAVE GRANTED WHEN A FACULTY MEMBER CONTINUES GRADUATE STUDY

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

The college 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.

#### 3.11.1.4.3 / A LEAVE SUPPORTED IN WHOLE OR IN PART BY A RESEARCH OR SPECIAL FOUNDATION GRANT WHICH DOES NOT INCLUDE FRINGE BENEFITS

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

Normally, the college 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 college 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 Administration and Finance.

#### 3.11.2 / 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](#).

### 3.11.3 / 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 7.5](#).

### 3.11.4 / Combined Support Leaves

A leave of absence with only partial support by the college 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-college 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.

### 3.11.5 / Counting Leave as Years of Service

Given college 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 college, 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 college.

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 College, or that it is of particular value to the college. The leave may also count as active service if it is at the behest of the college.

Examples of kinds of leaves that might qualify:

- a leave to conduct research germane to one's appointment and duties at the college;
- a leave to help develop a Christian university or service agency in expression of Calvin's mission;
- a leave to teach 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 college.

Generally speaking, a second consecutive year of leave is less valuable and more likely to be a burden to the college 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 college.



### 3.12 / 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.

#### 3.12.1 / 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 review documents.
- Documentation of any disciplinary action.
- Numerical summaries of all teaching evaluations.
- Signed statement of compliance with faculty membership requirements.
- 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 college 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 nor-

mally 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.

### 3.12.2 / Teaching Evaluation File (Provost's Office)

The Provost's Office maintains a file of completed student evaluation forms 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. Then they are sent to the chairs, various program directors, and the faculty member for their review. They are then returned to the Provost's Office and are kept on file for at least five years. At that time, they are returned to the faculty member.

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 must treat them as confidential.

### 3.12.3 / 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.

### 3.12.4 / Appointment, Reappointment, and Promotion Dossiers

Dossiers are constructed by the department chair at the time of appointment, reappointment, or promotion. Each such dossier is kept in the Provost's Office as an "active" file until the Board of Trustees has taken its action.

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 each member of the Professional Status Committee have access to the dossier. The dossier must remain in the Provost's Office or committee room and may not be copied. 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.

After the action of the Professional Status Committee, the Provost's Office will prepare for use of the Board an abridged version of the dossier. This version will consist of the candidate's statements, the recommendations of the chair and the dean, and a selection of the candidate's publications. Board members have access to this abridged version and may view it in the Provost's Office. Board members should treat this information as confidential and may not use it for any purpose other than making the appropriate personnel decision.

Board members may also view the unabridged dossier under the same conditions. However, Board members should be aware that the primary audience of many of the documents is the professional peers of the faculty member. Thus, Board members should use caution in interpreting the documents.

After the action of the Board of Trustees, the student evaluation forms are placed in the teaching evaluation file. The remainder of the dossier is stored in a secure place in the Provost's Office for ten years after the faculty member receives tenure or leaves Calvin and is then destroyed. Only the dean and the provost have access to the file during this period.

#### 3.12.5 / 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 / TEACHING ASSIGNMENTS

### 4.1.1 / Course Assignments and Teaching Schedules

It is the responsibility of the department chair to recommend course offerings and course assignments of the members of his or her department 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.

Preparation of the class schedule is the responsibility of the registrar. Department chairs will be asked to prepare their own class schedules according to the guidelines submitted by the academic deans. Course assignments for the fall and spring semesters for the next academic year must be in the hands of the academic dean in late January. Materials for the interim term will be requested by the Dean for Instruction or his or her designee, normally with a deadline for submission of the department's proposals in early February.

### 4.1.2 / Standard Teaching Loads

The normal teaching load for a regular faculty member is 21–24 semester hours. This includes the teaching of an interim class that counts for 3 semester hours. Twenty-one hours is only considered a full load if it consists of seven three-hour courses. 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. Other responsibilities, such as

teaching laboratory sessions, giving private lessons, and supervising student teachers, are assigned credit towards teaching load by the academic deans. With prior approval of the department chair and academic dean, teaching a course at Calvin Theological Seminary will normally be incorporated into the regular teaching load of a faculty member. The policy governing such shared teaching appointments is available in the Office of the Provost.

It may not always be possible to assign each faculty member a teaching load in the range described above in a given year. With the approval of the academic dean, a teaching load of 21 or 25 hours will be considered a full load and the department will be asked to compensate for the slight overloads or underloads that result by the assignment of appropriate loads in future years.

Some renewable-term appointments are made on the basis of excellent teaching and have lesser expectations for scholarship, advising, or service. In such cases, the appointed faculty member's load will be determined at time of hire.

#### 4.1.3 / Reductions in Teaching Load

Individual faculty members may have their teaching loads reduced from their normal full load for a variety of reasons. Some of these are listed below.

- Most faculty members who are department chairs have their teaching load reduced. The amount of reduction depends on many factors: number of faculty, number of students, number of programs, level of support services, and others.
- Some faculty members' teaching loads are reduced in order for them to carry out special assignments or to work on a special college project: placement of student teachers, directing the Rhetoric Center, editing, directing the athletic program, coaching, and the like.

- Faculty members may be given a reduced load to provide them with time to work on specific scholarly projects through one of the programs of the college.

#### 4.1.4 / Teaching Overloads

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.

#### 4.1.5 / Summer School Teaching and Faculty Load

Three three-week and two four-week summer sessions are held each summer. Department chairs submit a tentative summer school schedule in October preceding the summer school sessions. Faculty members are solicited to teach these summer school courses. Summer school teaching is not considered part of the normal teaching load and is compensated for separately according to the schedule described in [section 7.9.1](#). Normally a faculty member will not be permitted to teach more than one course during the summer.

Faculty members in the Education Department who are required to teach courses and workshops in the graduate education program in the summer are allowed to count such teaching as part of their regular academic year load. Normally, such summer school teaching should not exceed one course.



However, summer loads up to six semester hours are permitted by this policy. For the purposes of staff planning in the Education Department, there might be as much as a one-year delay in crediting summer school teaching to an academic year load.

#### 4.1.6 / Independent Studies and Tutorial Projects

Calvin College provides the opportunity for undergraduates 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 instructor 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 instructor during that semester. Because such projects require considerable time of the instructor as well as of the student, no instructor is obligated to approve an independent study and is expected to limit the number of students accepted each semester. Instructors will be paid for supervising such courses only when they are taken in the summer.

Because students in the MEd graduate program are required to do graduate thesis and project work, to engage in graduate independent study, and to complete courses not scheduled, faculty members teaching in these programs are obligated to offer these courses and are paid whether they are taught during the summer or academic year.

An independent study shall carry credit of 2–4 semester hours. No more than 8 semester hours of such study may be applied toward graduation requirements.

To be eligible for an independent study in a department, a student must have completed at least four courses in that department with a minimum grade point average of 3.3 in those courses. Application forms are available from the Registrar's Office.

#### 4.1.7 / Regular Course on a Tutorial Basis

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 instructor is obligated to accept supervision of a tutorial. Such registration is a privilege and is subject to the following conditions:

1. To be eligible to register for a regular course on a tutorial basis, a student must
  - hold junior, senior, or graduate status;
  - have a cumulative grade point average of at least 3.0; and
  - have completed all of the prerequisites for the course.
2. A student must give a valid reason(s) why registration for the course cannot be postponed until the semester when it is regularly scheduled.
3. A student's work must be subject to regular faculty supervision.
4. A regular course taken on a tutorial basis must be completed within the semester in which the student registers for it.
5. Regular courses cannot be taken on a tutorial basis during the interim session.

Requests for a regular course on a tutorial basis must be approved by the instructor, 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; they will be compensated for such supervision during the summer sessions. Faculty will be compensated for supervising graduate tutorial study regardless of when students enroll in them.

## 4.2 / CLASSROOM POLICIES AND PROCEDURES

### 4.2.1 / Admission of Students to Class

Only registered students may attend a class. The registrar maintains a list of registrants for each class. This list is available to faculty electronically via the internet. 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

No staff member may change the schedule of classes after it has been printed by the Office of the Registrar. Requests for changes in the schedule of interim classes should be submitted to the Coordinator of the Interim.

Changes in student class schedules will not be permitted after the first week of any semester; but, with the approval of the instructor, students may withdraw from a class until the end of the ninth week of each semester.

The registrar prepares a room schedule for all classes before each semester. No instructor should change the location assigned to a class without first clearing it through the Registrar. The Registrar, in turn, will consult with the

Office of Conferences and Campus Events, which maintains the master schedule and calendar for all space usage on campus.

### 4.2.3 / Faculty Class Attendance

Members of the staff 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 or to have some specified and scheduled activity take place during the class time.

If a faculty member is unable to give a scheduled examination, he or she may obtain the services of a proctor.

### 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. Professors are expected to monitor class attendance.

Whenever a student officially discontinues school, the Registrar's Office notifies all of the professors 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 professor or the office. It is expected in such cases that the professor will notify the Registrar's Office. If, according to the registrar's records, this student is still regularly enrolled, the Registrar's Office will notify the Student Life Office, which will then investigate the case and report to the professor or professors concerned.

Although not absent three or more successive class periods, a student may, nevertheless, be irregular in class attendance. A professor should take action appropriate to the number of absences and nature of the class. In dealing

with the matter, a professor may, if advisable, call upon the Director of Academic Advising or Dean of Residence Life for advice or for assistance.

#### *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 teachers by the Dean of Residence Life (for resident students) or the Dean of Student Development (for commuter students). 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.

With regard to less serious illness, the Health Services policy is as follows:

1. Students are expected to make appointments outside of class time unless a serious illness or injury is involved.
2. The nurses will supply an ill student with a Health Services visit verification form. This is not an excused absence. Information is given (with the student's permission) for the benefit of the professor, who has the power to grant excuses, makeup work, incompletes, etc. Health Services staff members will not verify an illness or injury for which they have not been seeing the student. Each time a health report is requested, the student will be reminded that this is not an excuse, but a health visit verification.
3. If the illness is expected to result in hospitalization, more than three days of missed classes, or the need to go home temporarily, the appropriate dean in Student Life will be notified. With the student's permission, the dean will send a statement to the professors involved.

### 4.2.5 / Test Schedule

A schedule for giving tests during the course of the fall and spring semesters will be distributed by the Academic Dean's Office prior to the start of the semester. The schedule has been developed to provide an orderly sequence of tests for the students. Faculty members are urged to follow this schedule.

### 4.2.6 / Final Examinations and Examination Schedule

The exam week is considered to be an important part of the 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 and spring schedule of classes. Final examinations may not be given in a regularly scheduled class meeting; i.e., a class meeting prior to the beginning of the examination period. "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 instructor). Final examinations may not be retaken except under extenuating circumstances, and then only with the approval of the department chair and the academic dean.

### 4.2.7 / Grading Policies

#### 4.2.7.1 / Grading System

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

#### *4.2.7.2 / Mid-semester Grades for First-Year Students*

By faculty decision, all first-year students are given 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 around October 20.

#### *4.2.7.3 / Final Grades*

Grades for the fall and spring 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. Grades for the interim term must be turned in within six working days after the last day of the interim term.

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 College 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 instructor, or using unauthorized resources on tests or examinations is strictly prohibited.

The Student Conduct Code states that since acts of academic dishonesty are so intimately related to the classroom, primary jurisdiction is exercised by instructors. The normal sanction is a failing grade on the piece of work in-

volved, but failure in the course is a permissible sanction. The “Student Conduct Code and Disciplinary Procedures” 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 professor 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.

The code also specifies that faculty members must inform the vice president for student life about all cases of academic dishonesty that they adjudicate.

#### 4.2.9 / Classroom Prayer

All first-period classes, at least, are to be opened with prayer. This may include brief devotions.

#### 4.2.10 / Office Hours

Faculty members are expected to maintain regular office hours during the regular academic year. These hours should be clearly posted and announced to each class.

### 4.3 / OTHER ACADEMIC POLICIES

#### 4.3.1 / 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 instructor 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 non-teaching assignment for the department or college.



### 4.3.2 / Conflicts between the Schedules of Music Ensembles and Natural Science Laboratories

The following guidelines were prepared to give departments and instructors direction in avoiding and resolving conflicts between science laboratories and music ensemble rehearsals and performances. The policy affirms the idea that music ensembles should be available to students in the natural sciences which involve laboratory work. The policy assumes that it is the responsibility of the instructor rather than the student to resolve the conflict, if the conflict is not due to the student's arrangement. The policy was developed cooperatively and approved by ensemble directors and the Science Division Executive Committee.

#### *4.3.2.1 / Suggested Policy regarding Conflict of Regularly Scheduled Laboratories and Rehearsals.*

1. The Science Division departments should attempt to schedule some lab sections of multiple section courses at times that do not conflict with scheduled music ensemble rehearsals. During registration, student members of the music organizations should attempt to schedule laboratories that do not conflict with the regular rehearsal schedule and Science Division departments should attempt to accommodate these students in those sections.
2. In those cases where a regularly scheduled laboratory conflicts with a regularly scheduled rehearsal, the student should be excused from rehearsal one day per week. These conflicts should occur infrequently and when such conflicts do occur, they should be confirmed by the two instructors involved.
3. The student should not be required to resolve the conflict other than do all that is possible to avoid scheduling such a conflict.

*4.3.2.2 / Suggested Policy regarding Conflict of Unscheduled Laboratory Time with Regularly Scheduled Rehearsals and Extra Rehearsals and Performances with Regularly Scheduled Laboratory Times*

1. In cases where laboratories are extended beyond the regularly scheduled period, students in music organizations should be free to leave the laboratory to attend the rehearsal. These students should be permitted to complete the laboratory work at another time.
2. Scheduling of extra rehearsals or performances during the academic day should be avoided. However, when it is necessary to schedule them during the academic day, the music instructor should contact the laboratory instructor for an excused absence. If the laboratory instructor cannot honor the request, the student should be excused from the rehearsal or performance.

The above policy should be applied uniformly to all students.

**4.3.3 / Preparation of Classroom Materials**

A professor normally is expected to prepare materials which are related to the courses which s/he teaches as part of his or her regular teaching load. That is to say, the preparation of materials for one's own class is the responsibility of the professor as part of the regular workload; s/he does not receive special remuneration for this work.

Whenever a professor is engaged in the preparation of materials to be used by the department or a number of professors in the department, this work normally is to be accomplished by means of a reduced load during the regular academic year.

If materials are to be prepared for the department or for a number of members in the department and it is not possible to reduce the teaching load of any member of the department during the regular academic year, the work

may be done in the summer and the person doing the work compensated for it. Normally, the compensation shall be related to the summer session pay schedule.

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 Bookstore or requisitioned by the instructor through the Financial Services Office. No instructor 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. That policy is summarized in [section 6.11](#).

#### 4.3.5 / Faculty Absence from Campus

Faculty members are requested to leave their address 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 bookstore 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 / Use 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 / Facility-Related Policies

#### 4.3.8.1 / Facility Use

If a Calvin department or organization co-sponsors an event with an off-campus organization, there will be no charge for use of facilities. However, any expenses associated with the event (technical staff, ushers, security for parking, signs, food service, etc.) will be charged to the account of the department sponsoring the event.

Calvin staff and full-time students may use Calvin facilities for one-half the normal rental rate. Reservations must be made through the Office of Conferences and Campus Events. The event must be for immediate family and personal use and cannot be applied to use by extended family or organizations of which the staff person is a member.

#### 4.3.8.2 / Pets in the Workplace

To maintain an environment that enables work to be done with minimal distraction and disruption, shows respect and courtesy for co-workers, and reduces the potential of health concerns, safety concerns and facility damage, *pets are not permitted in college buildings* (this includes during both business and non-business hours), with the exception of approved service dogs.

All pets on college grounds must be kept under reasonable control by leash and may not be left unattended. Pet owners are required to keep their animals from being an annoyance to the students, faculty and staff of the college.

The owner or person having custody of any pet that defecates on Calvin property shall immediately remove all feces and dispose of it properly. Pet owners will be required to make restitution for any damage caused by pets or costs of cleanup after pets.

Faculty, staff and students who fail to abide by this policy may be subject to a fine or disciplinary action

#### *4.3.8.3 / Smoking*

Calvin College does not permit smoking in any campus building.

#### **4.3.9 / (Reserved for future use)**

#### **4.3.10 / Clarification of Policy regarding 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 college-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.

Instructors 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. An instructor 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.

### 4.3.11 / Guidelines for Summer Music Ensemble Tours

#### 4.3.11.1 / *Applicability*

These provisions apply to tours that are scheduled outside the regular academic year, that are not official college functions, and on which student participation is voluntary. (They do not directly apply, for example, to Spring Break tours organized in conjunction with the College Relations Office.)

#### 4.3.11.2 / *Approval Procedure*

A faculty member who wishes to organize a tour must notify the department chair of his/her intention as far in advance as possible. The chair may consult with colleagues to ensure that the proposed tour does not conflict with departmental priorities; normally only one such tour will be authorized for a given summer. The department chair must notify the college administration (i.e., academic dean) of the proposed tour before granting final authorization to proceed.

#### 4.3.11.3 / *Funding*

Tour expenses are solely the responsibility of those who participate; no college funds will be used. Any group fund-raising project(s) must adhere to the Internal Fundraising Policy of Calvin College, dated July 11, 1996. Policy guidelines are available in the Development Office.

#### 4.3.11.4 / *Conduct*

Any tour involving a Calvin ensemble identified as such is subject to the general behavior guidelines set forth in the student and faculty conduct codes.

The faculty member(s) directing the tour is/are responsible for ensuring that these guidelines are observed.

## 4.4 / MISCELLANEOUS POLICIES RELATED TO FACULTY RESPONSIBILITIES

### 4.4.1 / Campus Calendar and Room Use

A computer program maintained by the Office of Conferences and Campus Events provides the college 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.

The registrar prepares a room schedule for all classes before each semester. No instructor should change the location assigned to a class without first clearing it through the registrar. The registrar, in turn, will consult with the Office of Conferences and Campus Events, which maintains the master schedule and calendar for all space usage on campus.

If individuals wish to reserve a room(s) for other than regular teaching purposes, they must first contact the Office of Conferences and Campus Events 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.

### 4.4.2 / Academic Procession and Dress

The faculty appears in academic procession at Opening Convocation, Honors Convocation, Commencement, and on other special occasions. All full-time



and reduced-load faculty are expected to participate, in appropriate academic dress. Faculty members are placed in academic procession according to:

- **Rank.** Professor, Associate Professor, Assistant Professor, Instructor. Administrators with faculty status but without faculty rank will be given assimilated rank based on the guidelines for placement in rank for purpose of the procession.
- **Length of Service.** This is to be defined in terms of official appointment to the faculty in any of the ranks of Professor, Associate Professor, Assistant Professor, or Instructor. It does not include provisional, conditional, part-time, or deferred appointments to the staff.
- **Order in Alphabet.** Rank and years of service begin equal, members of the staff shall be listed alphabetically.

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 (Office of Conferences and Campus Events). 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 college will retain an inventory of hoods from which a faculty member may borrow for a given occasion, but the college 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 the Office of Conferences and Campus Events. This should be done prior to the beginning of the academic year.
- Commencement is held on the Saturday following the last examination in the spring semester. The Commencement speaker is selected by the president of the college. Suggestions for a Commencement speaker are welcomed and should be submitted to the president early in the academic year.

#### 4.4.3 / 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 provost through the department chair. Space assignments are made by the Vice President for Administration and Finance in consultation with the provost.

#### 4.4.4 / Budget Requests

Each staff member is given opportunity in the fall of the year to make budget requests through the department chair. The chair consolidates these requests into a departmental budget proposal.

#### 4.4.5 / Purchasing Supplies and Equipment

All supplies and equipment not available through the campus bookstore must be purchased in accordance with college policy, which is available from the Office of Administration and Finance. A web version is available from the Financial Services web page.

#### 4.4.6 / Access Control Devices

Responsibility for overseeing all campus-related access control devices (keys, cards, locks, codes—hereafter referred to as ACDs) and maintaining access control records is assigned to Campus Safety. Complete copies of the Access Control Policy are available from Campus Safety.

A request for ACD issuance to employees must be submitted in writing by a dean, director, department head, or division head to Campus Safety for approval. ACDs for different doors may be issued to the same person if there is work-related need. No person will be issued more than one ACD for the same door. Initially ACDs will be issued without charge to the responsible campus member with the expectation that the user will return the ACD at the end of the time of need. If the ACD is lost or stolen, an appropriate fee will be charged for the replacement. Lost or stolen ACDs must be promptly reported to Campus Safety.

All issued ACDs must be returned to Campus Safety upon separation, termination, or retirement from the college. Human Resources will verify the ACDs have been returned to Campus Safety before processing the separation, termination, or retirement of an employee. Exceptions to the above will require the approval of Campus Safety and the Human Resources Office.

#### 4.4.7 / Parking

Limited reserved parking is available for the faculty and staff near each building. Adequate unreserved parking is available. The faculty members are required to register their automobiles with the Security Office, display the parking sticker, and observe the parking regulations.

#### 4.4.8 / Chapel Attendance

Chapel meets daily at 10:00 AM. Faculty are requested to attend chapel services regularly.

#### 4.4.9 / Civil Defense and Severe Weather Warning

In the event of fire, bomb threat, or noxious gases, the warning will consist of a series of intermittent peals of the fire alarm. All classes should be dismissed at once. Students should be instructed to leave the building at the nearest exit. In the event of a Civil Defense Alert, warning of severe weather, or enemy attack, the Civil Defense siren will sound a wavering tone. All personnel must immediately seek cover in shelter (basement) areas. The “all clear” will be sounded by a steady tone of the Civil Defense siren.

In cases of severe winter weather, as a general policy, Calvin College does not close normal operations. Exceptions are made only when it is clear that the college facilities cannot be used due to heating, electrical or other mechanical failure, or when public and campus roadways are completely impassable.

In the context of this “no close” policy, however, the college does not expect students or faculty to take unreasonable risks in coming to the campus during times of severe weather or hazardous driving conditions. Students and faculty will not be penalized for deciding that such conditions, on the basis of their own individual good judgment, are too treacherous to come to the campus. Furthermore, when such weather conditions prevail, faculty will do everything possible to facilitate the students’ efforts to obtain any information missed due to weather conditions.

In those rare circumstances when the campus must be closed, all local radio and TV stations will be so notified for regular reporting to the public.

In cases of severe weather such as tornadoes, the president has the responsibility for determining when to close or terminate college activities. The Security Director or a designee will inform the Office of the President of weather conditions as gained from the National Weather Service, the Office of Civil Defense, and from observers on campus. In the absence of the president, the

responsibility for determining when to close goes to the Provost, Vice President for Administration and Finance, Vice President for Student Affairs, Vice President for External Relations, Vice President for Information Services, or the Security Director in that order listed. When a decision to close college offices is made, the person making the decision will initiate a process for informing the campus community, the Security Office will advise those requesting information about the decision that was made.

#### 4.4.10 / Fire Alarm Procedures

The fire alarm is a continuous or pulsed blast of the fire horn (except in the Spoelhof Center where fire alarm bells sound). NEVER ASSUME IT IS A DRILL.

- **ALL CLASSES SHOULD BE DISMISSED AT ONCE.**
- It is the responsibility of the instructor to prepare procedures to dismiss the class safely and leave the work area in a safe condition. Examples would be: labs where experiments are in progress or gas jets are in use, rooms where equipment is in operation, etc.
- The instructor is normally the last one to leave the room.
- Faculty and staff in offices or other rooms of the building must leave immediately also.
- **ALL DOORS AND WINDOWS SHOULD BE SHUT. LEAVE BY THE NEAREST EXIT TO THE OUTSIDE.**
- In some buildings the nearest exit is an “emergency exit only” door. These doors ARE to be used in a fire or in a fire drill. An example of this would be in the Library. Since our buildings are comparatively fireproof, no panic conditions need result in case of fire.

- **MOVE AWAY FROM THE EXIT TO A PLACE 100 FEET FROM THE BUILDING.**
- Faculty and staff should assist in moving students away from the exits and away from the building. The exits **MUST NOT BE BLOCKED** as others may still be exiting.
- **REMAIN OUTSIDE AWAY FROM THE BUILDING UNTIL NOTIFIED TO RETURN.**
- Normally Security personnel or the building manager will make this notification. If the fire department is called to the scene, fire department personnel are in charge and will make the notification when it is safe to enter the building.

#### 4.4.11 / Telephone Usage

All off-campus telephone calls, including local calls, cost the college money. The individual making local, off-campus calls is not charged for these calls; however, he or she is asked to keep in mind that there is a charge to Calvin for each call. Long-distance calls which are made for personal reasons should be charged to the caller.

A monthly statement of itemized long-distance calls and the total local calls is sent to each faculty member. This statement should be verified by the faculty member and submitted to the department chair. Please pay for personal calls at the counter in the Financial Services Office.

#### 4.4.12 / Health Services

The primary purpose of Health Services is to serve Calvin College students. Employee and emeriti use of the Health Services is limited to immunizations for off-campus programs, TB skin tests required to perform academic responsibilities or mentoring (e.g., SLC, education, nursing, etc.), and any other

services judged necessary to support instructional and/or research needs. This excludes allergy injections, blood pressure checks, at-work illness, and other minor personal needs for which some have requested care in the past. For proper continuity of health care, all employees and emeriti should maintain regular contact with a local primary care physician and visit his/her office when ill or in need of health care.

In cases of emergency, the college switchboard operator should be notified by calling “3333.” It is each person’s responsibility to review periodically and to know the campus emergency procedures as outlined in the first page of the campus directory.

#### 4.4.13 / Library Loan Policies

Faculty members may check out books for twenty-six weeks. After a faculty member has had a book for twenty-six weeks, the library sends an overdue notice. The book may be renewed by returning the notice to the library with instructions to renew it for an additional twenty-six weeks. (A book can be renewed a second time only by physically returning it to the library to complete the transaction.)

The total number of books signed out should not exceed fifty. The Library Director may contact faculty members who exceed this limit. Faculty members are urged to return unneeded books promptly in order to serve better the needs of students and other faculty members.

If another person requires a book held by a faculty member, the circulation staff will recall the book if it has been checked out for longer than two weeks. As a courtesy to the person requesting the book, recalled books should be returned as soon as possible.

Faculty members are permitted to charge out for their own use most back issues of periodicals for a maximum period of one week. No more than five

bound volumes should be charged out at any time. These volumes are subject to recall if needed by other patrons. Current periodicals may be charged out from the Periodical Workroom for overnight and weekend use only. It is understood that faculty loan privileges are not to devolve upon students or other patrons.

A faculty member may request an exemption from the guest user's fee for a spouse and dependent children by sending a written request to the Head of Circulation or Library Director. Calvin alumni are already exempt.

#### 4.4.14 / Media Relations Policy—News and Official Reports

All press announcements and reports officially involving the college or the college program should be released through the Director of Media Relations, who has been delegated this responsibility. An exception is the report of the semiannual meetings of the Board by the secretary to the Christian Reformed constituency via the church papers.

#### 4.4.15 / Mentors of Student Organizations

Every organization must have a faculty mentor appointed by the president in consultation with the faculty Committee on Governance. All policies and procedures of the organization must have the mentor's approval. The Dean of Student Development will supply information regarding procedures for appointment of mentors.

- Students may request a faculty member or an administrator as a mentor but the final selection and appointment is made by Faculty Senate, with the advice of the Student Life Committee.
- The mentor is appointed for a one-year term. Reappointments may be made. Each mentor is to receive an annual letter of appointment or reappointment from the president, to whom he or she is ultimately accountable.



- The President's Office informs the organizational head of the mentor appointment.
- The mentor, along with the officers or leadership group of the student organization, review the constitution each September to assure that it is being followed.
- The mentor assures that all officers meet college eligibility requirements (cf. Student Handbook). The Registrar's office can supply appropriate student data. The Dean of Student Development assists in special cases.
- The mentor advises in the budget formation of the organization prior to the budget submission to a governing board or to the Student Senate Finance Committee, whichever is applicable.
- The mentor approves in advance all campus-wide or public programs.

#### 4.4.16 / Fund Raising Policy

Fundraising projects must be approved by the president. Proposals for fundraising for special projects shall be submitted for approval to the president and the Vice President of Development prior to solicitation of said gifts.

College personnel shall not solicit gifts for or in the name of Calvin College or any part of Calvin College. Solicitation for special projects must be coordinated with the overall fundraising efforts and priorities of the college.

#### 4.4.17 / Policy Banning Weapons on Campus

No weapons of any kind are allowed on campus, except as authorized by the Board of Trustees. Weapons include, but are not limited to, firearms, ammunition, explosives, switchblades, paintball guns, Airsoft guns, BB guns, potato

launchers, bows and arrows, slingshots, and similar devices. Exceptions for Campus Safety supervisors are governed by the college's Use of Force Policy.

# Chapter 5: Faculty Development

## 5.1 / PROGRAMS FOR THE DEVELOPMENT OF TEACHING

### 5.1.1 / Faculty Orientation Workshops

Prior to each fall semester there is a fall orientation seminar, part of which is devoted to issues of teaching.

### 5.1.2 / Summer Seminars on Teaching

The summer seminar program is planned by the faculty fellows of the Teaching and Learning Network (<http://www.calvin.edu/academics/faculty/ctln/>), who are overseen by the Faculty Development Committee. These seminars are directed toward Calvin's corporate needs for teaching development. In the past, the seminars have dealt with topics such as integration of faith and learning, teaching through writing, linking community service with teaching, using technology in teaching, and teaching for multicultural sensitivity.

### 5.1.3 / Mentoring

Upon arrival on campus new faculty are assigned a departmental mentor. The mentor advises the new faculty in all areas of college life, including teaching. In addition to the department mentor program, there is a system of college-wide mentoring that focuses specifically on assistance with teaching. This mentoring program is designed to assist individual faculty members who request advice or assistance from a designated faculty teaching mentor. In some cases faculty make such requests on their own initiative; in other cases they do so on the advice of an academic dean or department chairperson.

#### 5.1.4 / Grants for Innovations in Teaching

The fellows of the Teaching and Learning Network, overseen by the Faculty Development Committee, administer a program of small grants to encourage innovations in teaching. The grants are intended to cover the expenses of developing a new pedagogy for a particular faculty member.

#### 5.1.5 / Presidential Award for Exemplary Teaching

Through the funding of an interested alumnus, the college introduced a Presidential Award for Exemplary Teaching. This award, offered once each year, is intended to acknowledge “exemplary” qualities that go beyond teaching excellence and also to encourage development of teaching among the faculty.

#### 5.1.6 / Sabbatical Projects

Requirements for teaching-related sabbaticals are described in [section 5.3](#).

### 5.2 / RESOURCES TO SUPPORT FACULTY RESEARCH AND SCHOLARSHIP

The college 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 they should seek advice from the appropriate administrative office before applying.

Additional information is available from the dean for research & scholarship’s website: <http://www.calvin.edu/admin/provost/scholars/research/fundingguide.html>.

### 5.3 / SABBATICAL LEAVES

#### 5.3.1 / Definition

A sabbatical leave is one in which the college meets the salary and fringe benefits costs during the period of the leave. The duration of the sabbatical leave shall be for one semester plus an interim or for the full academic year. Persons on leave for one semester plus the interim 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.

### 5.3.2 / 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 staff member in his or her teaching or administrative career. It shall not, however, be granted for purposes of following a graduate degree program unless the college 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 college, 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 only 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.

### 5.3.3 / Eligibility for a Sabbatical Leave

1. Sabbatical leaves shall be extended only to regular teaching faculty at the rank of assistant professor and above, and to full-time adminis-

trators and professional librarians with faculty status. Faculty members with reduced-load appointments are eligible for sabbaticals with prorated salary.

2. A faculty member on a regular appointment will normally be eligible for his or her first sabbatical at Calvin College in the year following a successful tenure review, provided that he or she has served the college 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 (6) years of service at Calvin College. 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 college. 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 regular 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 regular appointment would have served the college for the full-time equivalent of ten years.

### 5.3.4 / Conditions Pertaining to the College

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 college salary with an independent grant. The college may assist the grantee in applying for an outside grant. However, no person shall receive from the college 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 college 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 or secretarial help, and any duplicated living expense resulting from out-of-city residence.

Fiscal soundness of the college and the need for faculty development are factors which enter into the establishment of an adequate leave policy. The college 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 college to offer a balanced educational operations budget, it shall be the policy of the college to allocate some of its resources annually for the support of sabbatical leaves.

### 5.3.5 / Application Procedures for Sabbaticals

Sabbatical applications must be submitted online ([http://www.calvin.edu/admin/provost/scholars/research/sabbaticals/sab\\_apps.html](http://www.calvin.edu/admin/provost/scholars/research/sabbaticals/sab_apps.html)) to the dean for research and scholarship 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 research and scholarship 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.

#### 5.3.6 / Grantee Obligations Following a Sabbatical Leave

1. It is required that each grantee continue his or her position at the college 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 college 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 College for the project.
3. The grantee must submit an online (<http://www.calvin.edu/ad-min/provost/far/menu>) 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 research and scholarship 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.

## 5.4 / CALVIN RESEARCH FELLOWSHIPS

### 5.4.1 / The Nature of the Fellowship

Calvin Research Fellowships 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. Two kinds of Calvin Research Fellowship (CRF) are available, academic-year course reductions and summer support, neither of which will affect the normal sabbatical leave eligibility policy.

- **Academic-year course reductions.** The reduction of a person’s teaching load; this reduction normally does not exceed two courses per year.
- **Summer research support.** These awards may include combinations of one- or two-month stipends and/or direct research expenses. The stipend rate and maximum amount of awards are determined by the FDC. The awardees must be on regular appointments and will not teach or accept other employment during the summer without approval of their academic dean. All things being equal, preference will be given to faculty who are not yet eligible to apply for tenure.

### 5.4.2 / 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.

#### 5.4.3 / Eligibility for a Calvin Research Fellowship

Normally, only faculty on regular appointments will be eligible to apply for CRFs. The provost can make exceptions to this policy.

#### 5.4.4 / Conditions Pertaining to the College

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

#### 5.4.5 / Application Procedures for Calvin Research Fellowships

Calvin Research Fellowship applications must be submitted online to the dean for research and scholarship by the posted due date in the academic year prior to the anticipated term of the course release.

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 course release. The PSC will review the FDC's recommendations and make a final recommendation to the president. In consultation with the dean for research and scholarship 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, the provost, and the president 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 and is judged to be “urgent” by those involved in the review process.

#### 5.4.6 / Obligations Following a Calvin Research Fellowship

1. It is expected that grantees who receive CRFs will continue in their teaching positions at Calvin College. The teaching load required of each grantee during the academic year following that of the CRF is, at minimum, two courses per CRF-funded course release. Grantees who do not fulfill this obligation are required to reimburse the college 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 course release should acknowledge the support of Calvin College for the project.
3. The grantee must submit an online (<http://www.calvin.edu/ad-min/provost/far/menu>) report by August 15 after the end of the course release, 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.

## 5.5 / ATTENDANCE AT PROFESSIONAL CONFERENCES

### 5.5.1 / 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 college also encourages staff members to attend the meetings of their professional societies and, to assist in this, the college will pay a large part of the expense involved. The college 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 hearing and discussing research papers and, possibly, to uncover or explore new ideas which arise from discussions with colleagues.
- To develop an acquaintance with a broad company of scholars 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 "keep up" in the field, relieve job routine, and overcome, if it tends to develop, occupational lethargy.
- To enable Calvin faculty to present Calvin College to the academic 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.

- Membership in the primary society of a professor's professional field shall constitute the basic requirement for expense coverage by the college. The college should not assume the obligation of paying membership dues, because this would destroy the very professionalism of the professional society.

#### 5.5.2 / Travel Allowance

The department's annual budget for travel is based on the number of 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 for the department is then included in the annual department budget. Department chairs and faculty members are expected to work together to plan and distribute funds in a stewardly manner.

#### 5.5.3 / Administration of Departmental Funds

Before attending a conference, the faculty member must submit an estimate of expenses to the chair on the approved form. The department chair is responsible for approving or denying such requests. Normally, the chair will approve one such request in a fiscal year with expenses that do not exceed the budgeted allotment. However, the chair has the discretion, within the total budget for the department, of authorizing expenses greater than the allotment or a second conference for a given faculty member.

#### 5.5.4 / 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. Applications (<http://www.calvin.edu/admin/provost/scholars/research/travelfund/application.html>) are made to the dean for research and scholarship.

### 5.5.5 / Travel Policies

Faculty members must comply with all current policies concerning travel. These are available in the college's Travel Policy Handbook, which is available through the Financial Services home page. It is especially important that faculty adhere to college policies concerning proper reporting of expenses, use of college travel agent, and use of college-provided charge cards.

## 5.6 / SUMMER STUDY AID

The Board of Trustees will attempt 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 summer study at a graduate or professional school in pursuit of a higher degree or for college approved professional development.

In order to determine the availability of such financial aid, which will be conditioned in part by the number who apply, application should be made with the provost a month prior to the end of the school year. It is also necessary that each person who receives the award report to the provost immediately after the summer school session. As a general rule, no more than five faculty members per year will be permitted to receive the allowance.

## 5.7 / ASSISTANCE IN SEEKING OUTSIDE SUPPORT

In addition to direct support, the college attempts to provide active assistance to faculty in identifying foundation and agency support appropriate to particular research programs. A staff member in the Development Office is assigned to work with faculty members and department chairpersons on the preparation and submission of grant applications.

## 5.8 / GUIDELINES FOR ENDOWED CHAIR PROPOSALS

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 chairs at Calvin College and also to assist those who develop proposals for such endowments. Since the purposes of endowed chairs vary, it is difficult to establish common guidelines for the chairs. Overall, the chairs should enrich the program of the college and relieve the operating budget. Each chair proposal should address the following issues:

### 5.8.1 / Purpose

The specific purpose(s) for the chair should be clear and these purposes should determine the character of the chair. While the purposes are many and may be specific to a department or donor, following are examples of purposes for which the chairs could be established:

1. To honor the life or memory of the person in whose name the chair is established; the nature of the responsibilities should be consistent with that life.
2. To bring distinguished scholars or creative artists as visitors to the campus for periods of time ranging from one semester to two years. In such cases, the intended goal of the visiting professor program should be clear and the chair would be designated as the “Visiting Professorship in . . .” or “Visiting Artist (Writer) in Residence.”
3. To honor a distinguished Calvin College professor and provide greater opportunity for that professor to focus on those gifts—teaching, scholarship, or service—that have characterized the distinguishing contribution to the college. Chairs intended for this purpose could either be for a limited time, e.g., three years, or could be permanent professorship positions.

4. To provide additional time for research and scholarship for current faculty in a department. This would be an endowed research position in a department that could be awarded to different faculty at different stages in their career.
5. To attract distinguished faculty to Calvin College. In contrast to (3) above, which focuses on distinguished faculty within the college, the purpose and character of these chairs would be to bring distinguished faculty to the college. The remuneration would be at the professor level annual salary plus the equivalent of a summer stipend and the appointee would be granted tenure.
6. To enrich the curriculum of the college. The focus of such chairs would be on the curriculum and would have the designation of "Chair in . . ." Filling such a chair could be by regular faculty appointment and reappointment.

### 5.8.2 / Budget

The budget for the endowed chairs should be presented in the proposal. More specifically, the budget should recommend the salary schedule placement for the appointee, discretionary budget, and support budget. In addition, the minimum endowment required for the position should be specified. The budget should also address the effect of the endowed chair on both the annual operating budget as well as capital expenses budget (office, computing, etc.).

One goal of the endowed chair policy is to provide relief for the operating budget. The extent to which budgetary relief is provided by the chair should be stated in the proposal. For some chairs, however, the endowment income may not assist with the operating budget. In those cases contributions from the general operating budget should not be expected and the endowment income should be adequate to cover all operating expenses.



### 5.8.3 / Responsibilities

The description of the chair should identify the responsibilities of the appointee in ways that are consistent with the purposes for the chair. In addition to the special responsibilities of the chair, the teaching responsibilities should be stated. Since teaching is a primary responsibility for the Calvin College faculty, all chair holders will be expected to teach four courses in the regular curriculum of the college or receive an equivalent assignment. An exception to the requirement for teaching will be made in the case of administrative nonfaculty positions.

### 5.8.4 / Qualifications for Appointment

In addition to the necessary qualifications for the specific responsibilities of the chair and the professional qualifications for teaching, appointees to endowed chairs should either fulfill the membership qualifications for Calvin College 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 College. No restrictions shall be placed on the viewpoints of the holder of the chair beyond those required for membership on the Calvin College faculty.

### 5.8.5 / Term of Appointment

Appointment terms may vary depending on the purpose of the chair. Clearly, visiting professorships will be for a limited period while those that are established to bring distinguished faculty to Calvin College will be for an indefinite period. The term of appointment should be consistent with the nature of the chair and approved with consideration of the establishment of the chair. When the appointment extends beyond the initial term, established procedures for evaluation of teaching and scholarship will apply.

### 5.8.6 / Selection

The selection process will follow the normal faculty appointment process. The department(s) in which the chair is located should be joined in their deliberation and voting on candidates by two faculty members (appointed by the divisional dean) from other departments who will represent all-college interests in the special responsibilities designated for the chair. Since the duties of the chairs will include special responsibilities, the Professional Status Committee may seek the advice of committees that oversee the area of special responsibility (e.g., scholarship or teaching) when making recommendations. The appointment of the chair will be recommended to the President by the Professional Status Committee and approved by the Board of Trustees upon the President's recommendation.

### 5.8.7 / 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.

### 5.8.8 / Initiation of Chair Proposals

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

Proposals for establishing endowed chairs may also be initiated by faculty and staff from within the college. Development of these proposals should be

done in cooperation with the academic department, academic dean, and provost. The president and Development office should be informed of the proposal. These should be concept proposals that are approved by the Professional Status Committee. When a source of endowment funds is identified, the proposal should be completed and processing of the proposal completed including Board of Trustees approval.

#### 5.8.9 / Deviation from Proposal Guidelines

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

#### 5.8.10 / 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 College and contribute to ensuring that in the future.
2. The extent to which they comport with the mission and strategic plan of the college, i.e., the extent to which they address perceived needs and address strategic opportunities of the college.
3. The extent to which they relieve the operating budget.

### 5.9 / GUIDELINES FOR ESTABLISHMENT OF CENTERS AND INSTITUTES

One goal of the current comprehensive capital campaign is the establishment of endowments for specific centers or institutes. The following guidelines are offered to define the nature of these centers or institutes at Calvin College and also to assist those who develop proposals for such endowments. Since the purposes of centers or institutes vary, it is difficult to establish common guidelines for them. Overall, they should enrich the programs of the college and relieve the operating budget.

### 5.9.1 / Initiation of Center or Institute Proposals

Establishment of centers or institutes may be initiated by donors from outside the college or faculty and administrators within the college. In the case of donors, the president will determine the interests of the donor and then enlist assistance of the provost who will in turn work with the appropriate dean and faculty in developing a proposal that meets the interests of the donor, fulfills the guidelines for centers and institutes, and furthers the mission and priorities of the college. In such cases the proposal will be presented to the Planning and Priorities Committee, the Faculty Senate, and the Board of Trustees before accepting the donor's gift.

Proposals for establishing endowed centers or institutes may also be initiated by faculty and staff from within the college. 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 Planning and Priorities Committee. When a source of endowment funds is identified, the proposal should be completed and processing of the proposal completed, including Board of Trustees approval.

### 5.9.2 / Further Development of Idea

The development of a center or institute begins with the writing and approval of a proposal. The establishment of a committee to write a center or institute proposal arises out of the actions of the Planning and Priorities Committee. The composition of the committee may be determined by PPC or a designated administrator. The proposal should lay out the steps for the formal establishment of the institute or center. 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 College.
2. **Reflections on Mission.** The proposal should include reflections on the relationship of the mission of the center and the broader mission of Calvin College as expressed in the *Expanded Statement of Mission*, including direct connections to the education of Calvin students, support of faculty scholarship and teaching, and contribution to the goals of *From Every Nation*.
3. **Budget.** The budget for the center or institute should be presented in the proposal. More specifically, the budget should recommend the salary schedule for the director, as well as staff and program support budget. In addition, the minimum endowment required should be specified. The budget should also address the effect of the endowed center or institute on both the college's annual operating budget and the capital expenses budget (office, computing, etc.). The center or institute budget should not anticipate any funding from the college's general operating budget; the endowment income should be adequate to cover capital costs and all operating expenses, including the cost of facilities.
4. **Selection of the Director.** The selection process for the director of the institute or center will follow the normal faculty appointment process, with the possible exception of the initial director. The initial stages of development for almost all centers and institutes at Calvin College 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 project and works to raise external funds. Thus almost all newly established institutes 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. Identify the **structural administrative placement** of the institute or center.
7. Specify the **space needs and desired location** of the proposal center or institute along with a plan for their accommodation.

### 5.9.3 / Formal Approval

The formal, well-developed proposal must be approved by the Planning and Priorities Committee, Faculty Senate, and the Board of Trustees. Once the center or institute proposal is passed, 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 dean who oversees an institute ensures that governance documents are created according to the standards established by the Committee on Governance and passed through the regular governance process and that all requirements of the initial proposal, passed by Faculty Senate and the Board of Trustees, are met. The director then comes into the regular reappointment process with a thorough evaluation in his or her third year. Subsequent directors are appointed in accordance with the process established in the institutes' governance documents.

#### 5.9.4 / 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.

#### 5.9.5 / 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.

#### 5.9.6 / 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 College and contribute to ensuring that in the future.
2. The extent to which they comport with the mission and strategic plan of the college, i.e., the extent to which they address perceived needs and address strategic opportunities of the college.
3. The extent to which they relieve the operating budget.

*Approved by the Professional Status Committee on September 14, 2006*

*Approved by the Faculty Senate on October 2, 2006*

*Approved by the Board of Trustees on February 9, 2007*

# Chapter 6: Faculty Policies and Standards

## 6.1 / PROCEDURES FOR ADDRESSING ALLEGATIONS OF MISCONDUCT

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 and occasional lapses are corrected through mutual reproof and counsel. Nevertheless, clear procedures must be specified for those circumstances when a more formal response is warranted. Without such procedures, the college cannot adequately protect the rights of faculty or address the concerns of the community.

Described below are both the informal and the formal means by which the college's expectations are implemented. The college will pursue informal means of resolution first whenever appropriate and no further action will be taken in response to minor misconduct that does not threaten harm to colleagues or students or call into question the offender's fitness to continue on the faculty. In cases where more serious misconduct is alleged, formal proceedings will be initiated either subsequent to or in place of informal procedures.

The Christian character of the Calvin community demands that faculty help and encourage one another in personal as well as professional matters. Accountability to colleagues in this academic community may necessitate discussion of matters that would elsewhere be regarded as purely personal.

It is therefore all the more important that confidentiality be maintained in all matters related to questions of personal and professional misconduct. Faculty members should respect the privacy of a colleague who seeks a listening



ear and a word of counsel, and commitments of confidentiality that may be made to colleagues in the context of church pastoral care must be honored. The college also makes every effort to guard the confidentiality of its procedures.

### 6.1.1 / Informal Procedures

Any faculty member who recognizes that he or she has fallen significantly short of the ethical standards of the college should first seek God's help and forgiveness and, if appropriate, apologize to those who may have been wronged and make restitution to any who have been harmed. The faculty member may also wish to seek out a pastor, elder, colleague or friend whose counsel can help him or her to come to full and sincere reconciliation.

Any faculty member who observes that a colleague appears to have lapsed significantly from the college's standards of conduct should first "go and point out the fault when the two of you are alone" (Matt. 18:15), as Christ instructed his disciples to do in such circumstances. The accuser should first search his or her own heart to guard against self-righteousness, personal animosity, and hypocrisy, and s/he should also honor others' rights to privacy and to a broad range of freedom in Christian conduct. Only then may he or she approach the other to make inquiries or offer a word of correction. If the accused person acknowledges that s/he did wrong and undertakes appropriate measures of repentance and restitution, and if the offense involves no substantial or lasting harm to others, no further action is necessary or appropriate. If this informal approach leads to the recognition that the charge of misconduct was unfounded, the accuser should extend an apology to the other and seek to restore the breach of trust that has been created.

If the attempt at personal confrontation and resolution fails, or if the nature of the offense or of the relationship between accuser and accused necessitates the presence of witnesses, the accuser should ask another trusted colleague to be present. Either the accuser or the accused may ask the

administrative supervisor of the accused (e.g., department chair or academic dean) also to be present at such a meeting. The goal of such an approach is to ascertain the facts of the situation and, if a wrong has been done, to seek repentance and restitution.

Allegations of personal misconduct that do not involve professional malfeasance or call into question the fitness of the accused to continue to serve on the faculty may be referred to the pastor or elders of the congregation of which the accused is a member for pastoral care and guidance.

### 6.1.2 / Criteria for Initiating Formal Disciplinary Procedures

Formal adjudicatory procedures may be initiated only for allegations of serious misconduct involving professional malfeasance or affecting the fitness of the accused to continue on the faculty of the college, provided that one or more of the following conditions is present:

- The offense is specifically proscribed by a college policy statement (such as the statement on “Sexual, Racial, or Other Harassment” found in [section 6.5](#)), in which case any procedures and sanctions mandated by that policy will normally take precedence over those described here;
- The accuser is a student, a staff member, or a junior colleague who has special reasons, such as a history of past difficulties of the same kind or the unusual gravity of the offense, for avoiding any personal confrontation with the faculty member;
- The offense signifies a recurrence of past patterns of misconduct that the accuser has attempted unsuccessfully to correct through personal admonition; or
- The offense appears to have caused, or appears likely to cause, serious and lasting harm to another person, the church, or the college.

Among the offenses that may fall into this category are fraud or theft; professional dishonesty or misconduct; abuse of a spouse, child, or student; sexual misconduct, including sexual relations outside marriage; abuse or derogation on the basis of race, ethnicity, or gender; immoderate anger, slander, and verbal abuse; abuse of alcohol or other drugs; and persistently profane or obscene language in the classroom or in professional contexts.

If none of the above conditions is present, only informal procedures as described in [section 6.1.1](#) may be followed, and no disciplinary sanctions may be imposed.

### 6.1.3 / Formal Disciplinary Procedures

#### 6.1.3.1 / *Formation of Hearing Committee*

At the beginning of each academic year, the Professional Status Committee will appoint a three-person Faculty Hearing Committee (FHC). One of its members will be a faculty member currently serving on PSC who will serve as committee chair; the other two will be members of the teaching faculty. This committee will serve as the hearing committee for any allegations of faculty misconduct that may arise during the following year (including the following summer). Members of the committee shall recuse themselves from hearing any charges against themselves or against a close personal friend or a relative (first cousin or nearer) or the spouse of a relative. PSC shall appoint replacements for members who recuse themselves and shall have the option of appointing a staff member or a student as an additional committee member if circumstances warrant. In accordance with the policies contained in the *Student Handbook*, a student will normally be added to the hearing committee when charges have been brought by a student.

PSC may appoint a second hearing committee, similarly constituted, in any year if necessary in order to ensure prompt handling of disciplinary allegations. Both hearing committees will then remain in existence for the remainder of the year, and any new discipline matters that may arise will be assigned by lot to one of them.

#### *6.1.3.2 / Initial Allegation of Misconduct*

Allegations of any serious lapse in conduct meeting one or more of the conditions stated above may be brought to the attention of an appropriate college official. Normally, this official is the academic dean to whom the accused individual is accountable, but the provost may also serve in this capacity. The official may confer with the accused and with others. If the official decides that the allegations warrant further attention they will then be stated in writing by the official. The written statement must identify the accuser, describe the alleged misconduct, state how it impedes the individual's ability to serve effectively on the college faculty, summarize the evidence for the allegation, and indicate what measures toward correction and reconciliation have already been taken or attempted. The accused person and the chair of his or her department, or his or her unit director, will be notified of the nature of the charges within 7 days after the preparation of this written statement. If the accused wishes to respond at this time, the response must be in writing, within 7 days of receiving such notice.

Special circumstances may necessitate that the identity of the accuser or of witnesses to the alleged misbehavior be withheld until a written statement of the charges is prepared. (These circumstances might include the emotional or psychological instability of the accuser or a justified fear of reprisal.) Accusations made anonymously, however, will not be accepted as a basis for disciplinary action, formal or informal.

#### *6.1.3.3 / Notice of Charges and Convening of Hearing Committee*

The official will assess the nature and gravity of the charges. At his or her discretion, the steps toward private reconciliation listed above may be pursued in lieu of formal disciplinary proceedings. If the official judges that the nature of the allegations warrants college investigation and action, he or she will provide a written statement of charges, including each of the elements identified in [section 6.1.3.2](#) above, and written notice of hearing procedures to the accused and to the member of the FHC within 7 days of the date of initial notice to the accused.

#### *6.1.3.4 / Suspension Pending Resolution of Allegations*

Suspension from teaching duties or from use of college facilities during disciplinary proceedings may be imposed only in situations involving inability to carry out normal responsibilities or the threat of immediate harm to the accused or others. Any such suspension shall be with pay.

#### *6.1.3.5 / Disciplinary Hearing*

The FHC will invite the testimony of the accuser (who may be the individual who initiated a complaint, the dean, or the provost) and the response of the accused and will ask questions of each party. Each party may be accompanied by an advisor from the college community. Each party may request the opportunity to call other witnesses and present other evidence. The FHC will grant any such request that it judges to be reasonable. Each party may offer a concluding statement, orally or in writing. All parties must be invited to be present during all testimony and questioning and must be given the opportunity to question all witnesses.

These hearings will be closed. They will be held no fewer than 14 days and no more than 28 days after the written notice of charges, unless otherwise arranged by mutual agreement. All issues regarding the procedure and administration of these hearings not specified explicitly will be decided by the FHC. After dismissing the accuser and the accused, the FHC will weigh the

evidence presented and come to a decision within 7 days, by majority vote, on whether the accused is guilty of a serious lapse of professional conduct. The accused will be presumed to be innocent unless a preponderance of the evidence presented is sufficient to establish guilt. The FHC will consider only the evidence and arguments presented to it at its meetings. If any additional evidence or information relevant to the FHC's decision becomes known to one of its members, each party will be made aware of this and will be given an opportunity to respond at a supplementary hearing before a finding concerning guilt or innocence is reached. A taped or written transcript of all hearings will be kept. Confidentiality will be strictly guarded. A college official bringing charges against a faculty member will take no part in the FHC's deliberations.

#### *6.1.3.6 / Sanctions*

If the accused is found guilty, the FHC will consider next whether any disciplinary sanctions should be imposed and if so what they should be. Possible sanctions for misconduct include, in order of severity:

1. Oral or 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, for a period of one or more years with specified conditions for reinstatement.
4. Permanent suspension of tenure or disqualification for reappointment with tenure.
5. Suspension from the faculty for a period of one or more semesters with specified conditions for reinstatement.

## 6. Dismissal from the faculty.

### *6.1.3.7 / FHC Report and Recommendations*

The Faculty Hearing Committee will report to the Professional Status Committee its finding of guilt or innocence and, in the former case, its recommended sanctions, together with a summary of the charges and the evidence presented. A copy of the report will be given to the accused and to his or her department chair and academic dean, and the accused will have the right to submit a written response to the FHC's recommendations within 7 days. The Professional Status Committee will accept or modify the FHC's finding and recommendation within 21 days of their receipt, on the basis of the evidence that was presented to the FHC. Its decision will be communicated to the accused, his or her department chair, members of the FHC, and the president. The decision of the PSC as to guilt or innocence will be final (except for the possibility of appeal as described below).

### *6.1.3.8 / PSC Report and Presidential Action*

The president will receive the report and recommendations of the Professional Status Committee and act on them within 14 days. The president may either accept the recommended sanctions or reduce them, on the basis of the evidence that was presented to the FHC. The president's action will be reported to the accused individual, to his or her department chair and academic dean, and to the PSC. The president will also inform the Executive Committee of the Board of Trustees of any instances in which sanctions involving temporary or permanent suspension of tenure or dismissal are imposed.

### *6.1.3.9 / Right of Appeal*

The accused will have the right to appeal disciplinary sanctions imposed to the Executive Committee of the Board of Trustees. The appeal should be submitted in writing within 14 days of receiving notice of sanctions imposed. Either the finding of guilt or the sanctions imposed, or both, may be appealed.

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 taped or written 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 finding of guilt or to retract or modify the sanctions previously announced.

#### *6.1.3.10 / Exceptions to Stated Deadlines*

Deadlines stated in the preceding procedures are guidelines that may be extended by the college with written notice and the consent of the accused in unusual circumstances; e.g., when receipt of a disciplinary complaint or hearing occurs immediately prior to a semester or summer break.

#### *6.1.3.11 / Confidentiality of Records*

All records of disciplinary proceedings, including transcripts of hearings and copies of FHC reports, will be retained by the Office of the Provost in confidential files. All such records will be destroyed after ten years, unless their retention is required by law. Only the individual involved, the president, the provost and the academic dean will have the right to examine the contents of confidential disciplinary files, unless their disclosure to a hearing committee and PSC is necessitated by future disciplinary proceeding regarding similar allegations of misconduct, their release is ordered by a court or other legal authority, or their release is authorized by the accused individual in the context of an appeal.

#### *6.1.3.12 / Public Statements*

Unusual circumstances may occasionally necessitate 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 s/he



will seek to maintain the confidentiality of the proceedings to avoid any disruption of the disciplinary process, and to protect both accuser and accused against undeserved public discredit.

## 6.2 / PROCEDURES FOR ADDRESSING ALLEGATIONS OF UNACCEPTABLE PERFORMANCE OF A TENURED FACULTY MEMBER

This policy describes a procedure for review of and recommendation regarding the employment of a tenured faculty member for reasons of failure to maintain an acceptable level of professional competence and diligence in performance of duties as a faculty member.

The normal procedure is that when there are reports of unacceptable performance of a tenured faculty member, the academic dean or department chairperson informs the faculty member if such reports are to be placed in a faculty member's personnel file. The faculty member is given opportunity to respond to the allegations. When the allegations have some validity, the first goal is to improve and restore the colleague's performance to an acceptable level, thereby enhancing effectiveness and restoring trust in that colleague. The following policy is not for cases in which there is an occasional report of such performance, but in cases where, in the judgment of the academic dean, there appears to be sufficient evidence that problems persist.

When there is evidence that indicates that a tenured faculty member may not have maintained an acceptable level of professional competence and diligence in the performance of his or her duties, the academic dean shall initiate a review of the faculty member's performance. The review shall include peer review and administrative review.

### 6.2.1 / Peer Review

Normally the dean shall assign the peer review to the faculty member's department or a committee of the department. In cases in which the dean

judges that persons outside the department or college would be best able to judge professional competence, the dean may, with approval of the Professional Status Committee (PSC), appoint such a group to serve the dean with advice.

The dean shall present the allegations of professional incompetence to the committee and request a review and written report with recommendations and supporting rationale. The dean shall notify the faculty member of the allegations and the appointment of the review committee in writing. The dean shall also invite the faculty member to submit a response to the allegations.

The review shall focus on whether the faculty member has maintained an acceptable standard of professional competence and diligence in the performance of his or her duties as required in [section 3.5](#). The review committee shall review all the allegations of professional incompetence and lack of diligence. The committee may seek additional information regarding the areas of responsibility which are the subject of the allegations. If the materials presented lead the committee to conclude that the work of a faculty member in those areas does not meet the standards for appointment with tenure, the committee shall also review the performance of the faculty member in other areas of responsibility relevant to the evaluation of professional competence for tenure. This may include obtaining information from the faculty member, colleagues, and students. If new materials are used as evidence against the faculty member, he or she shall have access to these materials and be given reasonable time to respond to them. The faculty member shall also have opportunity to appear before the review committee with a colleague-advisor.

The review committee shall present its report and recommendations to the tenured faculty members of the department for review and recommendation. The faculty member shall receive a copy of the report and be allowed to respond in writing within seven days. In cases where the number of tenured faculty members in the department is small, the dean may request tenured

faculty members from other departments to review the report and make recommendations. The report along with a recommendation by the tenured faculty members shall be submitted to the academic dean.

#### 6.2.2 / Administrative Review

In addition to initiating the review process, the academic dean shall review the recommendation from the department, the report from the peer review committee, and materials in the office files available to the dean. The faculty member will have access to all those materials except confidential letters. The dean shall discuss all the relevant materials with the faculty member, unless such discussion is waived by the faculty member. The faculty member and dean may each have a colleague present at this meeting. The focus of the dean's review shall be on whether the faculty member has maintained an acceptable level of professional competence and diligence in the performance of his/her duties as required for tenured faculty.

The academic dean shall make a recommendation to the PSC. This recommendation and rationale shall be reported to the faculty member. The dean is not obligated to follow the recommendations of the tenured faculty or the peer review committee.

#### 6.2.3 / Professional Status Committee Review

The academic dean shall make a recommendation with supporting rationale to the Professional Status Committee. The recommendation of the tenured faculty and the report of the review committee shall accompany the dean's recommendation. The PSC shall review the recommendation, rationale, and the supporting materials. The faculty member along with a colleague-advisor shall have opportunity to respond to the recommendation and supporting materials in writing as well as to speak before and respond to questions from the PSC. The PSC shall make a recommendation to the president.

#### 6.2.4 / The Role of the President

The president may accept or reduce the sanctions recommended by the Professional Status Committee. The faculty member may appeal the president's decision to the Board of Trustees through the judicial procedure of [section 6.1](#).

The committees, administrators, and BOT may recommend not taking action or they may recommend dismissal, reprimand, probation, or loss of tenured status. In making a recommendation to change the employment status of the faculty member the burden of proof that adequate cause exists for such action rests with the college and shall be satisfied only by clear and convincing evidence in the record considered as a whole. If the action taken is probation with a loss of tenured status, any subsequent recommendation for appointment with tenure shall be initiated by an academic dean or provost.

### 6.3 / PROCEDURES FOR HANDLING ALLEGATIONS OF CONFSSIONAL UNORTHODOXY

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

1. Upon receipt of allegation(s) of confessional unorthodoxy by the BOT, the president shall be prepared to respond to the trustees regarding the allegation(s). After consideration of the president's response, the BOT shall decide whether the allegation requires an inquiry. If so, the allegation(s) shall be referred to the provost for review.
2. The provost shall present the allegation(s) to the faculty member, inform the PSC of the allegation(s), and conduct an inquiry. In doing the inquiry the provost shall use procedures that are necessary and

appropriate to the nature of the allegation. These will ordinarily include consultation with the faculty member, the pastor or elders of the faculty member, and colleagues who are knowledgeable about the substance of the allegation.

3. The provost shall be responsible for preparing and presenting a report for the BOT. This report shall also be presented to the PSC and the faculty member.
4. The report should be available for the BOT preferably at the first, but no later than the second, meeting following the meeting at which the matter was referred to the provost, unless both parties agree to a delay. If the Executive Committee can act on behalf of the full BOT, the report should be submitted earlier. Normally, the report should include a specific recommendation about whether or not to implement the formal procedures.
5. The provost or a representative of that office should be present during the discussion of the report by the BOT.
6. If the report does not provide satisfactory answers to the questions raised and the BOT suspects confessional unorthodoxy in teaching or writing, the formal process involving an investigative committee as described in [section 6.1](#) should begin. The process should commence soon after the BOT meeting and should culminate in a report at the next meeting.

## 6.4 / PROCEDURES FOR HANDLING ALLEGATIONS OF SCIENTIFIC MISCONDUCT

This policy was developed in the Provost's Office of Calvin College. One purpose, among others, is to bring the college 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 college expects that all scholars associated with the college conduct their scholarly activities with honesty and integrity. Calvin College 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 College such as faculty members, students, technicians, guest researchers, or others collaborating with such persons at Calvin College.

#### 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 college 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 the Natural Sciences and Mathematics. 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 college 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 college 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 college community with no conflict of interest in the case. Normally, the committee shall consist of three members of the Science Division Research 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 college 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 college 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 college 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 Procedures 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 college 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 College 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 College 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 College 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 DISCRIMINATION AND HARASSMENT

### 6.5.1 / Introduction

Part of the three-fold purpose of Calvin College is to “perform all our tasks as a caring and diverse community.” The members of this community are part of a unity that transcends boundaries of personal characteristics. We are called to be a communion of saints in which each member contributes to the service and support of the other members. Each person, faculty, staff and student who has chosen to join the Calvin community thereby declares that he or she is willing to uphold the community’s stated standards of conduct.

This policy statement on discrimination and harassment explicitly states our community’s commitment to treat all its members with dignity and respect as image bearers of the Creator. Discrimination, harassment, and retaliation which violate this policy will not be tolerated and will be subject to disciplinary action.

### 6.5.2 / Policy Statement

Calvin College prohibits unlawful discrimination on the basis of race, color, national origin, age, religion, disability, gender, marital status, sexual orientation or other characteristics protected by federal, state or local statute or ordinance.

Calvin College affirms its commitment to maintaining a learning, working, and living environment which is fair, respectful, and free from harassment. Calvin College will apply this policy to all persons who are members of the faculty, staff, or student body. This policy expressly applies to forms of harassment which are prohibited by federal, state or local statute or ordinance.

In addition, there are other forms of improper harassment, based on characteristics which are not protected by these statutes. It is the policy of Calvin College that, although such harassment may not be expressly prohibited by law, such harassment nevertheless has no place here and will be subject to disciplinary action. Illustrative examples include harassment based upon physical appearance or social or economic status.

No one at the college may retaliate in any way against a person who makes a report of discrimination or harassment.

### 6.5.3 / Prohibited Conduct

It is a violation of this policy to engage in any of the following conduct:

1. Unlawful discrimination in providing employment or educational opportunities, benefits or privileges; the creation of unlawful discriminatory work or educational conditions, or the use of unlawful discriminatory evaluation standards in employment or education if the basis of that treatment is, in whole or in part, the person's race, color, national origin, age, religion, disability, gender, marital status, sexual orientation or other characteristics protected by law or this policy.
2. Harassment is severe or repeated unwelcome sexual advances or verbal comments of a sexual nature or verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her legally protected characteristic, or other personal characteristic which is covered by this policy.

#### **Harassment includes:**

- Unwelcome conduct or language which creates an intimidating, hostile or offensive working environment, including epithets,

slurs or negative stereotyping; threatening, intimidating, derogatory, or hostile acts; denigrating jokes; written or graphic material that degrades or shows hostility or aversion toward an individual or group. It also includes interfering with or blocking a person's legitimate movement or access in the classroom or workplace, the use of profanity to convey hostility toward others and pranks or horseplay intended to embarrass or humiliate others.

- Making submission to unwelcome sexual advances, submission to requests for sexual favors, or submission to other unwelcome verbal or physical conduct of a sexual nature a condition of any person's employment or association with the College. It also includes making submission to, or rejection of, such conduct the basis for decisions affecting a person's employment or academic status or opportunity, for example, decisions regarding salary increases, promotions, transfers, evaluations, etc., and decisions regarding grades, recommendations, admissions, fellowships or other opportunities, etc.
- Retaliation against anyone for reporting discrimination or harassment or for participating in an investigation of a claim of harassment or discrimination.

#### 6.5.4 / Reporting, Investigation and Remedial Action

The College encourages the reporting of all perceived incidents of discrimination, harassment or retaliation regardless of the offender's identity or position. If you believe you have been the victim of conduct prohibited by this policy or witnessed such conduct, you should discuss your concerns as follows:



- Students ordinarily will bring reports to the dean of students for judicial affairs. This would apply to student reports concerning faculty, staff, or fellow students.
- Staff ordinarily will report to the director of human resources.
- Faculty members ordinarily will report to an academic dean or file a Safer Spaces report at <http://www.calvin.edu/about/safer-spaces/>.

If the circumstances make it inappropriate to discuss the matter with the person designated above, the matter may be brought to any one of the other persons listed above.

While there is no specific reporting time, early reporting and intervention are the most effective method of resolving actual or perceived incidents of harassment.

In addition to reporting the behavior, persons who believe they are being subjected to such conduct may, either alone or with a colleague, advise the offender that his or her behavior is unwelcome and request that it be discontinued. Prompt notice often can resolve the problem. The College recognizes, however, that an individual may prefer to use only the reporting procedure described above.

Reported allegations of discrimination, harassment, or retaliation will be promptly and thoroughly investigated. Confidentiality will be maintained consistent with an adequate and thorough investigation and appropriate corrective action. At any time after a report is made, an informal resolution process may be suggested. However, participation in such a process is voluntary, and if the reporting person or the accused declines, the formal procedure will continue.

Complaints against faculty will be processed according to the procedures in the *Handbook for Teaching Faculty* ([section 6.1](#)). Complaints against staff will

be processed according to the procedures in the Staff Handbook. Complaints against students will be processed according to the procedures in the Student Handbook. Complaints against other persons, such as visitors or third party suppliers doing business within the Calvin community, will be processed in a manner suitable for the circumstances, as determined by the College.

Individuals found to have violated this policy will be subject to disciplinary action which may include sanctions up to and including termination of employment or enrollment.

#### 6.5.5 / False Complaints

The College will seriously investigate all complaints. However, it also recognizes that false complaints are likely to cause significant damage to the person and reputation of an individual who is wrongfully accused. Individuals found to have made false complaints will be subject to disciplinary action which may include sanctions up to and including termination of employment or enrollment.

A complaint which is erroneous, but was made in good faith, will not be subject to disciplinary action.

#### 6.5.6 / First Amendment Considerations

Calvin College is a Christian institution situated within the Reformed tradition. As such, the College may, under the Free Exercise Clause of the First Amendment to the Constitution of the United States and various relevant statutes, lawfully discriminate on the basis of religious and confessional criteria in its hiring, personnel practices and admissions. One example is the College's use of religious faith, confessional commitments and church membership as conditions of employment for faculty and administrators with faculty status. Another example relates to sexual conduct. Though it is the College's policy to assure equal opportunity in its hiring, personnel practices

and admissions without regard to marital status or sexual orientation, sexual relations outside of marriage are proscribed (see, e.g., *Handbook for Teaching Faculty*, [section 6.1.2](#)). Marriage is understood by the College and the Christian Reformed Church, with which it is affiliated, to be a covenantal union between a man and a woman.

The policies and procedures set forth in this document do not abrogate the College's rights under the First Amendment or relevant statutes, nor do they limit the ability of the College to take disciplinary action against members of the community who violate the College's legitimate requirements or standards of behavior.

## 6.6 / EMPLOYEE SUBSTANCE ABUSE POLICY

### 6.6.1 / Overview

Calvin College has a vital interest in maintaining a safe, healthful and efficient workplace for its employees. Being under the influence of illegal drugs or alcohol on the job may pose serious safety and health risks not only to the user but to all those who work with the user.

Calvin College recognizes that its future is largely dependent upon the physical and psychological health of its employees. Accordingly, it is the right, obligation and intent of Calvin College and Seminary to maintain a safe, healthful and efficient working environment for all of its employees and to protect Calvin's reputation, property, equipment and operations.

Calvin College maintains a short-term employee assistance program through the Broene Center. Upon referral from the Department of Human Resources help will be given to employees who have need of assistance for alcohol or illegal drug abuse.

With these basic objectives in mind, Calvin College has established the following policy with regard to the use, possession, abuse or distribution of alcohol or illegal drugs.

### 6.6.2 / Policy Statement

#### 6.6.2.1 / Preemployment Screening

Calvin College maintains the right to require preemployment screening to prevent hiring individuals who use illegal drugs or individuals whose use of alcohol would impair or cause unsafe job performance.

#### 6.6.2.2 / On-the-Job Use, Possession, or Distribution of Drugs or Alcohol

1. Alcohol: Being under the influence of alcohol<sup>4</sup> by any employee while performing Calvin business or while on Calvin property is prohibited. Consumption or possession of alcohol on Calvin property or in a Calvin vehicle is prohibited.
2. Illegal Drugs:<sup>5</sup> The use, sale, purchase, transfer or possession of an illegal drug by an employee while on Calvin property, while in a Calvin vehicle or while performing Calvin business is prohibited. The presence in any detectable amount of any illegal drug in an employee while performing Calvin business, while in a Calvin vehicle or while on Calvin property is prohibited.

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<sup>4</sup> "Under the influence" means, for the purposes of this policy, that the employee is affected by a drug or alcohol or the combination of a drug and alcohol in any detectable manner. The symptoms of influence are not confined to those consistent with misbehavior, nor to obvious impairment of physical or mental ability, such as slurred speech or difficulty in maintaining balance. A determination of influence can be established by a professional opinion, a scientifically valid test and in some cases by a lay person's opinion.

<sup>5</sup> "Illegal drug" means any drug (a) which is not legally obtainable or (b) which is legally obtainable but has not been legally obtained. The term includes prescribed drugs not legally obtained and prescribed drugs not being used for the prescribed purposes or in prescribed quantities. It also includes marijuana.

### 6.6.3 / Notification

#### 6.6.3.1 / *Criminal Drug Conviction*

Employees who are convicted of any workplace related criminal drug activity are required to inform Calvin of such conviction within five days of their conviction. Notification must be made to the Director of Human Resources. It is a condition of employment with Calvin that all employees provide this notification.

#### 6.6.3.2 / *Agency Notification*

Calvin will be required to notify Federal contracting officers or Federal granting officers within ten days of receiving notification of an employee's criminal drug conviction under the provisions of the Drug-Free Workplace Act of 1988 as incorporated in the Federal Acquisition Regulation, if and when this Act applies to Calvin.

#### 6.6.3.3 / *Modification of Policy*

The administration of Calvin is authorized and directed to modify this Policy in order that it would continue to remain in compliance with the Drug Free Workplace Act of 1988, and related regulations.

### 6.6.4 / Discipline

#### 6.6.4.1 / *Disciplinary Action*

The procedure of [section 6.1](#) will generally be used to determine if there is a violation of the policy and, if there is, the appropriate disciplinary sanction.

#### 6.6.4.2 / *Drug and Alcohol Screening*

Calvin may require a blood test, urinalysis or other drug/alcohol screening of those persons suspected of using or being under the influence of a drug or alcohol or where circumstances or workplace conditions justify it. Employee consent to submit to such a test is required as a condition of continued employment.

### 6.6.5 / Employee Assistance Program

#### Drug and Alcohol Use Policy: Relationship to Employee Assistance Program

Calvin maintains a short-term Employee Assistance Program through the Broene Center. Upon referral from the Department of Human Resources help will be given to employees who suffer from alcohol or illegal drug abuse. It is, however, the responsibility of each employee to seek assistance before alcohol and drug problems lead to disciplinary offense. Once a violation of this policy occurs, subsequently using the Employee Assistance Program will not necessarily lessen disciplinary action and may, in fact, have no bearing on the determination of appropriate disciplinary action. An employee's decision to seek prior assistance through the Department of Human Resources' referral to the Broene Center or through one of Calvin's Health Care Benefits will not be used as the basis for disciplinary action and will not be used against the employee in any disciplinary proceeding.

### 6.6.6 / Searches

#### 6.6.6.1 / Calvin Property and Facilities

Calvin may conduct unannounced searches for illegal drugs or alcohol anywhere in Calvin facilities or vehicles or on Calvin property. Employees are expected to cooperate in the conduct of such searches which may be conducted at any time and do not have to be based on reasonable suspicion.

#### 6.6.6.2 / Searches of Employees and Their Personal Property

Searches of employees and their personal property may be conducted where there is reasonable suspicion to believe that the employee or employees are in violation of this policy or when circumstances or workplace conditions justify the search in the opinion of Calvin College.

An employee's consent to a search is required as a condition of continued employment and the employee's refusal to consent may result in disciplinary action, including termination, even for a first refusal.

## 6.7 / POLICY ON EMPLOYMENT OF RELATIVES

### 6.7.1 / Policy

The basic criteria for appointment and promotion of all college faculty, staff, and student employees shall be appropriate qualifications and performance. Relationship to another individual employed by the college shall not constitute an advantage for appointment, promotion, retention, salary or leave of absence granted by the college.

### 6.7.2 / Regulations

1. No employee shall be assigned to a division or department under the direct supervision or control of a relative.
2. Faculty and staff members will not be placed in a supervisory role over members of their family nor shall individuals be appointed into positions that result in a supervisory relation with a relative herein defined.
3. Faculty and staff members should neither initiate nor participate in institutional decisions involving a benefit to members of their families (i.e., initial appointment, retention, promotion, salary, leave of absence, etc.).
4. Employment of relatives in the same department or under the same supervisor is presumed to be unacceptable and may be authorized only with the prior written approval of the relevant vice president, in consultation with the associate vice president for human resources.

### 6.7.3 / Definition

Relative is defined as spouse, daughter, son, parent, grandparent, brother, sister, grandchild, aunt, uncle, niece, nephew (or the spouse of any of these) of either the staff member or the staff member's spouse, or any other related person or non-related person who is part of the staff member's household.

#### 6.7.4 / Exceptions to the Policy

When the relevant vice president, in consultation with the associate vice president for human resources, determines that it would be in the best interest of the college, individual exceptions to this policy may be approved for persons who are relatives, but only when:

- The interests of other employees or students are not prejudiced by the exception, and
- All recommendations or decisions made by one relative about the other relative are subject to review and approval either by an unrelated supervisor or by another college employee designated to perform this function.

Employees as of January 1, 1997, are hereby granted a blanket exception under [section 6.7.2](#), number 4.

Any approval of an exception shall be documented in writing and shall specify the reasons for the exception.

### 6.8 / POLICY ON INCLUSIVE LANGUAGE

Calvin College is committed to creating a campus environment which honors the diversity of gender and race in the Christian community. Since language is a powerful influence in our academic community, we are committed to using inclusive language in all areas of the Calvin community's life. We understand that some traditional uses of language (e.g., using man as a generic term to refer to all people), though once acceptable in our speaking and writing, now tend to alienate a substantial group of people. We want to avoid harm, even when no harm is intended, and we intend to avoid language which might express or encourage discrimination within the church or society. Our commitment to using inclusive language arises out of our desire to be a just, sympathetic, and disciplined community.



The college encourages writers of publications and documents of the following kinds to employ inclusive language:

1. Those officially representing the college to potential students, their parents, alumni, the denomination, and other supporters;
2. Those which the college produces for its students, staff, faculty, and administrators;
3. Internal communications, such as committee reports, memos, and department minutes; and
4. Written academic work by employees of the college.

Students, as participants in the academic community, should also be encouraged to use inclusive language in their writing.

### 6.8.1 / Guidelines

Although the particular stylistic challenges of employing inclusive language may vary from one discipline to another, we can establish the following general guidelines:

1. Avoid demeaning terms or expressions reinforcing demeaning attitudes about persons or groups based on age, disability, ethnicity, gender, race, or national origin;
2. Avoid using masculine terms to refer to persons who might be either male or female, e.g.:
  - avoid using *man* and *mankind* for reference to people in general;
  - avoid the exclusive use of forms of *he* or *she* as references to a person whose gender is unspecified; and
  - avoid using masculine titles (such as Chairman) for persons of both sexes.

Examples and further applications of these guidelines can be found in the publication guidelines of the American Psychological Association, the National Council of Teachers of English, and many other professional organizations. Several representative samples are available in the bookstore and the library. Teaching faculty can also refer their students to the recommended handbook for Written Rhetoric.

Anyone with concerns or questions about the substance, implications, or implementation of this policy may address them to the members of the Committee on Gender Equity.

## **6.9 / POLICY ON SECONDARY EMPLOYMENT AND INVOLVEMENT**

For the full-time members of the faculty, a position in the college 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 College. Although one's position in the college 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 college.

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 college ought to be evaluated. Effective teaching, professional scholarship, academic advising, and service to various communities are expected of us all, and 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 college or serve the college 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 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 college. (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 percent of one's working time. Unless the college 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 college 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 college 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 college. 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. Normally, the college 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.

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 and scholarship, 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.

## 6.10 / 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 college. The policy is introduced to clarify financial arrangements that follow college support for the project.

### 6.10.1 / Guidelines for Support of Scholarship

#### 6.10.1.1 / *Non-reimbursed Expenses*

The college 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 mem-

bers, they too can be used unreasonably, and the college may need to establish guidelines for reasonable support when there is evidence of abuse of the privilege or when the college resources are limited. Prudent use of these resources is expected and should not interfere with providing these services to faculty in their teaching.

#### *6.10.1.2 / 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 college 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 Research and Scholarship.

#### *6.10.1.3 / 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, interim, 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.

#### *6.10.1.4 / Special Support*

In this policy, regular college 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.

### 6.10.2 / Policy Regarding Inventions and Patents

#### 6.10.2.1 / *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 college are considered to be owned by the college. Those discoveries or creations not conceived nor reduced to practice within the course and scope of the faculty member's employment by the college, are considered to be owned by the faculty member, but the college 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 college, 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 college, the faculty member is expected to assist the college in such developments, including any patent application. If the college 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 college waives its rights to the discovery or creation, the faculty member provides the financial resources for pursuit of a patent.

#### *6.10.2.2 / 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 college, 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 college and the faculty member against damages arising from anything placed into the stream of commerce through the sponsor's efforts.

#### *6.10.2.3 / Income*

##### *6.10.2.3.1*

Income from discoveries or creations, as defined above, that is legally protected and for which the college has waived its interests shall belong solely to the faculty member.

##### *6.10.2.3.2*

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 college and the outside sponsor.

##### *6.10.2.3.3*

Income resulting from discoveries or creations for which the college has provided resources and for which the college 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 college for two times any actual expenses<sup>6</sup> in developing the discovery or creation. During this repayment period, the income will be divided between the creative professional(s) (thirty percent) and repaying the college (seventy percent).
3. After repaying twice the college'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 college (forty 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.

#### *6.10.2.4 / Funds*

Funds the college 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 college.

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<sup>6</sup> 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.

#### *6.10.2.5 / 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.

### *6.10.3 / Policy Regarding Copyrights*

#### *6.10.3.1 / 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 college as a condition of a grant. Unless stated to the contrary by separate agreement, the college waives its rights to ownership under the work-made-for-hire provisions of the Copyright Act, it being the intention of the college that the faculty member shall own all copyrights to works created by the faculty member.

#### *6.10.3.2 / Royalties, Commissions and Income*

If publication by a faculty member does not involve any special college support, all royalties, commissions, and income from artwork, software, films, or tapes resulting from it belong to the author.

#### *6.10.3.3 / In-House Publishing or College Ownership*

When the college produces and/or publishes the work in-house or the college owns the copyright, the revenue from the sale is first used to repay the direct and indirect expenses incurred by the college. 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.

#### *6.10.3.4 / College Support*

For purposes of determining the sharing of revenue from publication of scholarship, college support will mean special support as defined in [section](#)

[6.10.1.4](#) above. Publication refers to printed material, artwork of all types, and software.

*6.10.3.5 / Revenue from Research and Scholarship Support by the College*

Revenue from publications which result from research and scholarship supported by the college (as defined above) will be shared between author(s) and college until twice the amount of special support provided by the college is paid by the scholar to the college. This maximum payment will apply unless the author(s) assign the rights to the college. 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 college.
3. From the revenue received that exceeds the amount in 1 and 2 above, the scholar should pay the college 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 college support until the obligation for payment is fulfilled.

Funds the college 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.

## 6.11 / THE FAMILY EDUCATIONAL AND PRIVACY ACTS OF 1974

The Family Educational Rights and Privacy Act of 1974 became law on November 19, 1974. On December 31, 1974 President Gerald R. Ford signed a bill which contained significant amendments to the student privacy statute. The following statement has two main sections: 6.11.1—Statement of Provisions of the Law and, 6.11.2—Calvin College Guidelines. Section 6.11.1, a brief description of the law, is intended to give the student information about rights. The law, complemented by U.S. Department of Health, Education, and Welfare guidelines, is printed in the Federal Register of January 6, 1975, and is available at the Calvin College Library or the Registrar's Office. Section 6.11.2. of this statement is a description of guidelines which will be followed at Calvin College.

### 6.11.1 / Statement of Provision of the Law

#### 6.11.1.1 / *Summary of the Law*

"In brief, the statute provides: that such institutions must provide . . . students access to official records directly related to the students and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate; that institutions must obtain the written consent . . . before releasing personally identifiable data about students from records to other than a specified list of exceptions; that . . . students must be notified of these rights; . . ." (Federal Register, January 6, 1975).

#### 6.11.1.2 / *Definitions*

"Student" (a) means any person who is attending or has attended an educational institution and with respect to whom that institution maintains education records or personally identifiable information. (b) The term does not include a person who has not been in attendance at such institution. (section 99.3)

“Education records” (a) means those records, files, documents, and other materials which (1) contain information directly related to a student; and (2) are maintained by an educational agency or institution, or by a person acting for such agency or institution. (Section 99.3) “Records excluded from the provisions of the Act are defined as (a) personal files seen only by the writer, (b) law enforcement files, (c) files related to employment status, (d) medical or related professional files (however, they are open to review by an appropriate professional of the student’s choice)” (State of Michigan Department of Education Memorandum, January 15, 1975).

#### *6.11.1.3 / Notification*

“(a) Each educational institution to which this part applies and which maintains records on students, shall inform . . . eligible students of the rights accorded them by this part” (section 99.5).

#### *6.11.1.4 / Waivers*

“(a) Educational institutions shall not require . . . eligible students to waive their rights . . . (b) A student or a person applying for admission may waive his or her right of access to confidential statements . . . Such waivers may not be required as a condition for admission to, receipt of financial aid from, or receipt of any other services or benefits . . .” (section 99.6).

#### *6.11.1.5 / Access to Records*

“Educational agencies or institutions shall provide . . . eligible students who are or have been in attendance at a school . . . access to education records of the students, except as set out in . . .”—see next paragraph (section 99.11).

“Excluded from inspection are the following: (a) financial records of the parents of the student, (b) confidential letters of recommendation filed before January 1, 1975, (c) confidential letters solicited under a waiver of the right of future access.” (State of Michigan Department of Education Memorandum, January 15, 1975, and section 99.12).

“Each educational institution shall establish appropriate procedures for the granting of a request . . . by eligible students for access to their own education records within a reasonable period of time . . .” (section 99.15).

#### *6.11.1.6 / Challenges to the Content of Records*

“Each educational . . . institution shall provide . . . eligible students . . . an opportunity for a hearing . . . to challenge the content of such students’ education records in order to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students . . .” (section 99.21).

“Formal hearing procedures may only be necessary when such informal means are not satisfactory to the . . . eligible student or the educational institution” (section 99.21).

#### *6.11.1.7 / Release of Records*

“Educational institutions shall not permit access to or the release of education records . . . other than directory information . . . without the written consent of an eligible student to any party other than the following:

- Other school officials . . .
- Officials of other schools in which the student seeks or intends to enroll . . .” (section 99.30).

“Where the consent of . . . eligible student is required under this part for the release of education records, it shall be in writing, be signed and dated by the person giving such consent, and shall include (a) a specification of the records to be released, (b) the reasons for such release, and (c) the names of the parties to whom such records will be released” (section 99.31).

“(a) Educational institutions shall not release personal information on a student except on the condition that the party to which the information is being

transferred will not permit any other party to have access to such information without the written consent of . . . the students. (b) Educational institutions shall include, with any information released to a party . . . a written statement which informs such party of the requirements set forth in paragraph (a) . . .” (section 99.39).

### 6.11.2 / Calvin College Guidelines

Calvin College reaffirms its policy of assuring the safekeeping and confidentiality of student records and files, maintaining them for the benefit of the student. The college recognizes the rights of students given under this federal legislation and the responsibilities incumbent on the college because of the legislation. Wishing to fully comply with the law, the college issues this statement of guidelines.

#### 6.11.2.1 / *Education Records of Students*

Records of students at Calvin College maintained as official records of the college fall into three categories:

1. Records Kept by the Registrar. The following types of records are kept by the Registrar for each student:
  - Directory information, including name, addresses, phone numbers, and class level, is published annually in a printed directory, and distributed to members of the college community. Additional demographic information provided by the students at the time of admission is stored in the computerized student records file. It includes such items as high school attended, church affiliation, ethnic group, and citizenship. Access to the student records file is controlled by the Registrar.
  - Academic transcript information includes a permanent records of course credits, grades earned, and degrees earned. It is main-

tained in a computerized file with paper backup copy in a fire-proof vault. This information is released to college officials other than the Registrar only by permission of the Registrar or his/her designates. It is released to parties outside the college only as indicated in "Release of Student Records" below.

- Academic history information includes all correspondence which relates to the student's academic progress, as well as all admission, registration and completion forms. These materials are kept in file folders while the student is in attendance, after which they are microfilmed and kept in the vault. Both the Admissions and Registrar's Offices personnel have access to these files; however, they are released to other parties only as indicated below.
2. Records Kept by the Placement Office in the Student Affairs Division
    - The teacher placement file contains a student registration form, an academic transcript, a student autobiography, two faculty recommendations, one ministerial recommendation, an employer recommendation, and evaluations by the college supervisor and supervising teacher of the student's internship experience.
    - The graduate placement file contains information sheets completed by the student which contain personal data, work and personal experience, three faculty recommendations, and a student-written record of courses taken at Calvin. These files are released in the interest of the student to prospective employers.
  3. Records Kept by the Office of Scholarships and Financial Aid
    - The student scholarship and financial aid file includes the student's application, correspondence, confidential financial statement, and need analysis report. If a current student applies for



scholarship the file also includes two college staff recommendations to support the application. These files are used only as internal working documents.

Other records kept by administrative and faculty staff members, the Broene Center counselors, the Health Center staff, the academic department offices are in the sole possession of the maker of the records and are not accessible or revealed to other persons.

#### *6.11.2.2 / Student Access to Records*

Current and former students at Calvin College have the right to inspect and review the content of the records mentioned in [section 6.11.2.1](#) above with these exceptions specified in the law: (a) financial records of the parents of the student which are filed in connection with an application for financial aid, (b) confidential letters and statements of recommendation, which were placed in the education records prior to January 1, 1975, (c) documents for which the student may have signed a waiver of the right of access. Request by students to inspect and review are subject to reasonable precautions to insure the safeguarding of the records.

Upon request students will be provided a copy of the records. The cost will be twenty-five cents per copy except for request for official transcripts, in which case the rate schedule continues as reflected in the *Catalog* and as announced at the Registrar's Office. College offices will attempt to meet all student requests for access or for copies promptly, but may, at some extremely busy periods, announce a delay of a few days in meeting the request. Staff members in each office will explain and interpret the record to students when needed and requested.

Students should make requests for access to records directly to the office responsible for the maintenance of the record. The Registrar of the college will receive requests, questions, and comments about the enforcement of these

guidelines and will generally oversee the protection of student rights in these matters.

#### *6.11.2.3 / Release of Student Records*

Calvin College shall not permit the release of education records or personally identifiable information contained in records without the written consent of the student. Although directory information is considered public information, the college exercises restraint in the release of lists of students or such other types of public release. Records may be released without written consent of students to:

1. Calvin College faculty and staff, where appropriate.
2. Those who require such information in connection with a student's application for, or receipt of financial aid.
3. Local, state, or federal officials as required by statute.
4. Accrediting organizations.
5. Educational institutions and organizations who are conducting studies, developing tests, or in other ways attempting to improve instruction, who will not permit the personal identification of students by persons other than officials of the organization.
6. Parents of a dependent student as defined in Internal Revenue Code of 1954.

A record of information disclosed to agencies outside the college will be kept with each student's file.

Calvin College will require that the consent of a student shall be in writing, be signed and dated, and shall include (a) specification of the records to be released, (b) the reasons for such release, and (c) the names of the parties or a designated class of people (e.g., school principals) to whom such records

will be released. Each office will provide forms which will request this information. Third party requests for student records will not be honored unless the student makes written request that the college office involved release information at the request of third parties who the college decides have legitimate interest in the record. For example, a student preparing to be a teacher may wish all prospective employers to have an opportunity to view the student's teacher placement file. Such requests should include a termination date for such "blanket" release.

Each record of a student which is released will be accompanied by this statement:

- Calvin College complies with provisions of the Family Educational Rights and Privacy Act and hereby notifies you of the following stipulation of this law and of your obligation to comply with it.
- Section 99.33 (a) An educational agency or institution may disclose personally identifiable information from the education records of a student only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, . . .

#### *6.11.2.4 / Waivers of Right to Access to Records*

Students are not required to, but may waive their right of access to documents which heretofore have been called "confidential." Although the college encourages full disclosure of evaluative statements about a student to a student whenever this is feasible, the college recognizes that many who are requested to write evaluative statements feel that full disclosure to a student will greatly inhibit the candor and forthrightness of their comments and that frequently time and location does not permit a discussion with the student. Therefore, at the top of recommendation forms (or attached thereto), rating

sheets, and other forms requiring evaluation the college will print this message:

According to law, a student may waive his or her right to examine any document in his or her file. Failure to waiver will not be prejudicial to the student.

By signing this statement I waive all rights of access to this document.

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Student's Signature

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Date

#### *6.11.2.5 / Challenges to the Content of Records*

Calvin College students have an opportunity for a hearing to challenge the content of education records in order to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students. Such challenge should normally be made to the administrative official in charge of the record. If the results of such a meeting are not satisfactory to the student, the student may appeal to the Registrar who will arrange for a formal hearing by an institutional official or other party who does not have a direct interest in the outcome of the hearings.

### **6.12 / POLICY ON GRANT OVERHEAD MONIES**

#### *6.12.1 / Distribution of Overhead Monies*

Overhead monies, at the established percentage rate, will be divided three ways:

1. 50% will go to the college general fund.
2. 25% will go to a restricted fund in the Provost's Office for the support of research throughout the college. 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.

#### 6.12.2 / 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 college 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 forego any or all of the department's 25% and from the academic dean to forego any or all of the Provost's Office 25%.

### 6.13 / CLARIFICATION OF FACULTY MEMBERSHIP REQUIREMENTS AND PROCEDURES FOR REQUESTING EXCEPTIONS

#### Context for the Requirements

Calvin College has always been strongly committed to a Reformed view of academic practice and community life. The college expects each member of its faculty to affirm and live out this Reformed perspective in every area of personal and professional endeavor.

Broadly speaking, Calvin holds faculty to two related expressions of Reformed commitment. First, members of the faculty are expected to demonstrate the Reformed character of their professional work, especially in the way their Christian faith shapes their teaching and scholarship. This demonstration may occur informally, through discussions and peer review, but it also occurs formally at the time of appointment through interviews, candidates' written statements of their religious faith, and the required pastor's

letter; and at the time of reappointment and tenure through student evaluations of teaching, department reviews of teaching and scholarship, and written statements on faith and learning. These formal and informal means of promoting the integration of faith and learning have helped to create a faculty and an institution which have earned high distinction in both the wider Christian community and the broader academy.

Second, Calvin College has always expected its faculty members to demonstrate their commitment to Reformed confessions and institutions through their formal affirmations and involvement in church and school. As members of the broader community of Reformed believers, the faculty are required to affirm certain ecumenical creeds and historic Reformed confessions, to participate in the Reformed church community, especially the Christian Reformed Church, and to promote Christian schooling at all levels.

The three specific faculty membership requirements described below do not represent a litmus test of Christian faith, nor do they imply a judgment on the integrity of the faith of those who do not meet them. Rather, they reflect the fact that Calvin's place in higher education is distinguished partly by its stance as a confessional community. Given the rapid secularization of society and its influence on Christian higher education, one important way of keeping faith with our confessional community is to carefully monitor faculty appointments, since the character of the faculty fundamentally affects the identity of the college. Maintaining the distinctive confessional identity of the college begins with the faculty's affirmation of the teachings of the Reformed church, an affirmation that is nurtured through the life of the church and finds expression in a Christian philosophy of education. The faculty membership requirements thus reflect a desire for integrity—integrity between communal traditions and contemporary commitments, as well as integrity between our institutional principles and personal belief and practice.

### 6.13.1 / Requirements

#### 6.13.1.1 / *Signing the Covenant for Faculty Members*

Calvin College faculty members are required to sign a synodically approved *Covenant for Faculty Members* in which they affirm three historic “forms of unity”—the *Belgic Confessions*, the *Heidelberg Catechism*, and the *Canons of Dort*—and pledge to teach, speak, and write in harmony with these confessions.

While affirming the final authority of the Scriptures for faith and life, the Reformed tradition shares with other confessional traditions within Christianity the conviction that the doctrines contained in Scripture must be structured in a way that promotes adherence to orthodox Christian belief. The college uses a *Covenant for Faculty Members* that is itself based on a historic document, dating from the 17th century, rather than substituting a statement of faith specific to this institution and these times. This historic document and these confessions identify Calvin College with the Christian faith as it finds concrete expression in the Reformed tradition and in a particular denomination, the Christian Reformed Church, whose pastors and officers are required to sign the same *Covenant*.

To sign the *Covenant for Faculty Members* is to indicate sincere acceptance of the doctrines articulated in the confessional statements listed above. The signatory does not thereby declare that these doctrines are all stated in the best possible manner or that they are an exhaustive or definitive summary of what the Scriptures teach. While signing represents a sincere pledge to teach, write, and speak in harmony with these confessions, it does not prevent a person from engaging in continuing study, research, or personal reflection on the Scriptures, the creation, or the confessions and the doctrines addressed in them. Signing the *Covenant* does represent an acknowledgment that no person is free to decide for himself or herself, or for the church, what is and what is not a doctrine asserted in these confessions.

### *6.13.1.2 / Church Membership*

Calvin College faculty members are required to be professing members in good standing and active participants in the life of a congregation in the Christian Reformed Church (CRC) or a denomination in ecclesiastical fellowship with the CRC as defined by its Synod. The theological tradition of the CRC has not only shaped the college's history, but continues to define the college's mission. The close relationship between the church and college has been the primary source of the college's identity—the moral, spiritual, confessional, cultural, educational, theological, and historical identity that is indispensable for institutional cohesion and unity of purpose.

At the same time, both Calvin College and the Christian Reformed Church are part of a broader Reformed confessional tradition, in recognition of which the church membership requirement can be satisfied by affiliation with other denominations with which the CRC enjoys official ties, such as the Reformed Church in America.

### *6.13.1.3 / Christian Schooling*

Calvin College faculty members are expected to support and promote Christian education at all levels and are normally required to provide their children with Christian schooling for grades kindergarten through 12. Schools affiliated with Christian Schools International (CSI) are expected to be the primary schools of choice, though exceptions are possible (see [section 6.13.2.3](#)).

The Reformed tradition insists that all educational enterprises are religiously grounded, wittingly or unwittingly, including public, private, and parochial schools. Calvin College embraces Reformed Christianity as the basis for integrating faith and learning, and expects its faculty members to acknowledge that this tradition has cogency for primary and secondary education as well as for college. Thus, the primary reason for the Christian



schooling requirement is to demonstrate commitment to a distinctive Reformed philosophy of education.

Not all Reformed communities have developed Christian day schools; yet, the particular CRC community which gave birth to Calvin College did choose long ago to develop such schools as an important means of fulfilling the communal vows, made at baptism, to help parents in rearing their children in the Christian faith. This college is an integral part of a widespread network of schools established in the Reformed tradition, a community from which a substantial portion of our support and enrollment comes, and one in which Calvin College has a long history of leadership. Thus, the requirement for Christian schooling is also an important element in maintaining fidelity to a loyal supporting community

Detailed information about many of the Christian schools in the community is available from the Provost's office. The college pays 20% of the full stated tuition at any approved Christian school up to the amount that would be paid if the student(s) were enrolled in Grand Rapids Christian Schools. Additional college assistance is available for faculty families with financial need. In appropriate cases the college will provide funds for a newly appointed faculty family with school-age children to make a trip to Grand Rapids during the months preceding relocation to visit and select a Christian school.

#### APPLICABILITY OF REQUIREMENTS

The requirements for membership on the college faculty described above apply to all persons on regular appointment (full-time and reduced-load). Unless an exception is granted, the *Covenant for Faculty Members* must be signed during the first year of appointment. In order to provide sufficient time to make an informed decision regarding church membership and schooling, faculty on regular appointment will normally be expected to be in compliance with the church membership and Christian schooling requirements by the beginning of their second year of service on the faculty.

Affiliated faculty are expected to affirm the Reformed confessions and are encouraged to sign the *Covenant for Faculty Members* after 50 hours of teaching. In order to promote understanding of these requirements, affiliated and adjunct faculty will be invited to attend one or more professional development seminars focusing on confessional issues. While all contingent faculty are strongly encouraged to join a Reformed church and provide Christian schooling for their children, this is not a requirement.

Adjunct faculty must support the mission of the college and are encouraged to abide by the requirements. They are encouraged to sign the *Covenant for Faculty Members* after 50 hours of teaching, but signing is not required. In order to promote understanding of these requirements, adjunct faculty will be invited to attend one or more seminars, for which they shall receive a stipend.

Visiting faculty and cooperating staff must support the mission of the college and are encouraged to abide by the requirements; however, their compliance with the requirements is not mandatory.

### 6.13.2 / Exceptions

The college recognizes the need for granting exceptions to one or more of the faculty membership requirements in certain extraordinary circumstances. The authority to grant such exceptions resides with the Board of Trustees, which considers such an action only upon recommendation from the President in accordance with the process described below ([section 6.13.3](#)).

#### 6.13.2.1 / Exceptions to the Requirement for Signing the *Covenant for Faculty Members*

Exceptions to this requirement are made occasionally for individuals on term appointment, following discussion between the individual and the provost or dean, on the basis of a written statement of both the reasons why

the individual is unable to sign the *Covenant for Faculty Members* and the individual's affirmation of a deep Christian faith and of support for the mission of Calvin College as a Reformed Christian institution of higher education.

Since reasons for requesting exceptions are often idiosyncratic, it is difficult to state criteria for granting exceptions. The exception will be for a particular person and is not applicable to any class of individuals. No person on a regular appointment will be granted an exception to signing the *Covenant* on a continuing basis.

If any faculty appointees have difficulty signing the *Covenant for Faculty Members* for reasons that are within the limits of continuing discussion of the confessions within the church (e.g., on total depravity or view of Anabaptists), the college expects these persons to sign the *Covenant* and indicate, in writing, their reservations concerning an unqualified affirmation of the confessions. Exceptions will not be granted to persons who hold theological positions which are not consonant with the mission and purpose of Calvin College.

#### *6.13.2.2 / Exceptions to the Church Membership Requirement*

Exceptions to this requirement are occasionally granted, usually for reasons involving ordination in another denomination on the part of a faculty member or a spouse.

Such exceptions will not be approved in cases where the faculty member wishes to affiliate with a church that embraces confessional teachings fundamentally contrary to the affirmations of the *Heidelberg Catechism*, *Belgic Confessions*, and *Canons of Dordrecht*; nor will an exception be granted if the church is not willing to supervise the spiritual life of the faculty member.

### *6.13.2.3 / Exceptions to the Christian Schooling Requirement*

Exceptions to this requirement have been granted on an individual basis for a variety of reasons. In every case, the primary concern is to weigh the communal expectations of the college, the needs of the child, and the circumstances of the family. The following criteria are common to most of the cases where exceptions have been granted:

1. Evidence of support for Christian schooling, as demonstrated by sending siblings to Christian schools, having sent the child for whom an exception is requested to a Christian school, financial support of Christian schools, and other service toward the advancement of K–12 Christian education.
2. Evidence that the child for whom an exception is requested has unique education needs, including but not limited to those arising from medical or disability issues that cannot be effectively met or supported at a local Christian school. The student's unique educational needs exceed the perceived level of support available within the local Christian school program.
3. In some instances the special needs of a gifted student or a child of color may be an acceptable basis for the granting of an exception, provided that the parents have made diligent efforts to work with appropriate Christian schools to provide suitable instruction and have determined in consultation with the administrators and faculty of those schools that the student's needs cannot be adequately served by any of these schools at that time.

Other situations that may be acceptable bases for granting an exception are:

1. A request to enroll in a non-CSI Christian school or homeschool (these requests will normally be granted);

2. A request to enroll in a one-year specialty program, such as at the Zoo School and Blandford Nature Center (these requests will normally be granted);
3. A request to participate in an international exchange program or a family year abroad (these requests will normally be granted);
4. A request by a new faculty member who has not had experience with Christian schooling for an extension of the exception for a second year to make the adjustment to this community (such a request would require an explanation of the special circumstances that warrant an extension);
5. Evidence of profound parent-child conflict or conflict with a spouse or non-custodial parent that does not arise from opposition to Christian schooling in principle, but threatens the child's welfare and/or the integrity of the family;
6. Compelling evidence of a family's sacrificial commitment to a special ministry in the community. Such evidence would include a demonstration that the special ministry arises from a sincere commitment to Reformed Christian beliefs and confessions, that it would further the mission of the church and the college, that it has the endorsement of the faculty member's church, and that it would be significantly more effective if the family's child(ren) were not in a Christian school.

#### 6.13.3 / Process for Making Exceptions

1. The process for requesting exceptions to signing the covenant for faculty members and church membership is the same. A request from a member of the teaching faculty must be presented in writing to the chair of the department, who will forward the request, along with a recommendation, to the Academic Dean and Provost for their

recommendation. A request from a staff member who has faculty status must be presented in writing to the Vice President of the division for a recommendation. The request and the recommendation of the Academic Dean and Provost or Vice President will be forwarded to the Professional Status Committee for their recommendation, which will be forwarded to the President. A faculty member requesting an exception may request and will be granted opportunity to present the request in person to the Professional Status Committee prior to the college's making a final determination upon the request. When exceptions are granted, the information will be part of the faculty member's file at the time of consideration for reappointment and appointment with tenure.

***Covenant for Faculty Members.*** Requests for exceptions to this requirement must come at the time of the first appointment unless, after signing the *Covenant*, there is a change in one's understanding of the ecumenical creeds or historic Reformed confessions that leads to difficulty in having one's signature affixed to the *Covenant for Faculty Members*. The faculty member must present the reservations in writing. If the President determines that an exception should be granted, he or she will present a recommendation to Board of Trustees, which has the authority to grant these exceptions.

**Church Membership.** Newly appointed faculty on regular appointment who seek an exception to the church membership requirement must make the request in writing during the first year of appointment. Faculty members who are in compliance with the church membership requirement but wish to affiliate with a congregation which does not meet the requirement must request

an exception prior to such affiliation or beginning regular attendance. If the President determines that an exception should be granted, he or she will present a recommendation to the Board of Trustees, which has the authority to grant these exceptions.

2. Faculty requesting an exception to the Christian schooling requirement should submit their written request to the director of Human Resources. Requests should be for a specific period (i.e., one year, middle school years, etc.) or, if the need is considered permanent, for an unspecified period but contingent on the continuing basis for the request.

**Routine Exceptions.** A faculty member who seeks to enroll his/her child in a non-CSI Christian school, a specialty school, an international school, or provide homeschooling should submit a statement of the reason(s) for the request and the name and description of the school or home schooling program to the director of Human Resources before proceeding with enrollment. The director of Human Resources, in consultation with the provost, will normally recommend these routine exceptions. The provost will report the recommendations to the PSC and the PSC to the President, who will make the final decision. The president will report this decision to the Executive Committee of the Board of Trustees for information.

**Children with Identified Learning Disabilities, Psychological Challenges, or Medical Conditions.** A faculty member who seeks to enroll his/her child in a non-CSI school because of an identified learning disability, psychological challenge, or medical condition should submit a written request to the director of Human Resources, accompanied by documentation from the faculty member and treaters or appropriate professionals about nature

of the issue and needs of the child and the reasons why appropriate accommodations or support is not or may not be available in a local Christian school. The director of human resources will review the written request with the provost and, when appropriate, consult with the parents and appropriate treaters, including those identified by the faculty member in the documentation accompanying the request. The college's role would not be to evaluate the special needs of the child (that is, to step into the role of a treater), but rather to confirm that the necessary documentation is being presented. The recommendation of the director of Human Resources and provost will be shared with the President, who will make the final decision. The president will report this decision to the Executive Committee of the Board of Trustees for information.

The college will retain, for a period of three years following the college's taking final action upon a request for an exception, all documentation regarding the specifics of a child's medical condition, challenge, or disability submitted in support of an exception to the Christian schooling requirement, as well as any notes, emails, recommendations, decisions, or other internal documentation generated by college personnel in the process of reviewing, processing, and evaluating any such request for an exception. Such information shall be maintained as strictly confidential, and all such documentation shall be gathered and maintained in a separate, confidential file within the office of the director of Human Resources. Such documentation shall not be included in the faculty member's personnel or other files (including performance review, promotion, or tenure dossiers), nor shall it be shared with anyone within the college except on a strict need-to-



know basis for purposes of addressing the faculty member's request for, or continuing need for, such exception. Such information may not be shared with enrollment, student life, or any offices involved in considering student admission applications, recruiting of students, or matriculation of students. Such information will not be retained beyond three years after an exception is granted or denied. The director of Human Resources may request recertification at certain times (e.g., transition to middle school) to confirm that an exception is still required. In such circumstances, documentation submitted by the faculty member will be maintained and its circulation limited consistent with the provisions of this paragraph.

**Other Exceptions.** If the faculty member's exception request does not fall clearly into either category above, the director of Human Resources, in consultation with the provost, will forward the faculty member's request to the appropriate academic dean. The academic dean, after consultation with the faculty member and his or her department chair, will make a recommendation to the Professional Status Committee and the PSC to the President, who will make the final decision. A faculty member requesting an exception may request and will be granted opportunity to present the request in person to the Professional Status Committee prior to the president's making a final determination upon the request. The president will report this decision to the Executive Committee of the Board of Trustees for information.

In each case, the faculty member will be notified in writing of the action taken by the president; notification will include the reason(s) for granting or denying the request.

3. A faculty member requesting an exception may request and will be granted opportunity to present the request in person to the Professional Status Committee prior to the president's making a final determination upon the request.

#### 6.13.4 / Appeals

Faculty members who wish to appeal decisions made by the president (in the case of Christian schooling) or the Board of Trustees (in the case of church membership or signing the *Covenant*) may present an appeal to the Executive Committee of the Board of Trustees.

1. A faculty member whose request for an exception has been denied shall have the right to make one appeal in writing within 14 calendar days upon receipt of written notification of denial. The faculty member may request and will be granted opportunity to present the request and appeal in person to the Executive Committee of the Board of Trustees. Because of the implications of these decisions for the family, the faculty member's spouse is also welcome to participate.
2. Appeals related to children with identified learning disabilities, psychological challenges, or medical conditions shall be adjudicated solely by the Executive Committee. For all other appeals, the Executive Committee will recommend that the full board either sustain the original denial or grant an exception. The Board's decision will be conveyed to the faculty member in writing.
3. If a request for an exception has been denied, a request for the same exception will only be considered at a later time if the faculty member's individual and/or family circumstances have changed such that added rationale for an exception exists or in extraordinary, unforeseen circumstances.

## 6.14 / EXPLORING GOD'S CREATION

In 1991 Synod took several actions with respect to issues concerned with creation and science. Fundamental to the issues on which Synod made declarations and gave pastoral advice is the understanding of theorizing. Nicholas Wolterstorff poses the question as follows:

The Christian who is a scholar finds himself in two communities: the community of his fellow Christians and the community of his fellow scholars. Each has its own criteria for membership, its own characteristic practices, its own characteristic training programs. . . . if one who is a scholar as well as a Christian wants coherence in life—or even if he only wants self-understanding—he cannot help asking, how does my membership in these communities fit together? . . . The basic issue behind our question is that of the role of one's Christian commitment in one's practice of scholarship. . . . It is a theory of theorizing that we need along with an understanding of the nature of Christian commitment. (*Reason Within the Bounds of Religion*, Wm. B. Eerdmans, 1976, pp. 21–22)

For the above reason, in its “Pastoral Advice” (*Acts of Synod*, Article 93) the synod urged the church's scholars to reflect on their obligations with respect to sensitive issues of faith and learning. In response, Calvin College presents the following affirmations and principles, describes its understanding of the Synodical action, and provides general guidance for teaching and writing on potentially controversial issues.

### Affirmations

As followers of Jesus Christ,  
living in this world—

which some seek to control,  
but which others view with despair—  
we declare with joy and trust:  
Our world belongs to God.  
(*A Contemporary Testimony*, par. 1)

Our world not only belongs to God, but it was created and is sovereignly governed according to God's will. God has specially equipped some to explore the structures of the created world and the structures of governance that are woven into that world and through which God reveals himself Lord. Recognition of God's ownership and sovereignty demands that we be faithful in our exploration: open to the cleansing light of revelation, always subservient to God's word in scripture and creation.

Of course, as creatures of this world's dust, we belong to God too, and we must not forget that our deepest belonging rests with Christ's work and not our own. Our identity as God's children is neither enhanced nor eroded by the correctness or incorrectness of our theories or by the inability either to grasp or to accept such theories. We recognize the obedient exploration of creation as the legitimate task of some, but the ultimate salvation of none.

These affirmations find their place not in a vacuum, nor in some ivory tower, but in the context of a liberal-arts college serving a confessional community. Consequently these affirmations have implications in our scholarly work and can create tensions as we interact with our several communities. The obligations we have to our disciplines, our theological tradition, and our confessional community all have to be respected, even when they seem to pull us in different directions. However, while we are accountable to distinct communities with differing standards, our final accountability must be to God.

At Calvin College, we claim and enjoy an academic freedom that comes from the freedom we have in Jesus Christ as Lord of life and learning. Within our

confessional terminology, academic freedom might better be understood as our God-given liberty in the academic profession to which we are called. In our vocation, we have the right and responsibility to explore thoughts and confront theories not always comfortable to ourselves or members of our constituency. But we exercise this freedom with a view toward our largest obligation, ultimately to bring every thought captive in submission to Jesus Christ.

### Principles

The position taken by 1991 Synod seems to embody the following general principles:

1. Christian scholars have a responsibility and mandate to pursue research and scholarship into all areas of God's creation.
2. The proper calling of the church is to proclaim Scripturally-mandated beliefs which guide obedient theorizing (whether scientific, philosophical, theological, or other).
3. The beliefs in question involve, among others, such essentials to the faith as creation, sin, redemption, and human uniqueness in imaging God.
4. Beyond the central core of Christian beliefs, the church in its ecclesiastical assemblies is neither called nor equipped to pronounce on technical aspects of scholarly theories, and therefore must respect the scholar's calling and freedom to explore creation.
5. Christian scholars must exercise responsible pastoral wisdom in both theorizing and espousal of theories, must be sensitive to the needs and expectations of the various audiences with whom they communicate, and must accept the burden of establishing both the professional and confessional legitimacy of their particular work.

### The Task of the College

Part of the mission of Calvin College is “to produce substantial and challenging art and scholarship” (*The Mission of Calvin College: Vision, Purpose, Commitment*). Consequently, the College should encourage the scholarship and research activities of its faculty. Such activities should always be done with a critical sensitivity to philosophical foundations and an acknowledgement of the often close and reciprocal relationship between worldviews and theories. The College should also encourage communal dialogue on and assessment of the formulations of such research; such review should consider the implications of worldview as well as the commitments and capabilities of the intended audience for that research.

While affirming the important role of and mandate for scholarship, the Pastoral Advice expresses a concern about the grip that scientific theories may have on persons who accept them uncritically and those who do not understand the assumptions implicit in scientific work. In its action, Synod 1991 seemed to be looking for assurance that the scholars of the church not only believe the teachings of scripture and the Reformed confessions and relate these beliefs to their science and teaching, but also exercise prudence in presenting the ideas in teaching and writing. As an academic community we share these concerns. We understand the tentative nature of all theorizing and affirm the duty of all scholars always to remain open to new evidence, both exegetical and empirical.

With respect to the particular case of the creation-science controversy, the College should continue to promote and support research that deals with the historical and developmental aspects of the world and of human life.

## 6.15 / COPYRIGHT POLICY SUMMARY

### 6.15.1 / Copyright Policy Summary

The U.S. Copyright Law (<http://www.copyright.gov/title17/>) exists to protect the owners of intellectual and creative work from the unlawful use or theft of their work. Calvin College respects the copyright law and recognizes an obligation to act in accord with the law.

The students, staff, and faculty of Calvin College, and the college as a corporate entity, have a legal and ethical obligation to respect the rights of property owners, to refrain from illegal and unethical use of others' intellectual and creative property, and when in a supervisory position, to refrain from asking others to break the law, for example, by requesting that illegal copies or other reproductions be made.

Members of the Calvin community have an obligation to familiarize themselves with the basic tenets of Copyright Law and to consider the ethical implications of using the intellectual and creative property of others.

Section 6.15 of the faculty handbook serves as a general summary of Calvin College policy on copyright. This section also summarizes certain general principles of U.S. copyright law, such as "fair use," that hold particular importance for higher education.

Section 6.15 intentionally provides only general guidelines and policy statements regarding copyright. For specific advice about particular issues in copyright in relation to particular practices and media, members of the Calvin community should turn to the online document "Advice about Copyright" (on the Provost's Office website). The purpose of "Advice about Copyright" is threefold:

1. it identifies those offices and persons to which the college currently turns for advice on copyright issues;

2. it provides references to appropriate sections of Carol Mann Simpson's *Copyright for Schools: A Practical Guide*, 5th ed. (Linworth Publishing, 2010), a copy of which is housed in academic departments and administrative units of the college; and
3. it provides links to websites that offer advice about copyright issues.

#### *6.15.1.1 / Summary of Title 17, the U.S. Copyright Law*

The federal copyright law gives copyright owners the exclusive right to reproduce, adapt, dramatize, arrange, distribute, perform, and display their works, and to authorize others to do so, except for situations that the copyright law exempts. Copyright law applies to nearly all created materials, including books, journals, DVDs, movies, videos, computer programs, photographs, art, music, plays, dance choreography, and architecture. Copyright protection does not need to be formally applied for by the creator of the work; it is automatically granted when a work is “fixed in any tangible medium of expression” (Subsection 102[a]).

#### *6.15.1.2 / Limitations on Exclusive Rights: Fair Use, etc.*

Copyright law requires that permission be obtained for the use of copyrighted material unless such use is within legal exceptions. Some exceptions are clearly specified in subsections 107-112 of Title 17, United States Code subsection 107: Fair Use

The use of copies or recordings of a work may fall under fair use if they are used for purposes such as criticism, comment, news reporting, teaching (including distributing multiple copies for classroom use), scholarship, or research. In determining whether the use made of a work in any particular case is subject to fair use, four factors should be considered:

1. the *purpose* and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;



2. the *nature* of the copyrighted work (courts generally are more protective of creative than of “factual” material, for example);
3. the *amount* and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the *effect* of the use upon the potential market for or value of the copyrighted work.

Members of the Calvin Community who wish more information about the scope of fair use and the general practices of the Calvin Community should consult the “Advice about Copyright” website. It is also useful to consult with members of the community to determine practices widely used at the college to ensure compliance with copyright law and to meet our ethical obligations.

#### 6.15.1.3 / Public Domain

A work enters the public domain when its term of copyright protection expires. Works in the public domain may be used in any way without obtaining permission. See “Advice about Copyright.”

#### 6.15.1.4 / Ownership

Calvin College disclaims ownership of copyrighted materials created by faculty unless they were created (1) under prior funding agreements that specifically assign copyright in part or in whole to the college, or (2) under special circumstances that involve unusual or atypical commitments of college resources. Sabbatical grants and Calvin Research Fellowships, being a regular and common support for faculty scholarship, do not constitute unusual or atypical commitments of college resources.

### 6.15.2 / Permissions and Penalties

#### 6.15.2.1 / *Obtaining Permission*

Those who want to use copyrighted material in a way which conflicts with one of the exclusive rights given to the copyright holder, and there is no legal exemption to allow it, must obtain permission from the copyright holder or proprietor: securing the proper permission overrides copyright prohibitions. Permission can be obtained from the copyright owner or from a representative clearance agency (such as the Copyright Clearance Center, <http://www.copyright.com>).

Although the amount of material that can be used without specific permission can vary, many copyright owners will grant permission for one-time use of parts of their works without charge, or upon payment of a minimal fee. However, repeated use or reproduction is often not allowed unless royalties are paid. These royalties are the legitimate compensation for the creative effort made by the author, lyricist, composer, artist, architect, choreographer, or other creator. To avoid payment by not obtaining authorization is to commit theft.

Although much can be accomplished using the telephone, “verbal authorization” for a use is not valid. The final form of permission must be in writing, filed, and kept for at least three (3) years.

#### 6.15.2.2 / *Penalties*

Any person who violates the copyright law is an infringer, and is liable to be sued in a civil court by the copyright owner [subsection 501(a), (b)].

A common action preceding an actual suit is the serving of an order to “cease and desist” the infringing activity. This might be done when the copyright owner wants to stop the infringing activity, but prefers not to spend the time and money required to follow-through with a suit.

### 6.15.2.3 / Damages

In addition to actual damages and lawyers' fees, the infringer may be liable for statutory damages. Willful infringement can be punished by the awarding of statutory damages of up to \$50,000 [subsection 504, 505].

Any person who, with fraudulent intent, removes or alters any notice of copyright appearing on a copy of a copyrighted work shall be fined not more than \$25,000 [subsection 506(d)].

### 6.15.2.4 / Innocent Infringer

If an infringer proves to a court that he or she was not aware and had no reason to believe that his or her acts constituted an infringement, the court may reduce or eliminate the damages. This especially applies to employees of a nonprofit educational institution who believed their use qualified as Fair Use under Subsection 107 [subsection 504(c)(2)]. Calvin faculty are encouraged to reference a Fair Use Checklist (Copyright Advisory Office of Columbia University, Kenneth D. Crews) [<http://copyright.columbia.edu/copyright/files/2009/10/fairusechecklist.pdf>] which will assist faculty in analyzing fair use guidelines for classroom use of copyrighted materials.

### 6.15.2.5 / Limitations on Actions

Actions against an infringer must be initiated within three years after they occur [subsection 507]. Records of permissions must be kept for three years.

### 6.15.3 / Sources

Circular 92, the Copyright Act of October 19, 1976, Title 17 of the United States Code, Pub. L. 94-553, 90 Stat. 2541, is the source for this document.

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#### 6.15.4 / Medium-Specific Policies

For information and advice regarding copyright in relation to individual media and to common practices of the college, the college will maintain a page titled “Advice about Copyright” on the website of the Provost’s Office. “Advice about Copyright” provides references and links to online advice and to relevant sections of *Copyright for Schools: A Practical Guide* (available in most Calvin departments and administrative units) regarding a range of media and practices.

## 6.16 / POLICY ON COMPLIANCE WITH FEDERAL, STATE AND LOCAL ENVIRONMENTAL HEALTH AND OCCUPATIONAL SAFETY STANDARDS

### 6.16.1 / Overview

Calvin College is committed to maintaining and improving a safe and healthful workplace for its employees. Compliance with environmental health and occupational safety (EHOS) regulations is essential to this task. Violations of these standards may pose serious safety and health risks not only to the employee but also to all who work in the vicinity of the employee.

Calvin College recognizes the importance of compliance with federal, state, and local EHOS standards. Accordingly, it is expected that all employees will abide by the requirements set forth by regulatory agencies as specified in Calvin's various EHOS programs.

### 6.16.2 / Policy

Occupational safety and environmental protection must be an integral part of every job. It is the responsibility of all to comply with safety rules and to work in such a manner as to prevent injuries to themselves or others and to prevent damage to the environment.

Each student, faculty member and staff member is responsible for his or her individual safety and for protection of the environment. All faculty members also have responsibility to protect the safety and health of those whom they supervise, including students and visitors to their areas, as well as the responsibility to comply with environmental regulations. Faculty members are also responsible for:

1. Ensuring that each employee or student under their supervision receives safety training, including an initial safety orientation.
2. Investigating and reporting all student and employee injuries or property damage. This includes use of the "Calvin Injury Report" and

possibly the “Follow Up Incident Report.” (Forms available through EHOS.)

3. Investigating and reporting events that have the potential for serious injury or property damage. This includes use of the “Follow Up Incident Report.”
4. Upholding and enforcing all Calvin College safety, health and environmental protection policies and procedures.
5. Department Chairs/Program Heads are responsible for the overall occupational safety and environmental health of their department/program.

#### 6.16.3 / Disciplinary Action

If an alleged violation occurs, the procedures of [section 6.1](#) will generally be used to determine if there is a violation of the policy, and, if there is, to determine the appropriate disciplinary action.

### 6.17 / POLICY ON CONSENSUAL ROMANTIC RELATIONSHIPS

#### 6.17.1 / General Rationale

Part of the three-fold purpose of Calvin College is “to perform all our tasks as a caring and diverse educational community.” As a Christian academic community, the members of Calvin College strive to live by a biblical sexual ethic; our sexuality is not to be expressed in a manipulative way. Consensual romantic relationships can give rise to conflicts of interest and become potentially exploitative when they involve colleagues in the workplace or people in teaching or mentoring relationships. In addition, such relationships can create an uncomfortable work or educational environment for other students, faculty, and staff. Employees of Calvin are expected to be aware of their professional responsibilities and avoid apparent or actual conflicts of interest, favoritism, or bias in their relationships.

### 6.17.2 / Definition of Romantic Relationships

The term “romantic relationships,” as used in this document, is difficult to define in its entirety. However, evidence of a romantic relationship may include but not be limited to the following behaviors: a pattern of exclusivity between the couple; time spent together as a couple after work hours; physical touching that implies a romantic intention or desire; the sharing of personal information appropriate for a romantic relationship but beyond the boundaries of a professional workplace relationship; actual physical intimacy; written communications or other actions that imply or directly indicate romantic interest.

### 6.17.3 / Types of Relationships

#### 6.17.3.1 / *Mentoring Relationships*

Faculty, and staff who have mentoring roles with students, have a special relationship with students. As with clergy or counselors, a mentoring relationship is particularly vulnerable to abuse, due to the elements of differential power. Romantic relationships are not allowed where a mentoring relationship exists.

##### 6.17.3.1.1 / RELATIONSHIPS BETWEEN FACULTY AND STUDENTS

Romantic relationships are not allowed between faculty members and students. The mentoring relationship exists between all faculty and all students, not merely in the many cases of direct professional responsibility, such as teaching, assigning grades, advising, writing recommendations, directing performances, coaching, supervising research, making decisions about awards, disciplining, and any other action which may affect a student’s current or future study or employment. The decision to become a faculty member or a student at the college assumes this mentoring relationship and precludes engaging in such a romantic relationship.

#### 6.17.3.1.2 / RELATIONSHIPS BETWEEN STAFF IN MENTORING POSITIONS AND STUDENTS

Romantic relationships are not allowed between students and staff members in mentoring positions with students (e.g., administrative staff who work with students in Student Life, Admissions, and Financial Aid). The mentoring relationship exists between any such staff member and students, not merely in the many cases of direct professional responsibility, such as Prelude courses, admissions counseling, financial aid planning, writing recommendations for jobs, disciplining, and any other action which may affect a student's current or future study or employment. The decision to become a student at the college or a member of staff in a position that is defined by a mentoring role with students assumes this mentoring relationship and precludes engaging in such a romantic relationship.

#### 6.17.3.2 / Supervisory Relationships

Romantic relationships are not allowed between employees of Calvin College when a supervisory relationship is involved. This applies to all employees (faculty, staff, or student) and their supervisors. The power differential makes such relationships open to abuse and to charges of sexual harassment or unprofessional conduct. Such relationships can also create a hostile work environment for others.

Note that Calvin's Policy on Employment of Relatives (*Handbook for Teaching Faculty* [section 6.7](#) and *Employee Handbook*) forbids spouses and other immediate family members from supervising one another, and requires approval of the president for spouses to be co-workers in the same department.

#### 6.17.3.3 / Relationships between Students

Where students have supervisory employment roles with other students (e.g., in Food Services), a mentoring role (e.g., resident assistants in the



dorms), or otherwise have authority that affects the work or educational environment of other students, they are discouraged from having a romantic relationship with a student under their authority.

#### 6.17.4 / Exceptions

Exceptions to the above prohibitions (e.g., in the circumstances of a pre-existing relationship) will be considered by the provost or the director of human resources on a limited, case-by-case basis. Faculty or staff with questions about the application or effect of this policy should consult with the provost or the director of human resources.

#### 6.17.5 / Complaints

Complaints may be filed by the student or subordinate in the relationship, by a supervisor, or by third parties who are affected by the relationship. The complaint could be of sexual harassment, unprofessional conduct, or hostile educational or work environment. Procedures for filing and handling of such complaints are addressed in the *Student Handbook* (appendix C), *Handbook for Teaching Faculty* ([section 6.5](#)), and *Employee Handbook* (Rules of Conduct & Policy).

Third parties who feel that their learning, campus life, or work environment has been negatively affected by a specific romantic relationship between faculty, staff, or students should report their complaint to the appropriate supervisor or department chair and to Human Resources.

### 6.18 / POLICY ON RESPONSIBLE USE OF TECHNOLOGY

#### 6.18.1 / Overview

“Grateful for the advances in science and technology, we make careful use of their products, on guard against idolatry and harmful research, and careful to use them in ways that answer to God’s demands to love our neighbor and

to care for the earth and its creatures” (paragraph 52, *Our World Belongs to God*, CRC Publications, 1988).

As a community that yields to the leadership of Jesus Christ, Calvin College expects responsible use of technology by enfranchised users of Calvin information technology resources. This policy was created to amplify what this community intends by responsible use.

This policy defines responsible use as regards to:

- Respect for one another’s need for access
- Respect for one another’s values and feelings
- Respect for one another’s property
- Respect for one another’s privacy
- The stewardly use of the college’s information technologies
- Respect for the ownership, right to use, and protection of information

#### 6.18.2 / Scope

This policy applies to all enfranchised users of Calvin information technology resources. An enfranchised user is anyone who has been given permission to use Calvin information technology resources.

#### 6.18.3 / Consequences for Policy Violations

Use of information technology resources at Calvin College is a privilege, not a right. Violation of any part of this policy will subject the violator to disciplinary action, which may include any of the following: warning, loss of access, or referral to the appropriate judicial body.

- Students: A breach of any part of this policy may warrant referral to the Senior Judicial Advisor or Judicial Advisor as defined in appendix G of the “Student Handbook: General Disciplinary Process”
- Staff: A breach of any part of this policy may warrant referral to their immediate supervisor as addressed in “The Staff Handbook” section on Rules of Conduct and Working Relationships
- Faculty: A breach of any part of this policy may warrant referral to the Provost’s Office as addressed in [section 6.1](#) of the faculty handbook: “Procedures for Addressing Allegations of Misconduct”
- Alumni and guests of the college: A breach of any part of this policy may warrant suspension or permanent termination of access to Calvin information technology resources

Any violation or suspected violation of this policy should be reported to one of the Information Technology Directors or the VP for Administration, Finance, & Information Services.

#### 6.18.4 / Policy

##### *6.18.4.1 / Respect for One Another’s Need for Access*

Calvin College is a community where all members are expected to act in their neighbor’s best interest. No enfranchised user may appropriate information technology resources that interfere with the educational, research, or service activities of the college or the administration thereof.

Examples of technology appropriation which do not respect one another’s need for access include but are not limited to:

- Anything that negatively affects the college’s network bandwidth (e.g., running any program that generates a large volume of network traffic)

- Destruction or potential destruction of resources by the use, ownership, or distribution of viruses, worms, Trojan horses, spam, spyware, chain email or other destructive programs

#### *6.18.4.2 / Respect for One Another's Values and Feelings*

New technologies often increase our ability to communicate as well as miscommunicate. That communication should demonstrate respect for others and a sense of personal integrity. Ephesians 4:29 is applicable here: "Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen." Thus, communication that degrades or harasses individuals or groups is unacceptable.

The need to communicate with respect and integrity is particularly important in our contacts with those outside of Calvin College. Our communications will reflect not only on the college but also on our witness as Christians.

Examples of technology use that do not respect one another's values and feelings include but are not limited to:

- Messages that intimidate, harass, threaten or embarrass (e.g., email, IM, voicemail, web pages, web logs)
- Any use of web life (Facebook, MySpace, etc.) that is contradictory to the principles of the college codes of conduct (faculty handbook—[chapter 6](#); Staff Handbook—section D, Student Code of Conduct).

#### *6.18.4.3 / Respect for One Another's Property*

Theft or unauthorized use of tangible property, intellectual property, college data, or college information technology resources will not be tolerated. Such theft is both unethical and illegal, and can subject both the individual as well as the college to prosecution.

Examples of technology use that do not respect one another's property include but are not limited to:

- Unauthorized copying of copyrighted software (software piracy), documents, and intellectual property including music and movies
- Unauthorized access of someone else's account
- Unauthorized access of any of the college's information technology resources
- The unauthorized sending of messages or publishing of information under someone else's username
- Using college information technology resources for illegal, commercial, profit-making, or any other purposes other than those approved by the college
- Granting access to the college's information technology resources to non-enfranchised users (e.g., giving out your password so an unenfranchised user can access the college's information technology resources)
- Use of unauthorized software or devices on the college network that bypass the college's network security, interfere with the operations of the college network or provide unauthorized services on the network. (e.g., switches, hubs, repeaters, wireless access points, modems - For additional clarification, please see 6.18.5: Statement on Wireless Networking Devices)

#### *6.18.4.4 / Respect for One Another's Privacy*

Respect for others also means a respect for their privacy. Any unauthorized access to other's files, electronic mail, voicemail or other communications is

not permitted. Likewise, unauthorized access into restricted system files is not permitted.

Examples of technology use that do not respect one another's privacy include but are not limited to:

- Unauthorized tapping of telephones or network transmissions including wireless transmission (e.g., running network sniffers, key-stroke loggers)
- Obtaining, possessing, using, or attempting to use someone else's password, PIN, PAC, voicemail ID or other electronic communications

#### *6.18.4.5 / The Stewardly Use of the College's Information Technologies*

We are stewards of technology; therefore God requires accountability in our use of these gifts.

Examples of technology use that do not represent a stewardly use of the college's information technologies include but are not limited to:

Using large amounts of fileserver space (e.g., storing a large number of personal mp3s, digital images, etc. that do not pertain to the educational, research, or service activities of the college or the administration thereof)

- Misuse of printers and printer supplies (e.g., printing extensive source materials such as entire chapters of books, taking paper from labs for personal use)
- Misuse of email (e.g., sending email to the entire campus for any purpose including spam, spyware, chain email, etc.)
- Unsolicited mass mailings to individual email addresses. (e.g., advertising for events or activities, or "non-personalized" surveys.) These mailings should use established Calvin mailing lists.

- The removal of CIT-approved management client software on College-owned resources or the renaming of a computer that is owned by Calvin College. (See [section 6.18.7](#), “CIT Management of Calvin-owned Information Technology Resources”)

#### *6.18.4.6 / Respect for the Ownership, Right to Use, and Protection of Information*

As a community of individuals, Calvin College strives to balance an individual’s right to personal privacy against the community’s need to collect information for accountability, assessment, security, and other purposes. Calvin College classifies information using the following categories:

1. **Sensitive information:** Information in this category should not be distributed without consideration of its sensitive nature. (See [section 6.18.6](#))
  - **Private information** is personal information, including personal intellectual property, which is accessible only by its owner and those to whom they entrust it, except under exceptional circumstances.
  - **Confidential information** is institutional information normally handled in the same manner as private information, but may be accessed by other authorized members of the College community under limited additional circumstances.
  - **Community information** is institutional information that is intended for distribution within the College community.
2. **Public Information:** Information in this category is distributed without restriction. (See [section 6.18.6](#), “Information Security: Ownership, Right to Use and Protection of Information”)

Examples of technology use that do not respect the ownership, right to use, and protection of information include but are not limited to:

The transfer of ownership and/or granting access to your personal information technology accounts. Individual technology accounts are for the exclusive use of their owners.

- You may not share your passphrase, log in for another user or in any way grant access to your IT accounts.
- Calvin employees (faculty, staff, and student employees) may not be required to share their username and passphrases as a part of the normal course of business operations.
- You may, however, grant access to your files, your computer or grant remote control access to CIT support personnel if you have requested assistance in solving a hardware or software problem. (See [section 6.18.7](#), “CIT Management of Calvin owned information technology resources”)

Faculty staff and students should observe the appropriate safeguards to protect access to sensitive information. (See [section 6.18.6](#), “Information Security: Ownership, Right to Use and Protection of Information”)

### 6.18.5 / Statement on Wireless Networking Devices

#### 6.18.5.1 / Purpose

Managing the deployment and configuration of wireless networking devices on Calvin’s campus is necessary to prevent unauthorized or insecure use of Calvin’s data network and to prevent the conflicting use of the unlicensed radio frequency spectrum.

#### 6.18.5.2 / Two Specific Issues Need to Be Addressed by Calvin Information Technology (CIT) in the Management of a Wireless Environment:

3. Since there are a limited number of wireless networking channels available in the 2.4 GHz and 5 GHz unlicensed frequency ranges in which many wireless devices operate, and since this range is also



shared with other devices such as cordless phones, CIT needs to make sure that wireless devices do not conflict with one another. This means that CIT needs to manage which networking channels are in use and where wireless devices are located.

4. It is the responsibility of CIT to control access to our campus network. Allowing unencrypted and unauthenticated access through a wireless access point constitutes an opportunity for a significant security breach in our campus network.

#### *6.18.5.3 / Wireless Implementation on Calvin's Campus*

1. All authorized wireless access points on campus will be purchased and installed by CIT.
2. The location of authorized wireless access points on campus will be determined by the Network Operations Center of CIT in consultation with academic and administrative departments, the Information Services Committee, and Faculty Senate.
3. CIT reserves the right to disconnect any access point which is not part of the CIT deployed wireless network and may require the discontinued use of any other device, such as cordless phones or microwave ovens, etc. which interfere with that wireless network.
4. There are occasions when groups have a legitimate need to wireless access in areas not covered by the authorized wireless network. In such cases, wireless access points may be set up with the permission of CIT, but the maintenance and configuration of these would not be the responsibility of CIT. If they are deemed problematic, they are to be removed at the request of CIT.

### 6.18.6 / Information Security: Ownership, Right to Use and Protection of Information

#### 6.18.6.1 / Purpose

Calvin College strives to balance an individual's right to personal privacy against the community's need to collect information for accountability, assessment, security, and other purposes. This document defines the details that govern the ownership, right-to-use, and protection of information at Calvin College.

#### 6.18.6.2 / Information Ownership Definitions

Generally speaking, Calvin College categorizes the information it gathers during the normal course of institutional operation into two categories:

1. **Sensitive information:** Information in this category should not be distributed without consideration of its sensitive nature.
  - **Private information** is personal information, including personal intellectual property, which is accessible only by its owner and those to whom the owner directly entrusts it, except under exceptional circumstances.
  - **Confidential information** is institutional information normally handled in the same manner as private information, but may be accessed by other authorized members of the College community under limited additional circumstances.
  - **Community information** is institutional information that is intended for distribution within the College community.
2. **Public Information:** Information in this category is distributed without restriction.

### 6.18.6.3 / Information Ownership Examples

#### 6.18.6.3.1 / PRIVATE INFORMATION

Members of the Calvin College community have access to information technology (IT) equipment, including but not limited to computers, the college network including their personal file space, computer-related equipment, telecommunications equipment, and associated infrastructure. The College will treat information created by individuals on such equipment within the areas specifically assigned to the individual as *private* information.

Examples of *private* information include:

- Information stored on personally owned computers, such as files containing personal correspondence, homework assignments, etc. are considered *private* information, even when those computers are operated on Calvin's campus.
- Information stored on the hard drive of College-owned computers is considered private. Please be aware that unless these files are stored in an encrypted format they are readily accessible to anyone else that logs into that computer.
- Personal information stored on the College network in storage space specifically assigned to the person will be considered *private* (e.g., your home drive, email, voicemail). Files stored on the network in public locations are not considered private (e.g., your department's common drive or legacy\users\common).

NOTE: Staff or faculty member who leave the college forfeit ownership to any files remaining on any personal space on the college network or on any Calvin-owned computer hard-drive. These files will then be considered to be *confidential* property of the college.

#### 6.18.6.3.2 / CONFIDENTIAL INFORMATION

During the course of its normal day-to-day operation, the College records information about individuals. The College will treat such information as *confidential*.

Examples of confidential information include:

- Personnel records such as social security number, personal account and financial transaction information and academic records, such as academic transcripts, class registration lists, employment histories, teaching evaluations, demographic information, etc. As an educational institution and employer, the College must collect and maintain information regarding its students, employees, alumni, and prospective students. Calvin maintains a policy of confidentiality and non-disclosure with respect to this personal information.
- Academic records of current and former students regardless of their age or status in regard to parental dependency are protected under the Family Educational Rights and Privacy Act (FERPA) of 1974. The Calvin Registrar's office holds the responsibility for implementation of FERPA at Calvin. This information is published in the college catalog and on the Registrar's Office website (<http://www.calvin.edu/academic/services/ferpa/>).
- Information that is provided incidentally, such as phone records, office records, Campus Store purchase records, ID card reader records, etc.; or information that is provided voluntarily, such as membership in a campus organization, participation in campus studies or surveys, etc. Permission to divulge such information should not be required to use campus facilities, access campus resources, join campus organizations, participate in campus studies, etc.

- Information that is provided incidentally by anyone who accesses Calvin's network resources that may automatically and unknowingly generate information about themselves and their habits (e.g., web-page access logs, in-transit user-passwords, network packets, etc.). To ensure that college resources are used appropriately, various software and hardware tools may be used by the Calvin Information Technology department (CIT) to monitor Calvin owned or operated communications systems, computing resources and/or files. This may include log analysis tools, or tracking software to help CIT report trends and errors on college websites or equipment.

Note: Voluntarily-provided or incidentally-collected information will be presumed to be *confidential* unless prominently noted otherwise.

#### 6.18.6.3.3 / COMMUNITY INFORMATION

As a community of individuals, the College must balance its individuals' rights to personal privacy against the needs of the community. Wherever possible, the College will strive to provide individuals with control over their own personal information. However this right must be balanced with the right of the members of the community to access information that affects them, and the need for the community to be able to disseminate important information to its constituents quickly and efficiently. *Community* information is thus an intermediate information category falling between *confidential* and *public*.

Examples of *community* information include:

- Information intended for on-campus distribution only, such as messages sent to campus listservs, outcomes of campus studies, community directory information (*Names and Faces*, *PeopleSearch*), etc. Community directory information includes a community member's

address, telephone number, or likeness when linked to the member's name or other personal identity information.

- Note: Care should be taken when giving a person's community directory information to someone outside the College community.

#### 6.18.6.3.4 / PUBLIC INFORMATION

Information that is not considered "sensitive" will be treated as public information.

Examples of *public* information include:

- Information the college collects for public dissemination, such as faculty annual reports, information for the campus yearbook (Prism), information for the campus newspaper (the Chimes), likenesses not linked to personal identity information (for brochures or other public relations purposes), etc.
- Information accessible via the World Wide Web from Calvin College servers, such as personal web pages, department web pages, etc.

Note: Calvin College web pages are governed by the *Calvin College Web Policy* (<http://www.calvin.edu/admin/webmanager/policy/>). As stated in this policy: "... [the College] will periodically monitor College-sponsored web pages for quality and identity issues. It will not review student organization or personal home pages. If alerted to objectionable pages by another source, [the College] will discuss the page and may either make a contact with the person responsible or decide to refer to the proper campus judicial body."

#### 6.18.6.4 / The Right to Use Information

##### 6.18.6.4.1 / PRIVATE INFORMATION

Members of the college community will access private information only with verbal or written authorization by the person owning the information or by

written authorization from the College's Vice President for Information Services and one other officer of the college. Written authorization may be requested:

- to comply with a judicial order or subpoena.
- in the event of accusation of academic dishonesty.
- in the event of a health or safety emergency.
- in the event of a request by Federal, State, and local authorities involving an audit or evaluation of compliance with education programs or employment law.
- in the course of investigating abnormal system performance, a security breach, or abuse of IT resources, as defined in the College's *Policy on the Responsible Use of Technology*.

Information gathered by tracking software or log analysis tools may be used to help in tracing unusual trends or suspicious computer activity. To protect the security, safety and welfare of the college and its resources, authorized CIT employees may need to use this data to access or examine the contents of normally private files and/or information.

#### 6.18.6.4.2 / CONFIDENTIAL INFORMATION

Authorized personnel may access confidential information under the circumstances governing access to private information, plus the following additional circumstances:

- to comply with the Family Educational Rights and Privacy Act (FERPA)

- to comply with a request by an organization conducting studies on behalf of educational institutions. An individual's personally identifiable information will not be released without the permission of that individual.
- in the performance of their responsibilities in their position as a college employee.

Note: Non-academic confidential information will not be released to parties outside of the College, except for information necessary to maintain the affiliation of the College with the Christian Reformed Church (CRC) and its associated organizations.

#### 6.18.6.4.3 / COMMUNITY INFORMATION

Whether to safeguard intellectual property, ensure the integrity of the educational process, or for other reasons that benefit the community, the College supports information distribution that is limited to members of the College community.

- Access to community information in electronic format will be restricted via IP address or user-authentication, such as information available to non-guest users of the Calvin portal, the Hekman Digital Library, online evaluation systems, and web-pages containing community information.
- When collecting information that will be distributed to the campus community, the collection tool (e.g., form, information sheet, web page, etc.) should indicate this prominently.

Sample statement: This information will be distributed to the campus community.

Note: Individuals should be aware that while some information may be intended for the *community*, such information can easily become *public*, since



the College is unable to prevent the dissemination of such information outside of the campus community.

Because the College cannot enforce the containment of community information in hard copy and other portable formats individuals should exercise caution and restraint when releasing personal information to the *community* category.

#### 6.18.6.4.4 / PUBLIC INFORMATION

The College regularly requests information from faculty, staff, students and prospective students for the purpose of publication.

- The College is free to release such public information as it sees fit, via print, electronic, or other media. When requesting such *public* information, the collection tool (e.g., form, information sheet, web page, etc.) should indicate prominently that the information is for publication.

Sample statement: *The information requested here is for publication.*

#### 6.18.6.5 / Protecting Confidential Information on Electronic Devices

3. All electronic records containing Calvin College confidential information must be stored in a secure fashion against unauthorized access.
4. Confidential information stored on any portable electronic medium (e.g., laptop, CD, DVD, USB drive, “thumb drive,” etc.), even for temporary use, must be stored in a secure fashion against unauthorized access using an appropriate technology prescribed by CIT. Please contact the CIT HelpDesk for additional information or assistance.
5. If you have access to confidential information and you must leave your desk you must secure your computer from unauthorized access.

Example: Turn on a password-protected screen saver, lock the workstation, or shut down the computer.

6. Electronic records containing confidential information that are stored on Calvin's computer network must be stored in a "secure" location that is accessible only by those authorized to view the information. Example: Store confidential information on your home drive or another network location where access is restricted by password to those authorized to access the information.
7. Persons with access to Colleague, Benefactor, or other electronic systems containing confidential information must take reasonable care to minimize the time that their computer screen displays the information. They must also take reasonable precautions to shield their computer screen from displaying this information from those without a legitimate work-related reason to view the confidential information. Computer screens displaying confidential information should never be left unattended.
8. Appropriate procedures will be followed to remove confidential information when computers or electronic media containing confidential information are disposed of or redeployed.

#### *6.18.6.6 / Protecting Printed Confidential Information*

1. Persons finding it necessary to print a file containing confidential information must take reasonable efforts to ensure that unauthorized users do not have access to the information. This includes printing to printers not accessible to the general public and minimizing the time the file is left on the printer.
2. All paper documents containing confidential information should be destroyed in an appropriate manner.

#### *6.18.6.7 / Protecting Confidential Information in Email/IM*

1. Calvin will not require individuals to send confidential information over the Internet or by email for a College-related purpose, unless the connection is secure or the confidential information is encrypted.
2. Confidential information must not be sent over the Internet or by email unless the connection is secure or the confidential information is encrypted.

#### *6.18.6.8 / Adjudication of Future Cases*

The preceding sections provide a framework within which particular kinds of information can be categorized. For each category, it also offers specific cases that illustrate the kinds of information that fall within that category.

Given the changing nature of information services, new and unanticipated cases will undoubtedly arise. In such circumstances, the given cases are intended to serve as guidelines by which new cases can be positioned within the framework.

It is possible (and even likely) that different people will disagree on the placement of a new case within the framework. In such situations, the case will be brought to the College's Information Services Committee for adjudication.

#### *6.18.7 / CIT Management of Calvin-Owned Computers*

##### *6.18.7.1 / Purpose*

Centralized management by CIT of the deployment and management of Calvin computers is necessary to ensure the security of both personal and college data and to aid in compliance with government and industry requirements and regulations.

*6.18.7.2 / Computer Deployment*

1. Calvin-owned computers are configured and deployed with CIT-approved management client software installed as appropriate for their operating systems and hardware configurations.
2. This software performs functions including, but not limited to, application deployment, configuration management, inventory, antivirus and antispyware, patch deployment, encryption, and remote support. These management clients are an essential component of a secure, manageable, efficient, and supportable computing infrastructure for users of Calvin College computing facilities. As such, CIT is obligated to install and maintain these management clients on all Calvin owned computers.

*6.18.7.3 / Removal of Management Clients*

1. Management clients may not be removed except by authorized CIT personnel or with written permission from CIT's Security Officer or his/her designee.
2. Additionally, to aid in the correct function of management clients, each computer owned by the college will be assigned a computer name by CIT which may not be modified by users.

*6.18.7.4 / Protecting the Privacy of Calvin Community Members*

1. One function of the management clients is the ability of support staff to remotely view and remotely control Calvin-owned information technology workstations.
2. To protect the privacy and security of Calvin's community members, remote access requires explicit approval of the user logged in to the workstation prior to support staff remotely viewing or remotely controlling the workstation.

3. Users, whose workstations are being remote controlled will, at all times, be allowed to view the actions of support personnel. If the user chooses to leave his or her workstation during the remote access or remote control, they should first inform the support staff and give explicit approval for remote access/remote control to continue.
4. Public use computers may be remote controlled when no one is logged in to the machine.
5. Several Calvin computer classrooms use classroom computer management software. This software is designed to allow the instructor to supervise the work being done on each workstation, take control of the workstations, share any workstation's desktop with the rest of the class, block access to web browsing, and manage the individual workstations. The use of this kind of classroom management software is exempt from items 6.18.7.4 #2 and 6.18.7.4 #3 of this appendix provided those who are logged in to the computers have been notified that classroom computer management software is being used.

# Chapter 7: Faculty Compensation and Benefits

## 7.1 / SALARY

### 7.1.1 / The Salary Scale

The heart of the Calvin College Salary Plan is the flexible salary base. The salary for all instructional ranks 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. When the base is changed, the salaries within all ranks are adjusted proportionally. A copy of the complete salary scale is available from the Provost's Office.

### 7.1.2 / Initial Placement

The placement in the salary scale of new faculty members is based on their degree(s) and related experience. In other words, all faculty members are treated alike, under established rules, according to the factors mentioned below.

#### *Education*

The highest degree awarded a faculty member determines an initial percentage of base.

|                          |              |
|--------------------------|--------------|
| Master's Degree          | 88% of base  |
| Two-Year Master's Degree | 91% of base  |
| PhD Degree               | 100% of base |

Additionally each year of graduate work beyond the master's degree for persons without the PhD degree results in an additional increment of 3.14% of base with a maximum of two such years being counted.

### *Experience*

An additional step in the salary scale (i.e., increments of 3.14% of base) is added for each of the following:

- A full-time equivalent year of college-teaching or administrative experience, including teaching while in graduate school
- A 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)

The Provost's Office will determine what constitutes directly related experience and which other professional experiences might be counted toward a full year's credit.

The faculty member is placed at the step corresponding to the percentage computed using the above rules subject to the ceiling that applies to the faculty member's rank.

Faculty members who complete all of the requirements for an academic degree while in the employ of Calvin College 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.

### 7.1.3 / Progression through the Scale

Each year, subject to satisfactory performance, a faculty member moves one step in the salary scale until reaching the ceiling established for his or her rank and tenure status. These ceilings are as follows:

- instructor: step f (103% of base)
- untenured assistant professor, associate professor, or professor: step 21 (162.8% of base)
- tenured associate professor: step 23 (169.08% of base)
- tenured full professor: step 26 (178.5% of base)

### 7.1.4 / 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 the ceilings listed above) for each year of service even if it is at a reduced-load.

The salary for a given year for a reduced-load appointee is expressed as a percentage of the salary for the appropriate step. This percentage is determined by the actual amount of teaching performed by the faculty member during the academic year. The percentage is determined by multiplying the number of hours taught by 4.5% and then rounding to the nearest 5% (rounding up when necessary). For example, a person with a 12-hour load would receive 55% of the full salary for the appropriate rank and step (12 times 4.5% is 54% which is rounded to 55%).



### 7.1.5 / Planned Medical and Family Care Leave

#### 7.1.5.1 / Salary Calculation

For the purposes of calculating a faculty member's salary in the context of an approved planned medical or family care leave, 3 weeks of leave shall be equivalent to 2 semester hours. The percentage of total salary for the year is calculated by adding up the paid semester hour equivalents for all sources (e.g., classes taught, CRFs, medical and family care leave, etc.) for the year. If the sum is 21 hours or more, the faculty member shall receive 100% of their full-time salary. (This cap applies only for family care leave and does not imply that 21 hours is a full load in general; see [section 4.1.2](#).) If the sum is less than 21 hours, the sum is multiplied by 4.5% and rounded to the nearest 5% (as in [section 7.1.4](#) above) to obtain the percentage of salary the faculty member earns for the year. The same calculation applies to regular 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.

#### 7.1.5.2 / 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 semester hours for the prior academic year, according to the calculation in [section 7.1.5.1](#) of the *Handbook for Teaching Faculty*. The fraction of medical leave that falls after August 15 will be converted into paid semester hours for the upcoming academic year, according to the calculation in [section 7.1.5.1](#) 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.

#### *7.1.5.3 / 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 / INSURANCE PROVISIONS**

### *7.2.1 / Medical Insurance*

#### *7.2.1.1 / Single Coverage*

Full-time and reduced-load faculty members with a load of at least 50% are eligible for medical insurance, including prescription and dental coverage. Coverage for new faculty begins the first day of September. If a faculty member begins mid-year, coverage begins on the first day employment. All employees covered by health insurance are required to contribute a portion of the cost of the premium. This amount is automatically deducted from the paycheck with pre-tax dollars unless the employee notifies Calvin not to deduct on a pre-tax basis. Persons on reduced-load appointments pay an increased premium share based on their less-than-full-time load.

#### *7.2.1.2 / Family Coverage*

If an employee is financial-head-of-household, dependents may also be covered under Calvin's health insurance program. The cost is covered in the same way as for individual coverage, as outlined above. Since opinions vary

as to what constitutes financial-head-of-household, Calvin operates under the definition as stated in the Federal Tax Code:

Someone maintains a household only if s/he furnishes more than one-half the cost of maintaining the home during the tax year. The cost of maintaining a household includes the expenses incurred for the mutual benefit of the occupants by reason of its use as the principle place of abode of those occupants. These expenses include property taxes, mortgage interest, rent, utilities, upkeep-repairs, property insurance, domestic help, and food consumed on the premise.

If a spouse's income is used to maintain more than half of household expenses, the employee is eligible for single coverage only. If the employee is not financial-head-of-household, s/he may still purchase the coverage and pay the difference between the cost of single and double/family coverage. We are confident that each employee will be truthful about this requirement. The difference in cost to Calvin is significant.

If an employee's status changes from single to married, or if an employee becomes a parent, it is up to the employee to notify Human Resources of this change in status. Procedures must be followed to implement a change in type of coverage, and this is the employee's responsibility. Calvin is not responsible if coverage changes are not initiated by the employee.

#### *7.2.1.3 / Open Enrollment*

January 1 has been established as the open enrollment date. Prior to this time an opportunity is provided for employees to switch from one health plan to another. At the time of initial employment, and annually thereafter in November or December, detailed information about each of the health plans is distributed to all employees.

### 7.2.2 / Life Insurance

Calvin provides each faculty member who teaches  $\frac{3}{8}$ ths time or more with life insurance in an amount equal to twice their annual salary with a maximum of \$100,000. The policy includes a \$4000 benefit for spouses and a \$2000 benefit for dependent children. Faculty members are enrolled immediately, with Calvin paying the entire premium.

### 7.2.3 / Long-Term Disability Insurance

All faculty who teach  $\frac{1}{2}$  time or more are enrolled in a long-term disability insurance program effective on the first day of the calendar month following 30 days of employment. Calvin pays the entire premium. The payment of benefits begins six months after the total disability begins and continues to age 65. The plan pays 60% of monthly salary, reduced by the amount of any Social Security disability benefits received. The total monthly benefit, including any Social Security payments, may not exceed \$7500. Additionally, if the employee is participating in the TIAA-CREF retirement program, the disability plan will continue Calvin's pension contribution at the full salary amount.

Enrollment in this program is automatic. Further information is available from Human Resources.

### 7.2.4 / Workers' Compensation

Calvin is obligated by law to provide workers' compensation insurance for all employees. Work-related injuries must be reported immediately to the Office of Environmental Health and Safety (EHOS) and Human Resources. Report forms can be obtained from EHOS or Human Resources and must be filled out and filed with Human Resources.

### 7.3 / PENSION CONTRIBUTIONS

All eligible employees are enrolled in the TIAA-CREF Pension. All faculty on regular/tenure track and extended term appointments are immediately eligible for this benefit. All faculty on term/other appointments are eligible after two years of service. An eligible faculty member must maintain at least a 50% FTE to remain eligible. Calvin contributes an amount equal to 10% of salary to the enrolled employee's contract. Details about this plan are made available at time of employment, and periodically thereafter.

### 7.4 / FLEXIBLE SPENDING ACCOUNT

Calvin offers a flexible spending account to provide a means for paying medical expenses, and day care expenses with pretax dollars. These expenses, which include deductibles, co-pays, un-reimbursed health care costs, vision care and day care, are generally those not covered by Calvin's benefit package. Information about the Flexible Spending Account will be available at the time of employment and each year prior to the open enrollment date.

### 7.5 / SICK PAY AND MEDICAL LEAVE

#### 7.5.1 / Temporary Illness

A faculty member too ill to meet classes should inform the department chair, who may make alternate arrangements for classes or authorize their cancellation.

#### 7.5.2 / Family and Medical Leave Act

The Family and Medical Leave Act of 1993 (FMLA) requires covered employers to provide up to twelve (12) weeks unpaid leave to eligible employees for certain family and medical reasons. Employees are entitled to up to a total of twelve (12) weeks of family and medical leave during the twelve (12) month period measured forward from the date the employee's first family or medical leave begins.

Family or medical leave will be granted to an eligible employee (0.5 FTE or greater) for one or more of the following reasons:

1. to care for the employee's child after birth;
2. placement for adoption or foster care;
3. to care for the employee's spouse, child, or parent who has a serious health condition; or
4. for a serious health condition that makes an employee unable to perform his/her job.

See Human Resources for more details on the FMLA.

For reasons #2 and #3 above, employees shall receive 50% of their salary for the first six (6) weeks of the leave. For faculty taking leave following child-birth, this additional family care leave may follow the six weeks of medical leave. Thereafter, any family leave will be unpaid. Employees whose family care leave is intermittent (not consecutive) shall be eligible for the 50% paid benefit for an amount of time equal to 6 weeks at their regular FTE.

The College will continue to pay the premiums for the group health, life and dental insurance benefits for the duration of the family care leave, not to exceed 12 weeks. During this time, the employee must continue to make all premium co-payments required under the insurance plan. If the employee elects not to return to work for reasons other than a continuation, recurrence, or onset of a serious health condition, the employee will be responsible to reimburse the appropriate health care premium to Calvin.

After 12 weeks of absence, Calvin College cannot guarantee the employee's position will be available upon return.

### 7.5.3 / Maternity Leave

A faculty member taking maternity leave may request up to 12 weeks leave outlined in the Family and Medical Leave Act. Calvin designates as paid medical leave 6 weeks of the 12 weeks of maternity. The remaining six weeks are designated as family care leave and shall be eligible to be paid at 50% according to the policy as stated in [section 7.5.2](#) of the *Handbook for Teaching Faculty*.

Sections [7.1.5](#), [7.9.4](#), [3.3.1.14](#), and [3.6.1.2](#) of the *Handbook for Teaching Faculty* provide additional information regarding the calculation of an approved leave. Further summary of these policies and examples of implementation can be found in [appendix E](#).

### 7.5.4 / Long-Term Illnesses

(See [section 7.2.3](#), “Long-Term Disability Insurance”)

## 7.6 / COLLEGE TUITION BENEFITS

Calvin faculty members are entitled to one free college course per academic semester.

Spouses of full-time Calvin faculty members may audit, without charge, college courses other than laboratory courses, workshop courses, and courses in the applied arts. A waiver of one-half tuition is granted to the spouse of a full-time Calvin faculty member who takes a college course for credit. This waiver is limited to one course per semester.

Dependent children of faculty members that are attending Calvin are eligible for a waiver of a percentage of tuition (up to 80%). The plan is available to all eligible faculty with loads greater than or equal to 75% whose dependent children enroll at and attend Calvin. The waiver applies to employees only during the years of employment. All faculty on regular/tenure track appoint-

ments are immediately eligible for this benefit. Faculty on term or other appointments earn 20 percent of the waiver for each year of full-time employment completed (up to a maximum waiver of 80% of tuition).

All questions regarding eligibility should be directed to the Director of Human Resources. Questions regarding calculation of the waiver and coordination of scholarships and grants should be directed to the Office of Scholarships and Financial Aid.

## 7.7 / CHRISTIAN SCHOOL TUITION ASSISTANCE PLAN

Calvin College full-time faculty members and reduced-load faculty members with loads greater than or equal to 75% with children in K-12 Christian schools are eligible for a tuition grant for the tuition of these children. In addition to tuition grants, need-based awards are possible. Details are available in the Office of Human Resources.

## 7.8 / ADOPTION BENEFIT

Faculty members who are eligible for Calvin's health insurance program are eligible for reimbursement for certain eligible expenses incurred in adopting children. Application for and more information about this benefit is available through the Human Resources Office.

## 7.9 / COMPENSATION FOR OTHER SERVICES

### 7.9.1 / Summer School Teaching

Remuneration for teaching in a summer session is directly related to the regular teaching faculty salary schedule for any given year. All instructors, whether part time or members of the teaching faculty, are paid at the summer school rate for summer school teaching.

The salary per semester hour for summer school teaching is determined by:



- multiplying the faculty base salary by 0.6 (teaching is only a portion of a faculty member's academic year load, in addition to scholarship, advising, and service),
- multiplying the teaching portion of the faculty base salary by 120% to get the base summer salary
- dividing that result by seven (number of courses defined as a full load),
- dividing that result by 3.5 (the average semester hours of a course).

Rounding occurs at each of the last two steps.

Reductions in these salaries occur if fewer than six students (four, for graduate-level courses) enroll in a course.

### 7.9.2 / Independent Studies and Tutorials

Faculty will not be compensated for supervising undergraduate tutorial study projects during the regular academic year; they will be compensated for such supervision during the summer sessions. Faculty will be compensated for supervising graduate tutorial study, regardless of when students enroll in them.

The compensation for supervising a summer undergraduate independent study or tutorial is one-half of the full tuition rate for the course. The compensation for supervising a graduate thesis or project, a graduate independent study, or a graduate course on tutorial basis is two-thirds of the full summer tuition rate for that course.

No faculty member will be reimbursed for supervising more than six such projects, theses, or courses in an academic year (September 1–August 31). A second reader of a graduate thesis shall receive \$150.

### 7.9.3 / 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. Such a stipend is normally tied to the summer school teaching pay scale and, in general, is not considered part of the faculty member's salary in determining other benefits, such as pension contributions.

### 7.9.4 / Non-teaching Duties during an Approved Family Care Leave

Faculty members taking a full semester of approved family care leave without teaching may receive 2 semester hours 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 3 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 non-teaching 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.

## 7.10 / MOVING EXPENSES FOR NEW FACULTY

Calvin pays at least partial expenses for faculty members who move from out-of-town to accept a faculty position. The exact benefits depend on the nature of the appointment and are adjusted periodically. A full statement of the current policy is available from the Human Resources Office.

### 7.11 / HEALTH FITNESS OPPORTUNITIES

The Kinesiology Department promotes the perspective that health fitness is a moral responsibility for the Christian and part of the Christian's reasonable service to God. Faculty members are encouraged to develop their own fitness programs. Members of the Kinesiology Department will be happy to assist in helping faculty members develop an individual fitness program geared to needs and interests. Faculty members should feel free to use the physical education facilities for fitness pursuits. Lockers and laundry privileges are available. A returnable deposit is required to obtain a locker.

### 7.12 / TICKETS TO ATHLETIC EVENTS

Faculty members are admitted free of charge to all home athletic events. The faculty ID card will serve to admit the faculty member to all events other than the Hope-Calvin and Homecoming basketball games. For these games, faculty members will be instructed how to obtain free reserved seat tickets. Families of faculty members will be admitted according to the following guidelines: (1) all contests, except basketball: free of charge, (2) basketball, spouses and children: free of charge but must accompany faculty member (does not apply to Hope and Homecoming games).

Free tickets are not available for NCAA events which are held at Calvin College.

### 7.13 / VOLUNTARY PHASED RETIREMENT PROGRAM

An optional voluntary retirement program is being offered to eligible Calvin College teaching faculty members that will provide opportunities for those who prefer a gradual transition to retirement. This program permits them to phase down their work expectations in the final years of their career and responds to the expressed desires of many faculty members to move into retirement gradually. It also enables the college and departments to plan for

the replacement of faculty members in advance of their actual full retirement.

The Voluntary Phased Retirement Program will accomplish 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 and the transition to new faculty during the phase-down period.
- It is sufficiently flexible to meet a variety of circumstances.
- It conforms to legal requirements and sound management principles.

#### 7.13.1 / Eligibility

A full-time teaching faculty member is eligible to participate in the Voluntary Phased Retirement Program 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 College.

#### 7.13.2 / Participation and Compensation

##### 7.13.2.1 / 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.

##### 7.13.2.2 / Work Load during the Phase-Down Period

Eligible faculty members may elect to reduce their work load to a minimum of ½ 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 phase-down period, but it will always be at least  $\frac{1}{2}$  time.

The faculty member will continue to be assigned to departmental committees but will not normally receive a college committee assignment. The faculty member will also continue to advise a full load of advisees.

#### *7.13.2.3 / Compensation and Benefits*

Compensation will be proportionate to work load. For example, an eligible faculty member with a half-time academic year appointment would be compensated with a salary equal to 50% of his or her regular academic year base salary. Participants will continue to be eligible for annual salary increases.

Participants will be eligible for prorated benefits under the college'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.

#### *7.13.2.4 / 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 interested in participating in the program must complete a Voluntary Phased Retirement Agreement, make a transition appointment proposal to his or her dean. The faculty member must also work with the dean and the chairperson to develop a mutually agreeable transition appointment and set of duties for one to five years leading to a date of full retirement. The dean will consult, as appropriate, with the faculty member's department chairperson.

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.

When a transition appointment has been agreed to by the eligible faculty member and the dean, the faculty member's Voluntary Phased Retirement Agreement will be processed by the Provost's Office and Human Resources. The Manager of Benefits and Compensation will review the Voluntary Phased Retirement Agreement for any benefit cost and eligibility issues. If no such issues are identified, the Manager of Benefits and Compensation will sign the agreement. If benefit cost or eligibility issues are identified, the Director of Human Resources will consult with the eligible faculty member and the dean regarding possible restructuring and/or other options. An eligible faculty member's Voluntary Phased Retirement Agreement must be signed by the faculty member, the faculty member's dean, the Provost and the Director of Human Resources in order for it to be final and binding. 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 college.

#### 7.13.3 / Administrative Provisions

The Voluntary Phased Retirement Program is effective as of September, 1, 2005. The college reserves the right to amend or terminate the Voluntary Phased Retirement Program at such time(s) as it deems appropriate.

## 7.14 / BENEFITS FOR RETIRED FACULTY MEMBERS

### 7.14.1 / Early Retirement Incentive

An early retirement incentive is offered to teaching faculty on a regular or terminal appointment and administrators with faculty status who retire from employment at Calvin at age 62, 63, or 64 at the end of an academic year (August 31) and notify the provost or divisional vice-president by September 1 prior to the year of retirement. Eligibility for an incentive for faculty who retire at age 62, 63, or 64 during the academic year with less than one year's notice is determined by the provost or divisional vice-president based on when the retiring faculty member's position is filled.

The full benefit is available to those faculty with twenty or more years of full-time employment prior to retirement. Faculty with at least ten years but with fewer than twenty years of full-time employment accrue this benefit at the rate of 5% for each year of employment as a faculty member at Calvin. For example, a person with fifteen years of full-time employment prior to retirement is entitled to 75% of the benefits listed in the chart. Faculty with fewer than ten years of full-time employment prior to their retirement date are not eligible for this benefit.

The incentive is payable in twenty-four payments with the regular payroll. The payments are subject to all of the normal payroll taxes, including social security taxes. An alternative payment schedule may be arranged through the Payroll Office. Tax advice should be gathered before setting up a payment schedule.

| <b>Retirement Date<br/>August 31, __</b> | <b>Academic<br/>Year</b> | <b>Age</b>            | <b>Retirement<br/>Incentive</b> |
|--|--------------------------|-----------------------|---------------------------------|
| 2006                                     | 2005-06                  | 62-65 + 8<br>months*  | 40%                             |
| 2007                                     | 2006-07                  | 62-65 + 10<br>months* | 40%                             |
| 2008                                     | 2007-08                  | 62, 63 or 64          | 40%                             |
| 2009 and beyond                          | 2008-09                  | 62, 63 or 64          | 40%                             |

\*"Normal" retirement age as specified by the Social Security Administration.

#### 7.14.2 / Medical Insurance

If a person has been employed full-time at Calvin for at least twenty years, the health insurance (medical, dental and pharmaceutical), will be paid by Calvin (less an annual premium share) for the life of the employee and of his/her spouse. If employment was less than twenty years and more than ten years, the supplemental insurance program continues for as many years as the person was employed at Calvin. For retirees who were employed less than twenty years and who continue working part-time, the covered benefit is extended on a pro-rated basis. For example, if four additional years were worked at part-time (50%), the benefit would be extended for an additional two years.

The premium share for retirees is different than for active employees and was approximately 25% in 2004. You will receive a notice regarding the amount of this premium share when you retire and then at the beginning of each new calendar year. This may be paid monthly, quarterly, semi-annually or annually, whichever you prefer.

##### 7.14.2.1 / Group Health Insurance

Persons who retire prior to age 65 are continued under the regular group health insurance plan until the first day of the month of their 65th birthday.



The same rule applies to the retiree's spouse if family coverage is in force. The college pays the premium except for the annual premium share expected of all retirees.

#### *7.14.2.2 / Social Security and Supplemental Medical Plans*

All retired employees are expected to enroll in Medicare at their 65th birthday. At that time, Calvin enrolls the individual and his or her spouse, where applicable, in a supplemental medical insurance plan. Prescription and dental benefits remain the same with no changes from the coverage you had as an active employee. The college pays the premiums except for the annual premium share expected of all retirees.

Medicare has two components, Part A and Part B.

Part A is provided by the government and pays for hospitalization only. Part A is called "hospital insurance" and does not cost you anything.

Part B is purchased by you and is automatically deducted from your Social Security monthly check. In 2005 the cost for Part B is \$78.20. Part B is called "medical insurance" and pays for office visits, lab tests, x-rays etc.

For retirees, Calvin purchases a "medi-gap" or Medicare supplemental insurance policy. Because Medicare part A and Part B pay 80% of the medical charges this insurance pays for the remaining 20%.

#### *7.14.3 / Amendments or Terminations*

The Board of Trustees reserves the right to amend or delete any and all provisions of the retirement benefits policy, except that any such amendments or deletions shall not become effective until one year from September 1 following the date of the Board's resolution authorizing the change.

### 7.15 / CHANGES IN BENEFITS

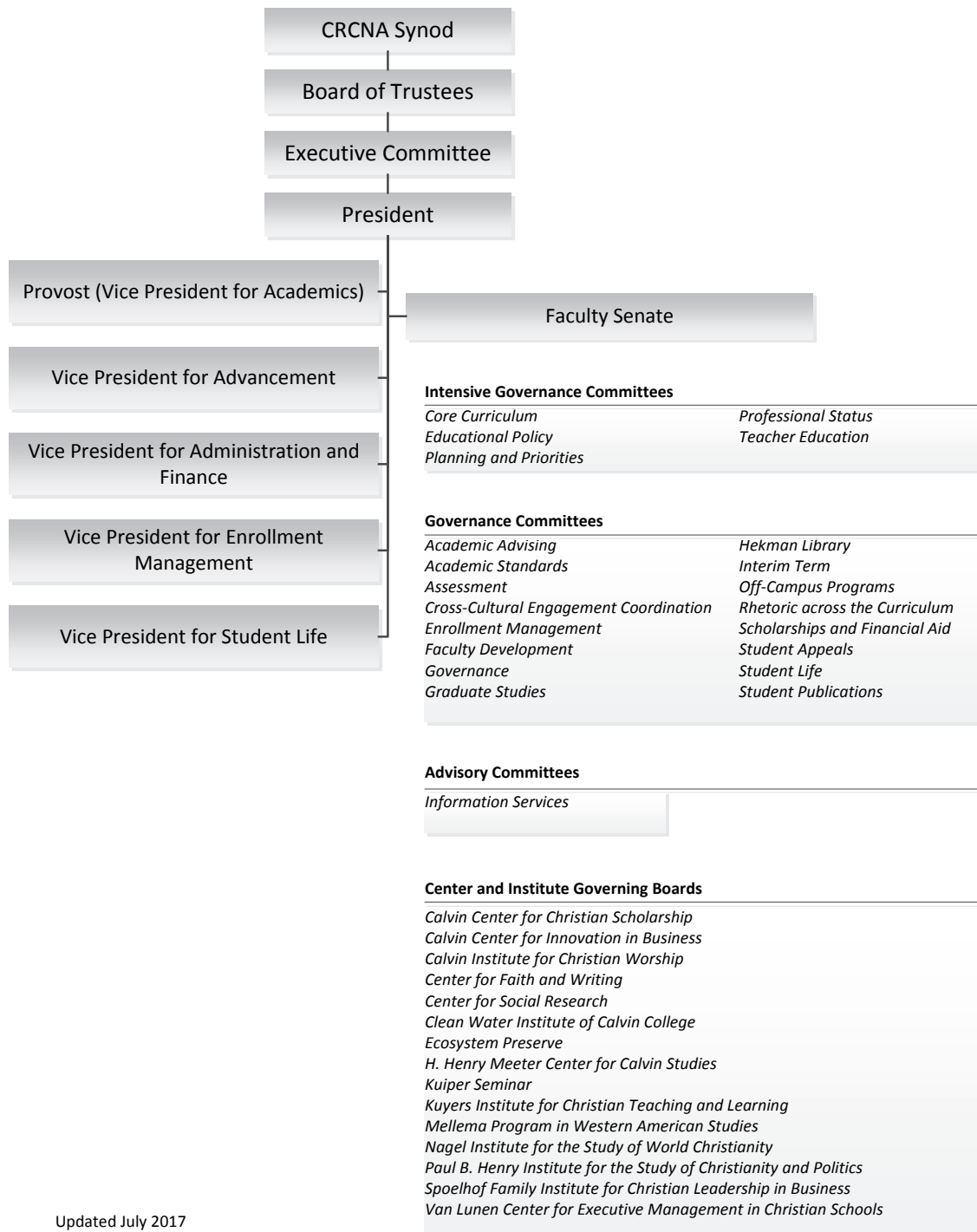
The Board of Trustees reserves the right to delete or amend any and all provisions of the salary and benefits policies described above with any such changes taking effect no sooner than September 1 following the date of Board action.

### 7.16 / FACULTY TECHNOLOGY ACCESS

Faculty members of Calvin College have access to certain types of technology necessary for performing their job functions. When employment at the college ends, access to college technology also ends, with the exception for emeriti who are eligible to receive continued access to their GroupWise email account upon request. Any technology access for emeriti beyond email must be requested by the Provost's Office and the department chair. For part-time faculty, all college technology access will be terminated two weeks after the end of a term. For regular appointments and term appointments, all college 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 college documents prior to the last day of employment. For more specifics on these policies please see the IT web pages.

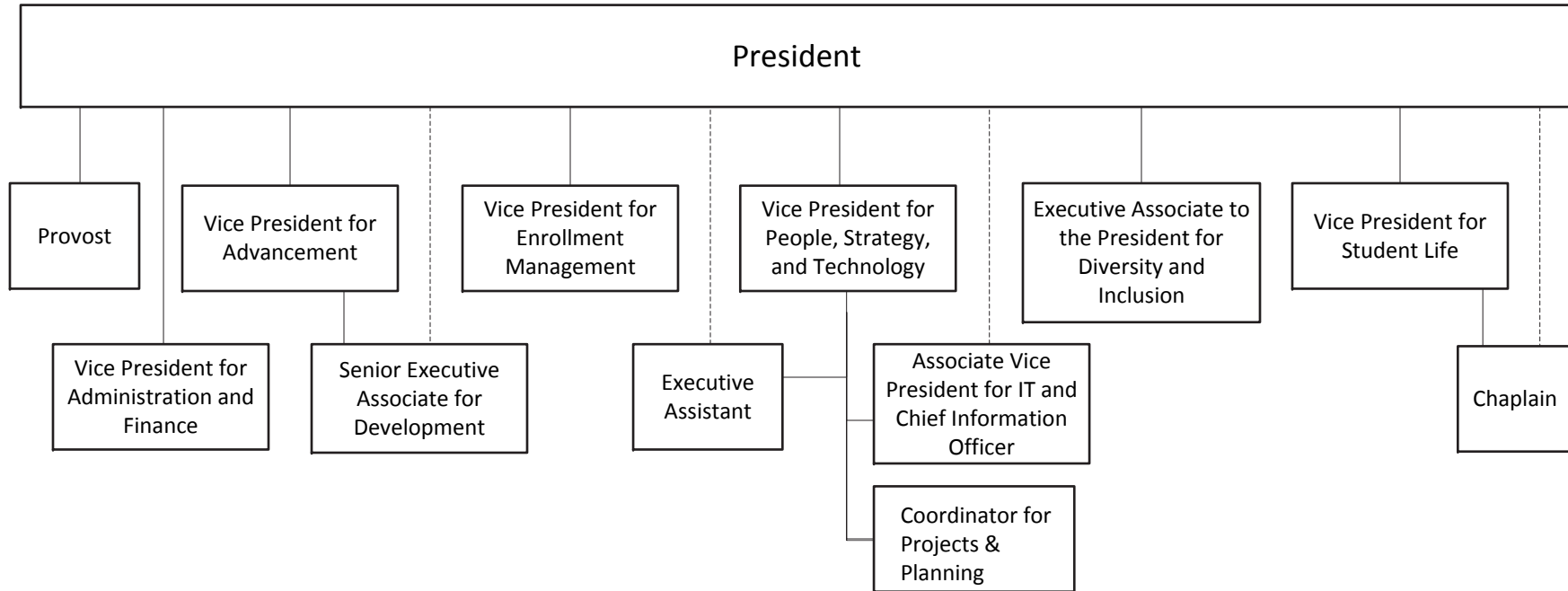
# Appendix A: Organizational Charts

## Calvin College Governance Structure



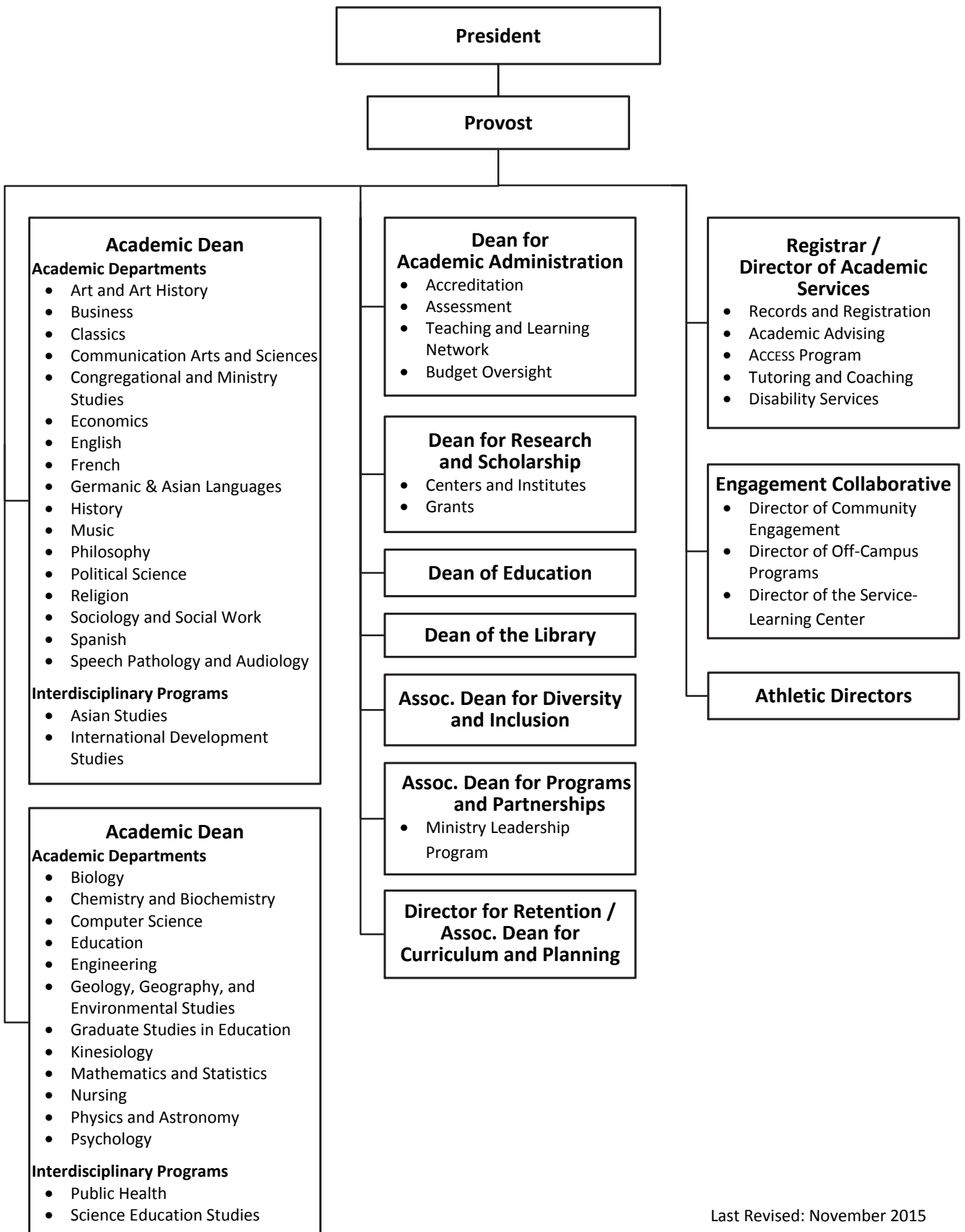
Updated July 2017

# President's Office Organizational Chart

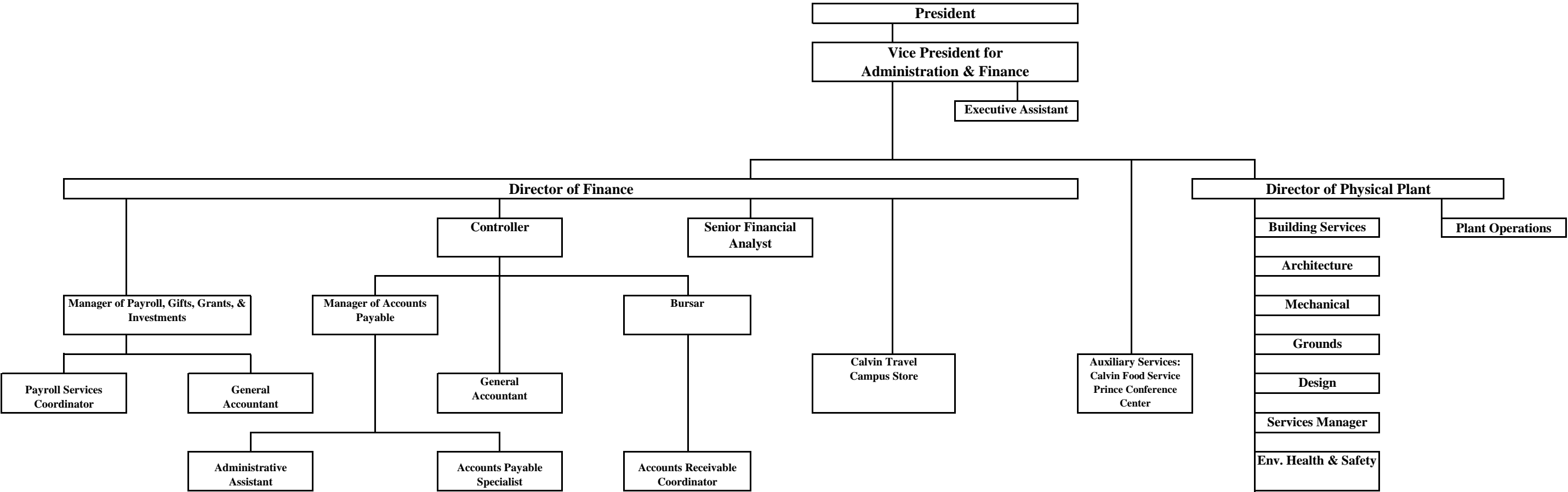


Last Revised:  
July 2017

# Calvin College: Academic Affairs Division



Calvin College: Administration & Finance Division



# Calvin College: Advancement Division

7.27.17

**President**

**Vice President  
For Advancement**

**Executive  
Assistant**

## **Alumni**

**Director of CAA, Alumni and Parent Relations**  
*Alumni and Parent Relations Assistant*  
*CAA Program Coordinators (2)*

## **Event Services**

**Director**  
*Event Planners (5)*  
*Business Development Manager*  
*Box Office*  
*Administrative Assistant*  
*Flex Event Planner (as needed)*

## **Calvin Annual Fund**

**Director**  
*Administrative Assistant*  
*Phonathon and Class Giving Coordinator*

## **Grants and Foundations**

**Director**  
*Manager of Grant Proposals and Sponsored Research*  
*Manager of Grant Proposals*  
*Administrative Assistant*

## **January Series**

**Director**  
*Administrative Assistant*

## **Named Scholarship Program**

**Manager of Named Scholarship Program**

## **Advancement Services**

**Director**  
*Business Analysts (2)*  
*Administrative Assistant – Constituent Records (shared with Scholarship Program)*  
*Administrative Assistants – Gift Specialists (2)*

## **Gift Planning**

**Director**  
*Associate Director*  
*Tax Accountant*  
*Legal Assistant*

## **Development Giving**

**Director of Regional Gift Officers**  
*Stewardship Coordinator*  
*Regional Gift Officers (5.5)*  
*Administrative Assistants (2)*

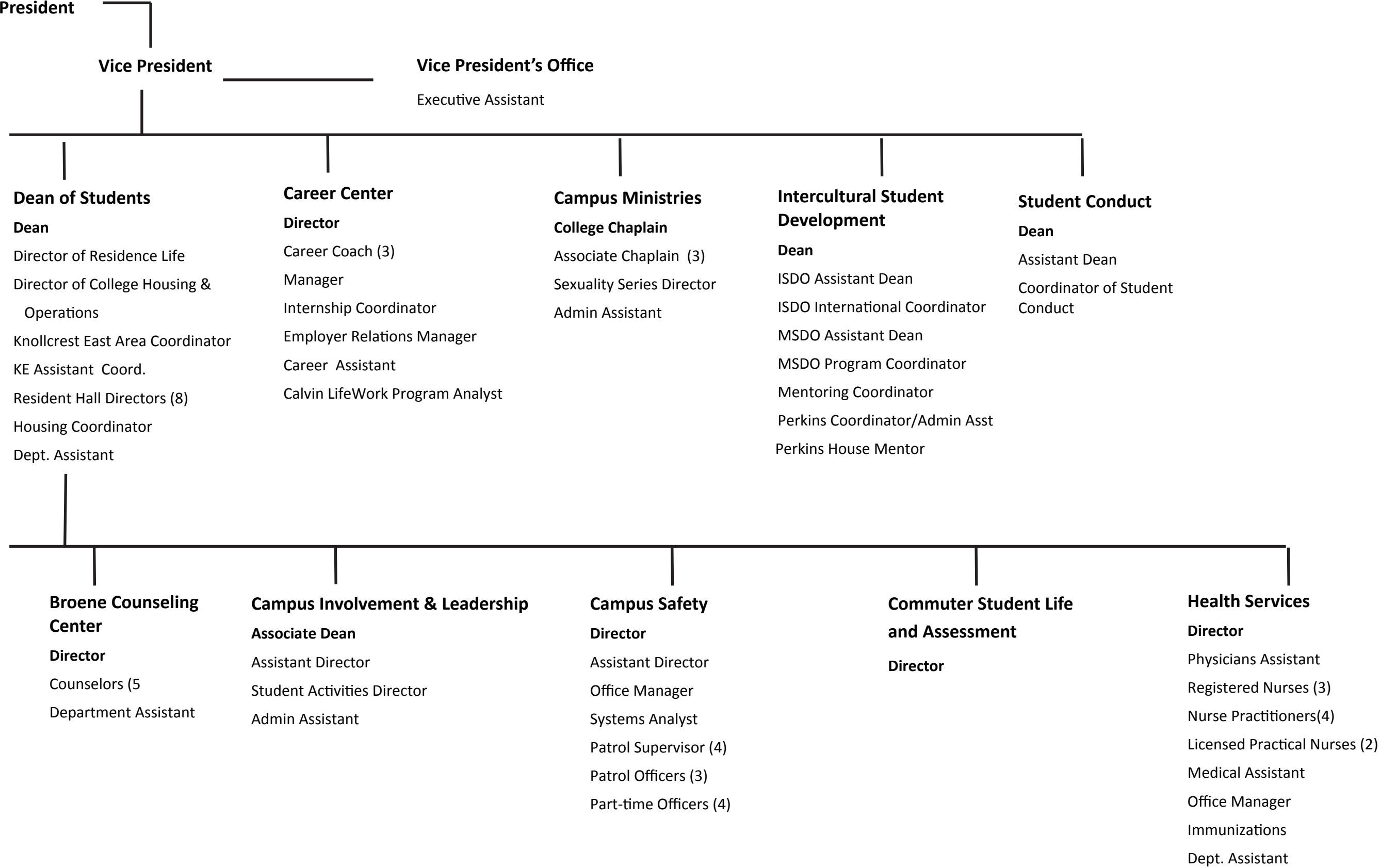
## **Calvin Academy for Lifelong Learning**

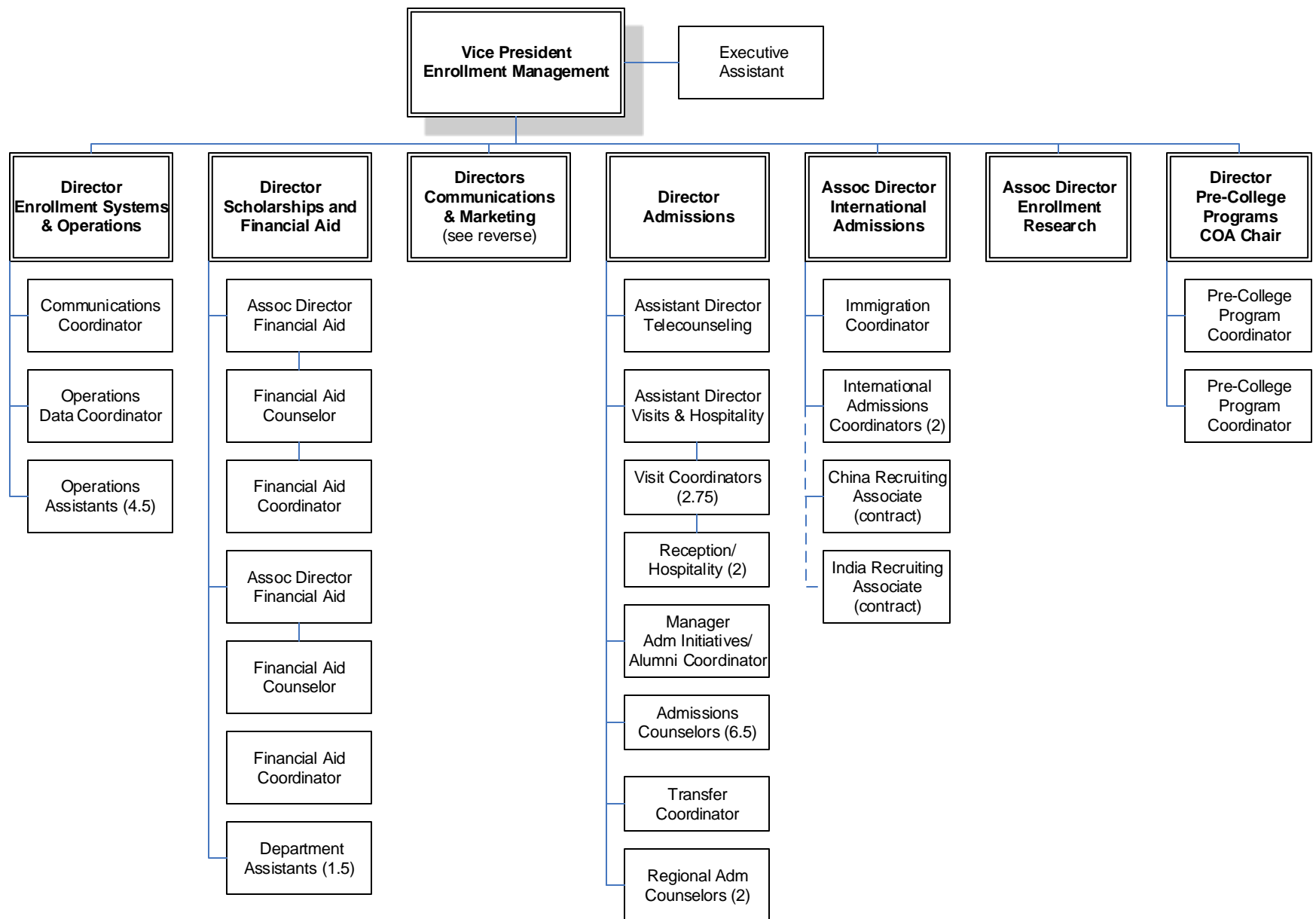
**Volunteer Leadership Board (with college liaison)**  
*CALL Administrative Coordinator*  
*CALL Membership Assistant*  
*Volunteer Curriculum Coordinator*

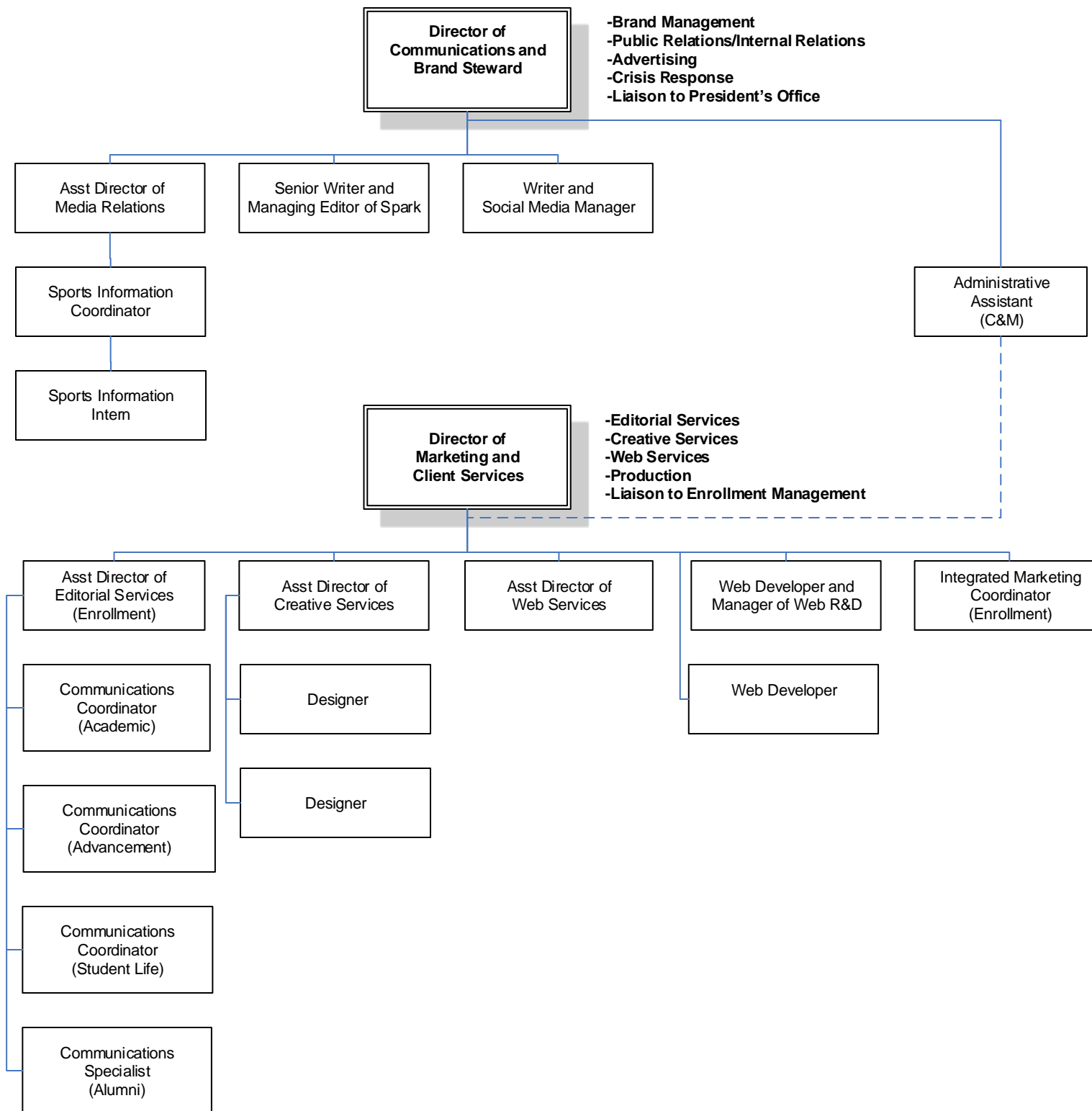


# Calvin College Student Life Organizational Chart

## 2017-2018







# 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 President (chairperson), Provost, Vice-Chair, and Secretary. The president of the college shall serve as the non-voting chair of the Senate. the vice 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.

Frequently the chairperson of the parent body is an *ex officio* member of all standing and special committees, unless specifically excluded. We have followed that practice in recommending that the President be *ex officio* a member of all faculty committees; we have also designated selected 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  $\frac{2}{3}$  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  $\frac{2}{3}$  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<br>LANGUAGE                                | INTERRUPT<br>SPEAKER? | SECOND<br>NEEDED? | MOTION<br>DEBATABLE? | MOTION<br>AMENDABLE? | VOTE<br>NEEDED?        |
|--|--|-----------------------|-------------------|----------------------|----------------------|------------------------|
| <b>PRIVILEGED MOTIONS</b> 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>I move that we adjourn</i>                        | no                    | yes               | no                   | no                   | majority               |
| Recess the meeting   | <i>I move we recess until</i>                        | no                    | yes               | no                   | yes                  | majority               |
| Complain about noise, room temperature etc.  | <i>Point of privilege</i>                            | yes                   | no                | no                   | no                   | none, chair rules      |
| <b>SUBSIDIARY MOTIONS</b> provide various ways of modifying or disposing of main motions. They must be acted upon before all other motions except privileged motions.          |  |                       |                   |                      |                      |                        |
| Suspend debate on a matter without calling for a vote  | <i>I move we table the matter</i>                    | no                    | yes               | no                   | no                   | majority               |
| End debate   | <i>I move the previous question</i>                  | no                    | yes               | no                   | no                   | $\frac{2}{3}$ majority |
| Limit length of debate   | <i>I move debate on this matter be limited to</i>    | no                    | yes               | no                   | yes                  | $\frac{2}{3}$ majority |
| Ask for a vote by actual count, to verify a voice vote   | <i>I call for a division of the house</i>            | no                    | no                | no                   | no                   | none*                  |
| Postpone consideration of a matter to a specific time  | <i>I move we postpone the matter until</i>           | no                    | yes               | yes                  | yes                  | majority               |
| Have a matter studied further  | <i>I move we refer this matter to a committee</i>    | no                    | yes               | yes                  | yes                  | majority               |
| Consider a matter informally   | <i>I move the question be considered informally</i>  | no                    | yes               | yes                  | no                   | majority               |
| Amend a motion   | <i>I move that this motion be amended by</i>         | no                    | yes               | yes                  | yes                  | majority               |
| Reject a main motion without voting on the motion itself   | <i>I move the question be postponed indefinitely</i> | no                    | yes               | yes                  | no                   | majority               |

\*But majority vote if someone objects



|  | INTERRUPT<br>LANGUAGE                               | INTERRUPT<br>SPEAKER? | SECOND<br>NEEDED? | MOTION<br>DEBATABLE? | MOTION<br>AMENDABLE? | VOTE<br>NEEDED?        |
|--|---|-----------------------|-------------------|----------------------|----------------------|------------------------|
| <b>INCIDENTAL MOTIONS</b> 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  | <i>Point of order</i>                               | yes                   | no                | no                   | no                   | none, chair rules      |
| Object to a ruling by the chair  | <i>I appeal the chair's decision.</i>               | yes                   | yes               | yes                  | no                   | majority               |
| Consider a matter that violates normal procedure, but does not violate the constitution or bylaws  | <i>I move we suspend the rules</i>                  | no                    | yes               | no                   | no                   | $\frac{2}{3}$ majority |
| Object to considering some matter  | <i>I object to the consideration of this matter</i> | yes                   | no                | no                   | no                   | $\frac{2}{3}$ majority |
| Obtain advice on proper procedure  | <i>I raise a parliamentary inquiry</i>              | yes                   | no                | no                   | no                   | none, chair rules      |
| Request information  | <i>Point of information</i>                         | yes                   | no                | no                   | no                   | none                   |
| Withdraw a motion  | <i>I request leave to withdraw the motion</i>       | no                    | no                | no                   | no                   | majority               |
| <b>MAIN MOTIONS</b> are the tools used to introduce new business.  |   |                       |                   |                      |                      |                        |
| Introduce business   | <i>I move that</i>                                  | no                    | yes               | yes                  | yes                  | majority               |
| Take up a matter previously tabled   | <i>I move we take from the table</i>                | no                    | yes               | no                   | no                   | majority               |
| Reconsider a matter already disposed of  | <i>I move we reconsider our action relative to</i>  | yes                   | yes               | yes                  | no                   | majority               |
| Strike out a motion previously passed  | <i>I move we rescind the motion calling for</i>     | no                    | yes               | yes                  | yes                  | majority               |
| Consider a matter out of its scheduled order   | <i>I move we suspend the rules and consider</i>     | no                    | yes               | no                   | no                   | $\frac{2}{3}$ 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:

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List the committee's conclusions:

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Summarize the committee's rationale for its recommendation:

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# Appendix D: Mandates and Compositions of Standing Committees of the Faculty

*[N.B.: See <http://www.calvin.edu/admin/comm/> for a current list of the committees and their mandates.]*

# Appendix E: Miscellaneous Procedures for Implementation of Handbook Policies

## **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 ([section 7.5.2](#)).
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, 3

weeks of leave is equivalent to 2 semester hours of teaching credit ([section 7.1.5](#)). In the items below, the semester hour equivalent for each benefit is given. To calculate a faculty member's salary for the year, add up the semester hours for courses taught, CRFs, etc., and add in semester hour equivalents for the benefits that are used. If the sum for the year is 21 semester hours, the faculty member receives their full salary. If the sum is less than 21 hours, multiply the sum by 4.5% and round the result to the nearest 5% to obtain 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 4 semester hours. Medical leave for a cesarean birth is 8 weeks or a credit of 5 semester hours. Multiple births or medical complications may receive longer leaves as recommended by a doctor ([section 7.1.5](#)).
7. Family care leave is equivalent to 2 semester hours under Calvin's paid family care benefit. For summer medical events, family care leave may be taken in the fall semester ([section 7.5.2](#)).
8. During a full-semester medical/family care leave away from teaching, a faculty member may receive 2 semester hours of teaching credit for routine non-teaching duties ([section 7.9.4](#)).
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 7.1.5](#)).
10. For summer births, the medical portion of a leave receives semester hour credit only if it overlaps with the end of spring semester or the beginning of fall semester ([section 7.1.5](#)). 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 7.1.5](#)).
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 pre-schooler ([section 3.11.4](#)).
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 ([section 3.7.1.2](#)).
14. Sabbatical pay is based on the average teaching load of the faculty member in the six preceding years (section 3.3.4.10). This average will not include years in which family care leave is taken.
15. If a faculty member's load is less than 21 hours, 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 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 interim and spring semester, she teaches a total of 13 semester hours. The load for the year is 13 (teaching) + 4 (medical) + 2 (family care) + 2 (other duties) = 21 semester hours. The pay for the year would be 100% of a full time salary.
2. A 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 interim and spring semester, she teaches a total of 13 semester hours. The load for the year is 13 (teaching) + 4 (medical) + 2 (family care) = 19 semester hours. The pay for the year would be  $19 \times 4.5\% = 85.5\%$ , which rounds to 85% of a full time salary.
3. A 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 8 semester hours, but elects to take the interim off to be with his son during his treatment. In the spring, he elects to teach a reduced load of only 5 semester hours and utilize Calvin's paid family leave benefit. In addition, he teaches a 3 semester hour summer course. The

load for the year is 16 (teaching) + 2 (family care) = 18 semester hours. The pay for the year would be  $18 \times 4.5\% = 81\%$ , which rounds to 80% of a full time salary.

4. A faculty member has a baby due late in the fall semester. She does not teach in the fall, but she uses a 1 course CRF and maintains her routine duties of advising and committee work. She takes interim off entirely. During the spring semester, she teaches 10 semester hours. The load for the year is 10 (teaching) + 4 (medical) + 2 (family care) + 2 (other duties) + 1 course (CRF) = at least 21 semester hours. The pay for the year would be 100% of a full time salary.
5. A faculty member adopts a child at the end of the fall semester. He teaches full time (10 hours) in the fall semester and takes interim off completely. Utilizing the Calvin paid family leave benefit, he teaches a reduced load (6 hours) in the spring. The load for the year is 16 (teaching) + 2 (family care) = 18 semester hours. The pay for the year would be  $18 \times 4.5\% = 81\%$ , which rounds to 80% of a full time salary.
6. A faculty member who shares a position with her husband has a baby due in January. She decides to teach a 3 hour course in the fall and take the interim and 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 semester hours 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 17 (teaching) + 2 (prorated medical for the mother) + 2 (full family care for the position) = 21 semester hours. 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 semester hour equivalents each accrued during the year.

7. A faculty member has a baby due early in the spring semester. She chooses to teach a heavy load in the fall semester and interim, a total of 14 hours, and take the spring semester off entirely. The load for the year is  $14 \text{ (teaching)} + 4 \text{ (medical)} + 2 \text{ (family care)} = 20$  semester hours. The pay for the year would be  $20 \times 4.5\% = 90\%$  of a full time salary.
8. A faculty member on a reduced-load appointment has a baby due in the middle of the spring semester. She normally carries a load of 11 semester hours 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 7 semester hours in the fall and 3 hours in interim, and taking the spring semester off completely. The load for the year is  $10 \text{ (teaching)} + 2 \text{ (prorated medical)} + 1 \text{ (prorated family care)} = 13$  semester hours. The pay for the year would be  $13 \times 4.5\% = 58.5\%$ , which rounds to 60% 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 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 CRF and teaches 7 hours. During interim, he teaches 3 hours. In the spring, he chooses to take a family care leave and teach a reduced load of 6 hours. The load for the year is  $16 \text{ (teaching)} + 2 \text{ (family care)} + 1 \text{ course (CRF)} =$  at least 21 semester hours. The pay for the year would be 100% of a full time salary.

10. A faculty member has a baby due in late May, after spring grades are due. She taught a full load of 12 hours during the preceding fall semester and interim, and she teaches a reduced load of 7 hours 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. 2 semester hours during the spring semester. The load for the year before the birth is  $19 \text{ (teaching)} + 2 \text{ (prorated medical)} = 21$  semester hours. She chooses to take family care leave during the fall semester of the following academic year, for a 2 semester hour credit in her teaching load. She chooses to use the 21 hour cap in the academic year preceding the birth (and receives 100% of a full-time salary); in the academic year following the birth, she must accrue the standard 21-24 semester hours as is common for her department.
11. A 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 semester hours. She teaches full time during interim and spring semester, for a total of 12 semester hours. Her load for the year is  $18 \text{ (teaching)} + 2 \text{ (family care)} = 20$  semester hours. Her pay in the academic year following the birth would be  $20 \times 4.5\% = 90\%$  of a full time salary.
12. A 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 2 semester hours. She decides to teach 4 semester hours in the fall with some guest lectures early in the term and utilize Calvin's paid family care benefit.

During interim and spring semester, she teaches a total of 13 semester hours. The load for the year is 17 (teaching) + 2 (prorated medical) + 2 (family care) = 21 semester hours. The pay for the year would be 100% of a full time salary.

13. A 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 6 semester hours 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 13 semester hours during the interim and spring semesters. The load for the year is 19 (teaching) + 2 (family care) = 21 semester hours. 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 College 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 vice-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 vice-chair.

- At the beginning of the academic year, the vice-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 vice-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 vice-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 vice-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 vice-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.